

# Relationship-Based Professional Development Credential Course

## Learning Activities for Session 11 Online – Facilitating Growth and Learning: Planning and Goal Setting

**Please note:** The RBPDP Credential materials are owned by the Minnesota Department of Human Services, Child Services Division. The materials will be available on Canvas during the course and for one week after the course ends. You are responsible for downloading any materials that you would like to keep for your records.

### Session 11 Overview

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#### Course Level:

2

#### Knowledge Competency Framework for Early Childhood Practitioners:

Content Area IV: Assessment, Evaluation, and Individualization- 2 hours

Content Area VI: Professionalism - 1 hour

#### RBPDP KCF Content Areas:

V. Facilitating growth and learning

#### CDA Content Area:

Professionalism

#### Learning Objectives:

- Objective 1: Examine the cycle of RBPDP practice: Planning, observing, feedback with reflection
- Objective 2: Analyze video/case scenarios to identify RBPDP strategies
- Objective 3: Practice planning & setting goals.

## Watch the Introductory Video:

- Introduction to Facilitating Growth & Learning (Sessions 11-13)

## Readings: Session 11 Documents

### Lecture Notes, PPTs and Handouts:

- Session 11 PPT: Planning and Goal Setting
- Session 11 Lecture Notes A - Reviewing the cycle of RBPD Practice
- Session 11 Handout Matching Strategies to Stages
- Session 11 Lecture Notes B - Revisiting the Guiding Principles of RBPD
- Session 11 Lecture Notes C – Planning and Goal Setting

### Web Links--article

- Homework before Session 11 Discussion Board:

Article: Reprise of Coaching Heavy and Light (Killion, 2010) at:

<https://learningforward.org/wp-content/uploads/2010/12/teachers-leading-reprising-coaching.pdf>

Note: If this link doesn't work when clicked, copy and paste into a browser

- Part of this article is used in the reflection/assignment:

Article "Two Heads Are Better Than One" (Chiariello, 2015) at:

<https://www.learningforjustice.org/magazine/fall-2015/two-heads-are-better-than-one>

### Video Links to view before the chat (from Lecture Notes C):

- Video clip of coaching session: Planning Conversation for Shoe Graph Lesson - <http://earlymath.erikson.edu/planning-conversation-shoe-graph-lesson/>

Note: If this link doesn't work when clicked, copy and paste into a browser

- Article: "Practice Based Coaching" (The National Center on Quality Teaching and Learning, Office of Head Start, 2014)  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf> OR view the video describing PBC: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>
- Article "Shared Goals and Action Planning" (The National Center on Quality Teaching and Learning, Office of Head Start, 2015)  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-sgap.pdf>

### Optional resources:

- The National Center on Quality Teaching and Learning, Office of Head Start website related to coaching: <https://headstart.gov/sites/default/files/pdf/early-care-education-coaching.pdf>
- Visit the Pyramid model for coaching for challenging behavior and early intervention: <https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>
- Foundations of Coaching in Early Childhood: Partnering with Parents and Professionals, <https://www.youtube.com/watch?v=4oswcJ4i0xU>

### Discussion Board:

Initial Post is due \_\_\_\_\_, with at least 3 additional posts to other participants by \_\_\_\_\_.

- *This is a follow-up to the Coaching Heavy and Light reflection from Session 10. Open the Coaching Light and Heavy Reprise article (listed in Web Links for this week's Readings at <https://learningforward.org/wp-content/uploads/2010/12/teachers-leading-reprising-coaching.pdf> Underline the coaching light and coaching heavy examples on page 9. Realizing that this is written for K-12 teachers for whom coaching may be a requirement, think about your own work in early childhood.*

Note: If this link doesn't work when clicked, copy and paste into a browser

- How do the author's examples line up with your understanding of your role and your RBPB practice (or imagined practice, if you are not yet an RBPB specialist)? How do they differ? As you look at the chart on page 9, choose ONE area of "coaching heavy" that you think would add to your effectiveness as a coach. Why did you choose this area and what will help you grow in it?

### Video Chat:

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Lecture Notes A:

- Bring your Lecture A drawing of an RBPB cycle with your selected "practice" in the middle that is the focus of change in your RBPB (or in your imagined RBPB).
- How do SMART goals and Practice-Based coaching overlap?
- Revisiting the Guiding Principles: we reviewed these guiding principles early in the course. As you think about our ongoing discussion and learning together, are there any principles that stand out to you? Which principle helps you the most? Which is most challenging to follow?

Based on Lecture Notes C:

- Please view the following video (from Lecture Notes C) as ***it will be the focus of the chat*** for the next few questions. (Be sure to read the context for the coaching relationship and goals in the Lecture Notes first before watching):  
<http://earlymath.erikson.edu/planning-conversation-shoe-graph-lesson/>
  - How did this coach support the educator’s planning and goal-setting?
  - What stage of change do you think this educator is in? How might the educator’s stage of change guide the coaching decisions?
  - What role did standards play in the conversation?
  - How would you describe the give-and-take in this session?
  - How does this relate to your thinking about coaching heavy and light?
  - What did the educator gain?
- Have this handout available for a conversation about which strategies stand out to you as you reflect on or imagine your own work in RBPd. Handout: *Matching Strategies to Stages* (described in Lecture Notes C).

## Reflection assignment:

*Coaches and mentors can tailor their support to the specific needs of the educator they're assigned to help and to the culture of that person's classroom. (from "Two Heads are Better than One")*

**This reflection asks you to keep this week's topic of planning and goal setting in mind as you also think about coaching with an equity lens.** You will be thinking on two (parallel) levels. On one level, consider the process of planning and goal setting through an equity lens and its potential impact on children and families. At the same time, examine your own interactions with your RBPd Partner with an equity lens. Write a reflection responding to the following.

1. Read part of the article “Two Heads Are Better Than One” (Chiariello, 2015) found at this link, beginning with the heading “Doing What Works” and reading to the end of the article:

<https://www.learningforjustice.org/magazine/fall-2015/two-heads-are-better-than-one> Pay particular attention to the chart in the article. The chart identifies key components of coaching (including goal setting) and describes what each component looks like when “coaching with an equity lens.” Look at each example on the chart and think about how the examples promote

equity that impacts the educator as well as families and children. As you look at the joint (co) planning and goal setting rows in the chart, how does “coaching with an equity lens” inform your work? As you read the description, what are things you already do? What is something new—maybe even challenging? Stop and record your thoughts.

2. Next, look through page 1 of the collaborative classroom worksheet found here:

<https://challengingbehavior.cbcs.usf.edu/docs/Classroom-Collaboration-Workstyle-Disc-Guide.pdf> <sup>[1]</sup>

Do you notice any items that might relate to cultural orientations? (Remember the partner conversations in session 4 about values connected to time, work, education, gender, etc.? Remember Session 8 and “Mapping your Cultural Orientation?”) In this tool, which items stand out to you as particularly helpful in understanding your RBPD partner’s approach to planning and goal setting? How might you use this worksheet to gather information that supports a “goodness of fit” as you and your RBPD partner approach goal-setting and planning interactions?

*Level 2:* Can you think of an RBPD partnership where the collaborative workstyle checklist could have helped your interactions with an RBPD partner? Describe how you would have used it to improve those interactions around planning and goal setting.

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[1] This tool is intended to be used for coaching in small groups; however, it also may introduce values and preferences that apply in a one-to-one partnership as well as working with a teaching team).