

Relationship-Based Professional Development Credential Course

Learning Activities for Session 12 Hybrid– Facilitating Growth and Learning: Observation

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 12 Hybrid Overview

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: Reflect on the cycle of RBPDP practice: planning, observing, feedback with reflection
- Objective 2: Analyze video to identify RBPDP strategies
- Objective 3: Practice observation/implementation segment of the cycle.

Reading:

Lecture Notes, PPTs and Handouts:

- Session 12 PPT Observation

- Session 12 Lecture Notes A - Definition and “me-check”
- Session 12 Lecture Notes B - Strengths-based - Articulating moments of effective practice
- PBC: Focused Observation handout:
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-fo.pdf>
- https://challengingbehavior.cbcs.usf.edu/docs/coaching_strategies.pdf (Focused observation strategies from challenging behavior pyramid resources)
- Observation Practice handout
- Coaching Practice handout

General Practice-Based Coaching resources (optional)

- Practice-Based Coaching Resources (also available last session)
 - 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> pp. 1-5
 - Video describing Practice Based Coaching & other resources -
<https://headstart.gov/video/practice-based-coaching-overview?redirect=eclkc>

Video links for this session:

- PBC: Focused observation video (@3 minutes)
<https://eclkc.ohs.acf.hhs.gov/video/focused-observation>
- Discussion board video clip (see Observation Practice handout):
<https://info.teachstone.com/blog/a-coaching-guide-to-asking-reflective-questions-part-1>
- Chat video clip (from Lecture Notes A and B):
<https://www.youtube.com/watch?v=8eCfmrGu5xo>
- Chat Shoe Graph video (from Lecture Notes C): - <http://earlymath.erikson.edu/shoe-graph-3-5-year-old-childrens-education-programs-and-activities/> Watch until 4:07.

Ongoing Resources:

- **RPBD Credential Glossary**
- *Minnesota’s Knowledge and Competency Framework for Relationship Based Professional Development Specialists* <https://edocs.dhs.state.mn.us/lfsrserver/Public/DHS-7586-ENG>

Discussion Board:

Initial Post is due _____ with at least 3 additional posts to other participants by _____.

Read the Discussion Board handout for reference, scroll down and view the first 3:15 min of the Lights Out Freeze Game video that is embedded in the link and respond to the questions on the Observation practice handout #1.

Video Chat:

1. **Discuss the “me check.”** As preparation (also from Lecture Notes A):
 - a. Play the video **from 00:14 through 1:18 and take detailed specific notes as you watch.** <https://www.youtube.com/watch?v=8eCfnrGu5xo>.
 - b. Consider: As you were watching and taking notes, what were you *feeling*?
 - c. How might your feelings influence your interactions with the educator?
 - d. How might taking a few moments to become aware of your own feelings affect your own work with educators?
2. **Identify and discuss the value of “articulating a moment of effectiveness.”**
 - a. View the “Shoe Graph Lesson” video (through 4:07) and take notes using the page 4 Focused Observation sheet on <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-fo.pdf> . If you were this person’s coach, what might you identify as a “moment of effectiveness” during her lesson? (Write it down and have it ready to share in the chat.) Note: you might see more than one!
 - b. Please use the following formula:
 - i. I noticed that you _____.
 - ii. This helps/helped the child _____.
 - c. Think about: how did the planning/goal-setting session make a difference for this teacher?
 - d. Comment on the observation process. What would be comfortable or challenging using the strategies from this session (me check; moment of effectiveness)? What do you take away from this exercise that relates to your own work?
3. **Staying in the present while observing** (depends on time): Remember previous conversations about “static?” What helps you *tune out* static and tune in the present moment (focus) when your own feelings are distracting you from a non-judgmental stance?

Reflection Assignment:

- **Level 1 Reflection:** *This reflection will take self-awareness as you go about your day. Be aware of when a strong feeling arises that makes it difficult for you to stay fully present*

*in what you are doing. (You may even be able to think ahead to where/when strong emotions may come up and/or where you might have trouble staying fully present). When you feel a strong reaction coming on (it could be about anything—someone you disagree with, a frustration, etc.) or you feel yourself wandering off in your head when someone else is talking, **stop** and **do a “me check.”** Even if it is a brief pause (“count to 10”), stop and name what is going on inside. Based on this intentional awareness, think about how using a “me check” impacts your perspective and communication. Share your thoughts about practicing this process and how it might impact RBPD work.*

- **Level two reflection:** *Use a “me check” during an RBPD session and write about the process. If you don’t have any visits this week, write about a time when it would have been helpful. (Or you may use a “me check” when you feel “static” during an observation. Even if you didn’t think about calling it a “me check,” write about the experience.)*

Homework:

Beginning to plan for the final activity in Session 15. Complete Step 1 of Planning/Practicing the Cycle of RBPD

In session 15, we will be role-playing (in small groups) a feedback/reflection conversation based on a scenario that you choose (or write). In order to spread the planning out over several sessions, we are taking one step per session between now and session 15. Your assignment between now and session 13 is to read through the scenarios on page 3 of “**Online Planning/Practicing the Cycle of RBPD**” and either choose a scenario or write your own.