

Relationship-Based Professional Development Credential Course

Learning Activities for Session 2 – Introduction to RBPD: Approaches and Delivery Practices

Please note: The RBPD 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 2 Overview

Course Level:

2

Knowledge Competency Framework for Early Childhood Practitioners:

Content Area V: Historical and Contemporary Development of Early Childhood Education - 2 hours

Content Area VI: Professionalism- 1 hour

RBPD KCF Content Areas:

I. Professional and ethical practices

CDA Content Area:

Professionalism

Learning Objectives:

- Objective 1: Compare RBPD approaches, identify responsibilities and potential impact.
- Objective 2: Explore the context for RBPD in Minnesota and link to participant experience.

- Objective 3: Analyze benefits and challenges of RBPd delivery modalities.

Reading/Viewing: Session 2 Materials

All sessions:

- MN RBPd Knowledge and Competency Framework
<https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7586-ENG> (every session refer to as needed)
- Course glossary and references (Session 2-specific)

Session 2 Lecture Notes, PPTs and Handouts:

- Learning Activities Session 2
- RBPd course Glossary (session 2 terms)
- Session 2 PPT: RBPd Approaches and Delivery
- Session 2 Lecture Notes A – Approaches and Delivery
- Session 2 Minnesota Timeline for RBPd Work Handout
- Session 2 Transtheoretical Model of Change Handout
- NAEYC Adult Education Glossary (see web links)

Articles:

- Article: Instructional Coaching: Helping Preschool Teachers Reach Their Full Potential (Skiffington, Washburn, and Elliott 2011) (project that uses videotaping process)

Web Links:

- Website of the researchers who developed the Transtheoretical Model of Change, with more on the model including stages and aligned strategies:
<http://www.prochange.com/transtheoretical-model-of-behavior-change>
- *Early Childhood Education Professional Development: Training and Technical Assistance Glossary. Child Care Aware of America, National Association for the Education of Young Children (2023.)* https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/new_glossary.pdf

Video:

- *Coaching Early Childhood Education Teachers*, used with permission from Start Early (formerly the Ounce of Prevention Fund) is posted as an MP4 in course documents.

Discussion Board:

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

- Watch the video: *Coaching Early Childhood Education Teachers*, used with permission from Start Early (formerly the Ounce of Prevention Fund). Video is posted in course materials as an MP4 video. Watch from 1:40 to the end (value of coaching)
 - Take notes on what the teachers in the video say has changed as a result of their coaching experience.
 - In your post, describe what stood out to you in the video. In particular, identify *two* examples of change expressed that include a specific description of *what* changed and *who* was affected.

Video Chat Discussion:

To prepare for the video chat:

Please read the definitions for “coaching”, “consultation” and “mentoring” in the Glossary for this module (in course Documents). Highlight key words that stand out in each definition.

- What makes each of the three (“coaching”, “consultation” and “mentoring”) unique?
- What are strengths in each approach?
- What do they have in common that makes them all RBPD?
- Identify 1 example of each approach that you are familiar with OR think of one early childhood education-based situation that would be a good fit for each of the three types of RBPD. Be prepared to explain why you believe it is a good fit.

Think about the delivery modalities from Lecture Notes A

- In your experience or observation, how have RBPD delivery modalities changed over the past few years?
- Which one of these modalities (other than face-to-face 1:1) do you value most and why?

- Which one are you least likely to use and why?

Review the Transtheoretical Model of Change Handout. Come prepared to discuss:

- Think about a professional shift or change you have made. How did you know you needed or wanted to change? What helped you overcome barriers to making change such as your own feelings about change, confusions, or other challenges?
- What is one thing that stands out to you about the Transtheoretical Model of Change? Is there something that you wonder about or something that surprises you about the model?

Reflection Assignment:

This week's lecture notes describe four examples of RBPB delivery which are less common:

- RBPB to program
- RBPB to learning community
- Virtual RBPB
- Peer to peer.

Choose two of these modalities and write up at least two potential advantages and one potential disadvantage for each. (Think about elements such as geography, levels of expertise, working with English Language Learners, sustaining change, etc.) Your reflection should include specific examples, refer to thoughts from lecture notes, discussions and video chat, and fill 2/3 to a full page.

Homework to complete before Session 3:

- Before Session 3, students are to complete the Eager to Learn Any Time Learning Module: Mandated Reporter training. (Note: this training only takes 15-20 minutes.) Students who have completed the course within the past three years may be exempt from this requirement but must send proof of course completion within the past three years (a screen shot of their Develop Learning Record is an easy way to do so.) ***Those who have completed the class previously should review key components of that training by accessing resources at the following DHS webpage:***

o Mandated Reporter Resources. Minnesota Department of Human Services:

<https://mn.gov/dhs/general-public/licensing/maltreatment-investigations/mandated-reporter-resources/>

- ***Those who must complete the training can locate the training in Eager to Learn (there is a small fee):***
 1. Sign into Eager to Learn at eagertolearn.org
 2. Click on “My Courses” to locate the Mandated ATL Reporter training
 3. Complete the training (be sure to submit the final page so it will reflect in your develop learning record.)