

# Relationship-Based Professional Development Credential Course

## Learning Activities for Session 9 – Co-Creating Relationships: Establishing Relationships

**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 9 Overview

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#### Course Level:

2

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

Content Area VI: Professionalism

#### RBPD KCF Content Areas:

IV. Effective communication

#### CDA Content Area:

Professionalism

#### Learning Objectives:

- Objective 1: Develop plans to build rapport and address challenges in establishing RBPD relationships.
- Objective 2: Evaluate tools for use in clarifying expectations, roles, and responsibilities.

#### Reading: Session 9 Documents

#### Lecture Notes, PPTs and Handouts:

- Session 9 Module 4 PPT Establishing Relationships
- Session 9 Lecture Notes A – Establishing RBPD relationships
- Session 9 Lecture Notes B – Clarifying expectations
- Session 9 DB Assignment - Entering Relationship

- Session 9 Sample - School Partnership Agreement
- Session 9 SAMPLE AGREEMENT FORM
- Session 9 Expectations and Priorities handout
- Session 9 additional sample forms (see web links)
- Effective Coaching in Early Care and Education: pgs 20 and 33-35 (see PDF posted in Canvas). This article is being used with permission from the source and author, First 5 Alameda County.

### Video Links

- My Coaching Story (PA MN) <https://www.youtube.com/watch?v=FE61lxGR9Ts>
- CEED Video [https://mediaspace.umn.edu/media/t/1\\_cofa8m5m](https://mediaspace.umn.edu/media/t/1_cofa8m5m)

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

### Online resources:

Establishing relationships:

- Page 20 of Effective coaching in early care and education (see PDF posted in Canvas)

Group coaching tips:

- Page 33-35 of Effective coaching in early care and education (see PDF posted in Canvas)
- Group Coaching: Tips for a Successful Group:  
[https://challengingbehavior.cbcs.usf.edu/docs/Group-Coaching\\_Group-Tips.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Group-Coaching_Group-Tips.pdf)

Virtual coaching tips:

- 5 ways to create effective virtual coaching that simulates face to face coaching.  
<https://the-goodcoach.com/tgcblog/2020/6/8/5-ways-to-create-effective-virtual-coaching-that-simulates-face-to-face-coaching-by-lesley-hayman-guest>
- Tips for coaching someone remotely: <https://hbr.org/2015/03/tips-for-coaching-someone-remotely?registration=success>

Links to sample forms:

From TACSEI, sample coach agreement

- [https://challengingbehavior.cbcs.usf.edu/docs/teacher\\_coach\\_agreement.pdf](https://challengingbehavior.cbcs.usf.edu/docs/teacher_coach_agreement.pdf)  
(you may need to do a search in the resource Library: look for "Teacher-Coach Agreement-Sample")
- For something a little different (Note: these are used for coaching in other contexts):
  - <https://chrisreflects.files.wordpress.com/2015/10/coaching-contract-table-lo.jpg>

- <https://learn.coactive.com/hubfs/2019%20Toolkit/Co-Active-Coaching-Toolkit-COACHING-AGREEMENT.pdf> (note: if you go to the coactive toolkit, there are many great resources! We used Powerful Questions in session 8 and there are forms, activities, etc.)

### 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 response due by \_\_\_\_\_. Responses to at least three other participants by \_\_\_\_\_.

- Read and write responses to the reflection sheet in your documents: **DB Assignment - Entering Relationship** ("Entering the Relationship: Six Questions.")
- Review these two documents:
  - Page 19-20 of Effective coaching in early care and education [http://www.first5alameda.org/Documents/ece/Coaching%20Consultation/2012\\_Coaching\\_Consultation\\_FINAL/EffectiveCoachingInEarlyCareAndEducation2012.pdf](http://www.first5alameda.org/Documents/ece/Coaching%20Consultation/2012_Coaching_Consultation_FINAL/EffectiveCoachingInEarlyCareAndEducation2012.pdf)
  - Expectations and Priorities handout (in this week's documents)
- **Post:** Choose one of the three documents ("*Six Questions*," page 19-20 *Effective Coaching*, or *Expectations and Priorities*) and describe how you might use it (or a specific question within the document) at the beginning of a new RBPd relationship. How might using structured questions (such as those in "*Six Questions*" and *Effective Coaching*) build rapport and trust and promote equity as you enter an RBPd relationship?

### Video Chat:

- Why do you think this session includes the idea of "co-creating" instead of simply "creating"?
- From Lecture Notes A 1) both videos and 2) ppt slide from Cathy Toll's strategies to learn from resistance:
  - Videos: What specific things did you note (as described by the RBPd partners) that helped them establish their RBPd partnerships? What might have gotten in the way as they were beginning to work together?
  - Strategies from Cathy Toll: Think about the teacher comment: "I'm afraid focusing on math is too hard for preschoolers and will be harmful." Think about a potential "back story" or context(s) that might explain her comment. As you think about the "learning from resistance" ppt slide,

what experiences or issues might interfere with her willingness to try new strategies around preschool math exploration? Which strategies from Toll's The Literacy Coach's Survival Guide (2005) might you use and why (choose at least one)?

- From Lecture Notes B and accompanying documents:
  - Look through the sample documents in the Session 9 Documents and examine them for statements that describe specific commitments. What are the types of responsibilities you notice? What if anything might you want to add?
  - Regarding providing RBPB to a group:
    - Review the following tip sheets and choose 2-3 expectations a group should have of an RBPB who is facilitating group interactions. Bring your ideas to chat:
      - Page 33-35 of Effective coaching in early care and education:  
[http://www.first5alameda.org/Documents/ece/Coaching%20Consultation/2012\\_Coaching\\_Consultation\\_FINAL/EffectiveCoachingInEarlyCareAndEducation2012.pdf](http://www.first5alameda.org/Documents/ece/Coaching%20Consultation/2012_Coaching_Consultation_FINAL/EffectiveCoachingInEarlyCareAndEducation2012.pdf)
      - Group Coaching: Tips for a Successful Group:  
[https://challengingbehavior.cbcs.usf.edu/docs/Group-Coaching\\_Group-Tips.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Group-Coaching_Group-Tips.pdf)
    - What is one expectation that participants in group coaching might have of themselves and/or one another that promotes positive group relationship-based interactions?
  - Regarding providing virtual RBPB:
    - Review one of these two articles with the idea of "what to expect" from virtual coaching in mind:
      - 5 ways to create effective virtual coaching that simulates face to face coaching. <https://the-goodcoach.com/tgcblog/2020/6/8/5-ways-to-create-effective-virtual-coaching-that-simulates-face-to-face-coaching-by-lesley-hayman-guest>
      - Tips for coaching someone remotely  
<https://hbr.org/2015/03/tips-for-coaching-someone-remotely?registration=success>
    - Identify one question (unique to working virtually) that you might ask a new RBPB partner to help define expectations for virtual coaching. Identify one question a new RBPB partner might have about beginning a new virtual RBPB partnership.
  - Thinking about other stakeholders:
    - What do you (could you) do to pave the way for a good relationship with directors or other program leaders?

## Reflection Assignment:

**Level 1:** Write out a plan for a conversation about RBPd expectations with a new RBPd partner. Include:

1. An agenda for the conversation (list 3-5 specific topics that will be covered)
2. Description of any documents you might use (describe the type/s of document, for example "consent form for video observation")
3. Description of how you will involve the RBPd partner as an active partner in the conversation and how you will cover the agenda using the documents you listed.

**Level 2:** Write out a plan for a conversation about RBPd expectations with a new RBPd partner. Include:

1. An agenda for the conversation (list 3-5 specific topics that will be covered)
2. Description of any documents you might use (describe the type/s of document, for example "consent form for video observation")
3. Description of how you will involve the RBPd partner as an active partner in the conversation and how you will cover the agenda using the documents you listed.
4. Imagine that your new partner will be a teacher at a child care center. Describe 2-3 topics (about what to expect of the RBPd partnership) that you will discuss with the teacher's supervisor and why.