

CHILD CARE

State Capacity Building Center

Exploring Relationship-Based Professional Learning Approaches That Support Infant/Toddler Care

Hot Topics Webinar

January 16, 2019

Welcome



Ronna Schaffer
Infant/Toddler Specialist
Region I



Holly Wilcher
Infant/Toddler Specialist
Region IV

Introductions

Now it's your turn! What is your role?



Outcomes

Examine research about relationship-based professional development (RBPD)

Define current early childhood relationship-based technical assistance (TA) competencies and professional development efforts

Explore current promising approaches from states and territories

Definition

Professional development includes the following:

- ◆ Education
- ◆ Training
- ◆ TA
 - Coaching
 - Mentoring
 - Consultation



Relationship-based

National Association for the Education of Young Children & National Association of Child Care Resource and Referral Agencies. (2011). *Early childhood education professional development: Training and technical assistance glossary*. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf

Your State

Please give one example of an RBPD initiative that you are proud of.

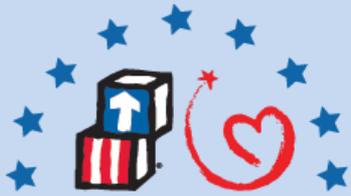


RBPD Defined

“using professional relationships as a primary method to support the professional growth and development of adult learners. This approach implements a reflective cycle of inquiry and uses an evidence-based adult-learning process of goal setting, observation, assessment, action planning, reflection and feedback” (Abrams & Chu, 2016, p. 3).

Abrams, A., & Chu, M. (2016). *Relationship-based professional development competencies*. Retrieved from https://del.wa.gov/sites/default/files/public/ProfessionalDevelopment/RBPD_Competencies.pdf

National Center on Quality Teaching and Learning, Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2012). *What do we know about coaching?* Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/psc-what-do-we-know.pdf>



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Research and Recommendations

What We Have Learned

Joyce and Showers: Coaching Effects

COMPONENTS	OUTCOMES		
	Knowledge (Thorough)	Skill (Strong)	Transfer (Executive Implementation)
Study of Theory	10%	5%	0%
Demonstrations	30%	20%	0%
Practice	60%	60%	5%
Peer coaching	95%	95%	95%

Reprinted with permission from Joyce, B., & Showers, B. (2002). Figure 5.2: Training components and attainment of outcomes in terms of percent of participants. *Student Achievement through Staff Development*, 3rd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Sheridan, Edwards, Marvin, and Knoche

“Establishing a positive, constructive professional development relationship with teachers engaged in professional development activities seems essential if the goals of the activities are to be met, and may influence the effects of training, coaching, or consulting in dynamic ways” (Sheridan, Marvin, & Knoche, 2009, p. 393).

Sheridan, S. M., Edwards, C. P., Marvin, C. A., & Knoche, L. L. (2009). Professional development in early childhood programs: Process issues and research needs. *Early Education and Development*, 20(3), 377–401. Retrieved from <https://doi.org/10.1080/10409280802582795>

Barrera and Kramer: Choosing a Relationship over Control



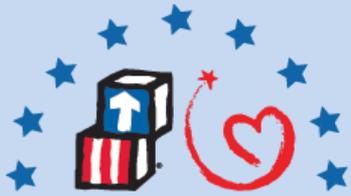
Barrera, I., & Kramer, L. (2009). *Using skilled dialogue to transform challenging interactions: Honoring identity, voice, and connection*. Baltimore, MD: Paul H. Brookes Publishing Company, Inc.

Research to Recommendations

Achieve – The MN Center for Professional Development. (n.d.). Relationship-based professional development [Web page]. Retrieved from <https://www.mncpd.org/relationship-based-professional-development/>

Institute of Medicine & National Research Council of the National Academies. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: National Academies Press.

National Association for the Education of Young Children & Alliance of Early Childhood Teacher Educators. (2011). *Early childhood education professional development: Adult education glossary*. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/Adult_Education_Glossary_0.pdf



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Practical Application

Competencies and Strategies

Themes across State TA Professional and RBPD Competencies



Small Group Activity: Ingredients of RBPD

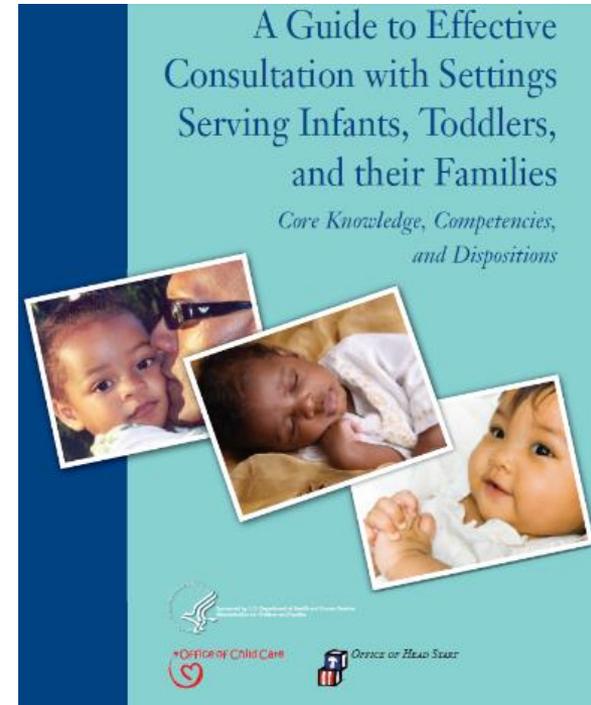
To be an effective RBPD provider,

- ◆ who do you have to be?
- ◆ what skills, knowledge, and dispositions do you need to have?



Region I: Purpose of Effective Consultation

- ◆ Increase the quality of infant/toddler care
- ◆ Promote consultation as an effective method
- ◆ Highlight the need for coordinated systems and expectations of consultants



Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). *A guide to effective consultation with settings serving infants, toddlers, and their families*. Retrieved from <https://www.acf.hhs.gov/occ/resource/effective-consultation>

Coaching and TA Competencies: State Examples

- ◆ Colorado (2010)*
- ◆ Connecticut (2017)**
- ◆ Florida (2012)*
- ◆ Maine (2017)**
- ◆ Minnesota (2007, revised 2016)**
- ◆ North Carolina (2013)*
- ◆ Ohio (2010)*
- ◆ Pennsylvania (2018)**
- ◆ Rhode Island (2017)**
- ◆ Utah (2016)**
- ◆ Vermont (2015)**
- ◆ Washington (2015)**

* These examples come from the following source: National Center on Child Care Professional Development Systems and Workforce Initiatives, Office of Child Care, Administration for Children & Families, U.S. Department of Health and Human Services. (2013). Quick look: State technical assistance professional specialized knowledge and competencies. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/201306_pdwcenter_quicklook_tacompetencies_finalr.pdf

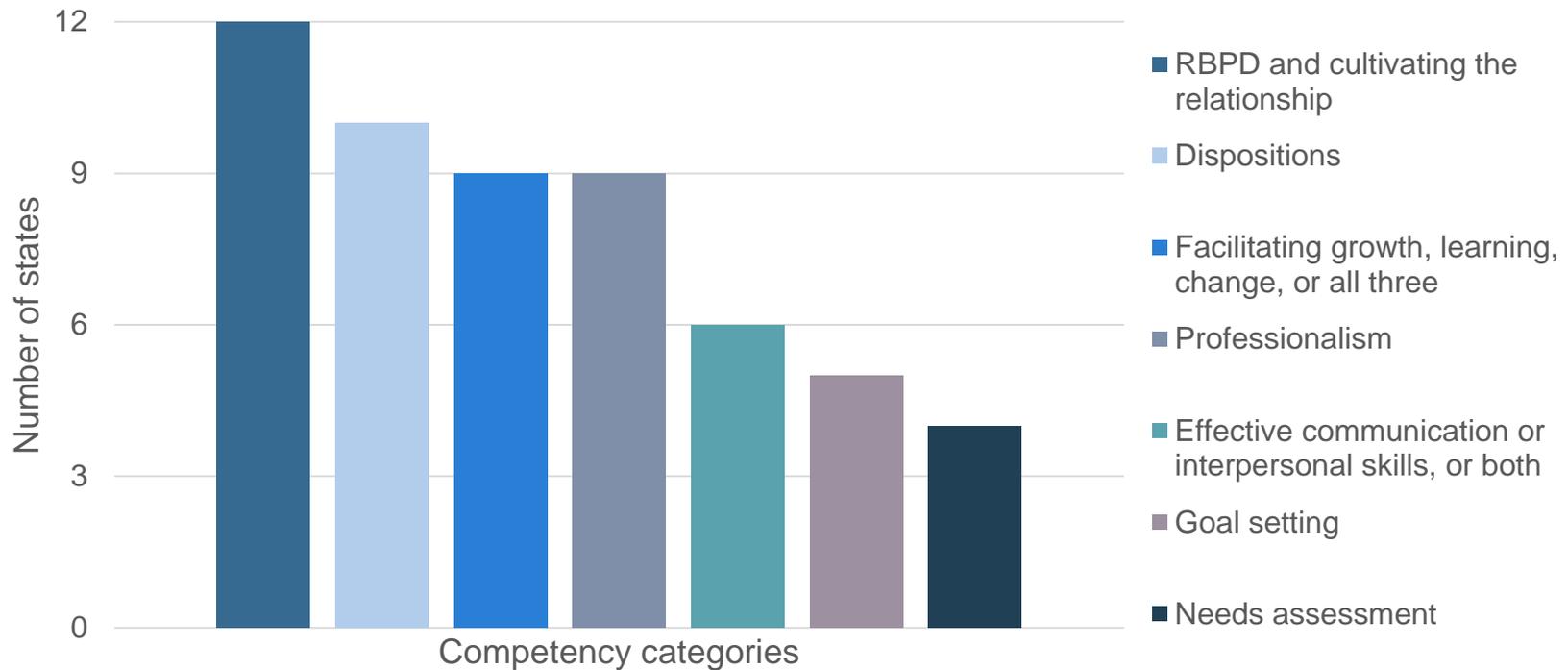
** These examples are based on information from individual state websites.

Dispositions

- ◆ Caring
- ◆ Communicative
- ◆ Professional
- ◆ Creative
- ◆ Critical



Commonalities among States



Data sources: National Center on Child Care Professional Development Systems and Workforce Initiatives, Office of Child Care, Administration for Children & Families, U.S. Department of Health and Human Services. (2013). *Quick look: State technical assistance professional specialized knowledge and competencies*. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/201306_pdwcenter_quicklook_tacompetencies_finalr.pdf

Office of Child Care & Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). *A guide to effective consultation with settings serving infants, toddlers, and their families*. Retrieved from <https://www.acf.hhs.gov/occ/resource/effective-consultation>

State Examples



Deborah Adams, Ph.D.,
Workforce Specialist,
Office of Early Childhood
Connecticut

Roxanne Garzon,
QRIS Special Projects Lead
Department of Children, Youth, and Families
Washington





Connecticut Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families



<https://www.ct.gov/oec/cwp/view.asp?a=4541&Q=586598&PM=1>



The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers that Support Adults who Work with Young Children and Families



CT Technical Assistance Provider Core Knowledge and Competency Framework

The diagram consists of four overlapping circles at the top, each representing a role: Coach (grey), Consultant (green), Mentor (orange), and Trainer (yellow). A large yellow rounded rectangle encompasses the overlapping areas of these circles, representing shared core competencies. Below this rectangle is a blue oval representing unique competencies from disciplines and/or other roles.

Coach Unique Competencies

Consultant Unique Competencies

Mentor Unique Competencies

Trainer Unique Competencies

Shared Core Competencies for Technical Assistance Providers Supporting Adults Working with Young Children and Their Families

Unique Competencies from Disciplines and/or Other Roles

WHAT DO
WE NEED TO
KNOW AND
BE ABLE TO
DO?



Professionalism



Relationship-
based practice



Content
Knowledge



Supporting
adult learning

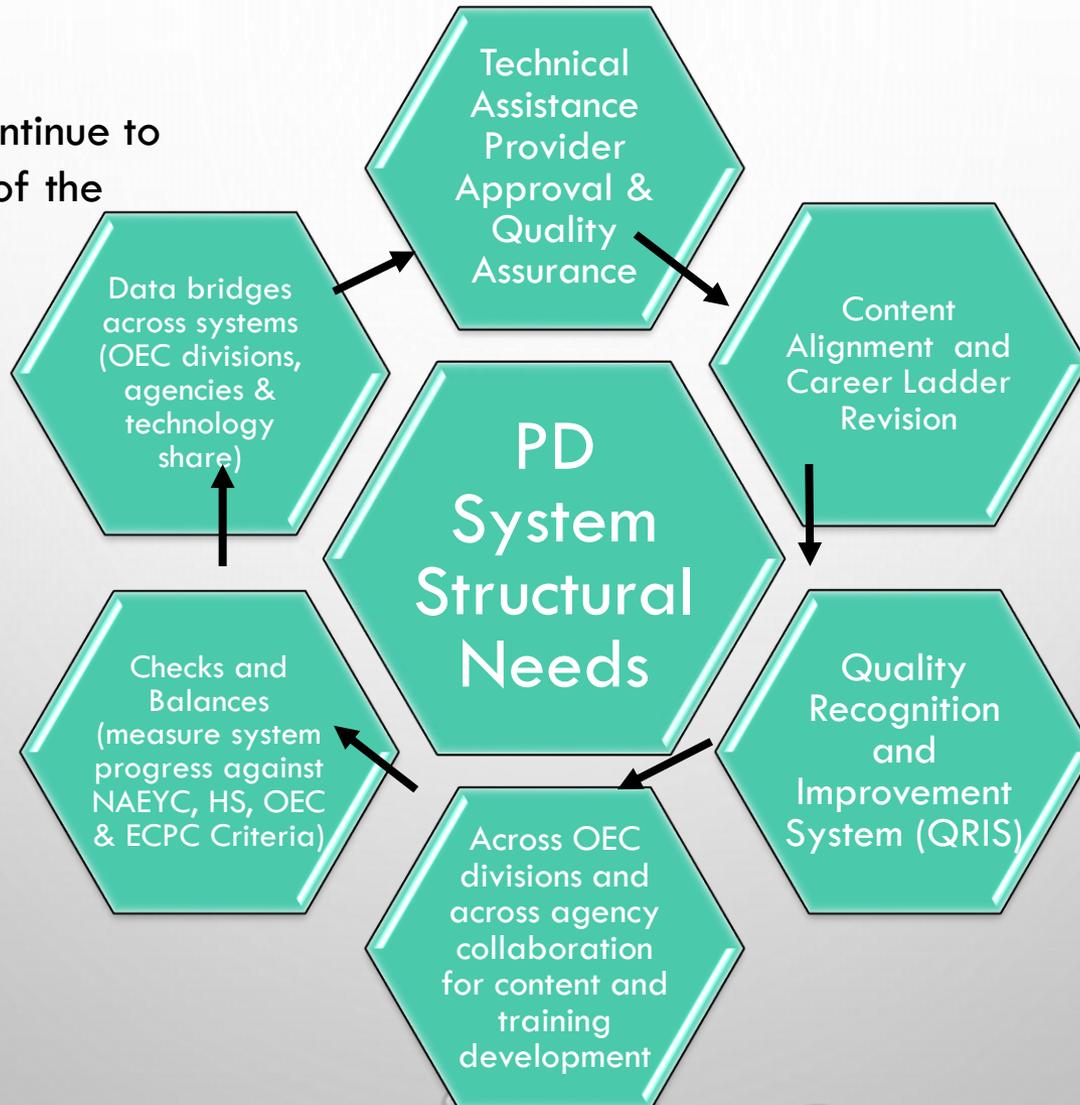


Evaluating
Outcomes



Systems, sectors
& settings

Next Steps: Continue to address parts of the larger picture



Domains from the CT Technical Assistant Provider Core Knowledge and Competencies

1

Professionalism

- A. Ethical standards, professional guidelines and legal requirements
- B. Ongoing reflections and self-assessment of knowledge and skills
- C. Professional development and individualized learning plans
- D. Social justice and equity

2

Relationship Based Practice

- A. Trusting and respectful relationships
- B. Diversity and cultural responsiveness
- C. Roles and boundaries
- D. Conflicts and challenges

3

Content Knowledge

- A. Relevant local, state, federal and national standards and frameworks
- B. Personal knowledge and experience

4

Supporting Adult Learners

- A. Adult learning theory, principles and characteristics
- B. Adult learning process
- C. Adult learning application of theory, principles and process

5

Evaluating Outcomes

- A. Methods of assessing technical assistance outcomes
- B. Use of data to inform continuous improvement

6

Systems, Sectors and Settings

- A. Policies and quality initiatives to support best practice
- B. Cross-system and cross-sector collaborations and partnerships

Category: TA.2.A Trusting and respectful relationships

TA.2.A.1 Uses interpersonal skills (e.g. humor, empathy, body language and rapport building) to deliver instruction and support.

TA.2.A.2 Shares background knowledge and experience.

TA.2.A.3 Communicates expectations and goals at the outset and consistently throughout the professional development experience.

TA.2.A.4 Demonstrates respectful, receptive and active listening to establish effective two-way communication.

TA.2.A.5 Engages in collaborative problem-solving.

TA.2.A.6 Uses participant's experiences as the foundation for transferring new knowledge and understanding to practice.

Category: TA.2.B Diversity and cultural responsiveness

TA.2.B.1 Shows respect for and interest in the individual and collective abilities and experiences of participants and responds to client's contributions with respectful feedback.

TA.2.B.2 Focuses on identifying participants' strengths, learning styles, culture, language, needs and preferences and builds upon them to establish respect and mutual trust.

TA.2.B.3 Creates a safe and supportive learning environment that encourages discussions about cultural similarities and differences.

TA.2.B.4 Respects the background of the individual: culture, language, demographics and the context and culture of the organization and community in which he/she is working.

Category: TA.2.C Roles and boundaries

TA.2.C.1 Establishes and adheres to appropriate confidentiality protocols.

TA.2.C.2 Models appropriate behavior by explicitly stating own practices around confidentiality.

TA.2.C.3 Explicitly states own role as well as the roles of participants/students, and supports participants in adhering to roles and boundaries.

TA.2.C.4 Establishes ground rules for a productive professional learning environment.

Category: TA.2.D Conflicts and challenges

TA.2.D.1 Follows organization's and institution's policies regarding managing conflict and change.

TA.2.D.2 Uses effective negotiation, facilitation, conflict management and consensus building skills.

TA.2.D.3 Responds to conflict and challenges directly, respectfully and productively with goal of seeking resolution.

Unique Competencies by Role

COACH: The term is used across many fields and is ill-defined as a role but categorized as a process. The basic definition of a coach is someone who supports the learning of someone else, works towards goals, and provides guidance in the learning process. Coaching is not directive, but helpful in bringing about an awareness of strengths and needs in order for learners to develop a plan for ongoing learning.

CH1 Represent the dispositions and knowledge and skills outlined in domains one through six of the shared core.

CH2 Hold a working knowledge of the five key characteristics of coaching as outlined by Rush & Shelden (2011):

- Joint planning- Agreement by both coach and learner on the actions to be taken by the coach and/or learner or the opportunities to practice between coaching visits.
- Observation- Examination of another person's actions or practices to be used to develop new skills, strategies, or ideas.
- Action- Spontaneous or planned events that occur within the context of a real-life situation that provide the learner with opportunities to practice, refine, or analyze new or existing skills.
- Reflection- Analysis of existing strategies to determine how the strategies are consistent with evidence-based practice and may need to be implemented without change or modified to obtain the intended outcome(s).
- Feedback- Information provided by the coach based on direct observations of the learner by the coach, actions reported by the learner, or information shared by the learner to expand the learner's current level of understanding about a specific evidence-based practice.

CH3 Have an awareness of a variety of coaching models or frameworks, the context for use and differences in process.

CH4 Understands coaching as a relationship-based practice.

CH5 Understands development and implementation of a coaching contract from a business perspective, as appropriate.

CT Coaching Institute

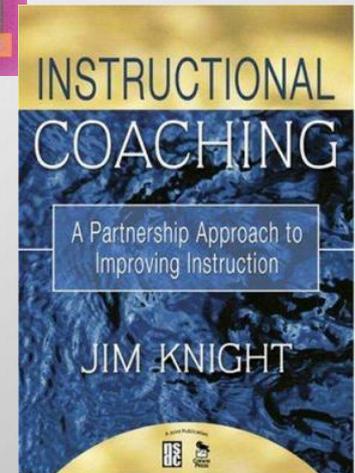
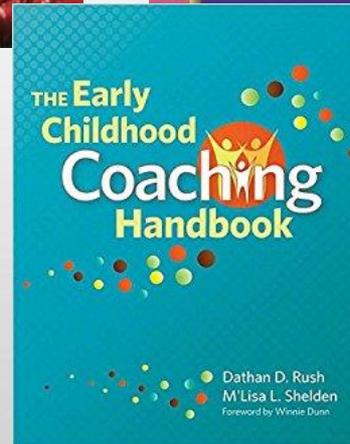
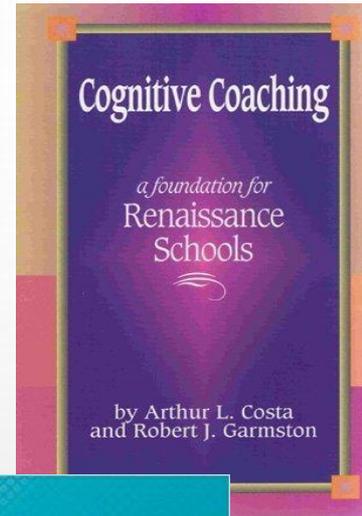
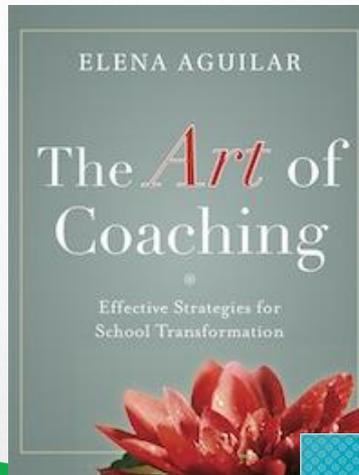
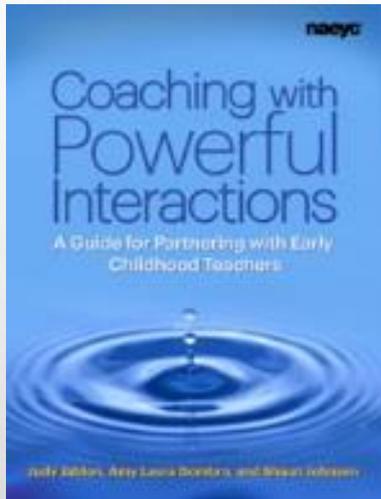
Brought to you by the letters:

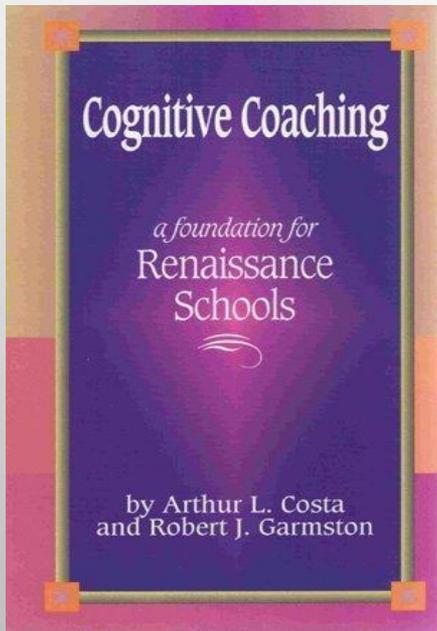


Sponsored by: All Our Kin, Birth to Three, CT Head Start Association, CT Office of Early Childhood, EASTCONN, Hartford Foundation, The RESC Alliance, UCONN Disabilities Center.



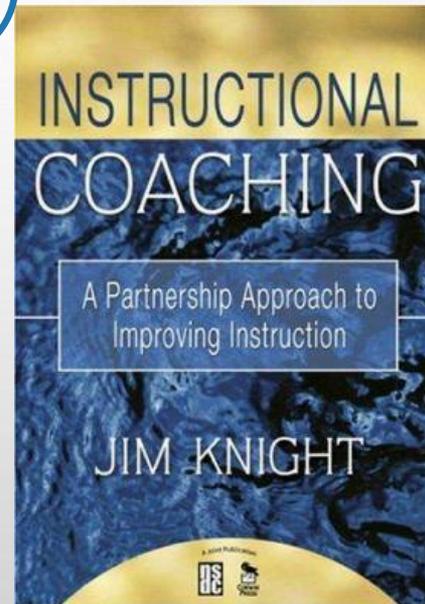
Frameworks, Frameworks Everywhere





To enhance a person's perceptions, decisions, and intellectual functions.

A change in inner thought shifts behavior



Partnership Philosophy

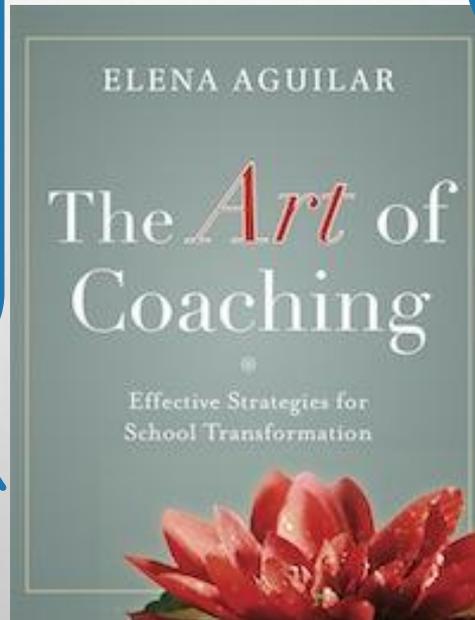
Focus on The Big 4:

- Classroom Management
- Content
- Instruction
- Formative Assessment

Systems Thinking

Coaches work to surface the connections between 3 systems to leverage change:

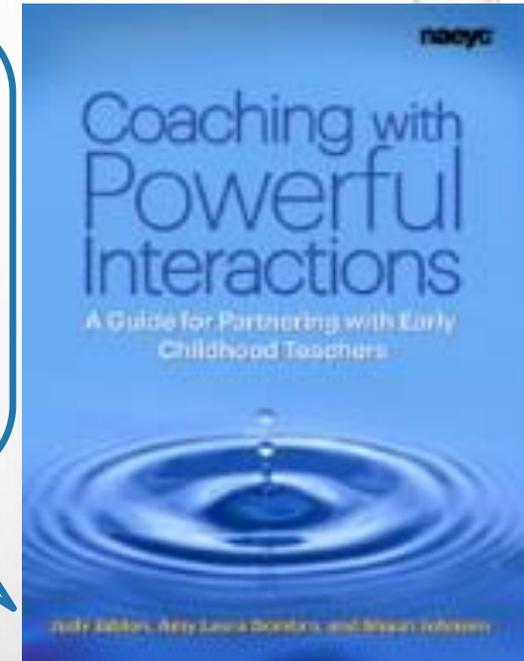
- The self
- The institutions and system of workplace
- The broader educational & social systems in which we live



Your Stance as A Coach

Focus on who you are as a lens of how you think as a coach.

- Be Present
- Connect
- Extend Learning





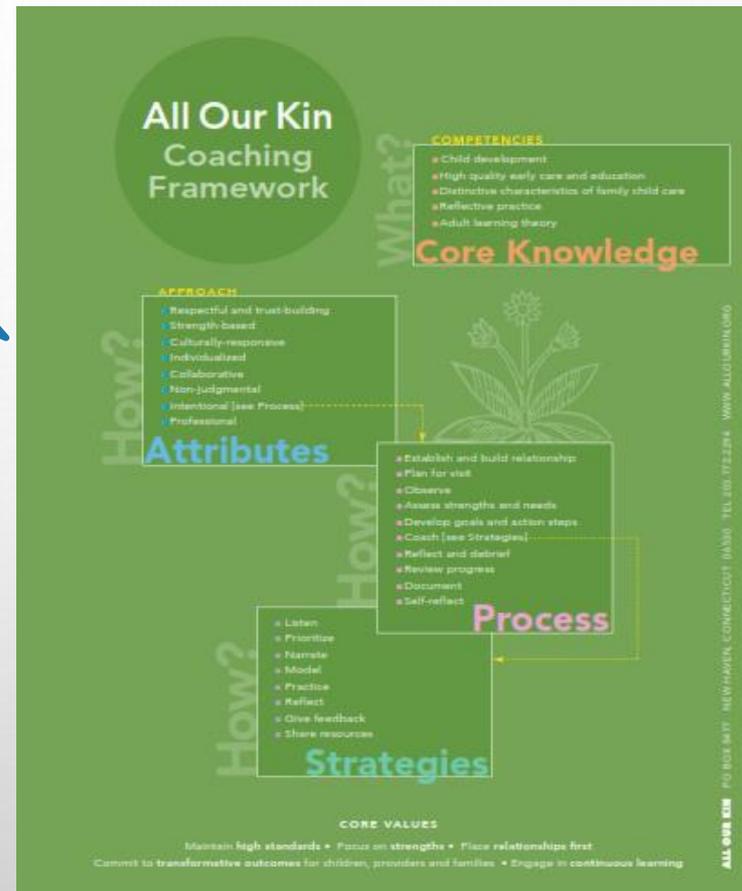
Collaborative Partnership

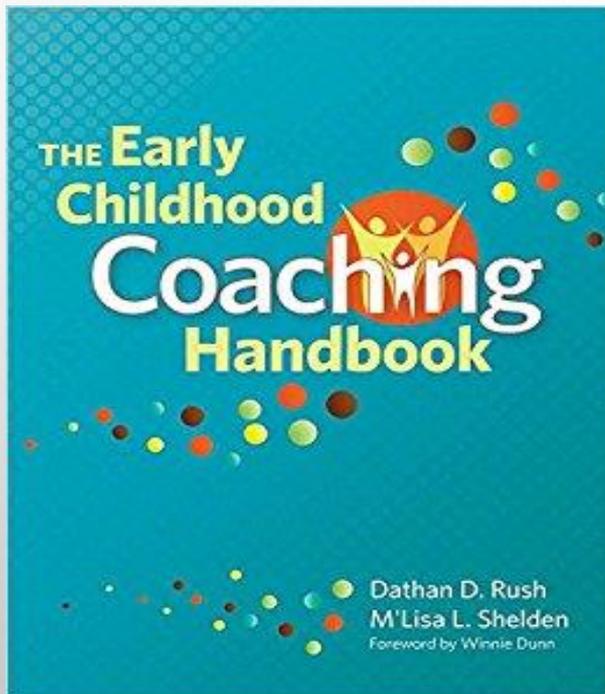
Focus on strengthening teacher practices through goal setting:

- Planning and action steps
- Focused observation
- Reflection and feedback

Emerging framework under development for family home providers:

Identifies core knowledge, attributes, processes and strategies





Relationship with learner to achieve self-determined learning objectives.

- 5 Key Characteristics
- 4 types of reflective questions
- 4 types of feedback

Competence

Think

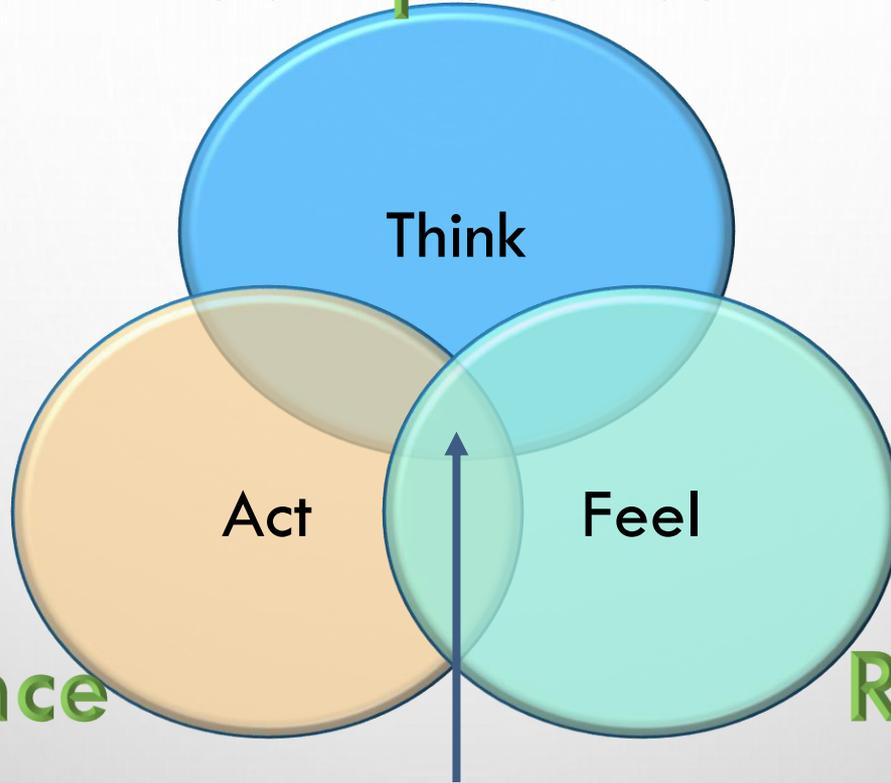
Act

Feel

Confidence

Relatedness

Professional Identity





BELIEFS– An internal feeling that something is true.

VALUES– A measure of worth or importance a person attaches to something.

ATTITUDE– The way a person expresses or applies their beliefs and values. Often shows in our words and behaviors.

www.reflectcore.org



Connecticut Office of
Early Childhood
Core Knowledge and Competency

Sign In

Username/Email

Password

SIGN IN

Remember Me

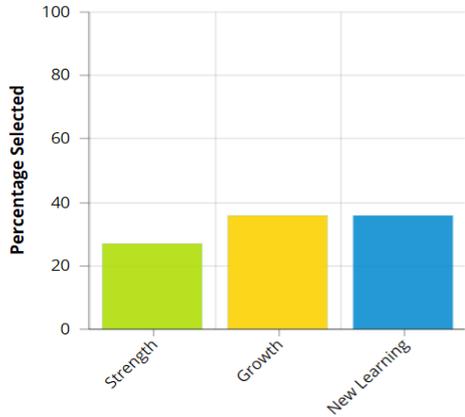
[Forgot Password?](#)

CREATE AN ACCOUNT

1. Promoting Child Development and Learning

Think about the items in the Growth and/or New Learning categories and notice which category the items you wish to focus on seem to fall under. Move to the reflection page to further document your thinking and then on to create goals for learning.

Category Assessments



- Strength (15) ▼
- Growth (20) ▼
- New Learning (20) ▼

Voices from the Field

Alyssa Jo Johnson
Partners in Prevention | Summer 2016

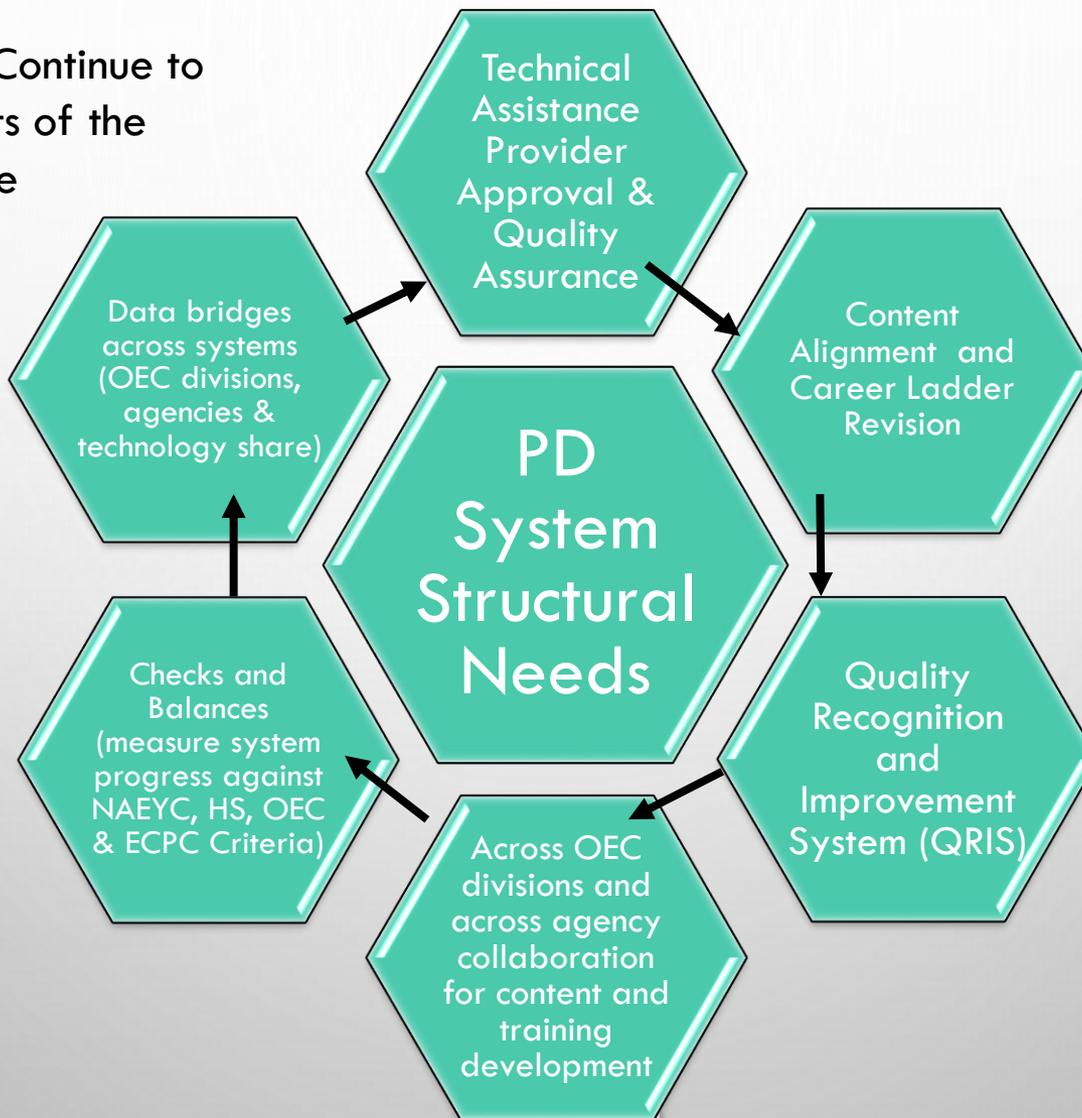


Voices from the field

Prevention is something I have heard of since working in orientation as a freshman in college. It was a buzzword that I had heard of but I didn't really understand why the information was important, how to use it, and the effect that it had on my life. It was just a buzzword that I had heard of but I didn't really understand why the information was important, how to use it, and the effect that it had on my life. Without that information, I probably wouldn't be pursuing a degree in student affairs. I needed to figure out who I was and how I was going to handle myself through college and beyond. Personally, I am the only one who believes this when thinking about the kind of role that prevention played while I was in college. It continues to play as I continue on to my career.

[Click here to read more!](#)

Next Steps: Continue to address parts of the larger picture



Questions?





Washington RBPD Purpose and Vision

Align
programs and
practices

Optimize
Learning for
Adults

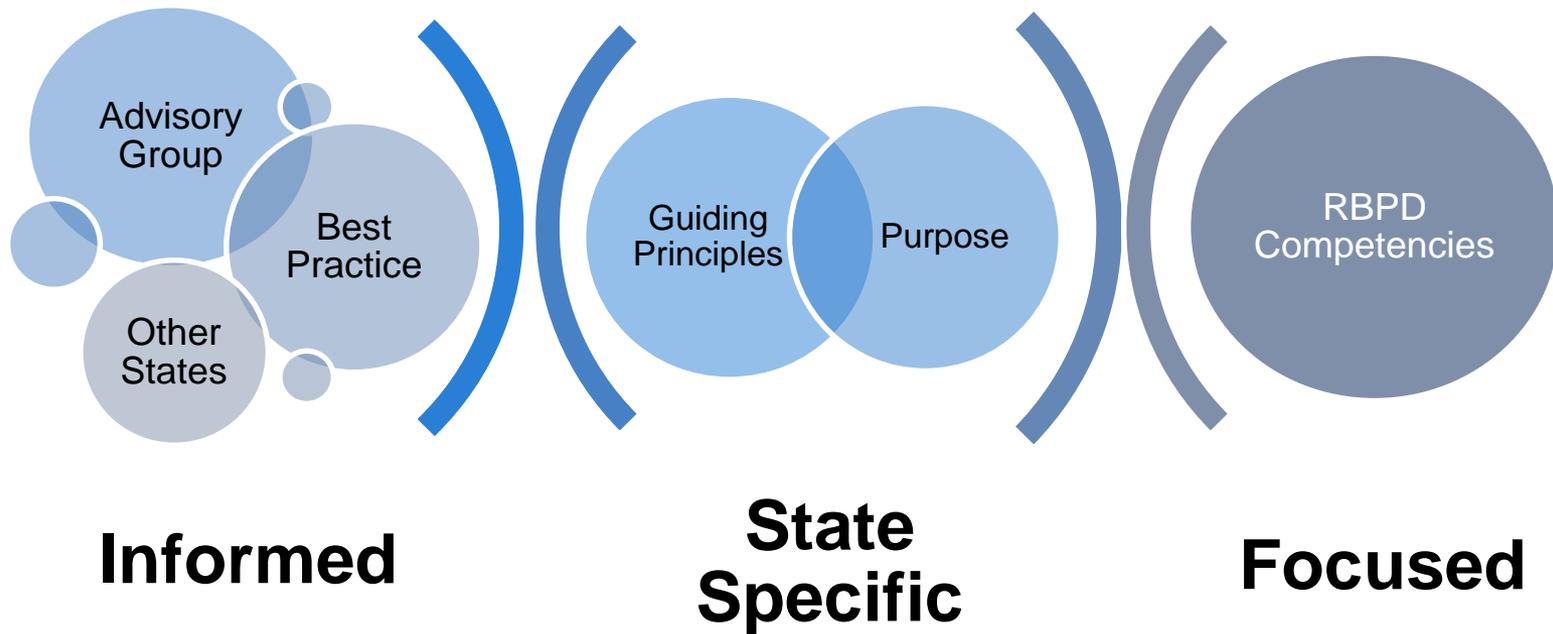
Individualize
for
Communities

Create a
Professional
Pathway

Develop
RBPD
Competencies



RBPD Competencies Development





WASHINGTON STATE
Department of
Children, Youth, and Families

Guiding Principles

Through the RBPD Competencies, we in Washington, are committed to

- building on individual strengths, knowledge and skills to develop personal and professional capacity
- embracing research and evidence based approaches to guiding our work
- supporting healthy communities, families and child growth and development
- honoring family values, diverse perspectives, language , culture and professional wisdom



Competency Areas

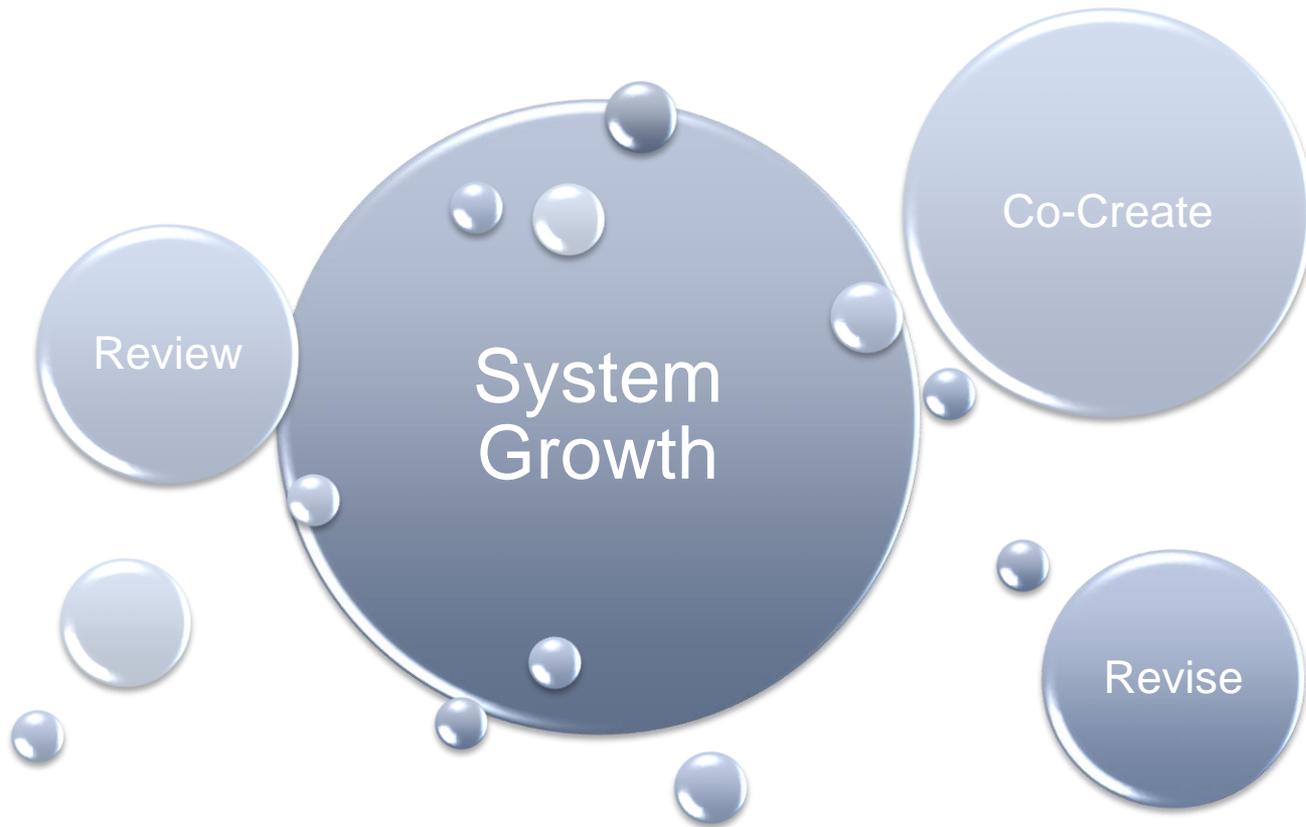
- Adult Learning
- Relationship Building
- Communication
- Goal Setting and Planning
- Cultural Awareness
- Ethics and Professionalism
- Change Process
- Assessing Relationship Based Professional Development





WASHINGTON STATE
Department of
Children, Youth, and Families

Looking Ahead



Questions?



Additional Examples

Colorado

- Colorado Coaching Credential: <http://cocoaches.net/CoachingCredential.html>
- EQ Relate infant/toddler care provider coaching: http://coloradoofficeoffearlychildhood.force.com/oec/OEC_Providers?p=Providers&s=Expanding-Quality-in-Infant-Toddler-Care-Initiative&lang=en
- Colorado Coaching Consortium

Minnesota

- Hours spent with an approved RBPD specialist count as approved professional development hours
- Infant/toddler specialist network coaches are trained on relationship-based competencies: <https://www.mncpd.org/relationship-based-professional-development/>

Pennsylvania

- TA professional endorsement
- TA professional course: <http://www.the-registry.org/PDAS/TechnicalAssistanceProfessionals.aspx>

Vermont

- M.A.T.C.H. (mentoring, advising, teaching, coaching, consulting, helping)
- Training modules based on M.A.T.C.H. knowledge and competencies: <https://northernlightscdc.org/your-role/match-consultants/>



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Your Feedback Evaluation Polls

Infant/Toddler Resource Guide



The Program for Infant/Toddler Care Six Essential Program Practices for Relationship-Based Care

These papers promote evidence-based program practices that support infant/toddler care.

About the Infant/Toddler Resource Guide

What is the purpose of this guide?

This Resource Guide offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers. Whether you are a Child Care and Development Fund (CCDF) Administrator developing policies, a child care provider seeking information and guidance, or a professional development provider seeking innovative training materials, this site is for you. Development of this guide is new and actively growing, so check in frequently to see what resources have been added to support your work with infants, toddlers, and their families.

Who are the intended users?

We are including resources for three primary audiences:

- CCDF Administrators, staff, and state policy professionals
- Child care resource and referral administrators, training organization directors and trainers, higher education institution administrators and early childhood/child development faculty, and technical assistance organization administrators and providers
- Infant and toddler teachers, center directors, and family child care providers

Child Care State Capacity Building Center (n.d.). Infant/toddler resource guide [Web page]. Washington, DC: Office of Child Care. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Technical Assistance Supports You Can Use

The Child Care State Capacity Building Center Infant/Toddler Specialist Network can help you

- ◆ develop or align infant/toddler competencies, credentials, endorsements, and certificates;
- ◆ support the growth of infant/toddler related RBPD;
- ◆ support ongoing infant and toddler quality meetings;
- ◆ integrate infant and toddler criteria within quality frameworks;
- ◆ codeliver a Program for Infant/Toddler Care (PITC) training for trainers; and
- ◆ achieve any goals you have related to quality infant/toddler care!

Child Care State Capacity Building Center (n.d.). Infant/toddler resource guide [Web page]. Washington, DC: Office of Child Care. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Resources

- ◆ Abrams, A., & Chu, M. (2016). *Relationship-based professional development competencies*. Retrieved from https://del.wa.gov/sites/default/files/public/ProfessionalDevelopment/RBPD_Compencies.pdf
- ◆ Barrera, I., & Kramer, L. (2009). *Using skilled dialogue to transform challenging interactions: Honoring identity, voice, and connection*. Baltimore, MD: Paul H. Brookes Publishing Company, Inc.
- ◆ Joyce, B., & Showers, B. (2002). *Student Achievement through Staff Development*, 3rd edition. Alexandria, VA: Association for Supervision and Curriculum Development.
- ◆ Mohr, B. J., & Watkins, J. M. *The essentials of appreciative inquiry: A roadmap for creating positive futures*. Retrieved from https://www.academia.edu/3369203/The_essentials_of_appreciative_inquiry_A_roadmap_for_creating_positive_futures

Resources

- ◆ National Association for the Education of Young Children & National Association of Child Care Resource and Referral Agencies. (2011). *Early childhood education professional development: Training and technical assistance glossary*. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf
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Resources

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- ◆ Sheridan, S. M., Edwards, C. P., Marvin, C. A., & Knoche, L. L. (2009). Professional development in early childhood programs: Process issues and research needs. *Early Education and Development*, 20(3), 377–401. Retrieved from <https://doi.org/10.1080/10409280802582795>

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