



Alaska Relationship Based
Professional Development (RBPD)
Specialist Credential

MANUAL



Revision: February 14, 2025

Table of Contents

Acknowledgments	2
Purpose of the Relationship Based Professional Development Manual	3
How did Relationship Based Professional Development Work Come About?	4
About Alaska SEED	5
The Relationship-Based Approach	5
RBPD Guiding Principles	7
The Alaska RBPD Framework – An Overview	8
The Structure of the Alaska RBPD Credential Framework	8
The Alaska RBPD Core Competencies	10
Characteristics of the RBPD Professional	11
Application & Renewal	12
Applying for an RBPD Specialist Credential	12
Renewing an RBPD Specialist Credential	13
Supports for the RBPD Specialist	14
Appendices	15
Appendix 1 – Glossary	16
Appendix 2 – RBPD Competencies	17
Content Area 1: Foundational Knowledge	17
Content Area 2: Professional & Ethical Practices	18
Content Area 3: Co-Creating Relationships	19
Content Area 4: Growth & Learning	20
Appendix 3 – Alaska’s RBPD Self-Assessment	22
Appendix 4 – Alaska’s RBPD Credential Framework	28
Appendix 5 – RBPD Roles and Responsibilities	30
Appendix 6 – RBPD Alignment with Generic Titles and Pyramid	32
Appendix 7 – Role of an IECMH Consultant	33
Appendix 8 – Additional Resources	35

Acknowledgments

This work builds on other similar work accomplished in multiple states across the country, including Colorado, Minnesota, New York, Oregon, Utah, and, in particular, Washington. This document relies on the research and review completed in these states and builds on their learning, insight, and conceptualization. Some of the wording in the competencies comes directly from the Washington Relationship Based Professional Development (RBPD) standards, with permission.

The authors want to acknowledge and thank the Alaska SEED Coaching & Design Subcommittee members who contributed to this work:

Brandy Graham, Providence Center for Child Development
Cassie Hulse, **thread** and Alaska SEED
Chelsea Burke, Department of Health, Child Care Program Office
Esther Pepin, Bristol Bay Borough School District
Gail Trujillo, Alaska Association for Infant and Early Childhood Mental Health
Jessica Simonsen, RurAL CAP
Katrina Nunemann, Tanana Chiefs Conference
Kim Ross, RurAL CAP
Kimberly Ball, Anchorage School District
Kristen Spencer, Department of Education and Early Development
Meghan Johnson, **thread**, Learn & Grow, and Alaska SEED
Michelle Farrell, Fairbanks Native Association
Mischellean Smith, **thread**
Supanika Ordoñez, Department of Education and Early Development
and,
Anders Wennerstrom, Raviant LLC

The authors also want to acknowledge the professionals in the field who contributed through focus group discussions to provide feedback and suggestions to the Subcommittee.

This work was funded by Department of Education and Early Development and Department of Health – Child Care Programs Office.



Facilitation and project coordination by Raviant LLC.



Purpose of the Relationship Based Professional Development Manual

The purpose of this document is to present the Alaska Relationship Based Professional Development (RBPB) Specialist Credential framework and its historical integration of coaching in early childhood education. It aims to guide potential applicants pursuing advancement in their early childhood profession. This document will outline the components of the credential, the required qualifications, RBPB competencies, value of the Alaska SEED RBPB Specialist Credential, and the pathway to certification. Through this document, professionals will gain the necessary information to navigate the credentialing process and advancement of their early childhood profession.

The Alaska RBPB Specialist Credential framework is working to build capacity of trained and qualified RBPB Specialists. There are several reasons why the Alaska SEED RBPB Specialist Credential framework is of value.

- 1) Alaska has three sets of early childhood program standards (Head Start Federal Performance Standards, Learn & Grow – Quality Improvement Framework, and Early Education Program Standards). All three sets of quality standards require early childhood programs to have access to trained and qualified coaches.
- 2) The Pyramid Model is an evidence-based framework to support children’s social emotional development. The Pyramid Model also utilizes coaches: Classroom/Practitioner and Program/Administrator coaches. While individuals who obtain an RBPB Specialist Credential are not required to support programs with implementation of Pyramid Model practices, RBPB and Pyramid roles and responsibilities are in alignment with each other. See Appendix 6 for a crosswalk of Pyramid Model Coaching titles with Alaska SEED RBPB Specialist Credential titles.
- 3) Perhaps most significantly, coaching provides early childhood educators with a thought partner to unpack, explore, and reflect on knowledge gained from training and apply it to individual children and classrooms.
- 4) Traditional professional development approaches, such as one-time training sessions or workshops, often fail to produce sustained changes in educational practice. Research has shown that for professional development to be effective, it should be continuous, intentional, reflective, goal-oriented, job-embedded, and involve collaborative learning among peers. These elements ensure that educators are not only exposed to new knowledge but are also supported in applying this knowledge in practical and meaningful ways.
- 5) Early childhood professionals’ career advancement from classroom teacher to coach could be a natural progression and opportunity for interested individuals.
- 6) Establishing a professional credential for RBPB ensures high standards and consistent quality in early childhood education. It provides a benchmark for excellence by defining clear expectations for competencies and practices. RBPB credentialing also enhances the recognition and legitimacy of RBPB professionals, acknowledging their specialized skills and knowledge, and elevating their status in the field.

- A professional credential equips RBPD professionals to effectively support educators, leading to improved teaching practices and better outcomes for young children.
- It ensures that professionals have undergone rigorous training and assessment.
- Additionally, credentialing promotes continuous professional development and lifelong learning, providing a structured pathway for acquiring new skills and staying current with the latest research and best practices.
- This commitment to ongoing growth helps RBPD professionals remain effective and responsive to the evolving needs of educators and early childhood education.

NOTE: The Alaska SEED RBPD Specialist Credential framework encourages but cannot require employers to acknowledge and/or compensate individuals who have achieved an Alaska SEED RBPD Specialist credential. Alaska SEED RBPD Specialist Credential applicants are working to help pre-elementary programs meet the Early Education Programs (EEP) standards, Head Starts meet Head Start Performance standards, or early childhood programs participating in Learn & Grow meet the 'access to trained and certified coach' requirements.

How did Relationship Based Professional Development Work Come About?

Over the past few decades, professional development in early childhood education has evolved significantly. In the early 2000s, research highlighted the need for ongoing support and mentoring to support educators with the implementation of best practices. The 2010s marked a pivotal shift as RBPD and coaching models were increasingly adopted, recognizing the importance of continuous, personalized support for educators. These models have since become integral to professional development in early childhood education, promoting higher-quality early learning settings and better educational outcomes.

Because of the increase in coaching models, the Alaska Early Childhood Strategic Direction 2020-2025, a cross-sector group was formed to define RBPD and develop an RBPD Strategic Plan to bring the concept of RBPD to Alaska. This plan included the development of a credential system – a framework of requirements and tiers of endorsement along with a process for new and renewal applications.

In late 2022, a Subcommittee to the Alaska SEED Steering Committee formed to take the first steps to implement the RBPD Strategic Plan. In early 2023, the Subcommittee reviewed similar guiding documents – related to early childhood coaching or relationship-based professional development – from multiple states around the country. They developed a credential framework and a set of core competencies for the RBPD professional, based on commonalities and examples from other states, with consideration of the unique context of Alaska. The Subcommittee sought input from the field by way of focus groups and a field test of the credential with professionals in various settings around the state in roles related to the professional development of teachers. Their valuable feedback informed this first version of the Alaska RBPD credential and competencies.

About Alaska SEED

The Alaska System for Early Education Development (Alaska SEED) vision is to cultivate a competent, diverse, and stable early childhood workforce that is adequately compensated, empowered, and supported by a seamless professional development system. This system aims to deliver effective services to children and their families by building capacity within Alaska's early childhood education sector. Alaska SEED offers a variety of professional development supports for early childhood and school age professionals.

- Alaska SEED Registry
- Career Ladder
- Training and Trainer approval system
 - a. Specialized Training (individuals with expertise in early childhood adjacent topics such as mental health, medical, financial, or proprietary training such as Facilitating Attuned Interaction, etc)
 - b. Provisional and Basic Trainer
 - c. Early Childhood Training Approval (other than Specialized)
- Alaska Early Childhood Core Knowledge and Competencies
- Funding
 - a. Professional Development Reimbursement funding
 - CDA application or renewal fee
 - \$1500 annual reimbursement for higher education
 - \$500 annual reimbursement for non-university trainings
 - b. Travel Reimbursement funding (up to \$1000 annually for in-state training)
- Credentials
 - a. Alaska Early Childhood Administrator Credential
 - b. Relationship Based Professional Development Specialist Credential

The RBPD Specialist Credential framework plays a crucial role in this vision, focusing on the growth of professional support for early childhood programs, administrators, and teachers. As the credential framework was developed by the Alaska SEED Subcommittee, Alaska SEED will manage the review and distribution of the new Alaska RBPD Specialist Credential. Participation in the Alaska SEED Registry assists with keeping track of the early childhood workforce in Alaska and reduces the duplication for individuals needing to upload training certificates, transcripts etc.

The Relationship-Based Approach

RBPD leverages professional relationships as the cornerstone for fostering the growth and development of adult learners. This approach utilizes a structured cycle of inquiry to enhance the adult learning process. It guides individuals through a series of steps including goal setting, observation, assessment, action planning, reflection, and feedback. This method ensures that professional development is continuous, reflective, and tailored to the specific needs and goals of each educator. *[ref: Administration for Children and Families, Office of Head Start, National Center on Quality Teaching and Learning. (2012a, May). What do we know about coaching? (PDF)]*

The RBPD approach tailors the learning experience to each adult, focusing on enhancing their awareness of their current practices. Facilitated by professionals who base their approach on evidence and strong relationships, RBPD effectively promotes adult learning. This personalized support not only advances the skills of the adult learners but also impacts the children and families they work with. By fostering reflective practice and continuous improvement, RBPD ensures that the professional development process is meaningful and directly applicable, leading to better outcomes across educational settings. [ref: Howes, C. & Pianta, R.C. (2011). *Foundations for teaching excellence: Connecting early childhood quality rating, professional development, and competency systems in states*. Baltimore, MD: Paul H. Brookes Publishing Co.]

Ms. Rodriguez, a dedicated preschool teacher, struggled with managing the disruptive behavior of a four-year-old student named Jamie. Jamie's frequent interruptions and occasional aggression were impacting the classroom environment. Seeking support, Ms. Rodriguez turned to Ms. Lee, an experienced RBPD coach. Ms. Lee began by observing Jamie's behavior and Ms. Rodriguez's responses over several days.

During their reflective sessions, Ms. Lee and Ms. Rodriguez identified patterns in Jamie's behavior and discussed potential underlying causes. They set goals to reduce Jamie's disruptions and improve his emotional regulation. Ms. Lee introduced several strategies, including visual schedules to provide structure, emotion regulation techniques, and positive reinforcement for appropriate behavior.

With ongoing support and regular check-ins, Ms. Rodriguez implemented these strategies in her classroom. Over time, Jamie's behavior improved significantly, leading to a more positive and productive learning environment. Ms. Rodriguez felt more confident in her ability to manage challenging behaviors, and Jamie became more engaged and socially adept.

RBPD in early childhood education is a structured yet flexible approach designed to enhance the skills and practices of educators. Central to RBPD is the establishment of strong, trust-based relationships between coaches and educators. These relationships are foundational, ensuring that professional development is a collaborative and supportive process.

In addition to establishing a strong relationship, RBPD professionals are trained in one or several coaching methodologies. Coaching methodologies include Practice Based Coaching, Cognitive Coaching, International Coaching Federation (ICF), etc. Most coaching methodologies follow a Plan-Do-Study-Act (PDSA) cycle to support a continuous quality improvement process.

- **Plan:** During the planning stage, the implementation team uses multiple data points to identify challenges, desired outcomes, necessary changes, and methods to measure progress.
 - This may include observations, use of planning tools, interviews, etc. to develop a classroom action plan (CAP).
- **Do:** The team carries out the activities in the plan to test the proposed changes in action.
 - Coaching cycles occur with various frequency, duration and type (group, 1:1 or peer).

- **Study:** After carrying out the plan, the team examines data collected by their identified measurement methods to study what happened and assess progress.
 - Continuously monitoring progress toward achieving goals on classroom action plan (CAP)
- **Act:** The team then makes subsequent changes to the next iteration of the plan, and the PDSA cycle begins again.
 - Update goals on CAP based on progress toward meeting other CAP goals

[ref: <https://nirn.fpg.unc.edu/practicing-implementation/pdsa-cycles-improvement-and-implementation>]

RBPB promotes a reflective learning cycle where educators continuously apply new information to their practice and reflect on their experiences, which leads to deeper and more lasting changes.

RBPB stands out because it is primarily learner-driven. Similar to the best practice of “following a child’s lead,” educators take an active role in directing their professional development, ensuring that it is relevant and tailored to their specific needs and contexts. By receiving individualized support, educators can address their unique challenges and leverage their strengths more effectively. RBPB fosters a collaborative partnership based on mutual respect and understanding. This relationship honors the identity, voice, and experiences of educators, meeting them where they are in their professional journey.

Overall, RBPB is characterized by continuous, sustained engagement. Coaches provide ongoing support, guidance, and feedback, helping educators implement and refine new strategies over time. This long-term commitment contrasts sharply with the short-term focus of many traditional professional development methods, making RBPB a more effective approach for fostering meaningful and lasting professional growth in early childhood educators.

RBPB Guiding Principles

The guiding principles of RBPB are essential for fostering effective, meaningful, and sustainable professional growth among early childhood educators. These principles emphasize trust, collaboration, reflection, personalization, cultural competence, and evidence-based practice.

- **Relationship-Centered Approach:** Building trust and mutual respect between coaches and educators is crucial. This relationship fosters open communication and collaboration, leading to meaningful professional growth.
- **Reflective Practice:** Encourages continuous self-examination and critical thinking about teaching methods, helping educators identify areas for improvement and enhance their practices through guided reflection.
- **Individualized Support:** Tailored professional development meets the specific needs, strengths, and goals of each educator, ensuring relevance and direct applicability to their context.
- **Cultural Competence:** Emphasizes understanding and respecting diverse backgrounds and experiences. Coaches address cultural biases and adapt approaches to be inclusive and equitable
- **Evidence-Based Practices:** Promotes the use of research-backed strategies and best practices, ensuring effective support aligned with current educational standards.
- **Continuous Professional Development:** Supports ongoing learning and adaptability, helping educators stay current with new research and innovations in early childhood education.

The Alaska RBPB Framework – An Overview

The Structure of the Alaska RBPB Credential Framework

The RBPB Specialist Credential framework developed by Alaska SEED consists of four professional tiers and five key requirement categories. This framework is designed to ensure that early childhood educators receive comprehensive support and training to effectively implement evidence-informed practices and to provide guidance for on-going professional development for RBPB roles.

RBPB & Coaching Training:

Credentialed RBPB professionals must have specific coaching training, with an increasing number of training hours required at each tier. Hours are cumulative, meaning that the 12 hours required for RBPB II also count toward the total of 40 hours required for RBPB III A & B.

- [RBPB Coaching and Early Childhood Content Training Requirements Guidance Document](#)

Early Childhood Content Training:

RBPB professionals need to have a working knowledge of early childhood development and education. At RBPB I, specific trainings are listed, while RBPB II and III A & B outline training topics. A list of trainings topics are provided.

- [RBPB Coaching and Early Childhood Content Training Requirements Guidance Document](#)

Education & Experience:

Professionals can emphasize formal education or work experience to demonstrate their understanding of early childhood work. These requirements are expressed in terms of Alaska SEED Career Ladder levels and combine education and practical experience.

- [Click here to access the Alaska SEED Career Ladders page](#)

RBPB “Contact Hours”:

To progress through the framework and achieve higher credential tiers, professionals must engage in RBPB work. "Contact hours" refer to the time spent directly with individuals or small groups doing RBPB work, whether in person, via video call, or by phone. For example, to achieve RBPB III A & B, a total of 200 contact hours are required, inclusive of the 80 required at RBPB II. Contact hours should be documented and maintained in an 'RBPB log' as part of doing RBPB work.

- RBPB applicants between June 30, 2024 and July 31, 2027 can use coaching hours they provided prior to June 30, 2024. After July 31, 2027, coaching hours must be within the last 3 years of the application date.
 - For example: RBPB III applicant in 2028 would need 200 coaching hours provided between 2026-2028.
- [Sample Coaching Log](#)

Reflective Supervision or RBPB Mentoring:

To support ongoing professional development, RBPB professionals are expected to participate in mentoring or reflective supervision with a qualified professional. This involves receiving reflective supervision/consultation from an IECMH Reflective Supervision (ERS) endorsement holder with AK-AIMH, or mentor coaching, preferably from a coach (PCC or MCC) certified through the International Coaching Federation (ICF)*.

- RBPB applicants between June 30, 2024 and July 31, 2027 can use ICF (PCC or MCC) or IECMH ERS endorsed holder or **thread** mentor coach for this support. After July 31, 2027, RBPB III A or B applicants could provide mentor coaching to RBPB II's.
- RBPB III A and III B must receive mentor coaching or reflective supervision from ICF PCC/MCC or IECMH ERS endorsed individuals.
- See RBPB tab on Alaska SEED website for updates on availability of ICF PCC/ MCC or IECMH ERS endorsed individuals in Alaska.
- [Reflective Supervision or Mentor Coaching Log](#)

*Alaska is working to increase availability of mentor coaches. Please contact Meghan Johnson at mjohnson@threadalaska.org for more information.

Learn more about reflective supervision or mentor coaching with these resources:

- [AK-AIMH Endorsement Registry](#)
- [Find a Coach on the ICF web site](#)

The credential outlines 4 tiers of RBPB work that build on each other, with increasingly individualized and reflective support, from general advice based on best practices to more tailored and joint problem-solving and then to a more coaching-based approach with teachers and program/administration or leadership teams.

Click here to see the [Alaska RBPB Credential Framework](#) or see Appendix 4.

The Alaska RBPB Core Competencies

Defining core competencies for RBPB professionals is crucial for several reasons. First, it provides clarity and focus about the roles and responsibilities of RBPB professionals, ensuring that everyone understands the expected skills, knowledge, and behaviors. This shared understanding helps maintain consistency in the delivery of RBPB services across various contexts and settings, guaranteeing high-quality support for all educators.

Competencies also serve as a foundation for professional development and training programs, identifying specific areas for growth and guiding the design of targeted learning opportunities. This ensures that RBPB professionals continually build their capabilities in critical areas. Additionally, clear competencies allow for effective assessment and evaluation, offering measurable criteria to evaluate performance, identify strengths, and address areas for improvement, thus ensuring accountability and continuous improvement.

Furthermore, core competencies provide practical guidance for day-to-day work, outlining best practices and helping professionals make informed decisions. They also enhance professional identity by distinguishing the role of RBPB professionals within early childhood education, fostering a sense of pride and commitment to the field. By defining and adhering to these competencies, the early childhood education field can ensure that RBPB professionals are well-prepared to support educators effectively, ultimately enhancing educational quality and outcomes for young children and their families.

The four Content Areas of RBPB competencies:

1. **Foundational Knowledge** – which identifies and outlines the knowledge base that is the foundation of the RBPB work, including adult learning principles, early childhood and social-emotional development, and coaching.
2. **Professional & Ethical Practices** – which specifies the codes of conduct to which the RBPB professional adheres, sets the scope of the work, and lists the key professional practices of integrity, cultural competency, developing shared agreements and boundaries, and on-going professional development.
3. **Co-Creating Relationships** – which covers the core competencies of developing and maintaining the safe, trusting and creative learning environment and human connection that are the foundation of relationship-based professional development.
4. **Learning & Growth** – which addresses the natural process of human learning as well as a cyclical framework for facilitated learning including goal-setting, planning, action and reflection.



The RBPd competencies are described in more detail in [Appendix 2](#).

Characteristics of the RBPd Professional

The success of RBPd in early childhood education depends significantly on the personal qualities of the RBPd professional. These individuals must possess specific attributes that enable them to effectively support educators and enhance educational outcomes for young children.

1. **Empathy and Interpersonal Skills:** RBPd professionals build and maintain trust through empathy, active listening, and effective communication. They connect personally with educators, creating a supportive environment conducive to growth.
2. **Cultural Competence and Humility:** They understand and respect diverse backgrounds, addressing biases and ensuring inclusive, equitable support that honors individual identities and experiences.
3. **Strong Communication Skills:** These professionals provide clear, constructive feedback and handle difficult conversations with sensitivity, maintaining a focus on growth.
4. **Growth Mindset:** RBPd professionals embody a growth mindset, believing in the potential for continuous improvement and development. They are committed to their own ongoing professional growth, staying updated with new developments in early childhood education and inspiring the same dedication in the educators they support.
5. **Reflective and Analytical Mindset:** They facilitate reflective dialogues and engage in continuous self-reflection, promoting critical examination of teaching practices and lifelong learning.

6. **Adaptability and Flexibility:** RBPB professionals are adaptable, adjusting their strategies based on the evolving needs of educators and incorporating new research into their practices.
7. **Commitment to Evidence-Based Practices:** They use current research and best practices, continuously seeking new information to enhance their coaching.

Application & Renewal

The following section outlines the application process and is intended for professionals in the field who seek to earn the RBPB Specialist credential. The application process is followed by a brief outline of the renewal process, which at the time of initial publication has not yet been tested.

Applying for an RBPB Specialist Credential

The application process for the Alaska RBPB Specialist Credential framework is designed to support early childhood educators in their professional growth. This section provides detailed guidance on the steps required to apply for the credential, including eligibility criteria, documentation, and submission procedures. By engaging in this process, applicants can ensure they meet all necessary requirements and effectively navigate the credentialing pathway. This not only enhances their professional development but also contributes to the overall quality of early childhood education in Alaska, fostering better outcomes for young children and reinforcing a commitment to continuous improvement and lifelong learning.

To assist with the process of reviewing and issuing the RBPB Specialist Credential, all applicants are required to be active in the Alaska SEED Registry. RBPB Specialist applicants will need a current Alaska SEED Registry profile.

RBPB Specialist Application Steps:

- **Step 1:** Make sure that you are active/current in the Alaska SEED Registry.
 - [Click here to access the Alaska SEED Registry Portal](#)
 - Make sure all relevant completed training certificates are listed in the SEED Registry.
- **Step 2:** Complete the [RBPB competency self-assessment](#).
- **Step 3:** Acquire at least two letters of reference from a supervisor, reflective supervisor/consultant, mentor coach or early childhood (EC) professionals the applicant has supported.
- **Step 4:** Maintain/update a [log](#) indicating hours of RBPB work delivered to EC teachers or administrators.
- **Step 5:** Maintain/update a [log](#) indicating hours of mentor coaching or reflective supervision/coaching received by the applicant.

RBPB Specialist Application Requirements:

- Complete the relevant (RBPB I, II, III A or III B) electronic RBPB Application on the [SEED web site](#).
 - Please note there are separate applications based on which RBPB credential the applicant is applying for.
- In the application, list or indicate the trainings that meet the required training topics. Any and all certificates related to coaching and early childhood education training that are not

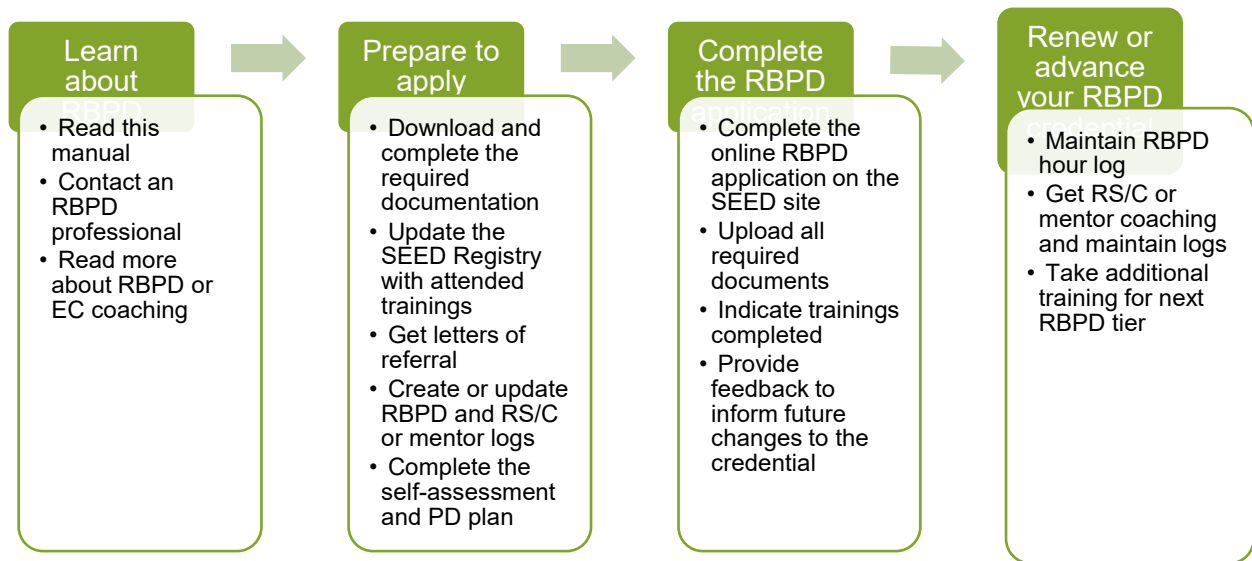
already uploaded to your [Alaska SEED Registry](#) profile. These certificates must contain the following:

- training hours
- training title
- training organization
- official signature or seal from training entity

Note: For easy identification by Alaska SEED staff, please label these files with your first initial, last name, training title, and date. For example: *JDoe Implicit Bias 2-14-2024* or *JDoe UAA Transcript 3.12.2025*

- Attach in the application the following completed documents:
 - RBPB competencies self-assessment
 - professional development plan based on the results of the self-assessment
 - log indicating contact hours of RBPB work (technical assistance, consultation or coaching) provided to teachers or administrators
 - log indicating the hours of mentor coaching or reflective supervision received by the applicant
 - 2 letters of reference

Note: Review individual training records in your Alaska SEED Registry profile to determine which trainings and documentation are already on file with SEED. There is no need to upload files again.



Renewing an RBPB Specialist Credential

The renewal process for the Alaska RBPB Specialist Credential ensures that early childhood professionals maintain their standards and continue to develop their skills. The credential must be renewed every **three years**. Staying updated on these requirements will help credential holders successfully navigate the renewal process and sustain their commitment to excellence in early childhood education. For specific requirements including on-going training and development, e.g. mentoring or reflective supervision, visit the [Alaska SEED website under credentials](#) for the most current information about the RBPB credential renewal process.

Supports for the RBPB Specialist

There are two main supports for the on-going professional development of RBPB professionals: mentor coaching and reflective supervision and/or infant/early childhood mental health consultant. Further training in coaching and early childhood topics is also encouraged, to learn more about the topics outlined at each tier in the credential.

Mentor coaching

A mentor coach is someone who provides professional development for the RBPB roles, by way of coaching and mentoring. Mentor coaches focus on the RBPB competencies and supports the RBPB-credentialed professional in their development from one Tier to the next with an emphasis on competencies and the coaching approach. Recommended that mentor coaches carry a PCC credential from the [International Coaching Federation \(ICF\)](#). Please contact Meghan Johnson at mjohnson@theadalaska.org for questions about access to mentor coaches.

Reflective Supervision

Professional development in the context of early childhood education, like many helping professions, comes with many rewards and challenges. Reflective supervision is a regular collaborative practice between an early childhood educator and the reflective supervisor. The role of the reflective supervisor is to help the supervisee to answer her own questions and to provide the support and knowledge necessary to guide decision-making. In addition, the supervisor provides an empathetic, nonjudgmental ear to the supervisee. Working through complex emotions in a “safe place” allows the supervisee to manage the stress she experiences on the job. It is a place to explore decision-making and the challenges – often personal and emotional – that come with working in a helping profession. Reflective supervisors should have the ERS endorsement from [AK-AIMH](#) or other state I/ECMH organization under the [Alliance for the Advancement of Infant Mental Health](#).

Further Coach or Reflective Supervision Training

An RBPB professional who wants to develop their mentor coaching or reflective supervision skillset is encouraged to seek out further training like:

- International Coaching Federation and pursue the ICF coaching credentials
- Alaska Association for Infant/ Early childhood Mental Health AK-AIMH

Infant Early Childhood Mental Health Consultant

If an applicant is interested in learning more about becoming an Infant Early Childhood Mental Health Consultant, please contact [AK-AIMH](#). See Appendix 6 for additional information.

Appendices

1. Glossary
2. RBPD Competencies
3. RBPD Competency self-assessment
4. Alaska's RBPD Framework
5. RBPD Roles and Responsibilities
6. RBPD Alignment with Generic Titles and Pyramid
7. Role of an IECMH Consultant
8. Additional Resources

Appendix 1 – Glossary

RBPB	Relationship-based professional development (RBPB) is defined as using professional relationships as a primary method to support the growth and development of adult learners.
Coaching	The International Coaching Federation defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
Technical assistance	Technical assistance (TA) is broadly defined as support to help an organization acquire any specialized service or skill that is not currently resident within the organization, but which it may need in order to operate more effectively or strengthen sustainability.
Consultation	Consultation refers to the act of seeking advice or information from an expert. It usually involves a meeting or discussion where one party seeks insights, advice, or solutions to a specific problem or question from another party.
Reflective Supervision	Reflective supervision (RS) is a practice used to provide support and professional development. It involves regular meetings between a supervisor and supervisee or within a group, where participants discuss their work experiences, reflect on their personal beliefs, values, and reactions, and explore how these elements impact their professional practice.
IECMH Consultant	Infant and Early Childhood Mental Health Consultation (IECMHC) is a prevention-based, indirect service that builds the capacity of caregivers to help support and sustain healthy social and emotional development of infants and young children in the natural setting where they learn and grow, such as early care and education (ECE), home visiting, and primary care. IECMH consultants are master's prepared, licensed-eligible mental health professionals. Effective consultants understand strategies for supporting children's social-emotional development and focus on relationship-building activities with consultees that facilitate the adoption of new practices. [Zero to Three]
Mentoring	Mentoring is a developmental relationship in which a more experienced or knowledgeable person (the mentor) provides guidance, support, and advice to a less experienced or knowledgeable person (the mentee). The primary goal of mentoring is to help the mentee develop skills, gain knowledge, and achieve personal and professional growth.
Mentor coaching	Mentor coaching is a specialized form of coaching aimed at developing and enhancing the skills and competencies of coaches. It involves an experienced coach (the mentor coach) providing guidance, feedback, and support to a less experienced coach (the mentee coach). The primary focus is on improving the mentee coach's coaching techniques, practices, and adherence to professional standards.

Appendix 2 – RBPD Competencies

There are four content areas of RBPD competencies. Under each content area are specific competencies associated with the content area.

1. Foundational Knowledge – which identifies and outlines the knowledge base that is the foundation of the RBPD work, including adult learning principles, early childhood and social-emotional development, and coaching.

2. Professional & Ethical Practices – which specifies the codes of conduct to which the RBPD professional adheres, sets the scope of the work, and lists the key professional practices of integrity, cultural competency, developing shared agreements and boundaries, and on-going professional development.

3. Co-Creating Relationships – which covers the core competencies of developing and maintaining the safe, trusting and creative learning environment and human connection that are the foundation of relationship-based professional development.

4. Learning & Growth – which addresses the natural process of human learning as well as a cyclical framework for facilitated learning including goal setting, planning, action and reflection.

Content Area 1: Foundational Knowledge

This area focuses on the foundational knowledge and principles that Relationship-Based Professional Development (RBPD) professionals need. It emphasizes understanding adult learning principles, partnering with early childhood professionals, cultural competency, and the foundation of relationship-based and coaching practices. RBPD professionals aim to create a safe, respectful, and inclusive environment while using a Trauma-Informed Care lens.

Competencies:

1. Partnering with Adult Learners for Personal Growth

RBPD professionals recognize that adults learn differently and individualize learning experiences by understanding each learner's needs and preferences.

- Understand and apply adult learning principles to provide high-quality professional development.
- Recognize the influence of culture, language, equity, and inclusion on RBPD practice, translating this awareness into proactive approaches and inclusive strategies.
- Apply Trauma-Informed Care (TIC) principles in support of a learning partnership.

2. Partnering with Early Childhood Professionals

RBPD Professionals have the early childhood knowledge and skills required to partner with early childhood professionals in their work with young children and families in Alaska.

- Demonstrate understanding of early childhood development across domains and guide early childhood professionals' own development based on this knowledge.
- Encourage and partner with adult learners to recognize and share their preferences.
- Value each adult and child as an individual within relationships and various influences.

- Facilitate the use of ethically grounded assessment tools to help early childhood professionals document child progress and build partnerships.

3. Cultural Competency and Anti-Bias Practices

RBPB professionals strive to create environments that foster inclusive growth and learning by actively engaging in equitable and inclusive practices.

- Apply culturally responsive practices, approaches and strategies that recognize, respect and integrate the cultural backgrounds, beliefs and experiences of individuals.
- Acknowledge personal and cultural biases in themselves and others.
- Work towards reducing barriers to engagement and inclusion/belonging.
- Identify and mitigate the impact of power dynamics and microaggressions.
- Promote equity and inclusion.

4. Foundation in Relationship-Based Professional Development Practices

RBPB professionals develop relationships as the foundation of their work and are able to apply a variety of development strategies.

- Understand and prioritize the foundational significance of relationship in fostering professional growth.
- Apply RBPB as a collaborative process, highlighting ethical considerations, confidentiality, and cycles of reflective inquiry.
- Define and differentiate between various professional development strategies, including training, technical assistance, consulting, and coaching.
- Cultivate an open, growth-focused mindset for themselves and those they work with.

Content Area 2: Professional & Ethical Practices

In this content area, RBPB professionals develop their professional and ethical conduct. They understand the importance of RBPB as a framework and follow guidelines for maintaining relationships as the primary method for professional growth. RBPB professionals prioritize ethical behavior, personal and professional development, and effectively manage agreements, confidentiality, and boundaries. They also work on cultural awareness and addressing personal bias.

Competencies:

1. Understanding and Providing Relationship-Based Professional Development

RBPB professionals grasp the essence of utilizing RBPB as a foundational framework and prioritize nurturing meaningful relationships to facilitate effective educator growth.

- Use RBPB as a universal framework for supporting educator growth.
- Develops and manages relationships as fundamental to professional development.
- Implement reflective inquiry cycles within safe and trusted relationships.

2. Professional and Ethical Conduct

RBPB professionals prioritize ethical guidelines and standards while articulating a comprehensive professional philosophy, essential for maintaining integrity and trust in RBPB practice.

- Apply ethical guidelines and standards in RBPB.

- Explain a professional philosophy, including legal requirements and ethical standards.
- Identify and address conflicts of interest that may arise, ensuring impartiality and integrity in professional relationships and decision-making processes.
- Utilize reflective practice supports to address ethical dilemmas and improve professional conduct.

3. **Effective Management of Agreements, Confidentiality & Boundaries**

RBPD professionals focus on establishing clear agreements, maintaining confidentiality, and delineating boundaries meticulously, fostering a safe and respectful environment conducive to professional growth.

- Partner with participants to establish clear agreements and boundaries, including roles and responsibilities.
- Maintain confidentiality and comply with relevant laws and agreements.

4. **Cultural Awareness and Attending to Personal Bias**

RBPD professionals explore their cultural influences and biases, aiming to cultivate cultural humility, recognize biases, and implement strategies fostering inclusivity within the professional development context.

- Engage in self-reflection to understand personal cultural influences on relationships.
- Recognize and manage personal biases, practicing and promoting cultural humility.
- Utilize strategies to challenge biases and create inclusive environments.

5. **Commitment to Quality and Ongoing Professional Development**

RBPD professionals demonstrate dedication to maintaining expertise, integrating best practices, and engaging in continual learning and reflection, ensuring the provision of high-quality professional development.

- Demonstrate expertise in relevant domains and best practices.
- Incorporate current research and best practices into coaching.
- Engage in ongoing professional development through assessment, learning, and reflection.

Content Area 3: Co-Creating Relationships

Co-creating relationships is the focus of this area. RBPD professionals build and maintain trust, practice active listening, and use engagement strategies to create a supportive environment for participants. They also facilitate a relationship of mutual accountability, promoting open, honest, and reflective conversations while empowering participants to take charge of their own professional development.

Competencies:

1. **Build and Maintain Trust**

RBPD professionals establish and nurture trusting relationships with participants by creating a safe and supportive environment built on mutual respect and clear boundaries.

- Co-create a safe, confidential, and supportive working relationship with the participant, fostering mutual respect and shared power.

- Establish clear expectations and boundaries for an open and honest relationship, promoting trust and professional integrity.
- Cultivate curiosity and openness in the partnership to encourage self-awareness and practice changes.

2. Active Listening

RBPB professionals engage in active listening, attentively tuning into participants' verbal and non-verbal communication to understand their perspectives and foster meaningful dialogue.

- Attend comprehensively to what the RBPB partner is communicating (verbally and non-verbally) to understand their perspectives, beliefs, and values.
- Acknowledge and explore participants' emotions, non-verbal cues, and expressions.
- Use open-ended questions and clear, direct language to facilitate understanding, demonstrating empathy and understanding to support self-expression and reflection.

3. Using Engagement Strategies

RBPB professionals employ diverse engagement strategies to empower participants in their professional development journey, fostering active participation and reflection.

- Utilize diverse strategies (e.g., powerful questioning, reflecting, reframing) to help the participant explore and expand their thinking, and encourage active participation in their professional development.
- Co-develop communication pathways for sharing information with the participant, ensuring clarity and understanding while avoiding power differentials.
- Provide a supportive and nurturing environment that encourages the participant to share freely, facilitating meaningful dialogue and exploration.

4. Facilitating Mutual Accountability

RBPB professionals collaborate with participants to establish clear expectations and feedback mechanisms, promoting mutual accountability and continuous growth in professional practice.

- Collaboratively establish clear expectations, agreements, and feedback mechanisms for the coaching relationship, process, plans, and goals.
- Regularly reflect with the participant to share and receive feedback, adjusting the coaching approach to improve the relationship and its effectiveness for the participant.
- Partner with participants to hold them accountable to their plans, goals and choices, while emphasizing learning and growth.

Content Area 4: Growth & Learning

This content area revolves around facilitating growth and learning for participants. RBPB professionals use strategies that are participant-centered, culturally responsive, and strengths-based. They help participants recognize that growth can be non-linear and use cycles of inquiry to support the adult learning process. RBPB professionals also promote reflective practices, empowerment, and accountability, monitoring progress toward participants' goals.

Competencies:**1. Participant-Centered, Culturally Responsive, Strengths-Based Strategies**

RBPB professionals prioritize participant-centered, culturally responsive, and strengths-based strategies, recognizing the importance of adaptability and cultural awareness in fostering effective learning environments.

- Flexibly adapt strategies while embracing cultural diversity to foster participant-centered approaches.
- Encourage reflection on relationship dynamics and cultural responsiveness to deepen understanding.

2. Facilitating Cyclical and Reciprocal Learning Processes Founded on Data

RBPB professionals guide participants through a learning process using data and reflection, recognizing and facilitating the non-linear nature of growth and development.

- Guide participants through inquiry cycles, using qualitative and quantitative data to monitor progress and growth.
- Normalize setbacks and emphasize the non-linear nature of change and development to foster resilience during the learning process.

3. Facilitating Transformation and Growth through Reflective Practices

RBPB professionals facilitate transformation and growth through reflective practices and use a variety of techniques to cultivate reflection and self-awareness.

- Encourage reflection on personal values, biases, and behaviors to enhance self-awareness.
- Utilize various techniques to facilitate reflection, discussion, understanding and insight.

4. Monitoring Progress and Holding Participants Accountable

RBPB professionals monitor progress, hold participants accountable and promote shared responsibility in optimizing the effectiveness of the learning relationship.

- Hold participant accountable to their stated agenda, goals and actions, without judgment.
- Guide participants towards goals and growth, reflecting on successes and setbacks.
- Encourage individual and shared reflection on the effectiveness of the relationship and work with participant to improve as needed.

Appendix 3 – Alaska’s RBPD Self-Assessment

[Click here for an electronic fillable version of the RBPD Self-Assessment](#)

Alaska’s Relationship Based Professional Development Competencies: Self-Assessment

The purpose of the AK RBPD Competencies self-assessment is to guide the user’s self-appraisal of their RBPD skills. Completion of the self-assessment will inform the development of individual professional development plans. Submit the self-assessment and professional development plan with the RBPD credential application.

Competencies	Area of Strength	Growth Area	Potential Dev. Goal
Content Area 1: Foundational Knowledge <i>This area focuses on the foundational knowledge and principles that Relationship-Based Professional Development (RBPd) professionals need. It emphasizes understanding adult learning principles, partnering with early childhood professionals, cultural competency, and the foundation of relationship-based and coaching practices. RBPd professionals aim to create a safe, respectful, and inclusive environment while using a Trauma-Informed Care lens.</i>			
1.1. Partnering with Adult Learners for Personal Growth <i>RBPd professionals recognize that adults learn differently and individualize learning experiences by understanding each learner’s needs and preferences.</i>			
<ul style="list-style-type: none"> Understand and apply adult learning principles to provide high-quality professional development. 			
<ul style="list-style-type: none"> Recognize the influence of culture, language, equity, and inclusion on RBPd practice, translating this awareness into proactive approaches and inclusive strategies. 			
<ul style="list-style-type: none"> Apply Trauma-Informed Care (TIC) principles in support of a learning partnership. 			
1.2. Partnering with Early Childhood Professionals <i>RBPd Professionals have the Early Childhood (EC) knowledge and skills required to partner with EC professionals in their work with young children and families in Alaska.</i>			
<ul style="list-style-type: none"> Demonstrate understanding of early childhood development across domains and guide EC professionals’ own development based on this knowledge. 			
<ul style="list-style-type: none"> Encourage and partner with adult learners to recognize and share their preferences. 			
<ul style="list-style-type: none"> Value each adult and child as an individual within relationships and various influences. 			
<ul style="list-style-type: none"> Facilitate the use of ethically grounded assessment tools to help EC professionals document child progress and build partnerships. 			

<p>1.3 Cultural Competency and Anti-Bias Practices <i>RBPD professionals strive to create environments that foster inclusive growth and learning by actively engaging in equitable and inclusive practices.</i></p>			
<ul style="list-style-type: none"> Apply culturally responsive practices, approaches and strategies that recognize, respect and integrate the cultural backgrounds, beliefs and experiences of individuals. 			
<ul style="list-style-type: none"> Acknowledge personal and cultural biases in themselves and others. 			
<ul style="list-style-type: none"> Work towards reducing barriers to engagement and inclusion/belonging. 			
<ul style="list-style-type: none"> Identify and mitigate the impact of power dynamics and microaggressions. 			
<ul style="list-style-type: none"> Promote equity and inclusion. 			
<p>1.4 Foundation in Relationship-Based Professional Development Practices <i>RBPD professionals develop relationships as the foundation of their work and are able to apply a variety of development strategies.</i></p>			
<ul style="list-style-type: none"> Understand and prioritize the foundational significance of relationship in fostering professional growth. 			
<ul style="list-style-type: none"> Apply RBPD as a collaborative process, highlighting ethical considerations, confidentiality, and cycles of reflective inquiry. 			
<ul style="list-style-type: none"> Define and differentiate between various professional development strategies, including training, technical assistance, consulting, and coaching. 			
<ul style="list-style-type: none"> Cultivate an open, growth-focused mindset for themselves and those they work with. 			
<p>Content Area 2: Professional & Ethical Practices <i>In this content area, RBPD professionals develop their professional and ethical conduct. They understand the importance of RBPD as a framework and follow guidelines for maintaining relationships as the primary method for professional growth. RBPD professionals prioritize ethical behavior, personal and professional development, and effectively manage agreements, confidentiality, and boundaries. They also work on cultural awareness and addressing personal bias.</i></p>			
<p>2.1 Understanding and Providing Relationship-Based Professional Development <i>RBPD professionals grasp the essence of utilizing RBPD as a foundational framework and prioritize nurturing meaningful relationships to facilitate effective educator growth.</i></p>			
<ul style="list-style-type: none"> Use RBPD as a universal framework for supporting educator growth. 			
<ul style="list-style-type: none"> Develop and manage relationships as fundamental to professional development. 			
<ul style="list-style-type: none"> Implement reflective inquiry cycles within safe and trusted relationships. 			

2.2 Professional and Ethical Conduct <i>RBPD professionals prioritize ethical guidelines and standards while articulating a comprehensive professional philosophy, essential for maintaining integrity and trust in RBPD practice.</i>			
• Apply ethical guidelines and standards in RBPD. *			
• Explain a professional philosophy, including legal requirements and ethical standards.			
• Proactively identify and address conflicts of interest that may arise, to maintain impartiality and integrity in professional relationships.			
• Utilize reflective practice supports to address ethical dilemmas and improve professional conduct.			
2.3 Effective Management of Agreements, Confidentiality & Boundaries <i>RBPD professionals focus on establishing clear agreements, maintaining confidentiality, and delineating boundaries meticulously, fostering a safe and respectful environment conducive to professional growth.</i>			
• Partner with participants to establish clear agreements and boundaries, including roles and responsibilities.			
• Maintain confidentiality and comply with relevant laws and agreements.			
2.4 Cultural Awareness and Attending to Personal Bias <i>RBPD professionals explore their cultural influences and biases, aiming to cultivate cultural humility, recognize biases, and implement strategies fostering inclusivity within the professional development context.</i>			
• Engage in self-reflection to understand personal cultural influences on relationships.			
• Recognize and manage personal biases, practicing and promoting cultural humility.			
• Utilize strategies to challenge biases and create inclusive environments.			
2.5 Commitment to Quality and Ongoing Professional Development <i>RBPD professionals demonstrate dedication to maintaining expertise, integrating best practices, and engaging in continual learning and reflection, ensuring the provision of high-quality professional development.</i>			
• Demonstrate expertise in relevant domains and best practices.			
• Incorporate current research and best practices into coaching.			
• Engage in ongoing professional development through assessment, learning, and reflection.			

<p>Content Area 3: Co-Creating Relationships <i>Co-creating relationships is the focus of this area. RBPD professionals build and maintain trust, practice active listening, and use engagement strategies to create a supportive environment for participants. They also facilitate a relationship of mutual accountability, promoting open, honest, and reflective conversations while empowering participants to take charge of their own professional development.</i></p>			
<p>3.1 Build and Maintain Trust <i>RBPD professionals establish and nurture trusting relationships with participants by creating a safe and supportive environment built on mutual respect and clear boundaries.</i></p>			
<ul style="list-style-type: none"> Co-create a safe, confidential, and supportive working relationship with the participant, fostering mutual respect and shared power. 			
<ul style="list-style-type: none"> Establish clear expectations and boundaries for an open and honest relationship, promoting trust and professional integrity. 			
<ul style="list-style-type: none"> Cultivate curiosity and openness in the partnership to encourage self-awareness and practice changes. 			
<p>3.2 Active Listening <i>RBPD professionals engage in active listening, attentively tuning into participants' verbal and non-verbal communication to understand their perspectives and foster meaningful dialogue.</i></p>			
<ul style="list-style-type: none"> Attend comprehensively to what the RBPD partner is communicating (verbally and non-verbally) to understand their perspectives, beliefs, and values. 			
<ul style="list-style-type: none"> Acknowledge and explore participants' emotions, non-verbal cues, and expressions. 			
<ul style="list-style-type: none"> Use open-ended questions and clear, direct language to facilitate understanding, demonstrating empathy and understanding to support self-expression and reflection. 			
<ul style="list-style-type: none"> Self-manage the urge to respond while listening in order to maintain focus on the participant. 			
<p>3.3 Using Engagement Strategies <i>RBPD professionals employ diverse engagement strategies to empower participants in their professional development journey, fostering active participation and reflection.</i></p>			
<ul style="list-style-type: none"> Utilize diverse strategies (e.g., powerful questioning, reflecting, reframing) to help the participant explore and expand their thinking, and encourage active participation in their professional development. 			
<ul style="list-style-type: none"> Co-develop communication pathways for sharing information with the participant, ensuring clarity and understanding while avoiding power differentials. 			
<ul style="list-style-type: none"> Provide a supportive and nurturing environment that encourages the participant to share freely, facilitating meaningful dialogue and exploration. 			

3.4 Facilitating Mutual Accountability <i>RBPD professionals collaborate with participants to establish clear expectations and feedback mechanisms, promoting mutual accountability and continuous growth in professional practice.</i>			
<ul style="list-style-type: none"> Collaboratively establish clear expectations, agreements, and feedback mechanisms for the coaching relationship, process, plans, and goals. 			
<ul style="list-style-type: none"> Regularly reflect with the participant to share and receive feedback, adjusting the coaching approach to improve the relationship and its effectiveness for the participant. 			
<ul style="list-style-type: none"> Partner with participants to hold them accountable to their plans, goals and choices, while emphasizing learning and growth. 			
Content Area 4: Growth & Learning <i>This content area revolves around facilitating growth and learning for participants. RBPD professionals use strategies that are participant-centered, culturally responsive, and strengths-based. They help participants recognize that growth can be non-linear and use cycles of inquiry to support the adult learning process. RBPD professionals also promote reflective practices, empowerment, and accountability, monitoring progress toward participants' goals.</i>			
4.1 Participant-Centered, Culturally Responsive, Strengths-Based Strategies <i>RBPD professionals prioritize participant-centered, culturally responsive, and strengths-based strategies, recognizing the importance of adaptability and cultural awareness in fostering effective learning environments.</i>			
<ul style="list-style-type: none"> Flexibly adapt strategies while embracing cultural diversity to foster participant-centered approaches. 			
<ul style="list-style-type: none"> Encourage reflection on relationship dynamics and cultural responsiveness to deepen understanding. 			
4.2 Facilitating Cyclical and Reciprocal Learning Processes Founded on Data <i>RBPD professionals guide participants through a learning process using data and reflection., recognizing and facilitating the non-linear nature of growth and development.</i>			
<ul style="list-style-type: none"> Guide participants through inquiry cycles, using qualitative and quantitative data to monitor progress and growth. 			
<ul style="list-style-type: none"> Normalize setbacks and emphasize the non-linear nature of change and development to foster resilience during the learning process. 			
4.3 Facilitating Transformation and Growth through Reflective Practices <i>RBPD professionals facilitate transformation and growth through reflective practices and use a variety of techniques to cultivate reflection and self-awareness.</i>			
<ul style="list-style-type: none"> Encourage reflection on personal values, biases, and behaviors to enhance self-awareness. 			
<ul style="list-style-type: none"> Utilize various techniques to facilitate reflection, discussion, understanding and insight. 			

4.4. Monitoring Progress and Holding Participants Accountable <i>RBPD professionals monitor progress, hold participants accountable and promote shared responsibility in optimizing the effectiveness of the learning relationship.</i>			
<ul style="list-style-type: none"> • Hold participant accountable to their stated agenda, goals and actions, without judgment. 			
<ul style="list-style-type: none"> • Guide participants towards goals and growth, reflecting on successes and setbacks. 			
<ul style="list-style-type: none"> • Encourage individual and shared reflection on the effectiveness of the relationship and work with participant to improve as needed. 			

* Primary source: NAEYC Code of Ethical Conduct; Additional sources: The Code of Ethical Conduct Supplement for Early Childhood Adult Educators, and the International Coach Federation (ICF) Standards of Ethical Conduct

Appendix 4 – Alaska’s RBPB Credential Framework

RBPB Categories	RBPB I – Technical Assistant Specialist <i>Tier I/ Promotional topics</i>	RBPB II – Consultation Specialist <i>Tier II/ Prevention topics</i>	RBPB III A – Practitioner/Teacher RBPB III B – Program/Administration Coach Specialist <i>Tier III/ Intervention topics</i>
<p>Roles <i>The three tiers form a progression to increase the RBPB Specialist’s competencies, skills, & responsibilities from a strength-based lens.</i></p>	<p>The RBPB I Specialist provides targeted support for instruction and guidance on best practices for early childhood (EC) education.</p>	<p>The RBPB II Specialist utilizes coaching strategies to create a collaborative partnership that supports reflective problem solving.</p>	<p>The RBPB III facilitates a coaching cycle of plan, do, study, act (PDSA) to empower continuous professional and/or program growth.</p>
<p>Education & Experience</p>	<ul style="list-style-type: none"> At minimum SEED Level 7 2 years early childhood (EC) experience 	<ul style="list-style-type: none"> At minimum SEED Level 8 2 years EC experience -OR- SEED Level 6 6 years EC experience 	<ul style="list-style-type: none"> At minimum SEED Level 9 2 years EC experience -OR- SEED Level 7 6 years EC experience
<p>RBPB & Coaching Training</p>	<ul style="list-style-type: none"> Coaching 101/Intro to Coaching Implicit Bias Culturally responsive practices Utilizing Adult-Learning Theory to Cultivate Positive Coaching Relationships, via ProSolutions 	<p>12 hours of Relationship-Based Coaching training</p>	<p>40 hours of Relationship-Based Coaching training</p>
<p>EC Content Training</p>	<p>RBPB I Trainings + following trainings:</p> <ul style="list-style-type: none"> Intro to Pyramid Model (<i>includes TPOTS/TPITOS overview</i>) or equivalent school-age social emotional framework Strengthening Families Intro to Alaska Early Childhood Core Knowledge & Competencies (CKC) Intro to Alaska Early Learning Guidelines (ELG) CLASS Primer for equivalent tool that supports observation of learning environment and adult-child interactions 	<p>RBPB II Trainings + following training topics:</p> <ul style="list-style-type: none"> ACEs Overview (<i>could be combined with Intro to Trauma-Informed Care</i>) Intro to Trauma-Informed Care Developmental Screening and Monitoring including training on specific screening tools (<i>if working in a 0-5 program; school-age exempt</i>) Training(s) in EC child assessment and curriculum OR school-age curriculum equivalent (<i>school-age exempt from assessment</i>) 	<p>RBPB III A (classroom/ teacher) Coach RBPB I, II Training + following training topics:</p> <ul style="list-style-type: none"> Inclusionary Practices Preventing Expulsion & Suspension Trauma-Informed Care Tier 3 Positive Behavioral Supports (e.g. Pyramid Modules 3 & 4, PTR-YC Level, or school-age equivalent) including use of Behavior Incident Reports (BIRs) <p>RBPB III B (Program/ Admin) Coach</p> <ul style="list-style-type: none"> RBPB III A training Program leadership training Overview of Implementation Science

RBPD Hours Applicant Delivered	N/A	80 hours	200 hours
Reflective Supervision* or Mentoring Received**	N/A	12 hours cumulative	24 hours cumulative
<p style="text-align: center;">RBPD I, II, III Responsibilities (RBPD levels build on each other. RBPD III can do what RBPD below do as well.)</p>	<p>Tier I / Promotion Activities Provide support and guidance to practitioners around foundational Tier I/ Promotional ECE best practices. Support implementation of ECE program expectations, policies, procedures.</p> <p>Types of support may include:</p> <ul style="list-style-type: none"> ● provide resources ● model teaching strategies ● identify and support actionable objectives ● review data ● side by side hands on support ● co-planning ● recommend training (s) observation and feedback 	<p>Tier II / Prevention Activities Provide collaborative, reflective support and guidance to practitioners around Tier I/Promotional & Tier II/Prevention ECE best practices.</p> <p>Types of support may include:</p> <ul style="list-style-type: none"> ● conduct informal, focused observations of practitioner practices ● collaborate to respond to practitioner’s strengths and needs ● collaborate to support data informed decisions ● provide group or 1:1 consultation that may include action planning 	<p>Tier III / Intervention Activities Provide group or 1:1 coaching including goal setting, action planning, observation, reflection, and feedback. Consider Tier I, II, and III supports along with individual child and program data.</p> <p>RBPD III A: Practitioner/Teacher Coach Types of support may include:</p> <ul style="list-style-type: none"> ● selection and use of data tools ● fidelity of practices ● collection and analyze data ● individual child support plan ● communication with families, and outside consultants ● family and child referrals ● internal capacity for reflection ● equity, diversity, inclusion <p>RBPD III B: Program/Administration Coach Types of support may include:</p> <ul style="list-style-type: none"> ● all RBPD III A topics ● policies, procedures, and practices ● development of program leadership team program wide implementation of evidence informed practices staff recruitment, retention & professional development

***Qualified Reflective Supervision** = someone who has met one of the following qualifications:
 - Infant Early Childhood Family Associate (IECFA) with Endorsed Reflective Supervisor (ERS) add-on
 - Infant Early Childhood Family Specialist (IECFS) with Endorsed Reflective Supervisor (ERS) add-on
 - Infant Early Childhood Mental Health Specialist (IECMHS) with Endorsed Reflective Supervisor (ERS) add-on

****Qualified Mentor coaching** = someone who has met one of the following qualifications:
 - Associate Certified Coach (ACC) from the International Coaching Federation (ICF)
 - Professional Certified Coach (PCC) from the International Coaching Federation (ICF)
 - Master Certified Coach (MCC) from the International Coaching Federation (ICF)

Appendix 5 – RBPD Roles and Responsibilities

This appendix contains information that is meant for administrators looking to create an RBPD or coach role within their program to support professional development, as well as individuals curious about the RBPD roles and what work they do at different levels of the RBPD Specialist Credential.

Relationship based professional development encompasses three primary strategies: technical assistance, consultation and coaching.

- *technical assistance* – targeted support, for example recommendations and guidance on established best practices and how to implement and apply them
- *consultation* – an analytical or problem-solving process to deliver professional opinion or advice based on expertise in response to a given challenge or situation
- *coaching* – a developmental approach and thought partnership to help the “*coachee*” (e.g. teacher) use their available knowledge and resources to develop and implement solutions, often in an iterative process

The tiers of the credential framework are based on a view that the above strategies form a progression, with increasing individualization of the professional development work.

RBPD I – The RBPD I professional **is a technical assistant specialist**. The RBPD I professional primarily provides training and technical assistance to classroom teachers, focusing mainly on schedules, routines, transitions, and classroom rules. There is an emphasis on relationship building among the technical assistant specialist and the classroom teachers.

An RBPD I professional works with a **technical assistance (TA)** focus to:

- collaborate with teachers to identify their strengths and needs.
- provide group technical assistance to teachers that helps them improve upon their classroom schedules, routines, transitions and classroom rules.
- provide group TA to teachers that includes goal setting, action planning, observation, reflection and feedback.
- provide TA to teachers that improves upon the general quality of teacher-child interactions in the classroom.

RBPD II – The RBPD II professional **is a consultation specialist**. The RBPD II professional has completed initial training in coaching and is building on experience and skill in providing training and technical assistance by beginning to integrate coaching practices into the work.

An RBPD II professional works with a **consultation specialist** focus to:

- collaborate with teachers to identify strengths and needs for implementation of Pyramid practices, curriculum, child assessment, literacy, family engagement, and related practices.
- follow a Plan-Do-Study-Act cycle model of consultation that includes goal setting, action planning, observation, reflection, and feedback.

- provide group or 1:1 consultation (combination of TA & coaching).
- conduct observations of teaching practices using formal (e.g., TPOT/TPITOS, ERS, CLASS or equivalent school-age tools) and informal tools.

RBPB III – The RBPB III Professional is a **coach specialist**. The RBPB III professional has completed coaching training and is able to work with teachers at all levels of experience or program administrators.

- An **RBPB III A Practitioner/Teacher Coach** can provide coaching supports that range from teaching and modeling new strategies with a beginning teacher to engaging in more reflective conversation and planning with a seasoned teacher.
- An **RBPB III B Program/Administration Coach** can provide program administrators with coaching supports that build capacity around leadership, administration, and program-wide implementation of policies and practices.

An RBPB III A professional works with **teachers** using a **coaching specialist** focus to:

- support teachers to reference data and be reflective of their strengths and areas for growth.
- follow a Plan-Do-Study-Act cycle model of coaching that includes goal setting, action planning, observation, reflection, and feedback.
- provide group or 1:1 coaching.
- assist teachers with use of data collection and review to inform decision-making including behavior incident reports, child observations, classroom assessments, etc.
- conduct observations of teaching practices using formal (e.g., TPOT/TPITOS, ERS, CLASS or equivalent school-age tools) and informal tools.

An RBPB III B professional works with **program administrators or the leadership team** using a **coaching specialist** focus to:

- support program administrators to be reflective of their own and their program's strengths and areas for growth.
- support administrators to develop, maintain and utilize a leadership team focused on continuous quality improvement.
- train and support administrators with the process of data-informed decision-making related to program implementation and outcomes (e.g., practice fidelity, program fidelity, equity, tracking of behavior incidents and responses).
- support for program-level policy and practices to promote social and emotional health of staff, children and families.
- support administrators to communicate and collaborate with and engage families and community partners.
- support administrators and leadership teams to identify data-driven individual and programs goals and strategies to meet those goals.

Appendix 6 – RBPD Alignment with Generic Titles and Pyramid

The following table describes the four RBPD tiers in relationships with national generic titles and Pyramid titles.

Generic Titles	Pyramid Titles	Alaska RBPD Coach Titles
Technical Assistance	<i>not applicable</i>	RPBD I Technical Assistant Specialist
Consultant	<i>not applicable</i>	RPBD II Consultation Specialist
Teacher/Classroom coach	Practitioner Coach	RPBD III A Practitioner/Teacher Coach Specialist
Leadership/Admin coach	Program Coach	RPBD III B Program/Administration Coach Specialist
Behavior Specialist	Behavior Specialist <i>(designee i.e. special education teacher)</i>	Not applicable but could be an RBPD Specialist with specific training in development of behavior support plans.

Appendix 7 – Role of an IECMH Consultant

Below is a brief overview of what an Infant and Early Childhood Mental Health (IECMH) Consultant can do and who they may work with. In general, an IECMH Consultant would begin working with an early childhood program and/or family once an RBPD specialist has worked with a teacher on both promotional and prevention activities and strategies that have not shown improvement, and additional expertise is needed to guide the teacher, child, and family on Tier III intervention strategies.

1) Child and Family

The IECMH Consultant addresses an individual child's mental health, emotional well-being, or behavior concerns. The Consultant collaborates with professionals and family members to understand and respond effectively to a child's needs. A parent or caregiver's emotional well-being and mental health may be considered as the Consultant strives to increase adult capacity to support a child's mental health.

Activities include:

- Screening and assessment
- Gathering, sharing, and coordinating information and strategies
- Guiding, supporting, reflecting

2) Classroom/ Home

The IECMH Consultant conducts assessments of social emotional climate, classroom planning, ongoing onsite support to teachers, linkage to community supports/culturally based supports.

The IECMH Consultant addresses variables (attitudes, beliefs, biases, practices) that may be impacting relationships among professionals, children in their care, and their families. Collaborates with program staff and family members to promote equitable, warm, trusting relationships, consistent routines, and interactions that enhance development and positively impact classroom and home climates.

Activities include:

- Observing
- Co-developing plans and strategies
- Supporting family engagement and partnerships

3) Program

The IECMH Consultant provides support to improve the overall quality of the program by focusing on multiple issues affecting the quality, climate, and equity of the early childhood program setting. The IECMH Consultant provides support for program-level policy and practices to promote social and emotional health of staff, children, and families (e.g., expulsion and suspension policy).

Activities include:

- Providing reflective consultation and leadership support
- Supporting policy and program initiatives to support the social and emotional learning of all children
- Working to solve global issues that affect more than one child, family, or staff member
- Developing and providing staff training and wellness activities

4) Community Level

The IECMH Consultant assists organizations, systems, and communities to improve social, emotional, and behavioral outcomes through partnership, collaboration, and coordination.

Activities include:

- Enhancing awareness of IECMH
- Linking families, groups, and organizations
- Supporting diversity, equity, and inclusion
- Advocating for community and family needs

Appendix 8 – Additional Resources

Links to

-
- [Alaska Association for Infant and Early Childhood Mental Health](#)
- [Infant/ Early Childhood Mental Health Consultation \(Zero to Three\)](#)
- [Infant/ Early Childhood Mental Health Consultation \(Georgetown\)](#)
- [International Coaching Federation](#)
- [Alaska System for Early Education Development \(SEED\)](#)
- [Coaching Difficult Conversations \(NAEYC\)](#)
- [Practice Based Coaching \(Head Start\)](#)
- [Practice Based Coaching \(Pyramid Model\)](#)
- [Cognitive Coaching](#)