VISION: Create a system for early childhood and school-age educators across Alaska to ensure equitable access to Relationship-Based Professional Development (RBPD) |

CAPACITY (the ability of the Relationship-Based Professional Development (RBPD) workforce to meet the professional development needs of early childhood and school-age educators) |

GOAL 1: Assess the capacity of current RBPD specialists (mentor, coach, consultant) |
Create a list of RBPD specialists |
Create programs utilizing RBPD specialists |
Create a list of contact information for RBPD specialists working with programs |
Assess current RBPD specialists working in the state of Alaska in terms of geographical reach, level of experience, education, method of delivering services |
Design a survey to assess who is working as an RBPD specialist |
Create a plan to deliver the survey |
Administer the survey throughout the state |
Analyze the data to better understand the current RBPD specialist workforce |
Assess the need for Relationship-Based Professional Development (RBPD) in the state of Alaska |
Determine best practices for amount of RBPD |
Research other state recommendations regarding best practices for early childhood and school-age educators receiving RBPD |
Create a survey for programs to report current amount of RBPD, criteria for receiving RBPD, and amount of time in RBPD for educators |
Administer the survey throughout the state |
Analyze the survey results in a capacity assessment to determine the workforce capacity versus the needs for RBPD across the state |

FUNDING (the current and projected funding needs for a fully implemented Relationship-Based Professional Development (RBPD) system) |

GOAL 1: Create a budget assuring strategic plan for the creation of Alaska's Relationship-Based Professional Development System |

December 2019
Acknowledgments

This strategic plan for the creation of Alaska’s Relationship-Based Professional Development system has been developed by a Relationship-Based Professional Development (RBPD) System Design Team comprised of individual and organizational stakeholders throughout the state. The Team is a subcommittee of the System for Early Education Development (SEED) Steering Committee, which is housed and managed by thread, Alaska’s Child Care Resource and Referral Network. SEED activities support professional development in the field of early childhood/school-age educators working in the state of Alaska.

Process facilitation, writing, and graphic design for this strategic plan were provided by Schue Consulting.

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“When I was being coached, I would look forward to each session and say, ‘This is going to be for me, for my ability to discuss whatever I want to discuss... someone will believe me, trust in me, that I’m enough, and that I can do it.’” – Stacie
Introduction

A robust system of early childhood education, including learning programs for school-age children, enhances a child’s learning and development, increases success in school, improves likelihood of later employment, promotes health, reduces incidents of incarceration, and supports earning a higher income later in life.

A 2019 economic impact analysis by the McDowell Group found that Alaska has more than 100,000 children in need of early childhood care. Alaska parents cited a perceived lack of high-quality care as one of several barriers for enrolling their children in early childhood education programs. Multiple issues impact the supply of high-quality early childhood education, such as extremely low wages, which impacts both the recruitment and retention of skilled workers.

While the cost of early childhood education programs is high and wages are often low, a proven way to recruit and retain the workforce is through effective professional development. Effective professional development creates beneficial improvements in job satisfaction, resulting in strengthened workforce stability. The highest quality early childhood education requires educated professionals who are trained in their field and who have the opportunity for professional development in the form of training, higher education, mentoring, coaching, and consultation.

Specialists providing professional development to educators of early childhood and school-age students have been working throughout the state for many years. The System for Early Education Development (SEED), which is housed and managed by thread, has supported these endeavors. SEED assures quality professional development standards for early childhood and school-age educators throughout the state.

The field of PD specialist for early childhood/school-age educators has been growing across the US, through the creation of standardized credentialing systems.

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state. It oversees a plan for their higher education (SEED’s professional development ladder) and training/trainer approval systems, and it provides financial resources to these educators to advance their profession.

The opportunity for workforce development for specialists providing professional development to early childhood/school-age educators in the form of mentoring, coaching, or consultation is great. These specialists work without acknowledged system-wide standards and without a network of PD specialist peers who can communicate and support the high quality of their work.

Across the US, the field of PD specialist for early childhood/school-age educators has been growing through the creation of standardized systems, which describe the work and lay out the necessary training, education, and experience for a professional to be credentialed in the field. Among a number of professional development methods, strong evidence-based outcomes affirm the use of relationship-based professional development (RBPD) as the most effective framework for PD.

“It was nice to be reflective of myself with somebody with knowledge in the field. It helped me to see places where I was struggling and I didn’t have to worry about being thought of as ‘weak’ by my supervisor for recognizing weaknesses.” – Pili
Relationship-Based Professional Development (RBPD) is a framework for supporting Early Childhood and School-Age Educators by providing a specialist who builds a relationship with an individual coachee partner as “the primary method to support the professional growth and development of Adult learners.”

RBPD relies on one-to-one or small group supported interactions between the coachee and the coach, mentor, or consultant. The relationship then facilitates the application of the coachee’s growth in knowledge and understanding into their own practice setting.

As a potential framework for professional development, there is an immediate alignment between Traditional Native Knowledge Systems and Relationship-Based Professional Development. As stated by Barnhardt and Kawagley’s in Traditional Native Knowledge and Alaska Native Ways of Knowing (2005), there is common ground between traditional native knowledge and western science (academics). Alaska Native Traditional Knowledge systems and RBPD systems come together under the habits of mind of honesty, inquisitiveness, and open-mindedness; the skills and procedures of empirical observation in natural settings and pattern recognition. Traditional Native Knowledge systems place an emphasis on practical implementation of skills and knowledge, which is also true for RBPD. This alignment of ideals makes the RBPD system a particularly good fit for our state, encouraging the interlocking of cultural relevance and academic support. Please see Attachment A at the end of this report.

The RBPD approach allows room for a great deal of individuality in the way that services are delivered, while also adhering to a cohesive set of guiding principles. For instance, RBPD processes are inherently reflective. The model encourages specialists and coachees to participate in a complete process of inquiry that includes goal setting, observation, assessment, action planning, reflection, and feedback. Effective RBPD specialists support and guide a coachee to reflect, observe patterns, take risks, question assumptions, and seek new ways of overcoming classroom challenges. The professional growth that comes from working with an RBPD specialist ultimately provides positive impacts on the

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care and educational learning that young children receive while enhancing the professional’s experience in their own field.

RBPD-based models are supported in research and show evidence-based outcomes of “effective professional development [that] is specific and targeted, involving many opportunities for practice with feedback in the context of one’s own practice.”4 Overwhelmingly, participants receiving RBPD coaching were able to translate their growth from the professional development into classroom practice. 5 Acknowledging its proven efficacy, many states are developing systems to implement RBPD-based frameworks in early childhood and school-age settings. RBPD in the form of coaching was highlighted as an innovative workforce strategy by the Race to the Top initiative, with federal grant monies allocated to Wisconsin, Colorado, Vermont, Illinois, North Carolina, Georgia, Minnesota, and New Mexico to support its development. 6 Several other states (NY, MA, and WA) are also developing RBPD systems. Alaska’s new system will align with the national movement, improving the potential for reciprocity with other states.


“Coaching that is rooted in relationships gives you a thought partner. It allows you to think together on what’s going well and how we can improve things.” – Meghan

RBPD specialists working within the framework have foundational similarities, while differing in their utilization of professional development models, such as Practice-Based Coaching, My Teaching Partner (MTP), Cognitive Coaching, Strengths-Based Coaching, and more. The framework and approval system for RBPD in Alaska will not prescribe a single coaching model, job title, or educational background. Rather, the RBPD system will identify core knowledge and competencies (CKCs) necessary for RBPD specialists to be successful in their partnerships with educators regardless of their preferred coaching model or educational background. The approval system will provide a mechanism for credentialing that will ensure RBPD specialists encompass the skills and knowledge to be productive in the role. Both the framework and the approval systems will support and benefit the work of RBPD specialists and the programs and educators that rely on them to facilitate continuous improvement and growth.

In addition to using a variety of coaching models, RBPD specialists in Alaska utilize a variety of delivery methods to achieve their goals, including online sessions, face-to-face coaching, online technology, and coaching via small groups. The RBPD system in development will continue to allow for these delivery systems to meet the needs for early childhood and school-age educators across the state in an equitable manner.

The RBPD Continuum

RBPD specialists can work in a continuum of roles laid out by the National Association for the Education of Young Children (NAEYC). These include mentoring, coaching, and consultation. Early childhood and school-age educators receiving RBPD on this continuum are often referred to as “coachees,” which includes all levels in the continuum.
The Relationship-Based Professional Development (RBPD) System Design Team

With the opportunity for growth and improvement in the creation of a system to describe the field of professional development for early childhood/school-age educators and a way to ensure their high quality, Alaska’s Thread, Inc. invited a task force of those in the field to begin developing the system.

The RBPD System Design Team was created in the Spring of 2018 as a subcommittee of the Alaska System for Early Education Development (SEED) Steering Committee. Members of the team include representatives from tribal and non-tribal early childhood education providers, state agencies, Head Start, Infant Learning Program, rural and urban school districts, after school programs, and thread staff.

As a SEED subcommittee, the RBPD System Design Team consistently engages with the early childhood and school-age educator community in the development of the RBPD system for Alaska, and a process for approving and credentialing RBPD specialists. Their purpose is to ensure that Alaska has access to trained, reflective and supportive Relationship-Based Professional Development specialists who are certified with the skills necessary to partner with early childhood/school-age educators to improve their interactions with children and enhance classroom practices.

Between Spring 2018 and Fall 2019, the team laid the foundation for the development of the RBPD system for the state. Early work included a survey of individuals working in RBPD roles within the state, a survey of early childhood educators who had received RBPD, the development of purpose and vision statements, drafting of a white paper and logic model, and a review of other states that had developed competency-based approval systems for RBPD providers.
The Strategic Plan and the Process for its Development

The strategic plan enclosed in this document was created to guide the development of an Alaska Relationship-Based Professional Development system to support early childhood and school-age educators. The strategic plan lays out goals, objectives, tasks, and timelines associated with the development of the framework of the system, how it might be funded, how it might be marketed, and the development of a system for credentialing RBPD specialists.

With the RBPD System Design Team in place, thread issued an RFP in August 2019 for the facilitation of meetings to write an in-depth strategic plan for the development of the RBPD System. Schue Consulting was contracted to facilitate the strategic planning process. Through this process, the RBPD Design Team continued to convene as a working group to deepen its understanding of the current system of professional development, utilize the existing survey of the work force, research the high quality RBPD systems created by other states and consider how that work might fit for Alaska. Because of statewide RBPD Design Team membership, meetings generally were held via online videoconferencing. In October, in-person meetings coincided with an existing training in Anchorage, which involved many of the Design Team members. Meeting times were scheduled when the majority of the Team could participate. The RBPD Design Leadership Team from thread (Jen Clark, Meghan Johnson, and Panu Lucier) guided the work.

Goal development was predicated on participants identifying underlying problems, which created the need for the Relationship-Based Professional Development system itself. These problem statements, listed in Attachment C, naturally aligned in particular categories, which were grouped to guide the sections for the strategic plan, including: capacity of the RBPD system, funding, RBPD system framework, approval of specialists, communication/marketing, makeup of the RBPD System Design Team, and overarching “umbrella” issues.

CAPACITY – the ability of the RBPD workforce to meet the professional development needs of early childhood and school-age educators. Capacity goals and objectives include assessment at its outset to better understand the current workforce as well as assessing the need for RBPD itself.

FUNDING – the current and projected funding needs for a fully implemented RBPD system. Planning for development of sustainable funding to implement the system, including funding for training of RBPD specialists, funding necessary for programs to access coaches, funding to maintain the system, and funding for the ongoing monitoring and reporting of activities.

FRAMEWORK – the guide for the development and implementation of the Relationship-Based Professional Development (RBPD) system in Alaska. Goals and objectives in this area include developing shared
statewide definitions, roles and responsibilities, core knowledge and competencies (CKCs) needed to be an effective RBPD specialist for early childhood and school-age educators, and developing a training module for stakeholders and administrators to better understand RBPD itself. Goals also include the development of training for RBPD specialists and a system of data/evaluation to better understand the effectiveness of RBPD.

APPROVAL – the credentialing system for Relationship-Based Professional Development (RBPD) specialists working with early childhood and school-age educators. Developing a process to recognize and certify RBPD specialists at different tiered levels to help guide their work and inform an administrator or program leader about the RBPD specialist’s level of expertise.

COMMUNICATIONS & MARKETING – the plan to increase awareness of Relationship-Based Professional Development (RBPD) in early childhood and school-age education. Goals and objectives in this section include the full development of the campaign, including audiences, shared messaging, strategies for communication, and funding the development of marketing materials.

RBPD SYSTEM DESIGN TEAM STRUCTURE – the make-up of the team creating the Relationship-Based Professional Development (RBPD) System for Alaska. While a comprehensive list of RBPD Design Team members were invited to participate, not all were able to join, and it is recognized that more diversity will create a stronger, more inclusive RBPD system. With that goal in mind, a diversity assessment will take place for the Design Team itself to identify potentially weaker areas, and then targeted invitations will be extended for assistance with the development of the RBPD System.

Once the grouping of problem statements was complete, the Design Team developed aligning goals, objectives, and tasks utilizing the S.M.A.R.T. goal framework (Strategic, Measurable, Attainable, Relevant, and Time-bound). The Design Team discussed necessary completion dates for each goal and created a phased timeline, which takes into account project dependencies and the total time needed for each task. The phases describe completion targets:
PHASE 1: 0-3 months (to be completed within three months of approved start date)

PHASE 2: 4-6 months (to be completed within six months of approved start date)

PHASE 3: 7 months - 1 year (to be completed within one year of approved start date)

PHASE 4: 1-2 years (to be completed within two years of approved start date)

While some of the tasks listed in the strategic plan have been in process since the task force was created, the phased work of completing tasks on the strategic plan will officially begin upon SEED’s approval of the strategic plan itself.

The MOCHA project management framework was used to assign roles and responsibilities to members of the RBPD System Design Team for the completion of tasks, objectives, and goals within the strategic plan. This framework is being used internally on other thread projects, and its use towards assuring adequate personnel resources for completion of the RBPD system design aligns it with other organizational priorities. The MOCHA framework supports collaboration across a wide variety of departments or organizations, providing clarity around the roles and responsibilities of each person for each task. This framework includes the following categories:

**MANAGER** – Holds the Owner accountable, makes suggestions, asks hard questions, reviews progress, and assures that the work stays on-track.

**OWNER** – Retains overall responsibility for the project, ensuring that work is completed and that there is the right involvement of the right people at the right time in the work. Schedules meetings and acts as task leader.

**CONSULTANT** – A person who should be brought into the project or asked for input at specific points in the project.

**HELPER** – Assists with some of the daily work needed to complete the task.

**APPROVER** – The approval mechanism for determining final decisions. This is often an executive director or board.
VISION

Create a system for early childhood and school-age educators across Alaska to ensure equitable access to Relationship-Based Professional Development (RBPD)

DOMAINS & GOALS

CAPACITY • FUNDING

FRAMEWORK • APPROVAL

MARKETING/COMMUNICATIONS

RBPD SYSTEM DESIGN TEAM
CAPACITY

The ability of the Relationship-Based Professional Development (RBPD) workforce to meet the professional development needs of early childhood and school-age educators.

<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>Assess the capacity of current RBPD specialists (mentor, coach, consultant)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td>Create an inclusive list of RBPD specialists</td>
</tr>
<tr>
<td>▪ Create a list of programs utilizing RBPD specialists</td>
<td>Phase 1</td>
</tr>
<tr>
<td>▪ Create a list of contact information for RBPD specialists working with programs</td>
<td>Phase 1</td>
</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td>Assess current RBPD specialists working in the state of Alaska in terms of geographical reach, level of experience, education, method of delivering services</td>
</tr>
<tr>
<td>▪ Design a survey to assess who is working as an RBPD specialist</td>
<td>Phase 1</td>
</tr>
<tr>
<td>▪ Create a plan to deliver the survey</td>
<td>Phase 2</td>
</tr>
<tr>
<td>▪ Administer the survey throughout the state</td>
<td>Phase 2</td>
</tr>
<tr>
<td>▪ Analyze the data to better understand current RBPD specialist workforce</td>
<td>Phase 2</td>
</tr>
</tbody>
</table>
**GOAL 2**
Assess the need for Relationship-Based Professional Development (RBPD) in the state of Alaska

**Objective 1**
Determine best practice/goal for amount of RBPD

- Research other state recommendations regarding best practices for early childhood and school-age educators receiving RBPD  
  Phase 2
- Analyze the data to determine best practice/goal for amount of RBPD by regions of the state, including differences in method of delivery  
  Phase 3

**Objective 2**
Assess the current characteristics of RBPD being offered to early childhood and school-age educators

- Create a survey for programs to report current levels of RBPD, criteria for receiving RBPD supports, and amount of time in RBPD for educators  
  Phase 3
- Administer the survey throughout the state  
  Phase 3

**Objective 3**
Analyze the survey results in a capacity assessment to determine the workforce capacity versus the needs for RBPD across the state  
Phase 3
## FUNDING

The current and projected funding needs for a fully implemented Relationship-Based Professional Development (RBPD) system.

### GOAL 1
Create a budget assuring equitable access to RBPD for early childhood and school-age educators in Alaska

### Objective 1
Assess current expense and income to create a draft current year budget

- Survey a range of current programs by administering the budget worksheet to better understand their RBPD related costs and how it is currently being funded  
  - Phase 1
- Create a budget worksheet for programs to complete showing RBPD costs  
  - Phase 2

### Objective 2
Create line items of expenses for the projected budget of a fully implemented year 1 RBPD system

- Use results of program budgets to create a projected budget to fully implement the year 1 RBPD system  
  - Phase 2

### Objective 3
Create a fund development plan for the implementation of the RBPD system  

- Phase 3
**GOAL 1**
Design an RBPD system to support early childhood and school-age educators in Alaska to improve quality, teacher retention, and child outcomes.

**Objective 1**
Develop a shared statewide definition of RBPD

- Develop the definition of RBPD in Alaska  
  Phase 1
- Define details for best practices and their use across the state: who, what, when, where, why, and how  
  Phase 2

**Objective 2**
Develop roles and responsibilities of RBPD specialists  
Phase 1

**Objective 3**
Develop a set of RBPD Core Knowledge and Competencies (CKCs) for Alaska

- Review other states’ RBPD CKCs  
  Phase 1
- Determine RBPD CKCs for Alaska  
  Phase 2
- Assure alignment of Alaska’s RBPD CKCs with related Early Childhood Education, Infant Learning, and School-Age Education programs  
  Phase 2

**Objective 4**
Develop a “101 module” to educate early childhood and school-age educators and administration about RBPD  
Phase 2

**GOAL 2**
Develop a preliminary list of evaluation questions to assess the effectiveness of the RBPD system  
Phase 4
## GOAL 1
Develop an RBPD credential for Alaska

### Objective 1
Create a tiered system for RBPD specialists to earn a credential with multiple pathways for approval

- Utilize capacity assessment, determine the number of tiers for the RBPD credential | Phase 3
- Create requirements for each tier to include education, skills, experience, knowledge | Phase 3
- Create the training required for the RBPD specialist credential | Phase 3
- Develop a list of approved training resources for individuals applying for the RBPD credential | Phase 2

### Objective 2
Align RBPD level credentials with Core Knowledge and Competencies (CKCs) developed for Alaska | Phase 3

### Objective 3
Align RBPD level credentials with SEED career ladder | Phase 4
### GOAL 2
Create a process for RBPD specialists to be “approved” by the state

**Objective 1**
Develop a state of Alaska RBPD specialist application

- Review Colorado and Minnesota’s coaching credential applications  
  - Phase 1
- Design the state of Alaska RBPD specialist credential application  
  - Phase 3

**Objective 2**
Identify and create steps for the approval process  

**Objective 3**
Develop a plan for the multi-year roll out of the RBPD approval system  

### GOAL 3
Develop statewide and community-based supports for credentialed RBPD specialists to find ongoing professional development opportunities

**Objective 1**
Create a professional development plan for credentialed RBPD specialists  

**Objective 2**
Create an assessment/evaluation process for credentialed RBPD specialists to support continued development and a renewal process  

- Phase 4
COMMUNICATIONS / MARKETING

The plan to increase awareness of Relationship-Based Professional Development (RBPD) in early childhood and school-age education programs.

<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>Develop a communications and marketing campaign to increase awareness of RBPD in early childhood and school-age education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td>Create a communications and marketing campaign matrix plan for coordinated communications</td>
</tr>
<tr>
<td>▪ Identify targeted audiences necessary to be reached with coordinated communications</td>
<td>Phase 2</td>
</tr>
<tr>
<td>▪ Communicate RBPD definitions and talking points to increase awareness for different audiences</td>
<td>Phase 2</td>
</tr>
<tr>
<td>▪ Identify appropriate communications strategies for each message and audience</td>
<td>Phase 2</td>
</tr>
<tr>
<td>▪ Create a timeline for rolling out communications plan in phases to attract and inform stakeholders</td>
<td>Phase 1</td>
</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td>Create marketing and advocacy materials</td>
</tr>
</tbody>
</table>
## GOAL 1
Build a collaborative and diverse team representative of the Early Childhood/School-age Education program partners in Alaska to design the RBPD system

**Objective 1**
Assess the current RBPD Design Team in terms of existing diversity of cultures, genders, program types, higher education institutions, regions of state represented, etc

- Create a matrix assessment for the current RBPD Design Team to determine diversity
  
  **Phase 1**

- Complete the matrix of current Team’s diversity and evaluate
  
  **Phase 1**

**Objective 2**
Determine potential spaces for increased representation and invite new members to increase diversity among RBPD Design Team

**Objective 3**
Create a list and invite potential new team members based on spaces in the diversity matrix

**Objective 4**
Create a list of potential alternate ways to bring diverse ideas to the RBPD system development and utilize items on the list for the development of an inclusive RBPD system

## GOAL 2
Create a plan for governance to assure RBPD Design Team capacity to complete strategic planning tasks and roll-out of the RBPD system

**Objective 1**
Adapt the SEED professional development charter to the RBPD Design Team for team members and their employers to sign in recognition of the work

**Phase 1**
ATTACHMENT A | Qualities associated with traditional (Indigenous) knowledge systems and Western science

Development of an early childhood and school age educator RBPD approval system for Alaska will ensure that our state has access to trained, reflective, and supportive RBPD specialists who are certified, with the skills necessary to partner with early childhood educators to improve their interactions with children and enhance classroom practices. This will strengthen Alaska’s early childhood workforce and improve students’ ability to arrive to Kindergarten ready for academic, social, and emotional success. A strategic plan outlining steps for developing this system has been created with the collaboration of individual and organizational stakeholders throughout the state. The work could not have been completed without the efforts of the RBPD Design Team, a subcommittee under the auspices of the SEED Alaska Steering Committee. This is an illustrated summary of that process.

01/18 - 08/19
- multi-disciplinary collaboration
- regular Zoom meetings
- white papers
- surveys
- coaching model crosswalk
- draft strategic plan

09/19
- facilitated Zoom meetings
- prep for intensive work to develop next level strategic plan

10/19
FACE-TO-FACE SESSIONS
Intensive Strategic Plan Development

WHAT ARE THE GOALS FOR THIS SYSTEM?

BEHIND EVERY GOAL IS AN UNDERLYING PROBLEM

ARE WE MISSING ANYTHING?

ARE WE CONSIDERING ENOUGH PERSPECTIVES?

ARE WE MAKING ASSUMPTIONS?

WHAT EXTERNAL & INTERNAL FORCES WILL IMPACT IMPLEMENTATION?

ORGANIZE INTO CATEGORIES

MARKETING

ROLES

FUNDING

EVALUATION

CAPACITY

REPRESENTATION

BUY-IN

CREATE GOALS, OBJECTIVES & TASKS

COMMUNICATIONS & MARKETING

FUNDING

FRAMEWORK

APPROVAL

RAPID PLAN IMPLEMENTATION

INTEGRATION OF STRATEGIC PLAN IN PHASES OVER 1-2 YEARS

FINALIZED STRATEGIC PLAN DEC 2020

RBPD APPROVAL SYSTEM

RBPD System Design Team Process

ATTACHMENT B
Capacity of the System

- We don’t know the current capacity for coaches across early childhood systems in Alaska. There may be a lack of coach availability (workforce) in rural areas or support/technology in rural areas.
- Not enough coaching capacity especially with travel.
- Little time in program to implement coaching.
- No easy access to resources for coaches.
- There may be too many options for coaching resources - too many pathways may open Pandora’s Box.
- Capacity of trained coaches may not be enough to meet the demand.

Framework

- We don’t have clear definitions of “coach” and who should be coached. Haven’t identified a shared definition of coaching for Alaska.
- There is no job description (roles and responsibilities) defined for an RBPD position.
- We don’t have competencies clearly defined for RBPD specialists.
- No research-based model of coaching with key competencies.
- People trained at different levels/types (no consistency in training).
- There is no process for looking at data/outcomes of the coaching process.
- There isn’t a way to evaluate the quality of the coaching that is taking place.
- We don’t have a plan for continual evaluation to keep the system relevant as knowledge of coaching grows and best practices change.
- There is no plan for coaching amongst school-age. We do not know which age groups will be focused on and included.
- There is no accountability for roles (or rules)/responsibilities and supervision of coaches.
Approval

- Coaching works differently across disciplines/program types.
- We have nothing that legitimizes/recognizes an RBPD specialist. Minimal validation for coaches in the work that they do.
- No plan on how to become a master coach.
- We don’t know if there will be/have no plan to get buy-in from administrators/leadership (superintendents, etc).

Communications/Marketing

- Language is not consistent across programs.
- We do not have a roll out process to continue to inform and attract stakeholders.
- Lack of providing a clear picture for admin and teachers about coaching. Some coachees see coaching as negative rather than positive.
- Lack of knowledge about what coaches do and why. Programs don’t know the importance of coaching or what it is.
- Stakeholder audience for communication is not yet defined.

RBPD System Design Team Structure

- The design group needs better representation (ethnic diversity, cultural diversity, sectors, age groups, program types, gender).
- Higher education is missing from the coaching design team conversation.
- Our system has not taken into account other cultural ways of knowing, which may prevent cultural group buy-in/usage.

Overarching problem statements

- No statewide goals for professional development have been identified.
- Children aren’t arriving in Kindergarten ready to learn.
- We have a lack of quality early childhood programs. Early childhood educators need coaching to support optimal child development.
- Not having a statewide needs assessment that would feed into coaching.
- Early childhood educators don’t feel supported, which causes low retention.
Expanding Alaska’s Early Childhood Workforce with Relationship Based Professional Development

Relationship Based Professional Development (RBPD) is a term several states use to categorize a growing group of cross disciplinary professionals working to support early childhood professionals, programs, and children. RBPD Professionals require specific skills, knowledge, and training above and beyond early childhood or early childhood special education degrees, or content training.

Several titles fall under the category of RBPD, including:

- Consultant
- Mentor
- Coach
- Reflective Supervisor
- Infant or Early Childhood Mental Health Consultant
- Behavior Consultant
- Technical Assistance Provider

RBPD DESIGN TEAM

To unite the cross disciplinary group of individuals performing RBPD related work, Alaska convened a RBPD Design Team consisting of early childhood professionals from thread, SEED, Learn & Grow, DEED, Head Start, University of Alaska, school districts, State of Alaska Child Care Programs Office, infant learning providers and infant/early childhood mental health professionals.

The RBPD Design Team is working to develop a tiered approval and support system based on core knowledge and competencies (CKC). This system would align with Alaska’s current early childhood teacher CKC, early childhood administrator CKC, and competencies associated with the Infant/Early Childhood Mental Health endorsement process.

LONG TERM OUTCOME

Alaska has trained, reflective, supportive RBPD professionals who are accessible to and partner with EC professionals across all EC program types.

THEORY

If early childhood and school-age educators have access to trained RBPD professionals, then they will be more responsive, confident, and prepared to meet the individual needs of all the children in their classroom. This will result in children experiencing positive outcomes and success in school and life.

RBPD SYSTEM DESIGN TEAM

GOALS

- Develop core knowledge and competencies
- Identify approved RBPD models and training options
- Develop a system of RBPD supports and resources
- Inform the creation of a RBPD approval or credential system
THE ROLE OF RELATIONSHIP-BASED MODELS IN PROFESSIONAL DEVELOPMENT:

PROFESSIONAL DEVELOPMENT

RBPD

COACH MENTOR CONSULTANT

TRAINING

HIGHER EDUCATION

ALASKA RBPD SYSTEM

CURRENTLY

RBPD specialists have different levels of knowledge and competencies.

RBPD specialists use different models.
Strengths-based • Cognitive • Practice-based • ICF-based • My Teaching Partner • Mix

RBPD specialists use different methods.
Face-to-face • Group • Online

ENVISIONED

Trained, reflective, supportive coaches certified based on core competencies.

Specialists employ a relationship-based (RBPD) approach.

Specialists are accessible to and partner with Early Childhood Education and School-Age professionals across all ECE/SA programs.
VISION: Create a system for early childhood and school-age educators across Alaska to ensure equitable access to Relationship-Based Professional Development (RBPD)

CAPACITY (the ability of the Relationship-Based Professional Development...)

GOAL 1: Develop a communications and marketing campaign to increase awareness of RBPD in early childhood and school-age education programs

COMMUNICATIONS and MARKETING (the ability to create a plan, deliver the survey, administer the survey throughout the state)

GOAL 2: Create a process for RBPD specialists to be “approved” by the state

GOAL 1: Create an RBPD credential for Alaska

APPROVAL (the credentialing system for Relationship-Based Professional Development (RBPD))

GOAL 2: Develop a preliminary list of evaluation questions to assess the effectiveness of the RBPD system

FRAMEWORK (the guide for the development and implementation of the Relationship-Based Professional Development (RBPD) system in Alaska)

GOAL 1: Design an RBPD system to support early childhood and school-age education programs

FUNDING (the current and projected budget of a fully implemented year 1 RBPD system)

www.threadalaska.org/seed-home

Alaska SEED is a collaborative of a diverse cross-sector of early childhood stakeholders who guide the mission of Alaska SEED. Alaska SEED is housed and managed by thread.

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