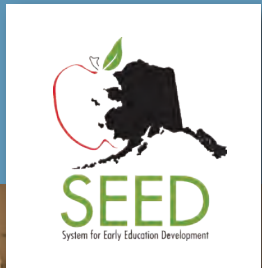
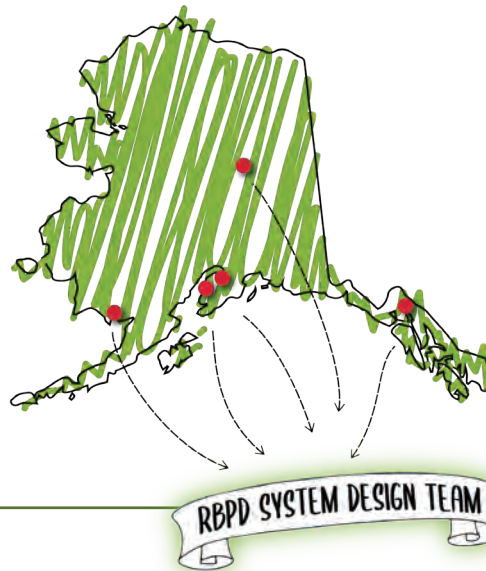


(the ability of the Rel...
Professional Development (RBP...
to meet the profession...
ent needs of early childhood an...
e educators) | GOAL 1: Asses...
city of current RBP...
coach, consultant) | Create...
list of RBP...
grams utilizing RBP...
list of contact information for R...
ts working with programs | As...
RBP...
a in terms of geographical re...
experience, education, metho...
ng services | Design a surv...
who is working as an RBP...
ite a plan to deliver the sur...
ister the survey throughout the...
lyze the data to better unde...
at RBP...
ess the need for Relationship...
ssional Development (RBP...
of Alaska | Determine best pr...
for amount of RBP... | Resear...
recommendations regardin...
tices for early childhood and...
educators receiving RBP... |
data to determine best pract...
amount of RBP... by regions of...
uding differences in method o...
assess the current characteristi...
ing offered to early childh...
chool-age educators | Create...
r programs to report curren...
BP... criteria for receiving RBP...
nd amount of time in RBP... for...
Administer the survey thro...
tate | Analyze the survey...
capacity assessment to det...
workforce capacity versus th...
RBP... across the state | FU...
... allocated fundin...



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.

JEN CLARK, **thread**

MEGHAN JOHNSON, Learn and Grow

PANU LUCIER, SEED

STACIE DUBLIN, **thread** – Northern Interior

MILDRED PARKER, **thread**

CHRISTINA HULQUIST, Child Care Program Office

MICHELLE FARRELL, Fairbanks Native Association

JERRI LOMAX, Fairbanks Native Association

KIM TETTER, RurAL Cap

SUPANIKA ACKERMAN, DEED

KIMMER BALL, ASD Preschool

ESTHER PEPIN, Bristol Bay Borough School District

JANENE LOVELACE, **thread** – Kenai

MELINDA MYERS, **thread**

PILI QUEJA, Alaska Afterschool Network

CHRISTY KNIGHT, Infant Learning Program

LISA OBERLE, **thread** – Southeast

This publication was made possible by Grant Number 90TP0012 from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

Table of Contents

Introduction	2
Relationship-Based Professional Development (RBPD) in Alaska	4
The RBPD System Design Team	7
The Strategic Planning Process	8
The Strategic Plan	11

Attachments

A: Barnhardt/Kawagley graphic - Traditional Native Knowledge Systems and Western Science	20
B: Strategic Planning Process	21
C: Relationship-Based Professional Development Strategic Problem Statements	22-23
D: Expanding Alaska's Early Childhood Workforce with Relationship-Based Professional Development	24
E: Alaska's RBPD System	25

“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.

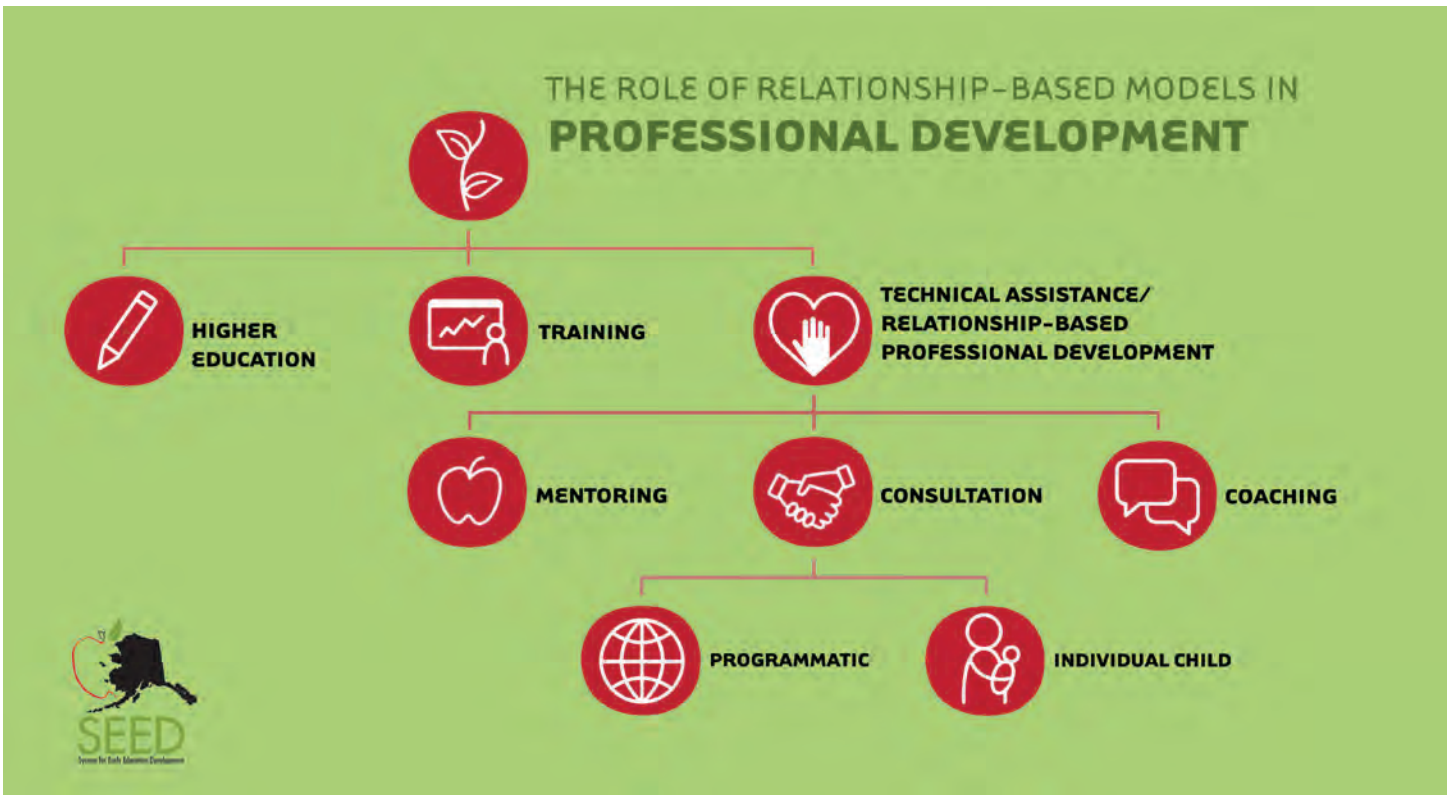
While the cost of early childhood education programs is high and wages are often low, a proven way to recruit and retain the workforce is through effective professional development. Effective professional development creates beneficial improvements in job satisfaction, resulting in strengthened workforce stability.¹ 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



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

2 ¹ Huang, D., & Cho, J. (2010). *Using Professional Development to enhance staff retention*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1068369.pdf>



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 (RBPDP) 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 in Alaska

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.”²

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)³. 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

Relationship-Based Professional Development aligns with Alaska Native Traditional Knowledge. Both systems practice observation in a natural setting to enhance skill and value honesty, inquisitiveness, and openness.

² Abrams, A., & Chu, M. (2016). *Relationship-based professional development competencies*. Retrieved from https://del.wa.gov/sites/default/files/public/ProfessionalDevelopment/RBPD_Competencies.pdf

³ Barnhardt, R., & Kawagley, A. O. (2005). *Indigenous knowledge systems and Alaska Native ways of knowing*. *Anthropology and Education Quarterly*, Vol. 36, Issue 1, pp. 8–23, ISSN 0161-7761, electronic ISSN 1548-1492. <http://www.ucpress.edu/journals/rights.htm>



RBPD System Design Team members discuss the importance of cultural relevance and synergies between Alaska Native Traditional Knowledge and Relationship-Based Professional Development.

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.

⁴ Neuman, S. B., & Wright, T. S. (2010). Promoting language and literacy development for early childhood educators: A mixed-methods study of coursework and coaching. *Elementary School Journal*, 111(1), 63-86. Retrieved from <http://sbneuman.com/pdf/PromotingLanguageLiteracyDevelopmentESJ.pdf>

⁵ Showers, J., & Bennett. *Every Student Succeeds: Conceptual framework for students at risk of school failure*. California State Board of Education. (1994).

⁶ Race to the Top – Early Learning Challenge. *Supporting Coaching as a Professional Development Strategy Within RTT-ELC Grants*. March 2017. <https://elc.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=26445>

“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.



RBPD System Design Team members during face-to-face sessions in October 2019.

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



RBPD System Design Team members sort problem statements into overarching “umbrella” topics.

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 RBPB 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 RBPB 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.

GOAL 1

Assess the capacity of current RBPD specialists (mentor, coach, consultant)

Objective 1

Create an inclusive list of RBPD specialists

▪ Create a list of programs utilizing RBPD specialists	Phase 1
▪ Create a list of contact information for RBPD specialists working with programs	Phase 1

Objective 2

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	Phase 1
▪ Create a plan to deliver the survey	Phase 2
▪ Administer the survey throughout the state	Phase 2
▪ Analyze the data to better understand current RBPD specialist workforce	Phase 2

CAPACITY CONTINUED

<p>GOAL 2 Assess the need for Relationship-Based Professional Development (RBPD) in the state of Alaska</p>	
<p>Objective 1 Determine best practice/goal for amount of RBPD</p>	
<ul style="list-style-type: none"> Research other state recommendations regarding best practices for early childhood and school-age educators receiving RBPD 	Phase 2
<ul style="list-style-type: none"> 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
<p>Objective 2 Assess the current characteristics of RBPD being offered to early childhood and school-age educators</p>	
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Administer the survey throughout the state 	Phase 3
<p>Objective 3 Analyze the survey results in a capacity assessment to determine the workforce capacity versus the needs for RBPD across the state</p>	
	Phase 3

FUNDING

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

GOAL 1 Create a budget assuring equitable access to RBPDP for early childhood and school-age educators in Alaska	
Objective 1 Assess current expense and income to create a draft current year budget	
<ul style="list-style-type: none"> Survey a range of current programs by administering the budget worksheet to better understand their RBPDP related costs and how it is currently being funded 	Phase 1
<ul style="list-style-type: none"> Create a budget worksheet for programs to complete showing RBPDP costs 	Phase 2
Objective 2 Create line items of expenses for the projected budget of a fully implemented year 1 RBPDP system	
<ul style="list-style-type: none"> Use results of program budgets to create a projected budget to fully implement the year 1 RBPDP system 	Phase 2
Objective 3 Create a fund development plan for the implementation of the RBPDP system	Phase 3

FRAMEWORK

The guide for the development and implementation of the Relationship-Based Professional Development (RBPDP) system in Alaska.

GOAL 1	
Design an RBPDP 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 RBPDP	
<ul style="list-style-type: none"> Develop the definition of RBPDP in Alaska 	Phase 1
<ul style="list-style-type: none"> 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 RBPDP specialists	
	Phase 1
Objective 3	
Develop a set of RBPDP Core Knowledge and Competencies (CKCs) for Alaska	
<ul style="list-style-type: none"> Review other states' RBPDP CKCs 	Phase 1
<ul style="list-style-type: none"> Determine RBPDP CKCs for Alaska 	Phase 2
<ul style="list-style-type: none"> Assure alignment of Alaska's RBPDP 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 RBPDP	
	Phase 2
GOAL 2	
Develop a preliminary list of evaluation questions to assess the effectiveness of the RBPDP system	
	Phase 4

APPROVAL

The credentialing system for Relationship-Based Professional Development (RBPd) specialists working with early childhood and school-age educators.

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	
<ul style="list-style-type: none"> Utilize capacity assessment, determine the number of tiers for the RBPd credential 	Phase 3
<ul style="list-style-type: none"> Create requirements for each tier to include education, skills, experience, knowledge 	Phase 3
<ul style="list-style-type: none"> Create the training required for the RBPd specialist credential 	Phase 3
<ul style="list-style-type: none"> 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

APPROVAL continued

GOAL 2 Create a process for RBPD specialists to be “approved” by the state	
Objective 1 Develop a state of Alaska RBPD specialist application	
<ul style="list-style-type: none"> ▪ Review Colorado and Minnesota’s coaching credential applications 	Phase 1
<ul style="list-style-type: none"> ▪ Design the state of Alaska RBPD specialist credential application 	Phase 3
Objective 2 Identify and create steps for the approval process	Phase 3
Objective 3 Develop a plan for the multi-year roll out of the RBPD approval system	Phase 3
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	Phase 4
Objective 2 Create an assessment/evaluation process for credentialed RBPD specialists to support continued development and a renewal process	Phase 4

COMMUNICATIONS/ MARKETING

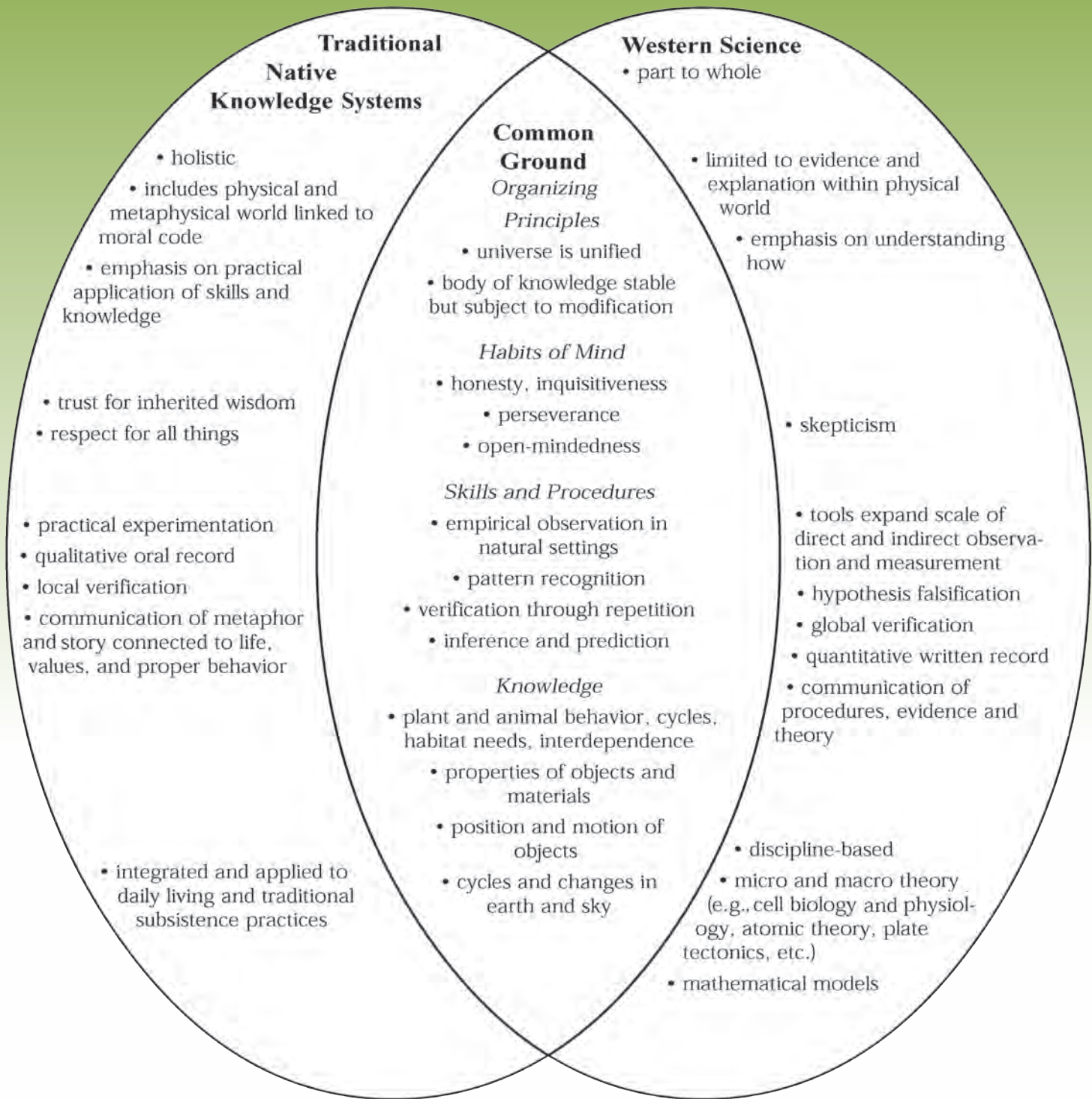
The plan to increase awareness of Relationship-Based Professional Development (RBPD) in early childhood and school-age education programs.

GOAL 1	
Develop a communications and marketing campaign to increase awareness of RBPD in early childhood and school-age education	
Objective 1	
Create a communications and marketing campaign matrix plan for coordinated communications	
<ul style="list-style-type: none"> ▪ Identify targeted audiences necessary to be reached with coordinated communications 	Phase 2
<ul style="list-style-type: none"> ▪ Communicate RBPD definitions and talking points to increase awareness for different audiences 	Phase 2
<ul style="list-style-type: none"> ▪ Identify appropriate communications strategies for each message and audience 	Phase 2
<ul style="list-style-type: none"> ▪ Create a timeline for rolling out communications plan in phases to attract and inform stakeholders 	Phase 1
Objective 2	Phase 3
Create marketing and advocacy materials	

RBPD SYSTEM DESIGN TEAM STRUCTURE

The make-up of the team creating the Relationship-Based Professional Development (RBPD) System for Alaska.

<p>GOAL 1</p> <p>Build a collaborative and diverse team representative of the Early Childhood/School-age Education program partners in Alaska to design the RBPD system</p>	
<p>Objective 1</p> <p>Assess the current RBPD Design Team in terms of existing diversity of cultures, genders, program types, higher education institutions, regions of state represented, etc</p>	
<ul style="list-style-type: none"> ▪ Create a matrix assessment for the current RBPD Design Team to determine diversity 	Phase 1
<ul style="list-style-type: none"> ▪ Complete the matrix of current Team’s diversity and evaluate 	Phase 1
<p>Objective 2</p> <p>Determine potential spaces for increased representation and invite new members to increase diversity among RBPD Design Team</p>	
Phase 1	
<p>Objective 3</p> <p>Create a list and invite potential new team members based on spaces in the diversity matrix</p>	
Phase 2	
<p>Objective 4</p> <p>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</p>	
Phase 3	
<p>GOAL 2</p> <p>Create a plan for governance to assure RBPD Design Team capacity to complete strategic planning tasks and roll-out of the RBPD system</p>	
<p>Objective 1</p> <p>Adapt the SEED professional development charter to the RBPD Design Team for team members and their employers to sign in recognition of the work</p>	
Phase 1	



From Barnhardt, R., & Kawagley, A. O. (2005). *Indigenous knowledge systems and Alaska Native ways of knowing*. *Anthropology and Education Quarterly*, Vol. 36, Issue 1, pp. 8–23, ISSN 0161-7761, electronic ISSN 1548-1492. <http://www.ucpress.edu/journals/rights.htm>

STRATEGIC PLANNING PROCESS

Development of an early childhood and school age educator RBPB approval system for Alaska will ensure that our state has access to trained, reflective and supportive RBPB 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 assistance of individual and organizational stakeholders throughout the state. The work could not have been completed without the efforts of the RBPB Design Team, a subcommittee under the auspices of the SEED Alaska Steering Committee. This is an illustrated summary of that process.

RBPB
Approval System



RBPB DESIGN TEAM

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

FACE2FACE 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?



BRAINSTORM PROBLEM STATEMENTS

Minimal validation for coaches
No one knows what RBPB means
Cast and limited availability to support access to coaches
No way to evaluate quality of coaching



ORGANIZE INTO CATEGORIES



CREATE GOALS, OBJECTIVES & TASKS



ARE WE MAKING ASSUMPTIONS?



WHAT EXTERNAL & INTERNAL FORCES WILL IMPACT IMPLEMENTATION?



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.

Funding

- No consistent funding source for coaching implementation. Not enough time/money for educators to implement their coaching.
- Not enough sustainable money for coaches to be trained in their model. There is none/little money to train and support coaches and coachees.
- Providers lack funding for PD for incentives so staff can be coached.

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.

CONTINUED P 23

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 (RBPDP) is a term several states use to categorize a growing group of cross disciplinary professionals working to support early childhood professionals, programs, and children. RBPDP 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 RBPDP, including:

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

RBPDP DESIGN TEAM

To unite the cross disciplinary group of individuals performing RBPDP related work, Alaska convened a RBPDP 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 RBPDP 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 RBPDP 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 RBPDP 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.

RBPDP SYSTEM DESIGN TEAM

GOALS

- ▶ Develop core knowledge and competencies
- ▶ Identify approved RBPDP models and training options
- ▶ Develop a system of RBPDP supports and resources
- ▶ Inform the creation of a RBPDP approval or credential system

THE ROLE OF RELATIONSHIP-BASED MODELS IN PROFESSIONAL DEVELOPMENT:

PROFESSIONAL DEVELOPMENT

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.





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**.

3350 Commercial Dr. Suite #203 • Anchorage, AK 99501 • (907) 265-3100