

## Relationship Based Professional Development Concept Paper

**Oregon's Outcome:** Quality care and education for Oregon's children provided by a well prepared workforce.

### Introduction based on NCCIC information:

Relationship Based Professional Development (RPBD), a component of the access and outreach element of a professional development system, refers to various professional development approaches that use relationships to foster change and facilitate quality improvements. The definition of RPBD is a broad term used to refer to four types of professional assistance that use relationships as a foundation.

**Coaching** – A person with specific expertise/skill assists in identifying and achieving skill development in another.

**Mentoring** – A respected, experienced person supports/nurtures growth of someone less experienced.

**Consultation** – A person facilitates resolution of specific work-related issues (individuals or programs)

**Technical Assistance** – A person with specific technical/content knowledge provides information to address an identified need.

The goal of RPBD is to foster strategic investments resulting in a greater likelihood of achieving a States' intended Professional Development outcome.

RPBD programs typically include the following common elements:

- Specific qualifications or define competencies for the skilled professional;
- A define outcome or purpose;
- Program policies, procedures, and reporting mechanisms;
- A tracking system; Ongoing training and support; and
- Evaluation

Characteristics which have been identified to increase the likelihood of improved training outcomes involve training that is, intensive, continuous or ongoing, individualized, inclusive and focused. Several approaches have also been identified to support this type of professional development which include, coaching, mentoring, consultation and technical assistance.

## **Oregon's Core Values for the development of an RBPD model**

1. We will create a model for the childhood care and education system based on what we want not what we have.
2. We will use NCCIC structure and definitions in our work.
3. We will build a model which is customized on an individual's professional need.
4. We will build a model which provides broad access to all individuals in the child care system.
5. We will develop a model based on research and best practices.
6. We will utilize existing resources in the system within the model.
7. We will ensure training and support for the people providing RBPD.
8. We will utilize a holistic approach within the model.
9. We will utilize relationship based and adult learning practice in all approaches.

Outcome	Approaches	NCCIC Definition	Oregon Core Components	Examples
	<b>Mentoring</b>	A respected, experienced person supports/nurtures growth of someone less experienced.	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Individual driven</li> <li>• One on one</li> </ul>	PSU mentoring, OCCRRN mentoring (historical examples)
	<b>Consultation</b>	A person facilitates resolution of specific work-related issues (individuals or programs).	<ul style="list-style-type: none"> <li>• Provided by an expert or someone who has extensive expertise on a specific topic</li> <li>• Facilitates problem/issue resolution</li> <li>• Not ongoing</li> </ul>	CCHC, nurse delegation, resource teams, EI/ECSE
	<b>Coaching</b>	A person with specific expertise/skill assists in identifying and achieving skill development in another.	<ul style="list-style-type: none"> <li>• Ongoing assessment and teaching until mastery of skill is achieved.</li> <li>• Specific &amp; targeted</li> <li>• One on one</li> </ul>	TRAC Infant/Toddler Networks Carescapes
	<b>Technical Assistance</b>	A person with specific technical/content knowledge provides information to address an identified need.	<ul style="list-style-type: none"> <li>• Short term</li> <li>• One issue – One shot</li> <li>• Provide general information</li> </ul>	Basic R&R Service CCD Licensing & Central Office DHS - FFN

**Relationships Based Professional Development**  
**Initial Meeting**  
**October 27, 2009**

**People Present:** Beverly Briggs, Stacy Liskey, Mark Anderson, Dawn Norris, and Pamela Everitt

1. What brought us here?

Dawn provided an overview of the events that created this initial meeting. In the summer of 2008 the Oregon Community Foundation contracted with Bobbie Weber to complete a literature review on professional development of the child care and early education workforce. This literature review was then shared with the child care system and utilized in the development of the EQUIP Initiative and how to target investments. One of the outcomes of the EQUIP Initiative is to look at building Relationship Based Professional Development into Oregon's training system which has been proven as an effective training strategy to support behavior change. Through this development the Training & Quality Committee began looking at the Professional Development System and mapping what Oregon has and how it is designed. This led to looking at the structure of TQC and the various subcommittees and their role and function. From these conversations a small group was charged with looking at RBPB and developing a model for how this might look in Oregon.

2. What is Relationship Based Professional Development?

The group discussed what Relationship Based Professional Development was. Some initial work had occurred when a small group was formed to review the Statewide Mentor Program and a decision was made to utilize NCCIC's definitions and this small group agreed that we should use this set of definitions as well as other material from NCCIC to guide our work along with the literature review Effective Investments in the Child care and Early Education Profession.

3. What might this look like in Oregon?

Dawn encouraged the group to think about what RBPB might look like in Oregon wearing the hat of the child care system and that our focus should be on what we want it to be for Oregon and not who will do the work or what is too expensive. This is an opportunity to do some visioning and think about how some parts may be able to be packaged utilizing various funding streams. The group had some general discussion about RBPB and developed a set of Core Values to guide this work.

1. We will create a model for the "child care system" based on what we want not what we have.
2. We will use NCCIC structure and definitions in our work.
3. We will build a model which is customized on an individual's professional need.

4. We will build a model which provided broad access to all individuals in the child care system.
5. We will develop a model based on research and best practices.

The group also looked at where this work would be completed at and feel it might live within the Access & Outreach Committee but since TQC and those subcommittees are in transition the group felt this small work group could further define the task of developing a model and provide a framework for the appropriate committee to develop a model and have a clear work plan.

The group identified dates and Dawn will send out a request for availability to members of the group that were unable to attend.

Possible meeting dates are November 23 from 1-4 or November 30 from 9-12 or 1-4.

**Relationship Based Professional Development**  
**Ad hoc Workgroup**  
**November 30, 2009**  
**9:00-11:00**

People Present: Robin Hill-Dunbar, Pamela Everitt, Donalda Dodson, Mark Anderson, Sue Norton, Sue Kramer, Stacy Liskey, Beverly Briggs, Pam Deardorff, and Dawn Norris

The group began with a brief overview of what brought this group together and reviewed our charge of developing a general concept for the Professional Development Committee (PDC) to work from.

The group began by developing an outcome statement and refining and adding to the Core Values for the Concept Paper. There was broad discussion on the implications of getting people ready to the work and once a model or framework is developed that a mapping of existing RBPD in relationship to coaching, mentoring, consultation and technical assistance would be beneficial.

Two smaller groups were going to meet and work on the approach of RBPD and the relationship model.

**Approach:** Dawn Norris, Sue Norton, Sue Kramer, Stacy Liskey  
Explore the various approaches for RBPD.

**Relationship:** Pam Deardorff, Robin Hill-Dunbar, Beverly Briggs, Donalda Dodson  
Explore the strategies for providing RBPD.

Dawn will convene the Approach group and Pam Deardorff will convene the relationship group.

The larger group will meet the first part of February.

Dawn will send out all meeting notes to date, the updated concept paper, NCCIC RBPD information along with possible dates on February.

**Relationship Based Professional Development**  
**Ad hoc Workgroup**  
**February 11, 2010**  
**1:00-3:00**

**People Present:** Robin Hill-Dunbar, Pamela Everitt, Joy Jerome Turtola, Mark Anderson, Stacy Liskey, Beverly Briggs, Pam Deardorff, and Dawn Norris

Pam reported on the meeting the strategies group had and shared some thinking on a relationship model and the components. After discussion of this groups work they will take it back and rework it based on feedback prior to our March 25 meeting.

Stacy reported on the meeting the approaches group had and shared a matrix they developed which further explained the components of the 4 types of RBPD. Based on the discussion, that group will continue to refine the matrix and bring back for discussion at the March 25 meeting.

Some general feedback was to provide more background on why RBPD is important in the concept paper and possibly add a definition of Professional Development and how RBPD is different that non-RBPD.

Dawn will resend out NCCIC information on RBPD and people are encouraged to look especially at MNSMART.

Next meeting is March 25 from 9-12 at the Network.

# OREGON CHILD CARE RESOURCE & REFERRAL NETWORK



<b>Oregon Registry Presentations and Trainings</b>		<b>7/1/09-9/30/09</b>	<b>10/1/09-12/31/09</b>	<b>1/1/10-3/31/10</b>	<b>4/1/10-6/30/10</b>	<b>Period to Date</b>
1.	<b>Number of Certified Child Care Centers that attended presentations/trainings</b>	72	135			207
2.	<b>Number of Certified Child Care Center staff that attended presentations/trainings</b>	339	525			864
3.	<b>Number of Exempt Child Care Centers that attended presentations/trainings</b>	14	13			27
4.	<b>Number of Exempt Child Care Center staff that attended presentations/trainings</b>	164	41			205
5.	<b>Number of Certified FCC Homes that attended presentations/trainings</b>	28	37			65
6.	<b>Number of Certified FCC Home providers that attended presentations/trainings</b>	35	47			82
7.	<b>Number of Registered FCC providers that attended presentations/trainings</b>	70	94			164
8.	<b>Number of Exempt FCC providers that attended presentations/trainings</b>	12	32			44
9.	<b>Total number of Oregon Registry Presentations and Trainings</b>	86	137			223
10.	<b>Total number of Providers attend Oregon Registry trainings/presentations</b>	620	739			1359

<b>Targeted Technical Assistance</b>		<b>QTR 1</b>	<b>QTR 2</b>	<b>QTR 3</b>	<b>QTR 4</b>	<b>PTD</b>
1.	<b>Number of Times TA Given on Oregon Registry</b>	728	902			1630



## Certified

Training	TED
Education	TED
Retention	TED/CCRIS
Ratio	CCRIS
Group Size	CCRIS
Comp	CCRIS
Accreditation	CCRIS

## Registered

Training	TED
Education	TED
Retention	CCRIS
Ratio	CCRIS
Group Size	CCRIS
Accreditation	CCRIS