



Relationship-based Professional Development Competencies



Washington State Department of
Early Learning

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Relationship-based Professional Development Competencies

WELCOME & OVERVIEW

What Is Relationship-Based Professional Development?

Relationship-based professional development (RBPD) is defined as using professional relationships as a primary method to support the professional growth and development of adult learners. This approach implements a reflective cycle of inquiry and uses an evidence-based adult-learning process of goal setting, observation, assessment, action planning, reflection and feedback.¹ Washington's *Early Childhood Care and Education—Relationship-Based Professional Development (RBPD) Competencies* describe the knowledge and skills that professionals must have to facilitate adult professional development within a reflective framework.

The Relationship-Based Professional Development Competencies, in conjunction with early childhood content knowledge, are the foundation for a strong learning environment for adult learners. These competencies may be used when developing resources and offering support to aspiring, beginning and experienced early childhood teachers, administrators and related professionals working with young children and their families.

Individualizing the learning of an adult to focus on an increased awareness of his or her actual practices—facilitated by a well-researched, relationship-based professional development guide—is an effective way to impact adult learning and positively influence the children that an adult cares for and educates.² Respect, recognition and opportunities for professional support and growth are powerful incentives for teachers, administrators and related professionals to stay in the field and provide quality care and education to Washington's children and families.³

The Relationship-Based Professional Development Competencies describe the foundational skills and knowledge that professionals must have in order to apply reflective, relationship-based strategies that tie research-based practices to job-related improvements in early childhood settings. This includes integrating the best available research and evidence with professional wisdom and family values.⁴

The Washington state Relationship-Based Professional Development Competencies build upon work previously done nationally; support collaborative, research-based practices; reflect the importance of individual, social, economic, and cultural diversity; and are relationship-based and family-centered, acknowledging that children develop within the context of their families and culture.⁵

Guiding Principles

Through the Relationship-Based Professional Development Competencies, we in Washington are committed to:

- Guiding adult learning and exploration through a continuous cycle of inquiry and self-awareness, leading to sustainable change.
- Embracing research and evidence-based approaches to guide our work.
- Supporting healthy communities, families and child growth and development.
- Supporting a dynamic, collaborative process that encourages curiosity and creatively to progress towards goals.
- Building on and celebrating an adult's individual strengths, knowledge and skills to develop personal and professional capacity.
- Honoring family values, diverse perspectives, language, culture and professional wisdom.

1 Administration for Children and Families, Office of Head Start, National Center on Quality Teaching and Learning. (2012a, May). What do we know about coaching? Retrieved from: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/What-Do-We-Know-About-Coaching.pdf>

2 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.

3 California Early Childhood Mentor Program. Retrieved from: <http://www.ecementor.org/>

4 Buysse, V., & Wesley, P. W. (Eds). (2006). Evidence-based practice in the early childhood field. Washington, DC: ZERO TO THREE Press.

5 Administration for Children and Families (ACF). (2011). A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and their Families. Core Knowledge, Competencies and Dispositions. Retrieved from <http://www.zerotothree.org/public-policy/state-community-policy/nitcci/a-guide-to-effective-consultation-core-knowledge-and-competencies.pdf>

- Honoring both qualitative and quantitative experiences.
- All adults respecting and upholding professional and ethical standards.

Purpose Statement

The Relationship-Based Professional Development Competencies describe the skills that a professional educator should cultivate in order to engage other adult(s) in sustained and focused learning. In Washington, these core competencies are intended to promote improvement of the quality of early childhood programs. In particular, the competencies were developed to help identify, define and recognize the strategies, skills and knowledge expected of professionals at various levels of relationship-based professional development.

The Relationship-Based Professional Development Competencies may be used to develop features of the early learning system, such as:

- Career pathways for relationship-based professionals, including educational opportunities.
- Partnerships with institutions of higher education to develop certificate or endorsement programs.
- Indicators of effective practices and proficiency for relationship-based professionals.
- Alignment with other early care and education and school-age systems.
- Guidelines that define what relationship-based professionals need to know and be able to do to provide quality professional development opportunities for adults.
- A set of standards for relationship-based professionals in early care and education settings which support the professionalism of the field.

Relationship-based professionals, employers and funders may use the competencies to support individual practice, guide professional development planning and inform professional growth opportunities or needs. This may include:

- Reflecting on the knowledge and skills of relationship-based professionals.
- Developing job descriptions based on desirable qualifications and skills.
- Developing professional development plans and policies for staff.
- Establishing a salary scale based on levels of competency.
- Planning and promoting professional development opportunities.
- Coordinating and designing course content and credentials.
- Developing and implementing educational opportunities that will enhance relationship-based professional development roles as career options.

Domains of the general relationship-based professional development competencies are:

- Adult Learning
- Relationship Building
- Communication

- Goal Setting and Planning
- Cultural Awareness and Responsiveness
- Ethics and Professionalism
- Change Process
- Assessment of Relationship-Based Professional Development



FRAMEWORK FOR RELATIONSHIP-BASED PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

Relationship-based professionals in early childhood education include, but are not limited to, early interventionists, quality improvement coaches, infant-toddler consultants, technical assistant specialists, preschool/pre-K mentor-coaches, child care health consultants, playground safety consultants, and many others. The number of relationship-based professionals serving the early care and school-age community varies based on program availability and region.

Those who fill the various roles listed above may require different educational backgrounds and content knowledge to perform their duties successfully, but all should be able to connect with adults and guide learning using the cycle of inquiry and an individualized, dynamic process.

Categories of Relationship-Based Professionals

In order to further define the differences between relationship-based professional development roles and qualifications, these professionals are grouped into three categories:

Early Childhood Education Peer Mentor: Provides relationship-based professional development by means of mentorship and support of peers. Relationships may be embedded in many contexts, including family child care settings; child care centers; family, friend and neighbor care settings; and community networks.

Relationship-Based Early Childhood Education Generalist: Provides relationship-based professional development that is rooted in early childhood education and development experience, practice, and research in a variety of early childhood settings. Roles for generalists are often embedded within quality improvement and professional development frameworks.

Relationship-Based Content Specialist: Provides relationship-based professional development that is specific to areas of early childhood expertise. Examples of areas of specialty include special needs, mental health, health, and K–3.

Overview of Required Knowledge, Skills and Characteristics

All relationship-based professionals, whether generalists or specialists, should demonstrate the following:

- Knowledge of content areas in which they offer professional development
- Skills and experience in working with adult learners, plus relevant professional experience and education
- A commitment to a code of conduct in which all interactions with adults are conducted in a professional manner and all information about the adult is handled confidentially

Characteristics: An effective mentor, coach or consultant—in addition to being an excellent early care and education professional or related specialist—has strong content knowledge, excellent interpersonal skills, and the ability to handle issues that arise in a changing relationship. Such professionals have mastered the art, skills, and techniques of working effectively with a diverse group of adults and have the ability to scaffold adult learning through the professional relationship. They are able to use their knowledge and expertise to create a learning environment for adults that builds on the knowledge, culture and experiences of the adult learner.

Core relationship-based professional dispositions:⁶ Professional dispositions (or ways of interacting with children, families, colleagues and other professionals) are more challenging to demonstrate and identify. These ‘ways of being’ are valued and discussed by higher education faculty who observe early care and education (ECE) students before they are awarded degrees. Dispositions may also be noted by clients and mentees when they evaluate their interactions with a relationship-based professional; and they may be considered and assessed as part of reflective supervision or self-reflection. The dispositions include, but are not limited to:

Caring (empathic, understanding, respectful, culturally relevant, humble)

Communicative (responsive, collaborative, acts as an advocate)

Creative (flexible, inventive, resourceful, resilient)

Critical (reflective, open-minded, effective)

Professional (ethical, responsible, reliable, confidential, strives for objectivity)

Strong educational background and experience: Relationship-based professionals must have strong educational backgrounds and relevant experience with children and adults. Their education gives them a theoretical understanding of child development, early childhood education, family support, and so forth; they are able to share and model this knowledge when working with the adults they support. Their experience with young children enables them to help adults translate theory into practice. Expertise in adult learning helps them to facilitate new learning, applying both theory and practice in ways that are most meaningful for adults.

Building Community Capacity with Relationship-Based Teams

This relationship-based professional development framework outlines specific competencies and educational expectations for various professionals, but it also recognizes the need for communities to personalize their approach and adapt and grow to provide the best learning and professional development opportunities possible for each region. Building sustainability within communities by offering culturally responsive, relationship-based professional development may require exploring various methods of delivery. For example, some communities and cultural groups may prefer to have the professional development opportunities offered in group settings, delivered by an elder or someone who shares a similar background. In *The Power of Mentoring, Taking the Lead: Investing in early childhood leadership for the 21st century*, Elliott et al. (2000) note the importance of recruiting mentors from emerging or grassroots early childhood leaders who represent and understand a community.

In some settings, no one person will have all of the qualities, education, understanding of the community, culturally relevant skills, and experience needed to successfully meet the needs of the early learning community. Forming mentoring teams or partnerships between mentors is a way to collectively meet the qualifications required to support the development of goals and progression of early learning professionals. In this arrangement, a group of generalist and specialist relationship-based professionals work together to build on the strengths of one another to support the community. In some communities, working with small groups of teachers in order to facilitate the power of peer-to-peer sharing may have a greater impact than several one-on-one mentoring relationships.

6 Administration for Children and Families (ACF). (2011). A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and their Families. Core Knowledge, Competencies and Dispositions. Retrieved from <http://www.zerotothree.org/public-policy/state-community-policy/nitcci/a-guide-to-effective-consultation-core-knowledge-and-competencies.pdf>

North Carolina (2011). Framework for Competencies and Dispositions of Technical Assistance Providers. http://ncchildcare.dhhs.state.nc.us/PDF_forms/TACompetenciesApril232013.pdf

Guidelines for Those Who Employ Relationship-Based Professionals

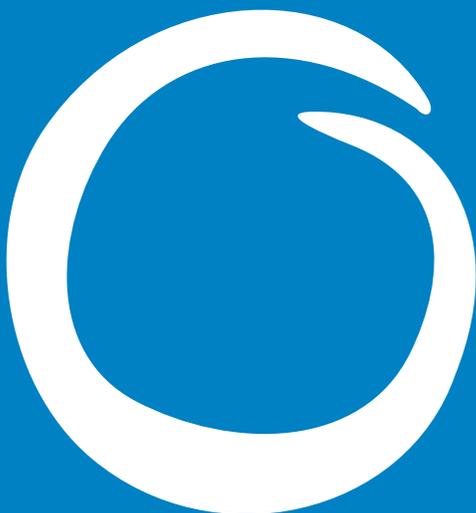
The following best practices will help organizations provide guidance and support to the relationship-based professionals in their employ:

- Employ relationship-based professionals that have education, training and content knowledge specific to the relationship-based professional competencies and content area.
- Provide reflective supervision to enhance learning and to provide an environment that is supportive and encourages self-care. This may be accomplished by a supervisor, but also should include peer support, networking and opportunities for increasing knowledge and growth. The successful supervisor will have education, training and experience serving as a relationship-based professional and using reflective supervision to support the team.
- Require a bachelor's degree when possible; provide an exception for an associate's degree when needed and as long as the relationship-based professional is working closely with a team and has strengths that contribute to meeting community needs.
- Make annual professional development hours available: This may be achieved by offering release time to attend trainings, seeking out off-site trainings by other professionals and encouraging additional degree attainment if applicable. A minimum of 15 hours of annual continuing education is recommended.
- Conduct annual evaluations involving observation, client/mentee evaluations and self-reflection.

Who Else Benefits from Relationship-Based Professional Development Competencies?

Relationship-based competencies provide a framework of knowledge, skills and strategies for relationship based professionals to support professional growth in others using reflective practice, the cycle of inquiry and key strategies to support adult learning. The professional roles below are examples of roles outside of direct coaching who will benefit from implementing the competencies in their work with adults.

State-approved trainers and facilitators of adult learning: Providing adult learning opportunities in a way that resonates with adult learners and builds on their current skills and experience is a proven way to ensure relevance, retention of knowledge and application of new learning. Strong facilitators of adult learning can share new content knowledge that is responsive to current needs and honors each adult's experiences, culture and values. DEL's state-approved trainers are guided to provide opportunities for reflection and application-in-practice, as well as feedback-loops, in all adult learning environments.



Peer mentorship within communities: Mentoring is a process between two individuals in similar roles: the more experienced individual provides guidance and leadership to a peer. Mentoring should increase an individual's professional capacity, which should in turn result in professional growth.

Mentoring can happen across a variety of roles, including peer relationships. These relationships may exist between family child care owners, child care center teachers, center directors, or family, friend and neighbor providers. Peer relationships are an important part of supporting community partnerships, developing leadership skills, sharing knowledge and building capacity.

RELATIONSHIP-BASED PROFESSIONAL DEVELOPMENT COMPETENCIES

Professionals who provide relationship-based professional development (RBPD) are required to have a unique set of knowledge and skills in the early learning field. In Washington, the Relationship-Based Professional Development Competencies describe the knowledge and skills that professionals must have in order to facilitate adult professional development within a reflective framework. These competencies include strategies for mentoring, coaching and consultation. Additional information and definitions can be found in Appendix A: *Relationship-Based Professional Development Strategies*.

The Relationship-Based Professional Development Competencies are designed to describe the knowledge, skills, characteristics, and dispositions that are considered necessary for all relationship-based professionals. (In the competencies, the term *adults* refers to mentees, those being coached or adult learners.)

Domains of the general relationship-based professional development competencies are:

Adult Learning

Strength-Based Relationship Building

Communication

Goal Setting and Planning

Cultural Awareness and Responsiveness

Ethics and Professionalism

Change Process

Use of Assessment and Documentation

Adult Learning

- Demonstrates the ability to apply motivational strategies in relationship-based settings.
- Demonstrates an understanding of adult learning theory and strategies for adult learning, and adapts approach based on an adult's verbal and nonverbal response. This includes an understanding of the adult's readiness for change.
- Demonstrates a partnership approach when planning and designing goals and professional development plans.
- Acknowledges and builds on the experience and knowledge that adults bring to relationship-based learning environments.
- Facilitates opportunities for adults to integrate new learning into their current setting, experience and knowledge base; provides opportunities to challenge adult learners to reach beyond their current abilities.
- Lays the groundwork for transfer of learning by providing culturally relevant materials and activities that promote ongoing learning and the development of learning communities.
- Demonstrates a commitment to shared learning and co-inquiry by using a feedback and dialogue approach that focuses and builds on the adult learner's strengths.
- Encourages and helps to support *communities of practice* as a method for ongoing and sustained learning.
- Facilitates a comfortable learning environment that acknowledges all contributions.
- Provides for interactions that recognize, respect and respond to the individual, cultural, language and other learning preferences of the adult learner. Accommodates individual learning styles and preferences.
- Understands and incorporates goal setting, observation, assessment and feedback as a process for goal setting and ongoing review of goals.
- Facilitates a problem-solving approach focused on issues that are relevant to the learner.

Strength-Based Relationship Building

- Uses positive and culturally responsive interactions to develop a respectful and responsive relationship with adults.
- Integrates cross-cultural awareness and divergent points of view in work with adults.
- Demonstrates respect for and interest in the individual abilities, growth and potential of others.
- Demonstrates feelings of care and empathy that are strength based and focused on positive change.
- Provides support to the adult while maintaining professional boundaries.
- Practices shared learning by using strategies that encourage collaboration, joint problem solving and partnerships.
- Demonstrates characteristics and personal qualities such as compassion, understanding and empathy when partnering with an adult.
- Maintains flexibility to meet the needs of the adult, while supporting growth and change.
- Nurtures high expectations and confidence by encouraging others to display their own skills and strengths.
- Is aware of his or her own contribution to the dynamics of a strength-based relationship.

Communication

- Demonstrates active and responsive listening techniques and is able to adjust communication style to best connect with adults.
- Uses a range of effective communication techniques designed to address both verbal and non-verbal communication with adults.
- Asks powerful questions (e.g., what, where, when, how, why) to clarify beliefs, thoughts and actions.
- Demonstrates ability to facilitate the relationship-based professional development process through the understanding and use of goal-focused and appreciative inquiry.
- Identifies possible conflicts and addresses them by applying positive conflict resolution strategies. Understands and uses appropriate conflict resolution strategies as needed.
- Engages in collaborative communication by being present, attentive and responsive to both the obvious and the subtle forms of communication.
- Appropriately uses supportive adult learning groups, such as communities of practice, professional learning communities and group coaching.

Goal Setting and Planning

- Understands and uses objective observation to support goal setting and planning.
- Understands the importance of data: collects and accesses data to inform goal setting, planning, feedback and revision of goals as needed.
- Uses multiple strategies and tools to assess the needs of the adult learner, identify ways to improve the program, and guide the development and/or refinement of goals. This includes sharing content knowledge, providing guidance to goal setting, modeling desired behavior and providing objective, reflective feedback.
- Provides support to the adult by using relevant data to prioritize needs and develop personal and professional goals.
- Provides assistance and tools for continuously evaluating the progress of people and programs towards goals.
- Uses reflective practice to evaluate a plan and actions, and to understand feelings expressed by the adult.
- Provides adults with the skills and tools necessary to self-evaluate and the opportunity to discuss and analyze findings.
- Informs goal setting and planning with content knowledge that is specific and relevant to improving the learning experience of children and families.

Cultural Humility and Responsiveness

- Believes clients are lifelong learners in relation to diversity and its impact on teaching and learning.
- Understands that child development is a culturally driven process that should be supported across contexts of a learner's life.
- Demonstrates understanding that individual and program practices are embedded in culture.
- Ensures that decisions, policies and practice embrace and respect families, cultural values, attitudes and beliefs about learning.
- Recognizes promising practices that are specific to advancing equity and supporting communities of color as a critical strategy for providing service for diverse communities (*Racial Equity Theory of Change*).
- Recognizes that the tribal nations, communities of color, families and those who serve children have important insight and wisdom (*Racial Equity Theory of Change*).
- Is able to incorporate cultural traditions and history authentically and promote the retention of home language and culture (*Early Learning Guidelines*).
- Appreciates and capitalizes on diversity; is aware of and acts to reduce his or her own biases.
- Understands and can articulate the importance of cultural and linguistic sensitivity throughout the relationship-based professional development process.

Ethics and Professionalism

- Recognizes the possibility of error in his or her own beliefs and practices and uses reflection for growth and accountability.
- Takes time consistently to evaluate effectiveness of his or her own relationship-based professional development practices, strategies and behaviors.
- Meets the standards expected of a professional, such as appropriate presentation content/style, demeanor, punctuality, discretion and courtesy.
- Adheres to personal and professional morals, principles and ethical standards, including the NAEYC Code of Ethical



Conduct and Supplement for Early Childhood Adult Educators.⁷

- Complies with federal, state and program policies relating to confidentiality.
- Exercises sound judgment regarding personal and professional boundaries.
- Identifies and respects the roles of other relationship-based professionals and, when applicable, coordinates with them and the program to meet personal, professional and program goals.
- Understands and can articulate the distinctions among the relationship-based professional development strategies (mentoring, coaching and consultation) and effectively and appropriately implements these strategies.
- Understands his or her own limitations in the relationship-based professional development relationship; connects with community partners, resources and system supports as needed.
- Works continuously to improve work-related skills and performance through continuing education, reflection and participation in professional communities of practice.
- Integrates current research and trends about child development, adult learning and change into the role of a relationship-based professional.
- Demonstrates ability to summarize community needs and share information at the local, regional and state level.

Change Process

- Understands the process and stages of change related to adult growth and learning, and understands that this is a dynamic process. Demonstrates ability to facilitate the change process for adult learners.
- Implements strategies that engage and appropriately challenge adults in self-exploration to elicit change and growth, resulting in increased capacity, while recognizing that adults vary in their readiness for change.
- Identifies and uses a variety of strategies based upon adult stages of development, approach to change and change process.
- Demonstrates ability to respond effectively to the needs of adults by planning for and managing change.
- Demonstrates understanding that improvement is non-linear and continuous, rather than static.
- Understands conflict management and demonstrates resolution strategies.

Use of Assessment and Documentation

- Implements strategies and appropriate tools to observe the adult and the program objectively.
- Provides the adult with reliable and understandable evidence-based data using a variety of learning formats (e.g. visual aids, charts, print).
- Uses multiple strategies and tools to assess the adult's and the program's improvement needs and to develop measurable and realistic goals.
- Supports the adult in using relevant data to prioritize needs and develop applicable personal and professional goals.
- Provides the adult with the skills and tools necessary for self-evaluation and the opportunity to discuss and analyze findings. Provides assistance and tools for continuously evaluating the adult's personal progress and the progress towards program goals.
- Provides guidance to help the adult make adjustments to goals.
- Uses reflective practices to examine actions and feelings expressed by the adult.
- Assesses specific goals with measurable criteria for success on two levels: the improved dispositions, practices, skills and knowledge of the adult (e.g., mentee/coached) and of the relationship-based professional.

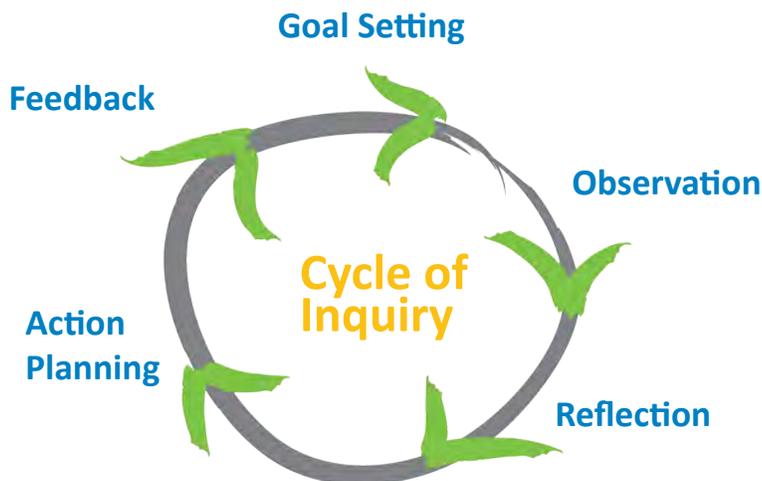
⁷ NAEYC Code of Ethical Conduct and Statement of Commitment (2011). https://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf

CYCLE OF INQUIRY

The cycle of inquiry is based on the research from the Practice-Based Coaching model,* which involves shared teacher/relationship-based professional goal planning and action steps, focused observation, the use of data to guide reflection, feedback on teaching, and general support provided over time.⁸

All early childhood professional development, regardless of the delivery method, should have the goal of linking new learning to practice and ultimately to positive outcomes for children and families. Relationship-based professional development and the cycle of inquiry offer a powerful way to link individualized and job-embedded professional development to effective action at the program level.

A key strategy is to focus on increasing the awareness and insight of adults. When adults are aware of and reflective about their current practices, they are able to engage in a process that leads to positive learning and development for all.



The graphic above identifies the elements of a dynamic learning process that includes:

Goal setting

- What does the adult want to learn? (In the case of a required goal, what is the required learning goal and how is it relevant to a professional role?)
- What are questions to research or areas to learn and understand better?
- What problems or dilemmas have been identified? What support can be provided to create positive change in the workplace for the benefit of children and families?
- What is age-appropriate or individually appropriate for children to be able to do and understand?
- What will the adults eventually be able to do and understand?

Observation, documentation or assessment

- What skills must the adult demonstrate?
- How will change and the achievement of a goal be observed and documented as evidence of new learning and implementation?
- How will awareness of what an adult is currently doing and saying be explored?
- How will the impacts of an adult's actions and words on children and families be explored?

Reflection

- What is the meaning of the evidence collected (for example, identification of child developmental milestones)?
- How will discussion about goals, observations and actions help a teacher to make sense of information?

- How will the application of new information and strategies to a specific program environment occur?
- What resources are needed to understand the evidence-based information a program has?
- How should a research-based strategy be implemented to also honor the wisdom and values of a cultural community or a specific local context?

Action planning

- What strategies will be planned to achieve the identified adult or child goals?
- How will teaching, facilitating or altering the environment facilitate learning?
- What strategies, plans or new approaches should be implemented?
- Who will model an effective strategy?

Feedback

- How will a new practice be modeled?
- How is a teacher supported as she/he considers and reflects upon an issue or a dilemma before, during and after working with children and families?
- What in-classroom supports (such as a coach and a teacher co-teaching) exist?
- How does role-playing support understanding of a perspective or a practice?
- How do open and non-judgmental questions support thinking about challenges?
- What opportunities are there to incorporate research-based practice?
- How does specific, descriptive, verbal feedback promote awareness of how a teacher's actions and words impact a child's learning?



RELATIONSHIP-BASED PROFESSIONAL DEVELOPMENT STRATEGIES

The information in the following chart was adapted from the NAEYC/NACCRRA professional development terms (Lutton, 2012). The state of Washington has chosen to change one area of terminology: The overarching term *relationship-based professional development* is used throughout this document instead of the term *Technical Assistance* used in the NAEYC/NACCRRA definitions.

	Mentoring	Coaching	Consultation
Definition	Mentoring is a process between individuals in a similar professional role, with a more experienced individual with adult-learning knowledge and skills (the mentor) providing guidance and leadership development to the less experienced mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness. Mentoring may encompass peer-to-peer mentoring and reflective supervision.	Coaching is a relationship-based process led by an expert with specialized and adult-learning knowledge and skills, who often serves in a different professional role than those being coached. Coaches are competent observers and use observation and assessment to help inform their work. Coaching is designed to build capacity for specific professional skills and behaviors and is focused on goal setting and achievement for an individual or group.	Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult-learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of a specific concern or need for the staff members of a program or organization, or of a family/child related issue.
Focus	Addresses a specific topic for the mentee's holistic professional growth. Supports the reflective process used by professionals to translate theories and information (learned through education and/or training) into best practices. Should be included in the recipient's broader professional development plan.	Supports the development of specific skills and practices; coaching focuses on performance-based outcomes(s). Should be embedded in the recipient's broader professional development plan that provides the theory and foundations related to the specific skills being addressed.	Resolution of a specific concern or set of concerns. Uses a capacity-building approach to facilitate the recipient's continued use of the process employed during or as a result of the consultation.
Process	Begins with establishing role clarity and goal setting. Includes the facilitation of adult-learning techniques, such as guided self-reflection, resulting in the application of new ideas to the mentee's professional practice or personal disposition. May include unplanned contacts between mentor and mentee when the mentee has questions or specific concerns. Is ongoing; or concludes either by mutual consent, or when the mentee has achieved his or her goals.	Begins with a collaborative agreement between the coach and the individual to set the guidelines and goals. Includes various combinations of questioning, listening, observation, reflection, feedback, prompting, modeling and practice. Is likely to occur through planned onsite contacts. Concludes when a specified goal has been achieved.	Supports development of goal-related solutions and of the implementation strategies that were recommended to achieve them. May include recommendations drawn from the provisions of other relationship-based technical-assistance methods. Is likely to occur through planned onsite contacts. Concludes with a summary of progress and evaluation of the effectiveness of the consultation provided.

	Mentoring	Coaching	Consultation
Duration	Is an ongoing relationship and process over time.	Is dependent upon the mutual agreement of ongoing goals being defined and achieved.	Is generally short term. Long term relationships may develop if individuals, programs or organizations use consultants for assistance in addressing multiple, often interrelated, concerns over time. As an example, long-term relationships with consultants may evolve as they help guide overall program quality improvement processes.
Delivery	May be provided face-to-face (onsite or offsite) in a group setting or through distance, technology-based, or hybrid models.	May be provided face-to-face (onsite or offsite) in a group setting or through distance, technology-based, or hybrid models.	May be provided face-to-face (onsite or offsite) in a group setting or through distance, technology-based, or hybrid models.



GLOSSARY OF TERMS⁹

active and responsive listening—Interactions with another person that demonstrate that the listener understands what the speaker is talking about.

adult learning theory—An understanding of how adults learn; applies opportunities for self-directed, problem centered, experience-based application that is relevant to life.

coaching—Coaching is a relationship-based process led by an expert with specialized and adult-learning knowledge and skills, who often serves in a different professional role than the recipient(s).

consultation—A collaborative, problem-solving process between an external consultant with specific expertise and adult-learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of a specific concern or need for the staff members of a program or organization, or of family/child related issue.

cultural awareness—The ability to respect and value the differences seen in other people, including customs, thoughts, behaviors, communication styles, values, traditions and institutions. Cultural awareness includes the ability to learn from and relate respectfully to other cultural backgrounds, heritages and traditions.

Cultural Humility - ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]. *American Psychological Association*

cultural sensitivity—The recognition that there are differences between cultures. These differences are reflected in the ways that different people communicate and relate to one another.

disposition—An inherent characteristic, attitude or natural tendency.

mentoring—Mentoring is a process between individuals in similar professional roles: the more experienced individual with adult-learning knowledge and skills (the mentor) provides guidance and leadership development to the less experienced mentee.

observation—The intentional, systematic act of looking at the behavior of another individual in a particular setting, program or situation.

parallel process—A process through which the relationship between the consultant and practitioner influences the relationship between the practitioner and the child, because feelings and interactions from one relationship can be carried forward to another relationship.

reflective practice—The process of studying one's self and one's own teaching methods to help develop and grow personally and professionally.

relationship-based professional development (RBPd)—An approach that uses professional relationships as a primary method to support professional growth and development for adult learners. Relationship-based professional development implements a reflective cycle of inquiry and uses an evidence-based adult-learning process of goal setting, observation, assessment, action planning, reflection and feedback.

strength-based—Engaging the professional as a partner, this approach focuses on an individual's skills and assets, or strengths, to reach goals and facilitate personal and professional growth.

technical assistance—A strategy, similar to consultation, that is focused on the resolution of a specific concern or need.

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Authors:

Angela Abrams M.Ed., Department of Early Learning &
Marilyn Chu Ed.D., Early Childhood Education, Western Washington University

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