Relationship-Based Professional Development Standards

2019

Washington State Department of
CHILDREN, YOUTH & FAMILIES

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Washington State Department of
CHILDREN, YOUTH & FAMILIES

Contents

Introduction

Jamilah supervises staff who support caregivers with very young children. She noticed one of her less-experienced employees struggling to maintain professional boundaries. Jamilah wondered whether their closeness was crossing professional boundaries and negatively impacting the outcomes of their work together. Jamilah would like to help this young professional become more self-aware of the differences between a close friendship and a more coaching-like professional partnership.

Jamilah and her employee are relationship-based professionals who use a professional relationship as the primary vehicle for learning and growth. In order for both of them to be successful in their roles, not only do they need to be subject matter experts in the content areas they are working in, but they must also know how to establish respectful and trusting professional relationships, set expectations for their work together, be skillful communicators and guide an adult through a learning cycle. Their work has the most impact when they are able to create awareness within the individual and make progress toward their learning goals.

Relationship-based work is multifaceted. In order to support the professionals who provide these learning supports, the Department of Children, Youth & Families (DCYF), in collaboration with stakeholders and a review of current evidence-based research, developed Relationship-Based Professional Development (RBPD) Standards[1] to describe the foundational skills and knowledge that professionals must have in order to apply reflective, relationship-based strategies to job-related improvements.

This document will:
1. Present research on the relationship-based approach to learning.
2. Provide an overview of the standards.
3. Offer a guide for supervisors of relationship-based professionals.
4. Introduce a self-assessment tool.

DCYF's hope is that this will be a living document that will undergo regular revision to reflect the refinement in strategies and advancements in this line of work, as well as to incorporate feedback from local communities and professionals involved in this work together.


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[1] The 2019 standards are a revision of the 2016 standards of Abrams, A., & Chu, M. (2016). *Relationship-based professional development competencies*. Retrieved from https://www.dcyf.wa.gov/sites/default/files/pdf/RBPD_Competencies.pdf

The Relationship-Based Approach to Learning

Studies on the efficacy and long-term impact of traditional professional development approaches (e.g., one-time training or workshops) have failed to show long-term changes in practice.[2] Instead, research has shown that effective in-service professional learning must be ongoing, intentional, reflective, goal-oriented, job-embedded and involve learning from and with peers.[3] These components increase the likelihood that individuals who participate in relationship-based learning will apply new knowledge and skills, and create lasting changes in practice.[4]

Relationship-based professional development (RBPD) is defined as using professional relationships as a primary method to support the growth and development of adult learners. This approach uses a cycle of inquiry to facilitate the adult-learning process by taking individuals through steps of goal setting, observation, assessment, action planning, reflection and feedback.[5]

RBPD individualizes the learning of an adult to focus on increasing awareness of their actual practices. When facilitated by evidence and relationship-based professionals, it is an effective way to impact adult learning and positively influence the children, youth and families that an adult cares for and educates.[6]
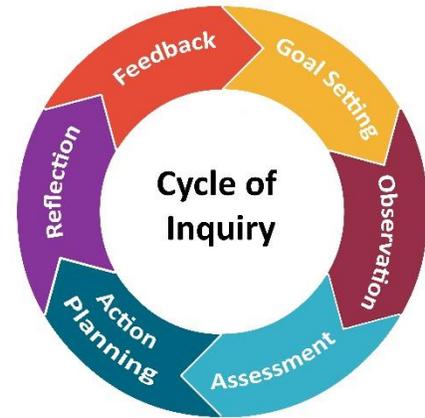
RBPD is effective because it is primarily learner-driven. Learners are able to:

- Initiate and decide on the direction of their professional development.
- Receive individualized support based on their unique strengths and context.
- Engage in a reflective learning cycle as they apply new information to practice.
- Learn strategies for recognizing and interrupting automatic patterns of behavior.

Relationship-based learning is unique because it offers a collaborative partnership that is based on a foundation of mutual respect and understanding and an acknowledgment of the unique perspectives and approaches of individuals. This approach honors the identity, voice and experiences that adults bring to a learning interaction, and strives to meet them where they are in their development.

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[2] Darling-Hammond, L., Hyler, M.E., & Gardner, M. 2017. Effective Teacher Professional Development. Learning Policy Institute (PDF).
[3] Darling-Hammond, L., Hyler, M.E., & Gardner, M. 2017. Effective Teacher Professional Development. Learning Policy Institute (PDF).
[4] Joyce, B., & Showers, B. (2002). Figure 5.2: Training components and attainment of outcomes in terms of percent of participants. *Student Achievement through Staff Development,* 3rd edition. Alexandria, VA: Association for Supervision and Curriculum Development.
[5] Administration for Children and Families, Office of Head Start, National Center on Quality Teaching and Learning. (2012a, May). *What do we know about coaching? (PDF)*
[6] 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.

Guiding Principles of Relationship-Based Professional Development

Relationship-base professionals fill a variety of roles that may require different educational background and content knowledge to perform their duties successfully, but all should be able to connect with adults and guide learning through an individualized and dynamic process. To do this successfully, it is important to draw attention to the skills and characteristics that build trust, respect and partnership within the relationship..

Similar to other professional development providers in Washington, all relationship-based professionals must commit to:

- Guiding adult learning and exploration through a continuous cycle of learning and self-awareness, leading to sustainable change.
- Embracing research and evidence-based approaches.
- Supporting healthy communities, families and child growth and development.
- Supporting a dynamic and collaborative process that encourages curiosity and creativity to progress toward 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.
- Honoring both qualitative and quantitative experiences.
- Respecting and upholding professional and ethical standards.

Overview of Required Knowledge, Skills and Characteristics

All relationship-based professionals should demonstrate the following:
- Knowledge of content areas in which they offer professional support.
- Skills and experience working with adult learners.
- Relevant professional experience and education.
- A commitment to a code of conduct specific to their area of work.
- Confidential handling of sensitive information.

Characteristics: An effective relationship-based professional 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:[7] Professional dispositions – or ways of interacting with children, families, colleagues and other professionals – are more challenging to demonstrate and identify. These 'ways of being' listed below are valued by individuals who engage in RBPD. 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 their content area, and they must be able to share and model this knowledge when working with the participants they support. Their experience enables them to help children, youth and 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.

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[7] 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 (PDF).
North Carolina (2011). Framework for Competencies and Dispositions of Technical Assistance Providers (PDF).

Standards for Relationship-Based Professionals

The Washington State RBPD Standards builds upon work previously developed in Washington State (Abrahms & Chu, 2016) and influenced by a review of local, state and national mentoring, coaching and consulation initiatives and standards (see resources at the end of document). They support research-based practices and reflect the importance of individual, social, economic and cultural diversity. The scope of each standard is detailed below.

Standard I: Foundational Knowledge

Working with adults can be complex. Relationship-based professionals must understand their field-specific code of ethics and be able to apply it in all situations to aide them in deciding what action would be most appropriate. Professionals must also have a strong understanding of how adult learners grow and develop. They must be able to recognize that patterns of learning and development depend on the individual across all developmental domains and create appropriately challenging learning experiences for adult participants. The level of impact of relationship-based learning is based on the amount of time the professional has invested in growing their understanding of the participant and their expectations for the relationships.

Standard II: Co-Creating Relationships

Creating a supportive environment based on mutual trust and respect is essential to relationship-based work. Professionals must maintain personal integrity, honesty and sincerity while showing respect for the participant's world view, learning style and interests. This sets the stage for engaging in deeper discussions that develop self-awareness and lead to changes in practice.

Standard III: Developing an Anti-Bias Approach

An orientation of cultural responsiveness goes hand-in-hand with the domain of co-creating a relationship. This means that relationship-based professionals must recognize and learn the rights, protocols and perspectives of tribal nations, communities of color, and be constantly learning about the diversity of family and community structures and groups. Those who work in organizations advocating for children require a disposition to partner with others who have cultural insights and general community or place-based knowledge and expertise to share. They must recognize their own cultural experiences and use strategies and approaches that match their needs. As professionals navigate roles and recognize issues of power, status and privilege, they will be able to use strategies that show respect for people's cultures and identify specific barriers to engagement and retention among the populations being served. Professionals have a responsibility to take steps to dismantle racism, reduce harm and provide equity in access and opportunity.

Standard IV: Effective Communication

People are constantly communicating, but not all communication is successful or intentional. Communicating deliberately and with purpose will help professionals gather accurate information from the participant, understand their motives and intentions and reduce instances of miscommunication. Effective communication will support a stronger relationship with the participant.

Standard V: Navigating the Change Process

Both the relationship-based professional and the participant are involved in cultivating self-awareness and are engaged in the parallel process of reflection and growth. Since the partnership is focused on making adjustments to practice, understanding the change process supports the professional in

anticipating and responding to resistance from the participant. Making changes to practice takes time and deliberate action. The professional can cultivate a strong partnership by assessing and celebrating the progress that is made toward the participant's goals.

Standard VI: Facilitating the Learning Cycle

RBPD is based on a learning cycle that is grounded in goal setting, action planning, focused observation, using data to guide reflection, receiving feedback and providing support to improve practices. A critical component in achieving professional development goals is the expectation that all professionals are involved in continuous quality improvement and reflective practice.

Overview of the Standards and Competencies

Each of the standards is made up of multiple competency areas and each of the competency areas are further broken down into indicators. The indicators are sorted into three levels, from foundational to more advanced.

Standard	Competency
I: Foundational Knowledge	1. Ethics and professionalism 2. Supporting adult learners 3. Establishing the partnership agreement
II: Co-Creating Relationships	1. Universal relationship skills 2. Relationship skills unique to RBPD
III: Developing an Anti-bias Approach	1. Awareness of self as a cultural being 2. Anti-bias practices
IV: Effective Communication	1. Active listening 2. Building understanding
V: Navigating the Change Process	1. Supporting awareness and engagement 2. Change process
VI: Facilitating the Learning Cycle	1. Goal setting 2. Gather information 3. Reflection 4. Action planning and taking action 5. Feedback

Reading the Relationship-Based Professional Development Standards

The image below demonstrates the organization as well as the different components of a standard.
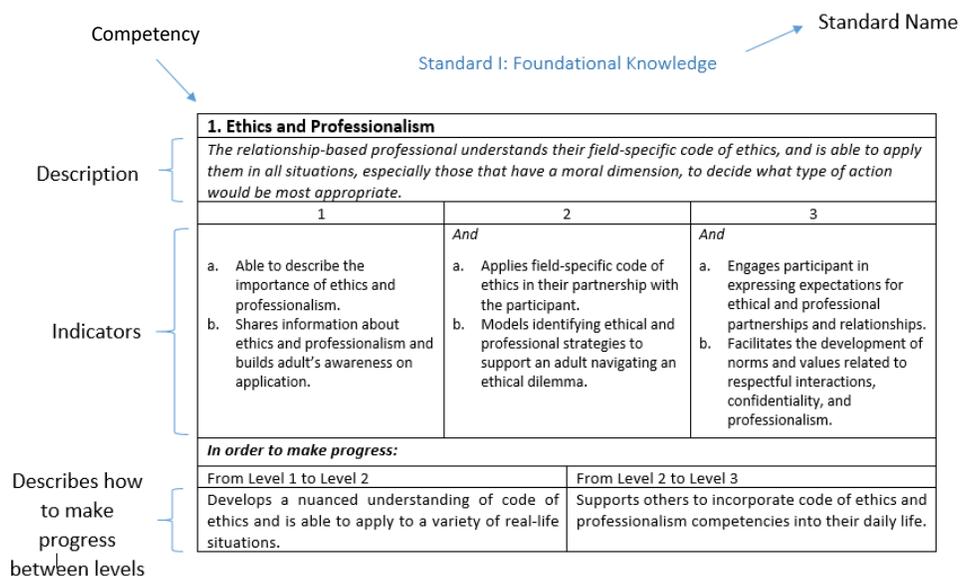
As you look at each standard, consider:
- Progressions move from left to right, from basic to more complex.
- Each column is meant to be read holistically down.
- Levels are additive, and build on each other.
- Some concepts in level 1 may carry through to levels 2 and 3, and some may not.

Yyou will find a professional learning section in Appendix A that shows the resources and strategies that a professional may consider using to improve practice.

Movement Along the Progression

The three levels in the progression are intended to capture the movement from basic competence to more complex knowledge and skills. For many of the standards and competencies, this is demonstrated by a shift from more directive interactions with the participant, to more facilitative interactions where the participant is guided to make choices, to an even more collaborative partnership where the participant has significantly more agency and independence. As professionals progress along the continuum, they are supporting the participant to assume more responsibility for their growth, helping them build self-awareness and moving them into higher-order thinking so that they can analyze, evaluate and create. Finally, to shift a participant's mindset, worldview and support them with making lasting changes in their practice, the professional must cultivate a deep focus on the individual and adjust their methods to best suit their needs. The progressions show how a relationship-based professional may move from a limited number of strategies to those that allow for more depth in discussion, exploration and challenge.

Each of the standards in this document has a section that shows what a professional can do to move from one level to another. These shifts in knowledge and skills between levels show one example of what it would take to make progress from one level to the next. They are not intended to be exhaustive. There are other changes that may support similar movement to higher and more nuanced levels of performance that are not listed.

Key Assumptions Underlying the Progressions

The RBPD Standards are organized using a developmental approach that shows a progression across levels. This leveling strategy is based on several assumptions that are detailed below.

Knowledge and skill development occurs over a period of time and is not a linear process.
Expertise in RBPD can be intentionally developed over time. While the domains in the RBPD Standards are organized along a continuum, it is important to point out that each professional will develop their skills in each domain at their own pace. This means that professionals will have unique configurations of strengths across the domains, and it is expected that all professionals will continue to evolve based on the new work contexts that they encounter.

Growth occurs through reflection upon experiences, feedback and other professional learning opportunities.

Relationship-based professionals, like the individuals that they support, must be involved in a continuous cycle of growth and improvement to develop their expertise. They must build their knowledge of effective strategies, implement them in a variety of contexts, collect data on how their participants responded to the strategy, reflect and find meaning in the data, seek additional resources and support and then make adjustments in their approach so that it yields positive outcomes in the participant. There is a parallel process between the cycle of learning that the professional embraces and also models to the participant.

Relationship-based work is complex.

The quality of the relationship is key to the success of RBPD. Not only do relationship-based professionals need to grow their content area expertise, but they are also challenged to get to know the individuals whom they are supporting. Professionals gather information about where they are in their development, their preferred learning style, strengths and learning needs as well as how they see themselves in the world to better understand how to establish a supportive partnership. Relationship-based professionals must learn how to motivate, encourage, inspire and build awareness within individuals in their native environments. This requires growing awareness of self, becoming attuned to the needs of the individuals they are working with and individualizing their approach.

Standard I: Foundational Knowledge

1. Ethics and Professionalism

The relationship-based professional understands their field-specific code of ethics and is able to apply them in all situations, especially those that have a moral dimension, to decide what type of action would be most appropriate.

1	2	3
	And	*And*
a. Able to describe the importance of ethics and professionalism. b. Shares information about ethics and professionalism and builds adult's awareness on application.	a. Applies field-specific code of ethics in their partnership with the participant. b. Models identifying ethical and professional strategies to support an adult navigating an ethical dilemma.	a. Engages participant in expressing expectations for ethical and professional partnerships and relationships. b. Facilitates the development of norms and values related to respectful interactions, confidentiality and professionalism.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Develops a nuanced understanding of code of ethics and is able to apply to a variety of real-life situations.	Supports others to incorporate code of ethics and professionalism competencies into their daily life.

2. Supporting Adult Learners

The professional must understand how adult learners grow and develop. This means they recognize that patterns of learning and development depend on the individual across all developmental domains, and create appropriately challenging learning experiences for adult learners.

1	2	3
	And	*And*
a. Able to describe that participants have unique learning needs. b. Recognizes that participants bring prior knowledge and experience to the learning partnership. c. Shares information about adult learning principles and builds participant's awareness of their learning style.	a. Applies adult learning principles to differentiate approaches for each participant. b. Identifies relevant strategies for each participant based on stage of development and readiness for change. c. Encourages the participant's engagement and involvement in sharing their learning needs and determining how they are supported.	a. Evaluates the transference of learning to practice and selects the most impactful approach. b. Co-develops an individualized approach based on the adult's context and sharing of their own learning preferences.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Develops individualized approach that reflects the experiences, strengths and interests of the participant.	Collaborates with participants to craft the most impactful approach.

3. Establishing the Partnership Agreement

The professional will need to invest time in growing their understanding of the participants and their expectations for the relationships. This allows the professional to have a better sense of what is important to the participant, and create a match between the method and needs of the individual. The partnership agreement will ensure that both the professional and participant have clear expectations for their work together.

1	2	3

	And	*And*
a. Describes the steps to come to agreement about the learning process and relationship. b. Gathers information about the participant and explores the goals they would like to work on.	a. Establishes an agreement about roles and responsibilities, expectations for interactions (e.g. norms about missed appointments, giving and receiving feedback, follow-through on tasks, etc.). b. Guides the development of goals and measurements of work performance for each meeting.	a. Co-creates roles and responsibilities to ensure that the partnership is driven by the participant. b. Co-creates the goals and measurements of success for each session, and does regular check-ins to ensure that the partnership is aligned with the goals.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Applies knowledge about the participant to establish partnership agreement, and jointly develops measurable goals for work together.	Empowers participant to take responsibility and guide the partnership.

Standard II: Co-Creating Relationships

1. Universal Relationship Skills

The professional will need to create a supportive environment that is based on mutual trust and respect. This means that the professional must maintain personal integrity, honesty and sincerity while showing respect for the participant's world view, learning style and interests.

1	2	3
	And	*And*
a. Establishes expectations for an open and honest relationship. b. Demonstrates compassion, understanding and empathy for the participant. c. Establishes a trusting relationship that allows for building awareness through joint conversation. d. Understands and welcomes different perspectives because they are part of building trusting relationships.	a. Confident in self, process and the participant as a full partner in the relationship. b. Comfortable letting the participant shape the direction and nature of the partnership. c. Aware of own contribution to the dynamics of a strength-based relationship. d. Aware of emotional responses within interactions and the relationship. Exploration of feelings used to inform next steps.	a. Understands that feelings may emerge for self and participant throughout the partnership, and is able to hold and contain them without becoming enmeshed. b. Understands that positional power dynamics may impact their relationship with participant, and actively acts to reduce their influence. c. Uses humor or other culturally appropriate strategies to create lightness and energy during interactions.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Develops skills to work with individuals who have different perspectives from their own.	Uses relationship-based skills and knowledge to maintain professional boundaries, and repair when needed.

2. Relationship Skills Unique to RBPD

Relationship-based learning is a powerful support that can help individuals build self-awareness and lead to changes in their practice. The level of impact this support can have is based on the amount of comfort and intimacy that an individual perceives to have with their relationship-based professional. It is important to create

an accepting, inviting and nurturing environment in which the adult feels seen and heard, while maintaining professional boundaries around the relationship.

1	2	3
	And	*And*
a. Maintains focus on understanding instead of "problem-solving" and is able to hold uncertainty. b. Provides support to the participant while maintaining professional boundaries. c. Recognizes and understands the participant's strengths and areas of growth, and consistently holds the participant in positive regard. d. Demonstrates respect for the participant's perspectives, abilities, learning style and pace.	a. Remains open and content to "not know" while maintaining a focus on understanding the participant. b. Recognizes the participant's signals as an invitation for deeper exploration in-the-moment. c. Identifies several effective methods for working with the participant, and is able to choose most effective approach in the moment. d. Cultivates an orientation of curiosity, wondering and openness in the partnership.	a. Creates a connected and trusting relationship with the participant that allows for risk-taking and exploration. b. Explores alternative perspectives with the participant and experiments with new approaches for support. c. Able to self-regulate when working with strong emotions to prevent becoming overwhelmed by what is shared. d. Co-creates goals by seeking out information and inviting the participant's perspectives regarding a goal or situation.

In order to make progress:	
From Level 1 to Level 2	From Level 2 to Level 3
Deepens knowledge of the participant, and adapts approach to meet the specific needs of the individual.	Provides support for new behaviors, perspectives and actions.

Standard III: Developing an Anti-Bias Approach

1. Awareness of Self as a Cultural Being		
Every person is a cultural being and a product of their experiences, values and biases. In order to build strong, respectful relationships, the professional needs to recognize how they contribute to a relationship so that they may develop culturally responsive practices.		
1	2	3
	And	*And*
a. Identifies how own racial and cultural heritage affects definitions of normality, abnormality and the learning process, both personally and professionally. b. Takes action to increase awareness of how own cultural backgrounds, experiences, attitudes, values, beliefs and biases influence the power dynamics of interactions with others. c. Demonstrates increasing willingness to seek new knowledge and understanding	a. Acknowledges own privileges, status, attitudes, values, beliefs and feelings. b. Describes how self and others have been affected by individual, institutional and cultural racism either directly or indirectly. c. Engages in reflective activities with others to understand individual and institutional racism and its effect on self and others. d. Is open and willing to discuss differences that exist between self and others in terms of race,	a. Uses knowledge and understanding of how historical oppression, racism, discrimination and stereotyping affect them personally and in their work. b. Engages in and/or facilitates conversations about racism or bias in the context of their work. c. Actively addresses own implicit bias or racism as it occurs in the context of their work (e.g., processing derogatory comments made by individual during a session).

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regarding own cultural beliefs and practices. d. Identifies how one's language/s contributes to own identity.	ethnicity, culture, identity, language and beliefs. e. Articulates own biases and their potential impact on relationships with others.	

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Applies understanding of one's self to daily work. Engages in progressively deeper reflections on own cultural awareness.	Embraces regular self-reflection to continue building understanding of self, and participates in conversations about racism and bias with others.

2. Anti-Bias Practices

Relationship-based professionals must recognize issues of power, status, privilege and the impact of microaggression, and use strategies that show respect for people's cultures. Professionals have a responsibility to identify specific barriers to engagement and retention among the populations being served, take steps to reduce the harmful impact of racism and promote equity in access and opportunity.

1	2	3
	And	*And*
a. Communicates in the partner's preferred language/s including language varieties. b. Seeks new knowledge about culturally and linguistically specific practices to develop a respectful partnership. c. Adjusts interactional style to be consistent with cultural and linguistic expectations for adult-adult communication. d. Uses intentional language that demonstrates acceptance of races, ethnicities, genders, sexual orientations, cultures, families, person first terminology.	a. Applies knowledge related to cognitive style preferences to adjust interactional dynamics (e.g., placing more attention on reflecting and processing than on content; being task oriented; adjusts approaches and pacing as necessary.) b. Seeks out educational, consultative and training experiences to improve effectiveness in working with diverse populations in order to dismantle racism and reduce harm. c. Analyzes and uses materials that demonstrate acceptance of all races, ethnicities, genders, sexual orientations, cultures, families, languages and physical and development abilities.	a. Incorporates cultural traditions, history, funds of knowledge and language/s to promote multicultural relationships. b. Maintains collaborative curiosity with a partner in recognizing and identifying their perspectives. c. Reflects on feelings that emerge for the self and a partner throughout the partnership, and provides the opportunity to process them in an open and supportive way. d. Creates relationships in which partners take pride in their cultural identities, beliefs and practices. e. Seeks to finds common ground to resolve cross-cultural differences.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Uses understanding of others' cultures to engage in effective RBPD. Progressively deepens reflections and learning to strengthen skills.	Utilizes knowledge of cultures to create strong partnership, and participates in dialogues that confront own biases.

Standard IV: Effective Communication

1. Active Listening

The relationship-based professional is able to completely focus on what the participant is saying and not saying, to better understand the communication within the context of the established goals and to support future self-expression from the participant.

1	2	3
	And	*And*
a. Self-aware of own emotional responses. b. Recognizes verbal and non-verbal communication strategies. c. Seeks outside support from colleagues and other professionals to regulate own emotional responses, and improve practice.	a. Identifies and employs strategies to regulate own emotional response. b. Adjusts their communication style to best connect with participant. c. Uses verbal and non-verbal communication cues to understand participant, and invites exploration of what is seen or heard.	a. Summarizes, paraphrases, restates what the participant has shared in order to gain clarity and understanding of the perspective. b. Demonstrates active and responsive listening techniques and is able to adjust communication style to best connect with adults. c. Listens for emerging themes and extends participant's thinking by reframing ideas and considering them in a broader context.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Develops a clear understanding of active listening and applies it to a variety of settings, people and purposes (from information sharing to having difficult conversations).	Supports others in building their active listening skills, and incorporating them into daily practice.

2. Building Shared Understanding

Effective communication builds stronger relationships with the participant. When professionals communicate deliberately and with purpose they can gather accurate information from the participant, better understand their motives and intentions and reduce instances of miscommunication. It is important to keep in mind how cultural influences may impact communication approaches.

1	2	3
	And	*And*
a. Uses clear, direct spoken and written language that is appropriate and respectful when communicating about goals and when providing feedback. b. Recognizes factors that contribute to barriers in engagement. c. Begins each gathering by identifying purpose of the work together.	a. Co-develops communication pathways for sharing information with the participant. b. Engages the participant in identifying the barriers and seeks out resources and supports to learn more about overcoming these barriers. c. Asks questions that encourage the participant's perspective and bring clarity to their thinking.	a. Encourages self-advocacy skills in the participant to take ownership and direct the work of the partnership to their maximum benefit. b. Nurtures high expectations and confidence by encouraging others to display their own skills and strengths. c. Receives feedback from the participant and uses for continued growth. d. Identifies possible conflicts and addresses them by applying

d. Seeks and reflects understanding of what is being discussed.	d. Identifies linguistically and culturally specific practices to maximize effectiveness of communication (e.g. Pragmatics - rules of speech; paralanguage - eye contact, head nods, silence, space; vocal cues - pitch, volume, tempo, tonal quality).	positive conflict resolution strategies.

In order to make progress:	
From Level 1 to Level 2	From Level 2 to Level 3
Develops strategies to guide participants in identifying approaches that would strengthen communication within partnership.	Uses a strengths-based approach to encourage participants to self-advocate and take ownership of the work.

Standard V: Navigating the Change Process

1. Supporting Awareness and Engagement
Professional must be able to evaluate and integrate multiple sources of evidence and to make interpretations that will strengthen the participant's awareness of their practice and support them in making progress toward their goals. The participant must also grow these skills so that they are able to engage in independent reflection.

1	2	3
	And	*And*
a. Understands that self-awareness is foundational to changing practice. b. Supports participant in identifying strengths and reframing areas of growth as opportunities. c. Recognizes that self-awareness is necessary in order to change practice, and can articulate why it is important. d. Asks questions that encourage the participant to seek greater understanding, awareness and clarity.	a. Possesses the ability and skill to engage in sustained and meaningful back and forth reflective conversations with participant. b. Identifies underlying concerns, patterns for perceiving self in the world and differences between the facts of a situation and participant's interpretation. c. Helps participant recognize different, interrelated factors that affect them and their behaviors.	a. Models not having answers to every question, and builds appreciation of the learning process. b. Encourages participant to make connections between their descriptions and observations, and other forces that influence their lives. c. Supports participant to discover new thoughts, beliefs, emotions, perceptions that strengthen their ability to take action toward their goals.

In order to make progress:	
From Level 1 to Level 2	From Level 2 to Level 3
Uses knowledge of the participant to engage them in reflective conversations that stretch them to reflect on their sense of self.	Creates an environment for participant-led self-exploration and experimentation.

2. Change Process
Individuals participating in relationship-based professional development go through a change process. Their response to the change process may vary based on the context. In some cases, they may be resistant to a new idea, frustrated with how difficult it is to apply, and may have feelings of defeat and depression as they try to implement it. If you support them through this stage, it is likely they may begin to explore the idea in earnest, see its merits and even put it into practice.

1	2	3

	And	*And*
a. Understands the dynamic process and stages of change related to adult growth and learning. b. Demonstrates understanding that improvement is non-linear and continuous, rather than static. c. Supports participant through strong emotional responses while encouraging them to continue their efforts.	a. Builds participant's awareness of the change process and makes connections between their emotional experience and steps in the process. b. Celebrates early successes that are important to the participant to motivate them to take on more challenging goals. c. Individualizes approach based upon participant's attitude toward change process.	a. Engages participant in self-exploration to elicit change while recognizing that adults vary in their readiness for change. b. Facilitates a reflective discussion about what was effective, and what was a barrier to improving or refining practices.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Individualizes approaches for each participant.	Normalizes emotions and diffuses tensions by making connection to the change process.

Standard VI: Facilitating the Learning Cycle

1. Goal Setting

Goal setting is the initial stage of the cycle of learning that brings focus on what the participant is interested in eventually being able to do and understand. Initial conversations between the professional and participant will help determine what questions to research or areas to learn about. This stage will be revisited once the goal is accomplished or if an adjustment needs to be made in the established goal.

1	2	3
	And	*And*
a. Supports participant in identifying potential new areas of learning and growth. b. Understands and uses objective observation to support goal setting and planning.	a. Co-creates goals that are specific, measurable, attainable, realistic and time-bound. b. Jointly identifies and designs goals that are respectful of participant's values.	a. Allows participant to take the lead in goal-setting, and supports with content knowledge that is specific to the topic area.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Allows the participant to play a more active role in determining their learning goals.	Gives full agency to the participant in setting the learning agenda, but is available to support decision-making when needed.

2. Gathering Information

Assessment tools are necessary to measure progress toward a goal. There are many ways to capture information on behaviors, communications and their impact on children, youth and families that are served. This stage of gathering information will bring awareness to current practices.

1	2	3

	And	*And*
a. Assesses the needs and strengths of a participant to determine if they can collect objective information. b. Identifies multiples strategies for conducting observations, documentation and assessment that will support goal-setting and planning. c. Creates culturally and linguistically appropriate processes/tools for gathering and recording information about changes in practice.	a. Supports participant in using a variety of tools and techniques to conduct objective observations and collect relevant data. b. Guides the participant to collect information using multiple methods, in multiple contexts (i.e., indoors, outdoors) and from multiple sources. c. Develops participants to document observations using objective statements.	a. Develops participant's skills in choosing the most appropriate strategies to observe, document and assess. b. Illuminates biases that may prevent a participant from seeing or recognizing instances during data gathering that supports the goal. c. Co-creates tools for gathering information.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Build participant's skill in gathering information on current practices.	Empower the participant to take the lead in developing data collection tools, and gathering information.

3. Reflection

This is the meaning-making stage of the learning cycle. The professional and participant review the information and draw conclusions related to the original goal. They explore the evidence for successes, challenges and unexpected new findings.

1	2	3
	And	*And*
a. Leads a reflective discussion about the data to identify priorities for learning and improvement. b. Reviews information through a culturally responsive lens, and with an understanding of the participant's specific context. c. Shares understanding and data with the participant. d. Determines if the information gathering tools were appropriate, and generated usable data.	a. Uses reflective discussions to guide participant to find the meaning behind the evidence collected. b. Facilitates participant to identify successes, challenges and areas in need of additional refinement. c. Supports participant to review information through a culturally responsive lens, and with an understanding of their specific context. d. Understands and uses questions for different purposes (e.g., sharing information, supporting thinking, clarifying issues, etc.).	a. Maintains focus on goals, but demonstrates flexibility and understanding for emergent needs that may result from reflection. b. Professional and participant regularly reflect on changes in dispositions, practices, skills and knowledge.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Cultivates participant's ability to reflect on and review collected data.	Participant integrates the practice of gathering information and reflection into regular practice and is aware of evidence related to the goal.

4. Action Planning & Taking Action

Using the conclusions drawn from the reflection on data, professional and participant will identify the strategies that will be used to achieve the identified goals. They will consider what alterations may be necessary in interactions or the environment, and determine who will model the effective strategy(ies).

1	2	3
	And	*And*
a. Supports strategies that appropriately engage the participant in self-exploration and growth, and reflect the participant's readiness for change. b. Determines what changes in practice would need to happen in order to achieve goals.	a. Supports participant to identify next steps for taking action and make decisions about what to implement. b. Designs individualized action steps and practical aides that will support changes in practice.	a. Participant takes the lead in creating action plans that are individualized, and address desired long-term outcomes.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Engages the participant in setting action steps, and identifying supports for long-term changes.	Empowers the participant to take ownership of action planning.

5. Feedback

After completing the action plan, the professional and participant have an opportunity to review the progress that was made toward the established goals and determine the focus for the next learning cycle.

1	2	3
	And	*And*
a. Evaluates multiple sources of evidence to collect data about implementation to determine if the goal was met. b. Provides feedback that is both supportive and corrective to help achieve goals or improve practice.	a. Develops participant's ability to analyze multiple sources of data to identify if progress was made, and to inform future goals. b. Facilitates a reflective discussion about what was effective, and what was a barrier to improving or refining implementation of practices.	a. Participant takes the lead on revising or setting new goals and action plans based on the outcomes of the learning cycle.

In order to make progress:

From Level 1 to Level 2	From Level 2 to Level 3
Creates an environment that guides the participant in determining success of the learning cycle.	Empowers the participant to take the lead in setting next learning agenda.

Applying the Relationship-Based Standards

Relationship-based professionals, employers and funders may use the standards to support individual practice, guide professional development planning and inform the development of new learning opportunities.

Supporting Individual Professional Growth

Growth is continuous. Every individual engaged in the RBPD partnership is committed to furthering their knowledge, building their skills and evolving their partnerships. Relationship-based professionals should be engaged in continual self-reflection about their professional practice and consider how their practices influence the participant's performance and outcomes.

The RBPD Standards were designed with professional growth in mind. The standards can be used in conjunction with the RBPD Standards Self-Assessment (see Appendix A) to help professionals decide on meaningful and relevant professional learning opportunities that would deepen understanding and practice. It is up to the discretion of the relationship-based professional to decide how to complete the self-assessment. For example, the professional may choose to focus on one or two standards at a time versus completing all of the standards at once. The professional may use insights gleaned from the self-assessment to request learning support.

In addition to engaging in self-reflection, the self-assessment tool may be used in parallel with supervisors, critical friends or during shadowing visits to objectively assess a professional's practice from a different point of view.

We encourage professionals to identify methods of obtaining feedback from their participants regarding their experience and satisfaction with the relationship-based partnership. The information from these sources can be used for planning professional development opportunities throughout the year.

Guidelines for Those Who Employ Relationship-Based Professionals

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

- Employ relationship-based professionals who have education, training and content knowledge specific to the relationship-based professional standards and their content areas (e.g., infant mental health, early learning, home visiting).
- 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.
- Require a bachelor's degree when possible; provide an exception for an associate's degree, when needed, 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 training, attending off-site training 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.

Building Community Capacity with Relationship-Based Teams

While the RBPD Standards set the expectations for the knowledge and skills of relationship-based professionals, we must recognize the need for communities to personalize their RBPD approach. We must also note the importance of recruiting relationship-based professionals from emerging or grassroots leaders who represent and understand their communities.[8] 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 qualifications of a relationship-based professional. When these situations arise, it may be necessary to form teams or partnerships to collectively meet the qualifications.

Building sustainability within communities by offering culturally responsive RBPD 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. Depending on the cultures and learning traditions of the community, a peer-to-peer learning experience may have a greater impact than several one-on-one mentoring relationships.

Conclusions

Relationship-based professionals play a critical role within the state's professional development system. Not only do they grow individuals through their support services, they also connect those individuals to other resources within that will help them move forward. Relationship-based professionals, by the nature of their work, have a unique insight into the realities of caregivers, educators, children, and the communities in which they live. They have access to data that could contribute to the learning of professional communities, and could inform the development of professional system-level change.

We encourage all professionals to share their experiences and engage in collaborative planning to develop more effective, equitable, and culturally responsive supports to those who work with children, youth, and families. This resource was developed to be a living document. It will undergo periodic revisions based on research and advancements made in the field, feedback from users and other systems-level changes within Washington State. If you have and ideas about how to improve the usability and functionality of this document reach out to DCYF at training@dcyf.wa.gov to share those invaluable comments. Together we can build a better system of supports!

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[8] The Power of Mentoring, Taking the Lead: Investing in Early Childhood Leadership for the 21st Century, Elliott, et al. (2000)

Glossary of Terms[9]

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. Adult learning differs from children's learning in that it is self-directed, problem-centered, experience-based and more relevant to life.

Coaching — 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 a program/organization staff or 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 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 — 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 using professional relationships as a primary method to support professional growth and development for adult learners. RBPD 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.

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[9] Adapted and expanded from the Office of Child Care and Office of Head Start and Florida's Appendix IV Glossary

Appendix A: Supporting Professional Growth Across the Standards

Professionals interested in building their skills across the standards and competencies may consider the following options listed below. Please note that this list is not comprehensive, and should be considered a living document. If you have any resources that you would like to add to this list, please contact training@dcyf.wa.gov with your suggestions.

General Strategies	- Community of practice on topic area
	- Reflective supervision
	- Shadow an experienced peer when in new role
	- Engage in self-reflection using these possible strategies:
	    o Use video as a tool for reflection
	    o Critical friend/coach to reflect on practice
	    o Self-reflection journal
	- Book study
	- Podcasts
	- Videos on YouTube, TED Talks
	- Identify content-related strengths/weaknesses and create a professional development plan to build expertise

Standard I: Foundational Knowledge	- NAEYC Code of Ethical Conduct - NASW Code of Ethics - Figley, C. R. (1995). Compassion fatigue: Coping with secondary traumatic stress disorder in those that treat the traumatized. New York: Brunner-Routeledge. - Schon, D. (1983). The Reflective Practitioner: How Professionals Think in Action. NY: Basic Books. - Trivette, C., Dunst, C., Hamby, D., & O'Herin, C. (2009). Characteristics and Consequences of Adult Learning Methods and Strategies. (Winterberry Research Synthesis, Vol. 2, No. 2). Asheville, NC: Winterberry Press
Standard II: Co-Creating Relationships	- Fierce Conversations - Courageous Conversations - Work by Brené Brown - Administration for Children and Families, Office of Head Start, National Center on Quality Teaching and Learning. (2012, May). Practice based coaching. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/practice-based-coaching.pdf - Elliott, K., Farris, M., Alvarado, C., Peters, C., Surr, W., Genser, A., & Chin, E. (2000). The power of mentoring. Taking the lead: Investing in early childhood leadership for the 21st century. Report of the Center for Development in Early Care and Education, Report, Wheelock College, Boston. - Gallacher, K. (1997). Supervision, mentoring and coaching. In WPJ McCollum & C. Catlett (Eds.). Reforming personnel in early intervention (pp. 191-214). Baltimore: Paul H. Brookes Publishing Co. - Motivational Interviewing (MINT: Excellence in Motivational Interviewing) - Reflection as a Coach Development Tool (Coach Growth) - Rush, D. D., & Shelden, M. L. (2005). Evidence-based definitions of coaching practices. CASEinPoint, 1(6).
Standard III: Developing an Anti-Bias Approach	- Implicit Bias Harvard - National Education Association's Cultural Competence Toolkit - Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (PDF) - Researching and learning about other cultures

	- Resources for Talking With Children and Youth About Race (PDF) - Chang, H. (2006). Getting ready for quality: The critical importance of developing and supporting a skilled, ethnically and linguistically diverse early childhood workforce. Oakland, CA: California Tomorrow. - Cruz, B. C., Ellerbrock, C. R., Vasquez, A., and Howes, E. V. (2014). Talking diversity with teachers and teacher educators: Exercises and critical conversations across the curriculum. New York, NY: Teachers College Press. - Derman-Sparks, L. and Ramsey, P. G. (2011). What if all the kids are white? Anti-bias multicultural education with young children and families (2nd ed.). New York, NY: Teachers College Press. - Diangelo, R. (2018). White fragility: Why it's so hard for white people to talk about racism. Boston, MA: Beacon Press. - Jacobson, T. (2003). Confronting our discomfort: Clearing the way for anti-bias in early childhood. Portsmouth, NH: Heinemann. - Lindsey, D. B., Martinez, R. S., & Lindsey, R. B. (2007). Culturally proficient coaching: Supporting educators to create equitable schools. Thousand Oaks, CA: Corwin Press. - Oluo, I. (2018). So you want to talk about race. New York, NY: Seal Press.
Standard IV: Effective Communication	- Improve Your Listening Skills with Active Listening (Video) - Courageous Conversations
Standard V: Navigating the Change Process	- TEDx Talks: How to Deal With Resistance to Change (Video) - TEDx Talks: Three Myths of Behavior Change (Video) - Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self determination in human behavior. New York: Plenum Press. - Hall, G. E. & Hord, S.M. (2006). Implementing change: Patterns, principles and potholes. Boston: Pearson. - Peterson, S. M., & Baker, A. (2011), Readiness to Change in Communities, Organizations, and Individuals, in John A. Sutterby (ed.) The Early Childhood Educator Professional Development Grant: Research and Practice (Advances in Early Education And Day Care, Volume 15), Emerald Group Publishing Limited, pp.33-59. - Prochaska, J. O., DiClemente, C.C., & Norcross, J.C. (1992). In search of how people change. Applications to addictive behaviors. American Psychologist, 47: 1102-1114.
Standard VI: Facilitating the Learning Cycle	- Practice-Based Coaching - Parlakian, R. (2002). Look, listen, and learn: Reflective supervision and relationship-based work. Washington, DC: ZERO TO THREE. - Schon, D. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books. - Understanding the experience of experience: a practical model of reflective practice for Coaching (International Journal of Evidence Based Coaching and Mentoring) (PDF)

Appendix B: Self Assessment

Standard I: Foundational Knowledge

Please complete this self-assessment to determine how frequently you demonstrate each competency indicator in your practice. You can use this tool to identify your professional development goals.

1. Ethics and Professionalism

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Able to describe the importance of ethics and professionalism.				
Level 1	b	Shares information about ethics and professionalism and builds participant's awareness on application.				
Level 2	a	Applies field-specific code of ethics in their partnership with the adult.				
Level 2	b	Models identifying ethical and professional strategies to support a participant who is navigating an ethical dilemma.				
Level 3	a	Engages participant in expressing expectations for ethical and professional partnerships and relationships.				
Level 3	b	Facilitates the development of norms and values related to respectful interactions, confidentiality, and professionalism.				
Observations and Experiences						

2. Supporting Adult Learners

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Able to describe that participants have unique learning needs.				
Level 1	b	Recognizes that participants bring prior knowledge and experience to the learning partnership.				
Level 1	c	Shares information about adult learning principles and builds participant's awareness of their learning style.				
Level 2	a	Applies adult learning principles to differentiate approaches for each participant.				
Level 2	b	Identifies relevant strategies for each participant based on stage of development and readiness for change.				

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 2	c	Encourages the participant's engagement and involvement in sharing their learning needs and determining how they are supported.				
Level 3	a	Evaluates the transference of learning to practice and selects the most impactful approach.				
Level 3	b	Co-develops an individualized approach based on the adult's context and sharing of their own learning preferences.				

Observations and Experiences

3. Establishing the Partnership Agreement

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Describes the steps to come to agreement about the learning process and relationship.				
Level 1	b	Gathers information about the participant and explores the goals they would like to work on.				
Level 2	a	Establishes an agreement about roles and responsibilities, expectations for interactions (e.g. norms about missed appointments, giving and receiving feedback, follow-through on tasks, etc.).				
Level 2	b	Guides the development of goals and measurements of work performance for each meeting.				
Level 3	a	Co-create roles and responsibilities to ensure that the partnership is driven by the participant.				
Level 3	b	Co-create the goals and measurements of success for each session, and do regular check-ins to ensure that the partnership is aligned with the goals.				

Observations and Experiences

Standard II: Co-Creating Relationships

1. Universal Relationship Skill						
			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Establishes expectations for an open and honest relationship.				
Level 1	b	Demonstrates compassion, understanding and empathy for the participant.				
Level 1	c	Establishes a trusting relationship that allows for building awareness through joint conversation.				
Level 1	d	Understands and welcomes different perspectives because they are part of building trusting relationships.				
Level 2	a	Confident in self, process and the participant as a full partner in the relationship.				
Level 2	b	Comfortable letting the participant shape the direction and nature of the partnership.				
Level 2	c	Aware of own contribution to the dynamics of a strength-based relationship.				
Level 2	d	Aware of emotional responses within interactions and the relationship. Exploration of feelings used to inform next steps.				
Level 3	a	Understands that feelings may emerge for self and participant throughout the partnership, and is able to hold and contain them without becoming enmeshed.				
Level 3	b	Understands that positional power dynamics may impact their relationship with participant, and actively acts to reduce their influence.				
Level 3	c	Uses humor or other culturally appropriate strategies to create lightness and energy during interactions.				

Observations and Experiences

2. Relationship Skills Unique to RBPD						
			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Maintains focus on understanding instead of "problem-solving" and is able to hold uncertainty.				
Level 1	b	Provides support to the participant while maintaining professional boundaries.				
Level 1	c	Recognizes and understands the participant's strengths and areas of growth, and consistently holds the participant in positive regard.				
Level 1	d	Demonstrates respect for the participant's perspectives, abilities, learning style, and pace.				
Level 2	a	Remains open and content to "not know", while maintaining a focus on understanding the participant.				
Level 2	b	Recognizes the participant's signals as an invitation for deeper exploration in-the-moment.				
Level 2	c	Identifies several effective methods for working with the participant, and is able to choose most effective approach in the moment.				
Level 2	d	Cultivates an orientation of curiosity, wondering, and openness in the partnership.				
Level 3	a	Creates a connected and trusting relationship with the participant that allows for risk-taking and exploration.				
Level 3	b	Explores alternative perspectives with the participant and experiments with new approaches for support.				
Level 3	c	Able to self-regulate when working with strong emotions to prevent becoming overwhelmed by what is shared.				
Level 3	e	Co-creates goals by seeking out information and inviting the participant's perspectives regarding a goal or situation.				

Observations and Experiences

Standard III: Developing an Anti-Bias Approach

1. Awareness of Self as a Cultural Being			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Identifies how own racial and cultural heritage affects definitions of normality, abnormality and the learning process both personally and professionally.				
Level 1	b	Takes action to increase awareness of how own cultural backgrounds, experiences, attitudes, values, beliefs and biases influence the power dynamics of interactions with others.				
Level 1	c	Demonstrates increasing willingness to seek new knowledge and understanding regarding own cultural beliefs and practices.				
Level 1	d	Identifies how one's language/s contributes to own identity.				
Level 2	a	Acknowledges own privileges, status, attitudes, values, beliefs, and feelings.				
Level 2	b	Describes how self and others have been affected by individual, institutional, and cultural racism either directly or indirectly.				
Level 2	c	Engages in reflective activities with others to understand individual and institutional racism and its effect on self and others.				
Level 2	d	Is open and willing to discuss differences that exist between self and others in terms of race, ethnicity, culture, identity, language and beliefs.				
Level 2	e	Articulates own biases and their potential impact on relationships with others.				
Level 3	a	Uses knowledge and understanding of how historical oppression, racism, discrimination, and stereotyping affect them personally and in their work.				
Level 3	b	Engages in and/or facilitates conversations about racism or bias in the context of their work.				
Level 3	c	Actively addresses own implicit bias or racism as it occurs in the context of their work (e.g., processing derogatory comments made by individual during a session).				

Observations and Experiences

2. Anti-Bias Practices

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Communicates in the partner's preferred language/s including language varieties.				
Level 1	b	Seeks new knowledge about culturally and linguistically specific practices to develop a respectful partnership.				
Level 1	c	Adjusts interactional style to be consistent with cultural and linguistic expectations for adult-adult communication.				
Level 1	d	Uses intentional language that demonstrates acceptance of races, ethnicities, genders, sexual orientations, cultures, families, person first terminology.				
Level 2	a	Applies knowledge related to cognitive style preferences to adjust interactional dynamics (e.g., placing more attention on reflecting and processing than on content; being task oriented; adjusts approaches and pacing as necessary.)				
Level 2	b	Seeks out educational, consultative, and training experiences to improve effectiveness in working with diverse populations in order to dismantle racism and reduce harm.				
Level 2	c	Analyzes and uses materials that demonstrate acceptance of all races, ethnicities, genders, sexual orientations, cultures, families, languages, and physical and development abilities.				
Level 3	a	Incorporates cultural traditions Incorporates cultural traditions, history, funds of knowledge and language/s to promote multicultural relationships.				
Level 3	b	Maintains collaborative curiosity with a partner in recognizing and identifying their perspectives.				
Level 3	c	Reflects on feelings that emerge for the self and a partner throughout the partnership, and provides the opportunity to process them in an open and supportive way.				
Level 3	d	Creates relationships in which partners take pride in their cultural identities, beliefs and practices.				
Level 3	e	Seeks to finds common ground to resolve cross-cultural differences.				

Observations and Experiences

Standard IV: Effective Communication

1. Active Listening

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Self-aware of own emotional responses.				
Level 1	b	Recognizes verbal and non-verbal communication strategies.				
Level 1	c	Seeks outside support from colleagues and other professionals to regulate own emotional responses, and improve practice.				
Level 2	a	Identifies and employs strategies to regulate own emotional response.				
Level 2	b	Adjusts their communication style to best connect with participant.				
Level 2	c	Uses verbal and non-verbal communication cues to understand participant, and invites exploration of what is seen or heard.				
Level 3	a	Summarizes, paraphrases, restates what the participant has shared in order to gain clarity and understanding of the perspective.				
Level 3	b	Demonstrates active and responsive listening techniques and is able to adjust communication style to best connect with adults.				
Level 3	c	Listens for emerging themes and extends participant's thinking by reframing ideas and considering them in a broader context.				

Observations and Experiences

2. Building Shared Understanding			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Uses clear, direct spoken and written language that is appropriate and respectful when communicating about goals, and when providing feedback.				
Level 1	b	Recognizes factors that contribute to barriers in engagement.				
Level 1	c	Begins each gathering by identifying purpose of the work together.				
Level 1	d	Seeks and reflects understanding of what is being discussed.				
Level 2	a	Co-develops communication pathways for sharing information with the participant.				
Level 2	b	Engages the participant in identifying the barriers and seeks out resources and supports to learn more about overcoming these barriers.				
Level 2	c	Asks questions that encourage the participant's perspective and bring clarity to their thinking.				
Level 2	d	Identifies linguistically and culturally specific practices to maximize effectiveness of communication (e.g. Pragmatics - rules of speech; paralanguage - eye contact, head nods, silence, space; vocal cues - pitch, volume, tempo, tonal quality).				
Level 3	a	Encourages self-advocacy skills in the participant to take ownership and direct the work of the partnership to their maximum benefit.				
Level 3	b	Nurtures high expectations and confidence by encouraging others to display their own skills and strengths.				
Level 3	c	Receives feedback from the participant and uses for continued growth.				
Level 3	d	Identifies possible conflicts and addresses them by applying positive conflict resolution strategies.				

Observations and Experiences

Standard V: Navigating the Change Process

1. Supporting Awareness and Engagement			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Understands that self-awareness is foundational to changing practice.				
Level 1	b	Supports participant in identifying strengths, and reframing areas of growth as opportunities.				
Level 1	c	Recognizes that self-awareness is necessary in order to change practice and can articulate why it's important.				
Level 1	d	Asks questions that encourage the participant to seek greater understanding, awareness, and clarity.				
Level 2	a	Possesses the abilities and skills to engage in sustained and meaningful back and forth reflective conversations with participant.				
Level 2	b	Identifies underlying concerns, patterns for perceiving self in the world, and differences between the facts of a situation and participant's interpretation.				
Level 2	c	Helps participant recognize different, interrelated factors that affect them and their behaviors.				
Level 3	a	Models not having answers to every question, and builds appreciation of the learning process.				
Level 3	b	Encourages participant to make connections between their descriptions and observations, and other forces that influence their lives.				
Level 3	c	Supports participant to discover new thoughts, beliefs, emotions, perceptions that strengthen their ability to take action toward their goals.				

Observations and Experiences

2. Change Process			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Understands the dynamic process and stages of change related to adult growth and learning.				
Level 1	b	Demonstrates understanding that improvement is non-linear and continuous, rather than static.				
Level 1	c	Supports participant through strong emotional responses while encouraging them to continue their efforts.				
Level 2	a	Builds participant's awareness of the change process, and makes connections between their emotional experience and steps in the process.				
Level 2	b	Celebrates early successes that are important to the participant to motivate them to take on more challenging goals.				
Level 2	c	Individualizes approach based upon participant's attitude toward change process.				
Level 3	a	Engages participant in self-exploration to elicit change while recognizing that adults vary in their readiness for change.				
Level 3	b	Facilitates a reflective discussion about what was effective, and what was a barrier to improving or refining practices.				

Observations and Experiences

Standard VI: Facilitating the Learning Cycle

1. Goal Setting

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Supports participant in identifying potential new areas of learning and growth.				
Level 1	b	Understands and uses objective observation to support goal setting and planning.				
Level 2	a	Co-creates goals that are specific, measurable, attainable, realistic and time-bound.				
Level 2	b	Jointly identifies and designs goals that are respectful of participant's values.				
Level 3	a	Allows participant to take the lead in goal setting, and supports with content knowledge that is specific to the topic area.				

Observations and Experiences

2. Gathering information

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Assesses the needs and strengths of a participant to determine if they can collect objective information.				
Level 1	b	Identifies multiples strategies for conducting observations, documentation and assessment that will support goal-setting and planning.				
Level 1	c	Creates culturally and linguistically appropriate processes/tools for gathering and recording information about changes in practice.				
Level 2	a	Supports participant in using a variety of tools and techniques to conduct objective observations and collect relevant data.				
Level 2	b	Guides the participant to collect information using multiple methods, in multiple contexts (i.e. indoors, outdoors), and from multiple sources.				
Level 2	c	Develops participants to document observations using objective statements.				
Level 3	a	Develops participant's skills in choosing the most appropriate strategies to observe, document, and assess.				
Level 3	b	Illuminates biases that may prevent a participant from seeing or recognizing instances during data gathering that supports the goal.				
Level 3	c	Co-creates tools for gathering information.				

Observations and Experiences

3. Reflection

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Lead a reflective discussion about the data to identify priorities for learning and improvement.				
Level 1	b	Reviews information through a culturally responsive lens, and with an understanding of the participant's specific context.				
Level 1	c	Shares understanding and data with the participant.				
Level 1	d	Determines if the information gathering tools were appropriate, and generated usable data.				
Level 2	a	Uses reflective discussions to guide participant to find the meaning behind the evidence collected.				
Level 2	b	Facilitates participant to identify successes, challenges, and areas in need of additional refinement.				
Level 2	c	Supports participant to review information through a culturally responsive lens, and with an understanding of their specific context.				
Level 2	d	Understands and uses questions for different purposes (e.g. sharing information, supporting thinking, clarifying issues, etc.).				
Level 3	a	Maintains focus on goals, but demonstrates flexibility and understanding for emergent needs that may result from reflection.				
Level 3	b	Professional and participant regularly reflect on changes in dispositions, practices, skills and knowledge.				

Observations and Experiences

4. Action Planning & Taking Action

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Supports strategies that appropriately engage the participant in self-exploration and growth, and reflect the participant's readiness for change.				
Level 1	b	Determines what changes in practice would need to happen in order to achieve goals.				
Level 2	a	Supports participant to identify next steps for taking action and make decisions about what to implement.				
Level 2	b	Designs individualized action steps and practical aides that will support changes in practice.				
Level 3	a	Participant takes the lead in creating action plans that are individualized, and address desired long-term outcomes.				

Observations and Experiences

5. Feedback

			Consistently	Occasionally	Rarely	Target for PD Plan
Level 1	a	Evaluates multiple sources of evidence to collect data about implementation to determine if the goal was met.				
Level 1	b	Provides feedback that is both supportive and corrective to help achieve goals or improve practice.				
Level 2	a	Develops participant's ability to analyze multiple sources of data to identify if progress was made, and to inform future goals.				
Level 2	b	Facilitates a reflective discussion about what was effective, and what was a barrier to improving or refining implementation of practices.				
Level 3	a	Participant takes the lead on revising or setting new goals and action plans based on the outcomes of the learning cycle.				

Observations and Experiences

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