Alaska's Relationship Based Professional Development (RBPD) Competencies: Self-Assessment

The purpose of the AK RBPD Competencies self-assessment is to guide the user's self-appraisal of their RBPD skills. Completion of the self-assessment will inform the development of individual professional development plans. Submit the self-assessment and professional development plan with the RBPD credential application.

Competencies	Area of Strength	Growth Area	Potential Dev. Goal
Content Area 1: Foundational Knowledge This area focuses on the foundational knowledge and principles that Relationship-Based Professional Development (RBPD) professionals need. It emphasizes understanding adult learning principles, partnering with early childhood professionals, cultural competency, and the foundation of relationship-based and coaching practices. RBPD professionals aim to create a safe, respectful, and inclusive environment while using a Trauma-Informed Care lens.			
1.1. Partnering with Adult Learners for Personal Growth *RBPD professionals recognize that adults learn differently and individualize learning experiences by understanding each learner's needs and preferences.*			
• Understand and apply adult learning principles to provide high-quality professional development.			
• Recognize the influence of culture, language, equity, and inclusion on RBPD practice, translating this awareness into proactive approaches and inclusive strategies.			
• Apply Trauma-Informed Care (TIC) principles in support of a learning partnership.			
1.2. Partnering with Early Childhood Professionals *RBPD Professionals have the Early Childhood (EC) knowledge and skills required to partner with EC professionals in their work with young children and families in Alaska.*			
• Demonstrate understanding of early childhood development across domains and guide EC professionals' own development based on this knowledge.			
• Encourage and partner with adult learners to recognize and share their preferences.			
• Value each adult and child as an individual within relationships and various influences.			
• Facilitate the use of ethically grounded assessment tools to help EC professionals document child progress and build partnerships.			
1.3 Cultural Competency and Anti-Bias Practices *RBPD professionals strive to create environments that foster inclusive growth and learning by actively engaging in equitable and inclusive practices.*			
• Apply culturally responsive practices, approaches and strategies that recognize, respect and integrate the cultural backgrounds, beliefs and experiences of individuals.			

• Acknowledge personal and cultural biases in themselves and others.			
• Work towards reducing barriers to engagement and inclusion/belonging.			

• Identify and mitigate the impact of power dynamics and microaggressions.			
• Promote equity and inclusion.			

1.4 Foundation in Relationship-Based Professional Development Practices
RBPD professionals develop relationships as the foundation of their work and are able to apply a variety of development strategies.

• Understand and prioritize the foundational significance of relationship in fostering professional growth.			
• Apply RBPD as a collaborative process, highlighting ethical considerations, confidentiality, and cycles of reflective inquiry.			
• Define and differentiate between various professional development strategies, including training, technical assistance, consulting, and coaching.			
• Cultivate an open, growth-focused mindset for themselves and those they work with.			

Content Area 2: Professional & Ethical Practices
In this content area, RBPD professionals develop their professional and ethical conduct. They understand the importance of RBPD as a framework and follow guidelines for maintaining relationships as the primary method for professional growth. RBPD professionals prioritize ethical behavior, personal and professional development, and effectively manage agreements, confidentiality, and boundaries. They also work on cultural awareness and addressing personal bias.

2.1 Understanding and Providing Relationship-Based Professional Development
RBPD professionals grasp the essence of utilizing RBPD as a foundational framework and prioritize nurturing meaningful relationships to facilitate effective educator growth.

• Use RBPD as a universal framework for supporting educator growth.			
• Develop and manage relationships as fundamental to professional development.			
• Implement reflective inquiry cycles within safe and trusted relationships.			

2.2 Professional and Ethical Conduct
RBPD professionals prioritize ethical guidelines and standards while articulating a comprehensive professional philosophy, essential for maintaining integrity and trust in RBPD practice.

• Apply ethical guidelines and standards in RBPD. *			
• Explain a professional philosophy, including legal requirements and ethical standards.			

• Proactively identify and address conflicts of interest that may arise, to maintain impartiality and integrity in professional relationships.			
• Utilize reflective practice supports to address ethical dilemmas and improve professional conduct.			

2.3 Effective Management of Agreements, Confidentiality & Boundaries
RBPD professionals focus on establishing clear agreements, maintaining confidentiality, and delineating boundaries meticulously, fostering a safe and respectful environment conducive to professional growth.

• Partner with participants to establish clear agreements and boundaries, including roles and responsibilities.			
• Maintain confidentiality and comply with relevant laws and agreements.			

2.4 Cultural Awareness and Attending to Personal Bias
RBPD professionals explore their cultural influences and biases, aiming to cultivate cultural humility, recognize biases, and implement strategies fostering inclusivity within the professional development context.

• Engage in self-reflection to understand personal cultural influences on relationships.			
• Recognize and manage personal biases, practicing and promoting cultural humility.			
• Utilize strategies to challenge biases and create inclusive environments.			

2.5 Commitment to Quality and Ongoing Professional Development
RBPD professionals demonstrate dedication to maintaining expertise, integrating best practices, and engaging in continual learning and reflection, ensuring the provision of high-quality professional development.

• Demonstrate expertise in relevant domains and best practices.			
• Incorporate current research and best practices into coaching.			
• Engage in ongoing professional development through assessment, learning, and reflection.			

Content Area 3: Co-Creating Relationships
Co-creating relationships is the focus of this area. RBPD professionals build and maintain trust, practice active listening, and use engagement strategies to create a supportive environment for participants. They also facilitate a relationship of mutual accountability, promoting open, honest, and reflective conversations while empowering participants to take charge of their own professional development.

3.1 Build and Maintain Trust
RBPD professionals establish and nurture trusting relationships with participants by creating a safe and supportive environment built on mutual respect and clear boundaries.

• Co-create a safe, confidential, and supportive working relationship with the participant, fostering mutual respect and shared power.			

• Establish clear expectations and boundaries for an open and honest relationship, promoting trust and professional integrity.			
• Cultivate curiosity and openness in the partnership to encourage self-awareness and practice changes.			
3.2 Active Listening *RBPD professionals engage in active listening, attentively tuning into participants' verbal and non-verbal communication to understand their perspectives and foster meaningful dialogue.*			
• Attend comprehensively to what the RBPD partner is communicating (verbally and non-verbally) to understand their perspectives, beliefs, and values.			
• Acknowledge and explore participants' emotions, non-verbal cues, and expressions.			
• Use open-ended questions and clear, direct language to facilitate understanding, demonstrating empathy and understanding to support self-expression and reflection.			
• Self-manage the urge to respond while listening in order to maintain focus on the participant.			
3.3 Using Engagement Strategies			
RBPD professionals employ diverse engagement strategies to empower participants in their professional development journey, fostering active participation and reflection.			
• Utilize diverse strategies (e.g., powerful questioning, reflecting, reframing) to help the participant explore and expand their thinking, and encourage active participation in their professional development.			
• Co-develop communication pathways for sharing information with the participant, ensuring clarity and understanding while avoiding power differentials.			
• Provide a supportive and nurturing environment that encourages the participant to share freely, facilitating meaningful dialogue and exploration.			
3.4 Facilitating Mutual Accountability *RBPD professionals collaborate with participants to establish clear expectations and feedback mechanisms, promoting mutual accountability and continuous growth in professional practice.*			
• Collaboratively establish clear expectations, agreements, and feedback mechanisms for the coaching relationship, process, plans, and goals.			
• Regularly reflect with the participant to share and receive feedback, adjusting the coaching approach to improve the relationship and its effectiveness for the participant.			

• Partner with participants to hold them accountable to their plans, goals and choices, while emphasizing learning and growth.			

Content Area 4: Growth & Learning

This content area revolves around facilitating growth and learning for participants. RBPD professionals use strategies that are participant-centered, culturally responsive, and strengths-based. They help participants recognize that growth can be non-linear and use cycles of inquiry to support the adult learning process. RBPD professionals also promote reflective practices, empowerment, and accountability, monitoring progress toward participants' goals.

4.1 Participant-Centered, Culturally Responsive, Strengths-Based Strategies

RBPD professionals prioritize participant-centered, culturally responsive, and strengths-based strategies, recognizing the importance of adaptability and cultural awareness in fostering effective learning environments.

• Flexibly adapt strategies while embracing cultural diversity to foster participant-centered approaches.			
• Encourage reflection on relationship dynamics and cultural responsiveness to deepen understanding.			

4.2 Facilitating Cyclical and Reciprocal Learning Processes Founded on Data

RBPD professionals guide participants through a learning process using data and reflection., recognizing and facilitating the non-linear nature of growth and development.

• Guide participants through inquiry cycles, using qualitative and quantitative data to monitor progress and growth.			
• Normalize setbacks and emphasize the non-linear nature of change and development to foster resilience during the learning process.			

4.3 Facilitating Transformation and Growth through Reflective Practices

RBPD professionals facilitate transformation and growth through reflective practices and use a variety of techniques to cultivate reflection and self-awareness.

• Encourage reflection on personal values, biases, and behaviors to enhance self-awareness.			
• Utilize various techniques to facilitate reflection, discussion, understanding and insight.			

4.4. Monitoring Progress and Holding Participants Accountable

RBPD professionals monitor progress, hold participants accountable and promote shared responsibility in optimizing the effectiveness of the learning relationship.

• Hold participant accountable to their stated agenda, goals and actions, without judgment.			
• Guide participants towards goals and growth, reflecting on successes and setbacks.			
• Encourage individual and shared reflection on the effectiveness of the relationship and work with participant to improve as needed.			

* Primary source: NAEYC Code of Ethical Conduct; Additional sources: The Code of Ethical Conduct Supplement for Early Childhood Adult Educators, and the International Coach Federation (ICF) Standards of Ethical Conduct.