

2015 Roundtable: Leading for Excellence – Summary

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This summary provides a high level overview of the 2015 Roundtable, a list of resources shared by presenters and attendees, and summaries of the sessions in the meeting. To learn more about the Roundtable, see the [Roundtable page](#) on the [CEELO website](#).¹

What we set out to do

State early education specialists from across the US came to New Orleans to share and learn together in the 2015 CEELo|NAECS-SDE Roundtable. This year's theme was *Leading for Excellence*. Why the leadership focus? The Roundtable planners heard from states that leadership is critical to setting effective early learning policy that results in improved child outcomes.

The [Roundtable](#) is collaboratively planned by national technical assistance partners to build capacity of state early childhood specialists. The meeting encourages peer exchanges of research and innovative practices to enhance state policy.

The desired outcomes of the meeting were to:

- Consider and deepen knowledge of personal, professional and management competencies needed to lead high performing early learning offices;
- Increase awareness of leadership goals, styles, strengths and challenges;
- Increase awareness of how organizational and political circumstances impact the exercise of leadership; and
- Strengthen partnerships across states in addressing leadership issues that state specialists face.

Who came

One hundred fifty attendees came from 40 states and DC. Forty-one state agencies were represented by 88 participants. Twenty-five brought a team from their agency. We were joined by 17 Comprehensive Center and Race to the Top – Early Learning Challenge fund technical assistance colleagues, as well as fifteen from other technical assistance centers or research educations.



Feather Challenge - Looking at the Big Picture

¹ Information in the summary comes from a variety of resources – notes taken by staff, information shared by panelists and speakers, resources shared on our meeting Padlet pages (resources, big ideas, next steps), Twitter comments, and a post-meeting survey.



What we learned

Leadership is key to ensuring that children receive quality instruction that leads to positive child outcomes. As keynote Steven Tozer explained, leadership is second only to classroom instruction as an influence on student learning, but we'll never get high quality teaching unless we have high quality school leadership and organizations first. Attendees learned leadership is not simply for those with a high level title - it can be developed and exercised at any level – we each can be leaders should we make the choice. Sessions encouraged systems- thinking and skill-building around leadership at both the institutional and individual level to improve child outcomes.



Mapping out Child Systems



Panelists Shared Insights and Laughter

For a deeper dive into what attendees learned in the sessions and the resources shared, see the session by session summaries on page eight or check out the [Big Ideas](#) padlet page from the meeting.

What's next

The Roundtable started the conversation around developing leadership, and we hope these conversations turn into actions.

- CEELO staff are available to help your state think through and make plans to move towards that action. See [here](#) for the CEELO liaison for your state.
- For those interested in developing their personal leadership competencies through a work-embedded project, the [CEELO Leadership Academy](#) offers a year-long opportunity to do just that.
- The NIEER [Preschool Matters...Today](#) blog hosted a series on leadership, including a [blog](#) on early childhood education and leadership in schools by Eleanor Shirley (Nebraska Department of Education, Office of Early Childhood).

Through padlet, a number of attendees posed questions for thinking forward:

- How can we as an organization encourage and promote alignment between school and community leadership?
- At the state level, how to approach being an advocate for how the system can change?
- How can a state agency build/develop leadership in the birth through third grade space?
- What are we doing in our agencies to build/develop leadership?



Attendees Shared Questions & Comments



Resources²

Speakers, panelists, and attendees had a lot to share. These resources were compiled from sessions, padlet, and Twitter. Resources identified in specific sessions are listed in the following section by session. Those resources that have a cost are denoted with an asterisk.

Attendees tweeted away using the meeting hashtag #Lead4ECE. Check out their insights on this [Storify](#).

Reports, Frameworks, and Tools

[Early Childhood Literacy: Policy for the Coming Decade \(UIC Research on Urban Education Policy Initiative Policy Brief\)](#) - This policy brief identifies policy actions to enhance literacy education in the birth through third grade continuum.

[Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches](#) (Kauerz/Coffman Framework) - The Framework helps to address key questions facing those who are developing PreK-3rd grade approaches in their school, district, or community.

[Kotter's 8-Step Process for Leading Change](#) - This e-book goes through each step in the 8-Step Process for Leading Change.

[Web Ed \(Waters Foundation\)](#) - The information on this site provides instruction on key concepts and tools of systems thinking.

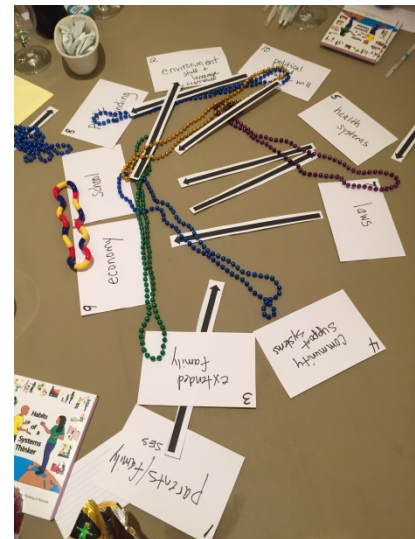
[Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#) (prepublication pdf is free) - This report from the Institute of Medicine (IOM) and National Research Council (NRC) presents key competencies for a high-quality ECE workforce and

identifies policy steps.

[The State of Preschool 2014](#) - This annual publication presents data on state-funded pre-K.

[Early Childhood Indistar Indicators](#) - The Early Childhood Indistar[®] Indicators were developed by CEELO in collaboration with the **Center on Innovations in Learning (CIL)**. The new early childhood indicators provide an opportunity for stakeholders to use indicators and the associated research to align early childhood education with school improvement efforts.

[Results-Based Accountability](#) - This site from the Fiscal Policy Studies Institute offers publications and information about workshops that are focused around Results-Based Accountability (RBA).



Systems Thinking in Action

² CEELO collected resources during the meeting them and are simply sharing them in this document - it does not imply endorsement by CEELO.



[Cambridge Leadership Associates](#) – This site hosts information and resources on adaptive leadership.

Books

[Early Childhood Education for a New Era](#)* - Stacie Goffin presents three areas of leadership the early childhood field should tackle.

[Five Levers to Improve Learning: How to Prioritize for Powerful Results in Your School](#)* - This book instructs the reader on how to make the right changes, rather than more changes, for school reform.

[Handbook of Urban Educational Leadership](#)* - This handbook has ten sections that address major topics in education. It highlights roles at the community, district, and teacher level.

[Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization](#)* - Readers will be able to engage in diagnostics and read case studies that demonstrate why we are often immune to change and then how to combat those barriers.

[Learning to Improve: How America's Schools Can Get Better at Getting Better](#)* - This paradigm in this book draws from improvement science and discusses “networked improvement communities.”

[Organizing Schools for Improvement: Lessons from Chicago](#)* - Steven Tozer suggested this book, which shares practices and conditions that are needed for improvement, based on the experience of elementary schools in Chicago.

[Professionalizing Early Childhood Education as a Field of Practice: A Guide to the Next Era](#)* - Stacie Goffin offers tools to engage those in early childhood education in a conversation about professionalizing the field.

[Thinking in Systems: A Primer](#)* - This book guides the reader on thinking in systems and problem solving, both at a personal level and at a grander scale.

[The Triple Focus: A New Approach to Education](#)* - Daniel Goleman and Peter Senge provide reasoning and examples of implementation for focusing on three core skills sets.



Attendees Engaged in the Feather Challenge



Thought pieces

[Asthma-friendly Schools Campaign Report](#) - This document provides an overview of the Asthma-Friendly Schools Campaign. It provides an example of bringing health, public education, and community based organizations together to address an issue.

[Leading with an Open Heart](#) – This article by Ronald Heifetz and Marty Linsky provide explain adaptive leadership and the challenges in leading adaptive change.

[Lessons in Leadership from a Dancing Guy \(Video\)](#) - An entertaining video that also makes a great statement on how leaders create a movement.

[Some Schools Embrace Demands for Education Data](#) – This New York Times article reports on how some schools are collecting and using data throughout all grades. It also discusses perceived benefits and drawbacks.

[A Survival Guide for Leaders](#) - This article by Ronald Heifetz and Marty Linsky offer a survival guide that provides advice at both the organizational and individual level.

[The Try-Hard Generation](#) - This article by Fareed Zakaria argues that Millennials are the product of their environment, while also providing positive food for thought on what skills they bring to the workforce.

State or federal based resources

[Louisiana Department of Education – Education legislation from 2014 Regular Session](#) - Includes three acts that pertain to early childhood care and education.

[NC Formative Assessment Process](#) – This page offers a vast array of information, tools for teachers, and other resources around Formative Assessment.

[Kindergarten Entry Assessments in RTT-ELC Grantee States \(Infographic\)](#) – This infographic shows assessment instruments in use or being developed in Race to the Top – Early Learning Challenge states.

[Early Learning at the U.S. Department of Education](#) – Steven Hicks, U.S. Department of Education (USED), presented these slides at the 2015 Roundtable. It includes information on initiatives and policy statements from USED, as well as the White House.

[Suspension and expulsion in EC settings](#) - This joint policy statement from the U.S. Department of Health and Human Services and the U.S. Department of Education provides information for awareness, recommendations for use, and other resources pertaining to suspension and expulsion in Early Care and Education settings.



[U.S. Department of Education - Early Learning Website](#) – This website offers resources around USED early childhood initiatives in addition to other resources.

[Preschool Development Grants Website](#) – This U.S. Department of Education website provides an overview of the Preschool Development Grants, including the purpose, laws, regulations, & guidance, resources, and FAQs.

[Race to the Top – Early Learning Challenge Website](#) - This U.S. Department of Education website provides an overview of the Race to the Top – Early Learning Challenge, including the purpose, laws, regulations, & guidance, resources, and FAQs.

[School Improvement Grant Website](#) - This U.S. Department of Education website provides an overview of the School Improvement Grants, including the purpose, laws, regulations, & guidance, resources, and FAQs.

[White House EC Summit](#) – This page shares resources, including video, from the 2014 White House Summit on Early Education.

[My Brother’s Keeper](#) – This White House initiative was launched to “to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential.”

[Task Force on New Americans](#) – The project is “a government-wide effort tasked with better integrating immigrants and refugees into American communities in three key areas: civically, economically, and linguistically.”

[Bridging the Word Gap](#) – This page contains a video message from President Obama “focused on the importance of supporting learning in our youngest children to help bridge the word gap and improve their chances for later success in school and in life.”

[Too Small to Fail](#) – This initiative is geared towards parents and businesses to promote awareness around the science of children’s brain development, early learning, and early health.

Other resources

[CEELO Leadership Academy](#) – This site hosts information from the CEELO Leadership Academy, which seeks to strengthen leadership and management competencies of individuals with responsibilities for early childhood education programs in state departments of education (SEAs), early learning agencies and other state early childhood education agencies.



[Leading for Excellence in Early Childhood Development](#) – This blog post shares reflections on the Roundtable meeting by attendee Megan Carolan.

[Roundtable #Lead4ECE Storify](#) – Here you will find a collection of Tweets sent during the meeting .

[Generating Teaching Effectiveness: The Role of Job-Embedded Professional Learning in Teacher Evaluation](#) – This research brief describes job-embedded professional learning, professional learning in teacher evaluation, and essential conditions for professional learning in evaluation.

[Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning](#) – This article discusses how the Classroom Assessment Scoring System (CLASS) provides professional development supports.

[Comparative Coaching](#) – This proposed project will “bring(s) together two widely used, evidence-based coaching approaches for supporting early childhood teachers in a comparative analysis.”

[How Are Early Childhood Teachers Faring in State Teacher Evaluation Systems?](#) - This policy report provides state leaders and technical assistance providers with information about the design and requirements of teacher evaluations systems for early childhood teachers in 11 states.



Session by Session

Session Name	Summary	Resources
<p>Varied Views on Leadership</p>	<p>Steven Tozer kicked off the Roundtable with a call for high quality school leadership and organization. He contended that we will never get high quality teaching without high quality school leadership and organization. He presented insights on systems and discussed the work done in Chicago schools with UIC, which made a concerted effort to put new leadership into the schools, many from high residency leadership programs – with positive results in student outcomes. More detailed information on the presentation is available in this blog post by CEELO staff David Jacobson</p>	<ul style="list-style-type: none"> • Presentation slides (with resources listed – Slides 2, 19-22) • Organizing Schools for Improvement • Learning to Improve • Kauerz & Coffman Framework
<p>State and Local Leadership to Unify Early Childhood in Louisiana</p>	<p>Representatives from the Louisiana Department of Education and Local Community Networks discussed the ongoing statewide effort to unify early childhood in Louisiana in order to prepare all children for kindergarten. Panelists shared their successes and lessons learned from initial implementation to bring child care, Head Start and PreK leaders together into a unified system of quality measurement and improvement, enrollment and teacher support. Panelists included:</p> <ul style="list-style-type: none"> • Jenna Conway , Assistant Superintendent, Early Childhood, Louisiana Department of Education • Beth Laine, Supervisor of Curriculum and Instruction, St. Tammany Parish Schools • Tony Recasner, CEO, Agenda for Children • Sarintha Stricklin, Coordinator, Jefferson Early Childhood Collaborative 	<ul style="list-style-type: none"> • Early Childhood Overview: Preparing All Louisiana Children for Kindergarten (Presentation slides) • Louisiana, Department of Education, Early Childhood • Policy Blueprint • Preschool Matters: P-12 Alignment: Collaboration and Communication in Louisiana • Interview with Jenna Conway in CEELO E-News



		<ul style="list-style-type: none"> • Louisiana’s Early Childhood Guidebook
<p>Leading from the Top – Federal Focus on High Performing Early Learning Programs</p>	<p>Steven Hicks shared information on initiatives and tasks forces from the Office of Early Learning (US Department of Education) and the White House. Included were updates on the Race to the Top Early Learning Challenge and Preschool Development Grants, as well as the top priorities with Congress and the FY 2016 budget.</p>	<ul style="list-style-type: none"> • Early Learning at the U.S. Department of Education (Presentation slides) • Suspension and expulsion in EC settings - policy statement • ED early learning website • Preschool Development Grants website • Race to the Top – Early Learning Challenge website • School Improvement Grant website • White House EC Summit • My Brother’s Keeper • Task Force on New Americans • Bridging the Word Gap • Too Small to Fail
<p>Systems Thinking and Leadership</p>	<p>Tracy Benson invited participants to think through essential elements in a child’s system and create table maps [see link in resource section for photos from the tables]. From there groups worked through an exercise that encouraged them to think about how a child is impacted when any of the essential element components are diminished or eliminated. She then guided the group through what the habits of a system thinker area</p>	<ul style="list-style-type: none"> • Systems Thinking & Leadership: Leading Change in a Complex World (presentation slides)



	<p>and to think through how these habits turn into actions. The session ended with the “Feather demonstration” [see photo on p 4]– each participant held a peacock feather on a finger and was asked to balance it while looking at the bottom. This was nearly impossible. Tracy then asked participants to try to balance the feather while looking at the top of the feather – and they were able to. The exercise was a reminder about the important of looking at the big picture.</p>	<ul style="list-style-type: none"> • Collection of Photos of Table Maps • WebEd • Thinking in Systems • Camp Snowball • The Triple Focus: A New Approach to Education
<p>Breakout 1.1 Building Diverse Leaders</p>	<p>The panel considered what we even mean by diversity – do we have a common definition? Discussion with the whole room expanded the conversation from a focus on racial, ethnic, and linguistic diversity, to other areas such as age, life circumstances, and preparation (i.e., does someone have to have teaching experience to be considered for a job in an SEA – are we excluding a diversity of skills?). How can we create leadership development that becomes a pipeline for diversity? Mentorship, different generations, ongoing PD as an incentive, thinking outside the normal HR requirements , multigenerational settings. Can we tap into the pool of teaching assistants and get them in pathways that will put them in careers at higher levels, making it more reflective of the practitioners? ECE workforce is very diverse, yet we don’t see that in policy positions at state levels – what’s preventing that from happening?</p> <p>(David Jacobson, Jacqueline Jones, Rebecca Gomez, Connie Casha)</p>	<p>Did David have any resources? If not, I can think of a few.</p>
<p>Breakout 1.2 Digging into Systems Thinking</p>	<p>During this breakout, Tracy Benson joined participants in identifying ways that systems thinking habits and tools can positively influence leadership development and impact program success. Through several additional exercises breakout attendees considered the influence of their own mental models and perspective, the characteristics of complex systems, and took a longer look at the habits of systems thinking. Some key take-aways – “Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action – Senge”</p>	<ul style="list-style-type: none"> • Systems Thinking in Schools at the Waters Foundations • Habits of a Systems Thinker – Download One-Pager • Systems Thinking WEBed – Complete Models and



	<p>Tracy noted we can reshape our mental models through practice – e.g. a few habits of a systems thinker – and short exercises to demonstrate them -</p> <ul style="list-style-type: none"> ▪ Seeks to understand the big picture ▪ Observes how elements within systems change over time <p>Changes perspectives to increase understanding.</p>	<p>Exercises in one site</p> <ul style="list-style-type: none"> • Introduction to Systems Thinking for Early Childhood Leaders – CEELO Leadership Academy Workbook
<p>Breakout 1.3 Data-Driven Leadership</p>	<p>Discussants brainstormed on how non-traditional data sources can be useful in framing questions and informing decisions about how to best support policies and practices that enhance early learning outcomes. Attendees learned that Maryland has used a results-based leadership framework in which desired results are articulated, data are collected to inform the policies and practices that can best move toward the desired result, and data are regularly reviewed to ascertain progress toward desired results. Another non-traditional data source for early childhood leaders to use is the Indistar system, used primarily by School Improvement Grant Schools. Similar to the results-based leadership framework, Indistar calls for teams at the state, district, or school levels to select indicators and engage in a continuous improvement process to focus activities on achieving desired results. Another approach is to engage in a root cause analysis that can help decision-makers to allocate resources appropriately. For example, analysis of attendance data revealed that students who were missing school lived in the same housing project that had high rates of asthma (see article in resources section).</p>	<ul style="list-style-type: none"> • Indistar Early Childhood Indicators page • Results-Based Accountability • Attendance Works • Some Schools Embrace Demands for Education Data • NC Formative Assessment Process • Asthma-friendly Schools Campaign Report
<p>Annual NIEER Lecture</p>	<p>This session featured Steve Barnett, who discussed high level findings from The State of Preschool 2014 and provoked a conversation around potential new areas for the Yearbook to expand. Jim Squires followed with preliminary results from a supplemental survey that explores Kindergarten policies and practices</p>	<ul style="list-style-type: none"> • What Lies Ahead? State Pre-K and the NIEER Yearbook (presentation slides) • 2014 State Preschool Yearbook



Yearbook (Steve Barnett)

More children are enrolled and quality is up in some states; however, many states don't have enough money to do preschool at high standards. The highest percentage of children are enrolled in states with lowest quality. There is still tremendous variation across the states in pre-K—we don't see that variation in any other education area. The presentation highlighted some states that have made tremendous progress over a period of time. However, as a nation we've moved at a slow pace, at this rate it would take 75 years to enroll 50 percent of 4-year-olds and 150 years to enroll 70 percent

The session advocated for a greater sense of urgency for the future of ECE. Expansion and development grants give us opportunities to build success, measure success. If we put evaluations into place we can have a body of evidence available to build support more quickly for the kind of success we'd like to see.

Attendees were asked to provide potential areas for Yearbook to expand in to, responses include: exploring how many kids served by all public programs (not just state funded pre-K), program quality indicators, outcomes information, workforce (salaries and benefits, retention), state agency capacity, leadership, DLL policies, information on inclusion, family engagement, coaching, eligibility policies.

Kindergarten Supplemental Survey (Jim Squires)

In a supplemental survey, state administrators were asked to provide information on a variety of Kindergarten policies and practices in their state (32 responded). Jim Squires shared the findings (see slides in resource column). He highlighted that Kindergarten Entry Assessment results are used for a multitude of purposes and are typically aligned with the state standards. Local control presented implications for equity. While the federal government is taking the birth through third grade continuum seriously, most states that responded report slow change around continuum issues.



<p>Importance of School Leaders</p>	<p>Steve Tozer discussed levers for change to create the leadership we needs in districts. He noted that good leaders don't build followers – they build leaders. Effective district leadership needs to systemically build strong school and site leadership. He highlighted the P-3/Leadership nexus – this space where two worlds are coming together that historically have been separate. As these worlds come together, districts need to see that value and power of ECE and be able to work with ECE providers. One critical lever he noted was building the capacity for continuous improvement. He also explained key steps in disruptive institutional change, including:</p> <ul style="list-style-type: none"> • Secure senior support for focus on selected lever • Convene stakeholders and adopt process leadership to craft consensus • Collaboratively examine the data and shape diagnosis (principal with the faculty) • Collaboratively recommend solutions and sustainability • Communicate recommendations strategically • Seek administratively and legislative support <p>He walked the participant through John Kotter 8 errors in change efforts (see link in resources for more information).</p>	<p>Presentation Slides Kotter's 8-Step Process for Leading Change</p>
<p>Breakout 2.1 Building More Effective Systems</p>	<p>How can states build more effective systems that support the implementation of evidence-based practices? The ECTA System Framework provides indicators of a high quality Early Intervention and Preschool Special Education system and is designed to guide states in evaluating and improving their state systems. The companion self-assessment tool can be used by state teams to discuss and capture data on their current system and provide direction for improvement planning. Christina Kasprzak, Director of the Early Childhood Technical Assistance Center (ECTA) discussed the process they used to develop the system framework including the role of state and national experts. Dee Getham, 619 coordinator, Iowa discussed how her state is using the system framework to improve services for children with disabilities birth through age 5.</p>	<p>Session 2. System Framework Session</p> <ul style="list-style-type: none"> • Slides • Handout <p>Early Childhood Technical Assistance Center, System Framework for Part C and Section 619.</p>
<p>Breakout 2.2 Instructional Leadership: Using</p>	<p>This session considered how to effectively close the gap in the continuous improvement cycle for teaching quality by using data to improve practice. Discussion was focused on using a variety of data to support teachers through a formative assessment approach.</p>	<ul style="list-style-type: none"> • Generating Teaching Effectiveness: The Role of Job-Embedded



<p>meaningful data to directly improve instruction</p>	<p>Questions that arose were:</p> <ul style="list-style-type: none"> • What data can be used effectively to provide important information about teaching practices? For instance, looking beyond if a teacher is ineffective to understand why or how the teacher is considered ineffective. • What untapped sources of data may be valuable for providing a picture of the instruction young children are receiving? • How do you/can you change the use of classroom data from punitive to supportive of improving teaching practices? 	<p>Professional Learning in Teacher Evaluation</p> <ul style="list-style-type: none"> • Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students’ Learning • Comparative Coaching • How Are Early Childhood Teachers Faring in State Teacher Evaluation Systems?
<p>Breakout 2.3 Leading from the Middle</p>	<p>Participants considered that individuals from SEAs who are not at the top of the org-chart can still examine who they are in the work of leadership and that:</p> <ul style="list-style-type: none"> • “Authority” is not synonymous with leadership. • Step out of comfort zones – where there is little opportunity to grow or learn and move into the “stretch zone” where challenges provide opportunities to change views, practice, and grow. • Discussion focused on work from Ellen Kagan noting- • LEADERSHIP IS A VERB – about action defined by what you do • LEADERSHIP IS NOT A NOUN – about position defined by your role. • Leadership is different than Management – the first changes the status quo and latter maintains it <p>Leadership from the middle requires both technical and adaptive work – technical skills are important to gain short term wins and make forward progress – adaptive work is a lever of innovation and change – where perspectives may differ or the problem/task is</p>	<ul style="list-style-type: none"> • Lead from the Middle: The 9 New, New Leadership Principles • Theory of Aligned Contributions: An Emerging Theory of Change Primer, by Jolie Pillsbury • Who I am in the Work of Leadership – Ellen Kagan at the CEELo Leadership Academy



	not clear and leadership is required to move forward.	
Leading Toward Becoming a Profession	Stacie Goffin offered a provocative session that explored why ECE should be structured as a professional field of practice. She described what it means to be a profession and what makes professions distinctive. She encouraged ECE to be a system with a shared identify and interconnections, with a specialized body of knowledge and skills depending on exercise of judgment and a defined scope of practice. Her presentation identified the need for internal collective will, shared passion for creating an alternative future, and shifts in thinking mental models and adaptive change.	<ul style="list-style-type: none"> • Leading Toward Becoming a Profession (presentation slides)
Breakout 3.1 Leading Toward Becoming a Profession	Attendees dug deeper into the concepts and content Stacie Goffin presented on in her plenary. During the session, the panelists put forth that currently there is no consensus among early childhood stakeholders about what constitutes an early childhood educator or teachers, which is creating challenges for achieving a professional identity. There were conversations about professionalization surface issues around inequities that currently exist among early childhood educators working across pre-K, center-based care, and family child care as well as inequities that are in place across states. Ownership of the conversation about professionalizing the early childhood workforce is important. Some stakeholders believe the ownership is not theirs, others acknowledge that it is important for leaders in SEAs to engage early childhood educators in a conversation about professionalization.	<ul style="list-style-type: none"> • Early Childhood Education for a New Era • Professionalizing Early Childhood Education as a Field of Practice: A Guide to the Next Era
Breakout 3.2 Leadership Challenge- Leading for all Children	The CEELO Leadership Academy has been focusing on results based accountability and leadership. Identifying the population results you want to achieve for all children. Determining the current status of those children on the performance measures that are most important is challenging work, but it's proven that the data drives results. In 2002, Maryland embarked on a 5-year strategic plan for achieving school readiness for all children in the state – setting six major goals for children and their families, interim benchmarks for achieving success, and strategies for getting there. In the end, the MD model showed that asking key questions about all of the children we serve is a strategic	<ul style="list-style-type: none"> • CEELO LEADERSHIP ACADEMY – Results Based Accountability Handouts • Achieving School Readiness – A Five Year Action Agenda for



	<p>imperative. Participants examined the following questions regarding their leadership efforts – the quantity, quality and impact of their work:</p> <ul style="list-style-type: none">• How much did we do?• How well did we do it?• What difference did we make?• Are children better off?• How do we know?	<p>Maryland</p>
<p>Breakout 3.3 Next Gen Leadership</p>	<p>This session held a conversation with seasoned veterans and emerging leaders around developing a leadership pipeline in the early childhood field. Panelists shared their observations on where new leaders are coming from, offered their perspectives on where they see the field heading, and provoked discussion on succession planning to best support the next generation of early childhood leaders. A theme that emerged was the importance of mentorship, creating nimble workplaces, and rethinking job description to attract a variety of expertise. To draw in new talent, many respondents noted the need to shape the workplace as appealing (i.e., flexible work policies, work life balance, acceptance of different work style) and to create relationships with HR departments to ensure job descriptions are capturing the right skills needed to propel ECE work forward. The panel advocated for intentionally fostering a culture where we can share experiences and are heard and listened to, both for those established in the field and those entering it so that it's a conversation.</p>	<ul style="list-style-type: none">• The Try-Hard Generation• Overwhelmed