CENTER ON ENHANCING EARLY LEARNING OUTCOMES

CEELO Annotated Bibliography:
Leadership

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As early childhood education continues to expand over time, leaders will need skills and knowledge in effective leadership in order to navigate an ever-evolving field. Leadership and management competencies vary in early childhood administrators state by state; therefore, it is important for leaders to develop skills in order to address this gap. CEELO has a strong focus on the importance of leadership, as seen in the **Leadership Academy**, designed to strengthen leadership and management competencies of individuals with responsibilities for early childhood education programs in state departments of education, early learning agencies, and other state early childhood education agencies. The following resources are on the Leadership Academy **Resources** page, and additional materials related to leadership are on the Leadership Academy home page.

Trying Hard is Not Good Enough
Friedman, M. (2015). *Trying hard is not good enough.* CreateSpace Independent Publishing Platform.

This book outlines the importance of results-based accountability for improving quality of life in communities, cities, states, and nations on a variety of subjects; including the wellbeing of children. It can help government and organizations improve the performance and effectiveness of programs.

Leadership on the Line: Staying Alive through the Dangers of Leading
Heifetz, R.A & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading.* Cambridge, MA: Harvard Business Review Press.

The authors write that leadership is worth the risk because the goals of leadership extend beyond material gain or personal advancement. Real leadership speaks to higher values, surfaces unresolved conflicts, and can make a difference in people's lives. Using lessons learned from students and clients, the authors provide encouragement for hopeful leaders and guides to help name, organize, and make sense of their experience.

Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice
National Association of Elementary School Principals. (2014). *Leading pre-k-3 learning communities: Competencies for effective principal practice.* Washington, DC: Collaborative Communication Group, Inc.

This guide provides a framework to help principals create and support connections between birth-to-five and K-12 and help to create developmentally appropriate teaching and learning practices to ensure successful P-3 continuums in their schools.

Leadership: Supporting a New Generation of Early Childhood Professionals
National Association for the Education of Young Children. (2015 May). *Leadership: Supporting a new generation of early childhood professionals.* Washington, DC: Author.

This e-zine from NAEYC includes a selection of resources on leadership in early childhood education professionals.

Results Based Facilitation: Moving from Talk to Action
Pillsbury, J.B. (2013). *Results based facilitation: Moving from talk to action.* Arlington, VA: Sherbrooke Consulting, Inc.

This book presents proven practice methods to help people work together to make meaningful and visible improvement in the lives of children, adults, and families (Pillsbury vii). The author uses a results-based facilitation approach as the best way to get results.

Theory of Aligned Contributions: An Emerging Theory of Change Primer
Pillsbury, J.B. (n.d.) *Theory of aligned contributions: An emerging theory of change primer.* Arlington, VA: Sherbrooke Consulting, Inc.

The theory of aligned contributions outlines necessary and sufficient conditions needed to bridge the gap between desired results and current reality in adaptive systems (Pillsbury 2). This paper outlines the theory and how leaders can apply this to programs to result in meaningful, lasting change.

Change Leadership: Innovation in State Education Agencies
Redding, S. (2012). *Change leadership: Innovation in state education agencies.* Lincoln, IL: Academic Development Institute.

This paper outlines a change leadership framework and applies the framework to the role of leadership in state education agencies in setting the conditions for change to accelerate student learning (Redding 3). The change leadership framework involves a cycle that includes components of change and a function of leadership.

Creating the Container to Achieve Results: A Guide for Leaders, Teams, Project Managers, and More!
Stephens, P. (2014). *Creating the container to achieve results: A guide for leaders, teams, project managers, and more!* CreateSpace Independent Publishing Platform.

The most successful projects have a solid "container" to support the work. This booklet provides an overview of the phases involved in creating a container for results.

Leading for Early Success: Building School Principals' Capacity to Lead High-Quality Early Education
Szekely, A. (2013). *Leading for early success: Building school principals' capacity to lead high-quality early education.* Washington, DC: National Governor's Association.

Governors are taking action to better prepare and support principals as instructional leaders. This issue brief from the National Governors Association describes how governors can build effective school leadership to promote high-quality early education.

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ABOUT CEELO:

One of 22 Comprehensive Centers funded by the U.S. Department of Education's Office of Elementary and Secondary Education, the Center on Enhancing Early Learning Outcomes (CEELO) will strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes. CEELO will work in partnership with SEAs, state and local early childhood leaders, and other federal and national technical assistance (TA) providers to promote innovation and accountability.

For other *CEELO Policy Reports*, *Policy Briefs*, *FastFacts*, and *Annotated Bibliographies,* go to http://ceelo.org/ceelo-products/.

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