** CEELO LEADERSHIP SELF-ASSESSMENT**

Name: Date:

The CEELO Leadership Self-Assessment is designed to enable users to assess current knowledge and skills related to Individual and Collective Leadership. It will help you identify which sections of the CEELO Leadership Toolkit can enhance your knowledge and skills. Review the components and rate each Topic in the appropriate Level with a check mark (Levels defined at bottom of each page). Then identify Next Steps / Actions for Improvement.

**INDIVIDUAL LEADERSHIP**

**BACKGROUND KNOWLEDGE**

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| Leadership for early education requires familiarity with, if not expertise, in many topics spanning the birth through third grade continuum. Fundamental knowledge can be categorized into five key areas:  ***Child Development***:  *Knowledge and understanding that child development serves as the fundamental building block for ensuring effective and appropriate programs, practices, and policies are in place to support young children’s physical and emotional growth, and learning.*  ***Family and Community***: *Knowledge and understanding that family and community structures influence a child’s development and that effective programs and services should be tailored to family strengths, needs and interests.*  ***Early Childhood Programs and Services***: *Knowledge and understanding that early childhood programs and services are provided by public and private programs, as well as regulated and monitored in multiple ways.*  ***Quality in Early Education***: *Knowledge and understanding of the critical quality components that support teachers, develop strong family and community relationships, and improve outcomes for children.*  ***Authority, Policy, and Accountability***: *Knowledge and understanding of the federal, state, and local decision-making bodies that provide authority, develop policy, and are ultimately responsible for effective early childhood programs and services.* |

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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **CHILD DEVELOPMENT**   1. Brain development 2. Whole child/developmental domains 3. Ages and Stages 4. Individual differences/atypical development | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **FAMILY AND COMMUNITY**   1. Types of families 2. Family engagement strategies 3. Race, culture, poverty, community | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **EARLY CARE AND EDUCATION SYSTEM**   1. Public, private, for- and nonprofit programs 2. Federal, state, and local early childhood programs and services 3. Regulations and accountability for programs | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **QUALITY IN EARLY EDUCATION**   1. Developmentally appropriate practice 2. Classroom quality 3. Early learning standards 4. Pedagogy 5. Curriculum 6. Assessment 7. Parental engagement | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **AUTHORITY, POLICY, ACCOUNTABILITY**   1. Agencies and councils with authority 2. Developing laws, rules and regulations 3. Hierarchy of laws, rules and regulations 4. Influential roles 5. Individual accountability | **I** | **II** | **III** | **IV** |  |
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**SKILLS**

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| Leadership for early education requires expertise in many skills to engage and shepherd both agencies and individuals to produce results. Fundamental knowledge can be categorized into four key areas:  **Systems and Systems Thinking**:  *Knowledge and understanding of the interdependent relationships of agencies, organizations and programs serving children birth through age eight, as well as the ability to examine the individual components and linkages of the parts.*  **Result-based Leadership**: *The skills to implement disciplined thinking and take action focused on improving results for children birth through age eight.*  **Communication and Relationships**: *The ability to use effective communication and principled negotiation to build trusting relationships.*  **Continuous Improvement**: *The ability to implement a continuous quality improvement process relying on objective data.* |

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| **Topic** | **Level** | | | | | | **Next Steps / Actions for improvement** |
| **SYSTEMS AND SYSTEM THINKING**   1. Early Childhood Systems 2. Habits of Systems Thinkers | **I** | | **II** | **III** | | **IV** |  |
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| **Topic** | **Level** | | | | | | **Next Steps / Actions for improvement** |
| **RESULTS-BASED LEADERSHIP**   1. Logic Models and Theories of Change 2. Results-based Accountability 3. Results-based Facilitation 4. Data literacy | **I** | **II** | | **III** | **IV** | |  |
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| **Topic** | **Level** | | | | | | **Next Steps / Actions for improvement** |
| **COMMUNICATION AND RELATIONSHIPS**   1. Communication Skills 2. Interpersonal Skills and Relationship Building 3. Principled Negotiation/Win-Win Communication | **I** | **II** | | **III** | **IV** | |  |
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| **Topic** | **Level** | | | | | | **Next Steps / Actions for improvement** |
| **CONTINUOUS IMPROVEMENT**   1. Ingredients for Improvement 2. Quality Improvement Strategies 3. Monitoring for Continuous Improvement | **I** | **II** | | **III** | **IV** | |  |
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**BELIEFS AND BEHAVIORS**

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| Leadership for early education requires more than knowledge, skills, and expertise. It also requires an awareness of the underlying beliefs and attitudes which guide behaviors. Several components frame our beliefs and behaviors, including:  **Systems Thinking**:  *Systems thinking utilizes habits, tools and concepts to develop an understanding of the interdependent structures of dynamic systems and strategies for influencing the system*.  **Mental Models**: *Mental models are assumptions, beliefs and values that guide behavior based on past experiences. Attending to these models allows one to assimilate and accommodate new learning and interactions.*    **Leadership Development**: *Knowledge and application of skills that support leadership development, the levels of leadership, and styles of leadership. It includes leadership authority, how others perceive one as a leader and generational differences in leadership styles.*  **Efficient Focus and Time Management**: *Strategies to focus one’s knowledge, skill and attention on the most important activities that produce desired results.* |

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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **SYSTEMS THINKING**   1. System Levels and Factors Influencing Results 2. Ladder of Inference 3. Habits of Systems Thinkers | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | | | **Next Steps / Actions for improvement** |
| **LEADERSHIP DEVELOPMENT**   1. Adaptive and Technical Leadership 2. Mental Models 3. Leaders and Managers 4. Levels of Leadership 5. Leadership Styles 6. Perceptions of Leadership 7. Generational Differences for Leaders 8. Leadership Authority | **I** | **II** | | **III** | | **IV** |  |
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| **Topic** | **Level** | | | | | | **Next Steps / Actions for improvement** |
| **EFFICIENT FOCUS AND TIME MANAGEMENT**  1. Habits of Effective Leaders  2. Disciplined Time Management | **I** | **II** | | **III** | | **IV** |  |
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**COLLECTIVE LEADERSHIP**

Leadership is not the sole province of individuals; rather, it can be seen as a collective, goal-oriented effort involving earnest participation by multiple stakeholders sharing a common goal. To effectively engage in Collective Leadership, early education leaders should have knowledge about Frameworks for Collective Leadership, Organizational Leadership within and throughout the educational agency or organization, and skills for advancing through the Stages of Collective Leadership.

**FRAMEWORKS FOR COLLECTIVE LEADERSHIP**

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| Collective leadership for early education requires familiarity with systems thinking frameworks in order to shepherd both agencies and individuals to produce results for children and families. Knowledge of the following frameworks provide guidance for collective leadership:  ***Kotter’s 8 Step-Change Process***:  *Knowledge of the eight step sequence for collectively executing and managing change.*  ***Aligned Contributions***: *Knowledge and understanding that the aligned commitment and coordinated action of multiple parties contribute to achievement of desired results.*  ***Collective Impact Framework***: *Knowledge of the key role a stable organizing entity such as s state education agency plays in supporting complex change efforts.*  ***Shared Leadership Approach***: *Knowledge of the shift in leadership roles and the complexity of leading change without formal authority over all the collaborators.* |

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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **FRAMEWORKS**   1. Kotter’s 8 Step Change Process 2. Aligned Contribution 3. Collective Impact Framework 4. Shared Leadership Approach | **I** | **II** | **III** | **IV** |  |
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**ORGANIZATIONAL LEADERSHIP**

Collective Leadership begins within one’s agency or organization and extends outward, harnessing the energy, commitment and resources of multiple stakeholders. Effective organizational leadership within a state or local education agency stems from a common purpose, singular mission, and aligned efforts matched by an appropriate organizational structure where resources, communication and accountability prevail. Key features contributing to organizational effectiveness have been specifically applied to early education agencies operating within states.

***Organizational Capacity:*** *What highly effective State Office of Early Learning (SOEL) looks like*

***Organizational Effectiveness and Efficiency****: What highly effective SOELs seek to achieve*

***Leadership/Staff Capabilities****: What leaders/staff members of highly effective SOELs know and are able to do.*

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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **CAPACITY**   1. Vision & strategic planning 2. Engagement & communication 3. Performance management and implementation | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **EFFECTIVENESS AND EFFICIENCY**   1. Continuous quality improvement processes 2. Unified data system 3. Guidance on curriculum, teaching, assessment and technology 4. Family and community engagement 5. High performing workforce 6. Systems alignment 7. Fiscal management 8. Innovation | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **LEADERSHIP/STAFF CAPABILITIES**   1. Knowledgeable of child development and early education (B-3rd grade) 2. Skilled in results-based program planning, implementation, monitoring, and fiscal management 3. Effective communication and facilitation skills 4. Credible relationships with internal and external partner organizations | **I** | **II** | **III** | **IV** |  |
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**THE COLLECTIVE LEADERSHIP CYCLE**

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| The Collective Leadership Cycle in the field of early education engages stakeholders from multiple sectors and agencies in a cyclical nine-stage process. Awareness of and skills in each of the nine stages effectively enable leaders to harness the energy of the group to maximize results. The stages of the Collective Leadership Cycle are as follows:  ***Identifying an Urgent Issue***:  *Understanding of the critical drivers compelling across multiple sectors, agencies, and stakeholders and the skills to identify the most appropriate tool(s) creating a sense of urgency toward better outcomes.*  ***Identifying and Engaging Stakeholders:*** *Knowledge of the strategies and tools used to* *identify key players in the circle of influence and concern in addition to supporting the evolution of the group.*  ***Developing a Shared Vision***: *Knowledge of the key elements in developing a sense of ownership aligned to the mission and focused on the shared action.*  ***Planning for Action*:** *Knowledge of the guidelines and tools supporting calculated steps to achieve the intended results.*  ***Taking Action:*** *Knowledge of the strategies and tools implemented to ensure collective accountability toward the desired results.*  ***Measuring Progress:*** *Identifying models and tools that provide ongoing data to inform decisions, adjust plans and monitor continuous improvement.*  ***Communicating Progress:*** *Implementing a disciplined, strategic approach to inform internal and external partners about plans, progress and results.*  ***Celebrating Achievement:*** *Acknowledging and understanding implementation dips and honoring results regardless of the magnitude in order to reinforce motivation.*  ***Sustaining Commitment:***  *Identifying system levers supporting ongoing implementation of initiatives and policy to achieve goals* |

**COLLECTIVE LEADERSHIP CYCLE – AWARENESS OF STAGES**

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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **STAGES AND CONCEPTS (General)**   1. Identifying Urgent Issues 2. Identifying/Engaging Stakeholders 3. Developing a Shared Vision 4. Planning for Action 5. Taking Action 6. Measuring Progress 7. Communicating Progress 8. Celebrating Achievements 9. Sustaining Commitment | **I** | **II** | **III** | **IV** |  |
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**COLLECTIVE LEADERSHIP CYCLE - STRATEGIES AND TOOLS**

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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **IDENTIFYING URGENT ISSUES**  1. Data-driven needs assessment  2. Data collection methods and tools  3. Behavior Over Time Graphing  4. Trend and cause-effect analysis | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **IDENTIFYING/ENGAGING STAKEHOLDERS**  1. Theory of Aligned Contributions  2. Circles of concern and influence  3. Coalition building  4. Network mapping  5. Group dynamics over time | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **DEVELOPING A SHARED VISION**  1. Developing a collective vision  2. Developing a mission statement | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **PLANNING FOR ACTON**  1. Logic models / theories of change  2. Iterative interrogation (5 Whys)  3. Results-based accountability planning  4. Action planning for problem-solving vs.  continuous improvement  5. SMART plans | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **TAKING ACTION**  1. Implementation science/stages and  drivers   1. Action Commitments 2. Accountability Pathway 3. Results-based facilitation | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **MEASURING PROGRESS**  1. Appreciative Inquiry  2. Plan – Do – Study – Act cycle  3. SOAR review process  4. Performance measurement (RBA)  5. Behavior Over Time Graph analysis | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **COMMUNICATING PROGRESS**  1. Characteristics of effective  communication  2. Communications planning framework  3. Communications media and methods  4. Strategic messaging techniques | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **CELEBRATING ACHIEVEMENTS**  1. Six secrets of change  2. Recognizing and rewarding  accomplishments  3. Role of celebration in sustaining  collective momentum | **I** | **II** | **III** | **IV** |  |
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| **Topic** | **Level** | | | | **Next Steps / Actions for improvement** |
| **SUSTAINING COMMITMENT**  1. Sustainability planning  2. Financing  3. Leadership and staffing  4. Policy planning  5. Coalition maintenance  6. Professional Learning Communities | **I** | **II** | **III** | **IV** |  |
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