

CEELO Leadership Academy Practice Scenarios

1. Various stakeholders have been meeting over the past few months to discuss accountability measures for infant/toddler care and preschools. A good number of individuals would like to see a transition from QRIS to CLASS. While others see the value of ECERS-R/ITERS-R because of their own past experience. You are facilitating the process and are unsure how to bridge the divide as there are so many strong opinions.
2. You are meeting with a group of Head Start Directors and want to encourage them to join a network you are initiating with District and School administrators to help bridge the transitional gap between preschool and kindergarten. Many of the Head Start Directors have voiced reluctance because, "We've tried that before and nothing came of it."
3. One of your goals as a state affiliate is to increase the quality of early childhood learning environments. Your data indicates many early childhood teachers and directors in the field with low skills, very little if any post-high school education and very low compensation. Despite your efforts to provide excellent professional development opportunities, very few take advantage and lack motivation to build new skills.
4. You were just promoted to your position as a state level director/chief. You have inherited a team that has very strong and long-held opinions about policy and accountability systems that differ from your own. Members of your new team have been working at the state level for many years and seem to be holding on to outdated practices. You are among the youngest member of the team and as the new leader sense some tension. You are very knowledgeable about current research and were hired to bring the department to more up-to-date, research-based practices to influence policy.
5. You are in the middle of two camps of thought in PreK state standards development. One side believes strongly in developmentally appropriate play-based PreK. The other side is concerned about kindergarten readiness and believes that PreK needs to be more academically structured so that 5 year-olds will come to kindergarten as readers who can also demonstrate basic math fluencies.