

# ROUNDTABLE 2018 | AUSTIN, TX



# Agenda

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## TOPIC

1. Check In/What We Know
2. Collective Impact
3. Research, Policy, Practice
4. Small Group Discussion
5. Top Issues and Needs

## DISCUSSION

1. One reflection on plenary
2. What is our vision of change?
3. Learning from Others
4. What are your successes, challenges, solutions?
5. How can CEELO and NAECS Policy Committee assist you?



# Friday Morning Check In

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# THE ROLE OF PRINCIPALS AND SITE LEADERS IN SUPPORTING HIGH QUALITY INSTRUCTION

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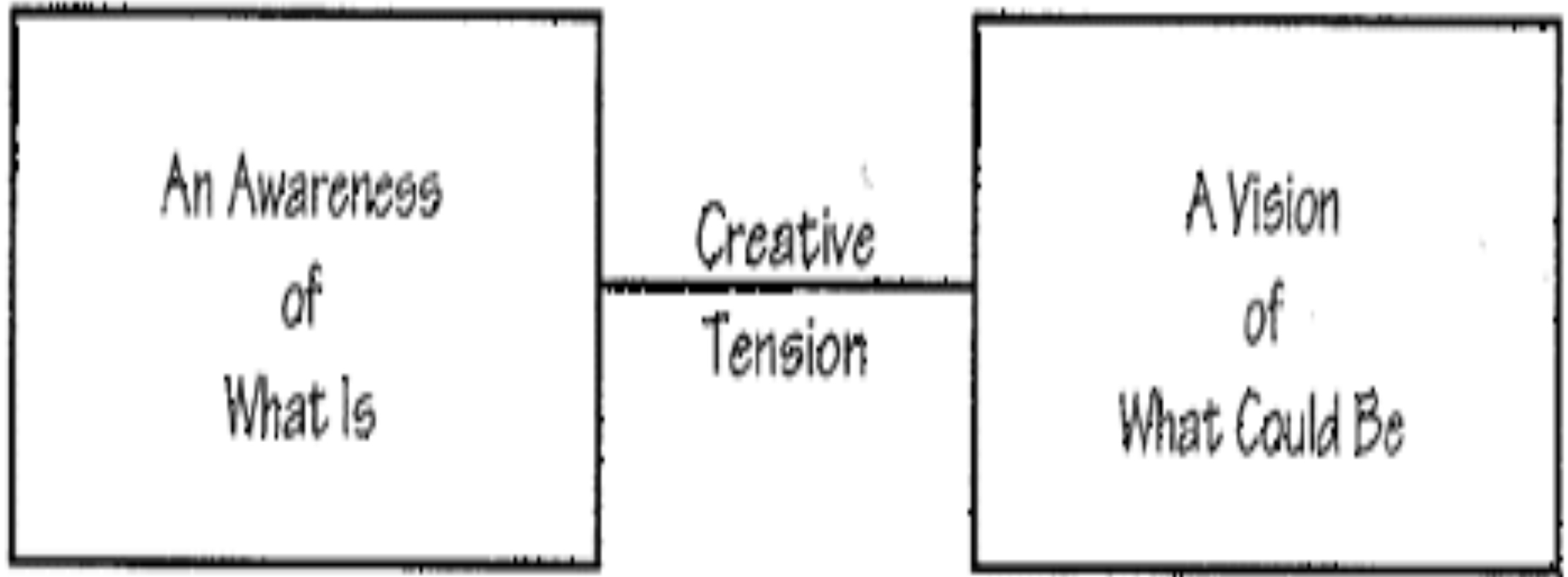
What We Know About Leadership and Instructional Quality:

- Principal leadership is second only to teaching in terms of impact on child outcomes.
- Strong leadership has a positive impact on schools facing challenging circumstances, such as poverty, high teacher turnover, and limited resources.
- Improving preparation and professional development of principals to include early childhood preparation and content is more likely to be sustained when aligned with, and tightly coupled to, birth through third grade reform priorities.

**Source:** *Preparing Principals to Support Early Childhood Teachers, Fast Fact* [http://ceelo.org/wp-content/uploads/2014/07/ceelo\\_fast\\_fact\\_principal\\_prep.pdf](http://ceelo.org/wp-content/uploads/2014/07/ceelo_fast_fact_principal_prep.pdf)

# Creative Tension Towards Change

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Source: Peter Senge (1990)

# Collective Impact

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Source: Collective Insights on Collective Impact  
[https://ssir.org/supplement/collective\\_insights\\_on\\_collective\\_impact](https://ssir.org/supplement/collective_insights_on_collective_impact)

# Research, Policy and Practice

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NJ: Higher Education Principal Preparation

- Abby Copeman-Petig and Vincent Costanza

IN: Principal Professional Learning

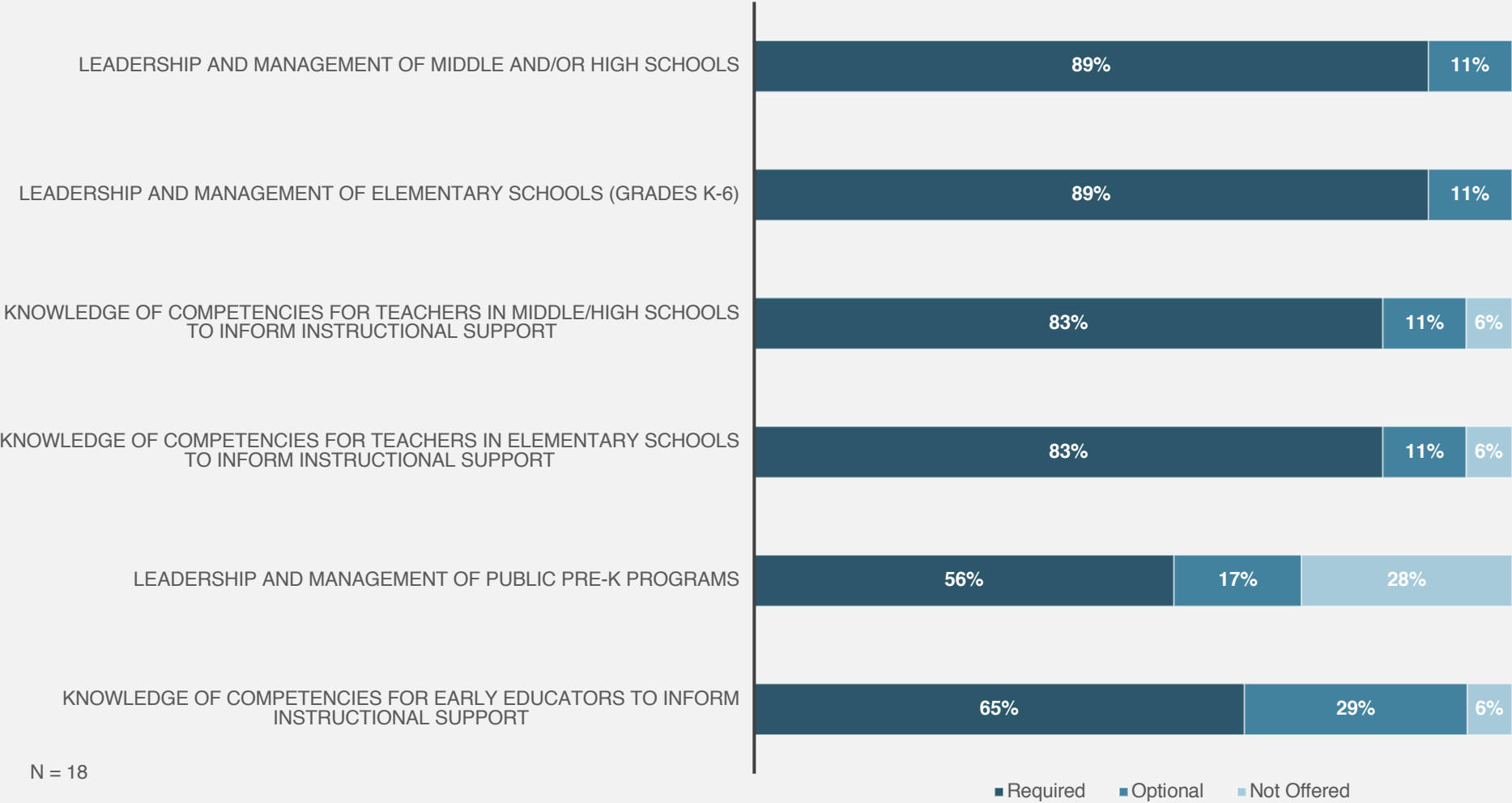
- Erin Kissling

New America: National Study of Principal and PreK Administrators Qualifications and Compensation

- Abbie Lieberman



Coursework on Leadership and Management Required  
by New Jersey Principal Certification Programs



## Age-Group Focus of Required Coursework Related to Leadership to Inform Curriculum and Assessment

Topic	Percentage of Certification Programs Requiring Age-Group Focus				
	3-4 Years	K-Grade 3	Grades 4-6	Grades 5-12	No Specific Age/Grade
Leadership that promotes effective, age-appropriate support and guidance for development of children's socioemotional skills	7%	20%	20%	27%	58%
Techniques for gathering and using knowledge about children's families in curriculum planning	15%	23%	23%	31%	62%
Knowledge of child competencies--what children should know and be able to do	8%	23%	23%	23%	70%
Leadership that promotes effective, age-appropriate reading and writing instruction and successful student outcomes	8%	25%	25%	33%	67%
Leadership that promotes effective, age-appropriate literacy instruction and successful student outcomes	17%	33%	33%	42%	58%
Leadership that promotes effective, age-appropriate instruction and successful student outcomes for dual language learners	9%	18%	18%	27%	73%
Leadership that promotes effective, age-appropriate math instruction and successful student outcomes	9%	27%	27%	36%	64%
Knowledge of how indoor and outdoor learning environments support effective, individualized learning	14%	14%	14%	14%	57%

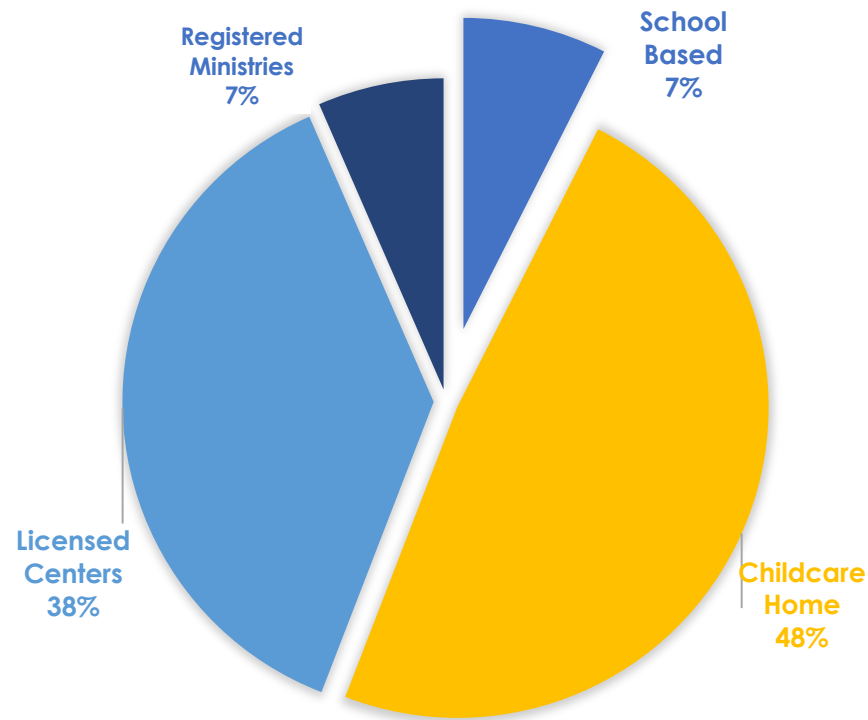


# Challenges → Opportunities

- ❖ Insufficient course content focused on programs for children prior to kindergarten (47%)
- ❖ Need for additional faculty expertise in how to support, supervise, and mentor preschool teachers/early childhood education teachers (35%)
- ❖ Need for additional faculty expertise in age-appropriate standards and competencies for educators working with children prior to kindergarten (35%)
- ❖ Lack of access to high quality schools with pre-K programs for internship experiences (29%)



# Indiana: Community of Practice for Principals leading ECE programs



Indiana Programs of Quality By Auspice

- Growth in schools using Title I to fund PK opportunities
- Schools gained access to childcare funding sources including the state PK pilot



# Indiana: Community of Practice for Principals leading ECE programs

## Goals:

- Elementary school principals will be prepared to lead high quality early childhood programs.
- A cohort of skilled principals will be regionally available to mentor others.

## Details:

- Format: 3 in-person meetings, interim virtual meetings
- Focus: developmentally appropriate practice, walkthroughs in a PK classroom, inclusive practices, measuring success, and funding



A close-up photograph of a child's hand moving a small wooden toy train on a track. The train is red with a yellow front and a green chimney. The track is made of light-colored wooden planks. The background is a blurred grey surface.

ABBIE LIEBERMAN

# A TALE OF TWO PRE-K LEADERS

**How State Policies for Center Directors and  
Principals Leading Pre-K Programs Differ, and  
Why They Shouldn't**

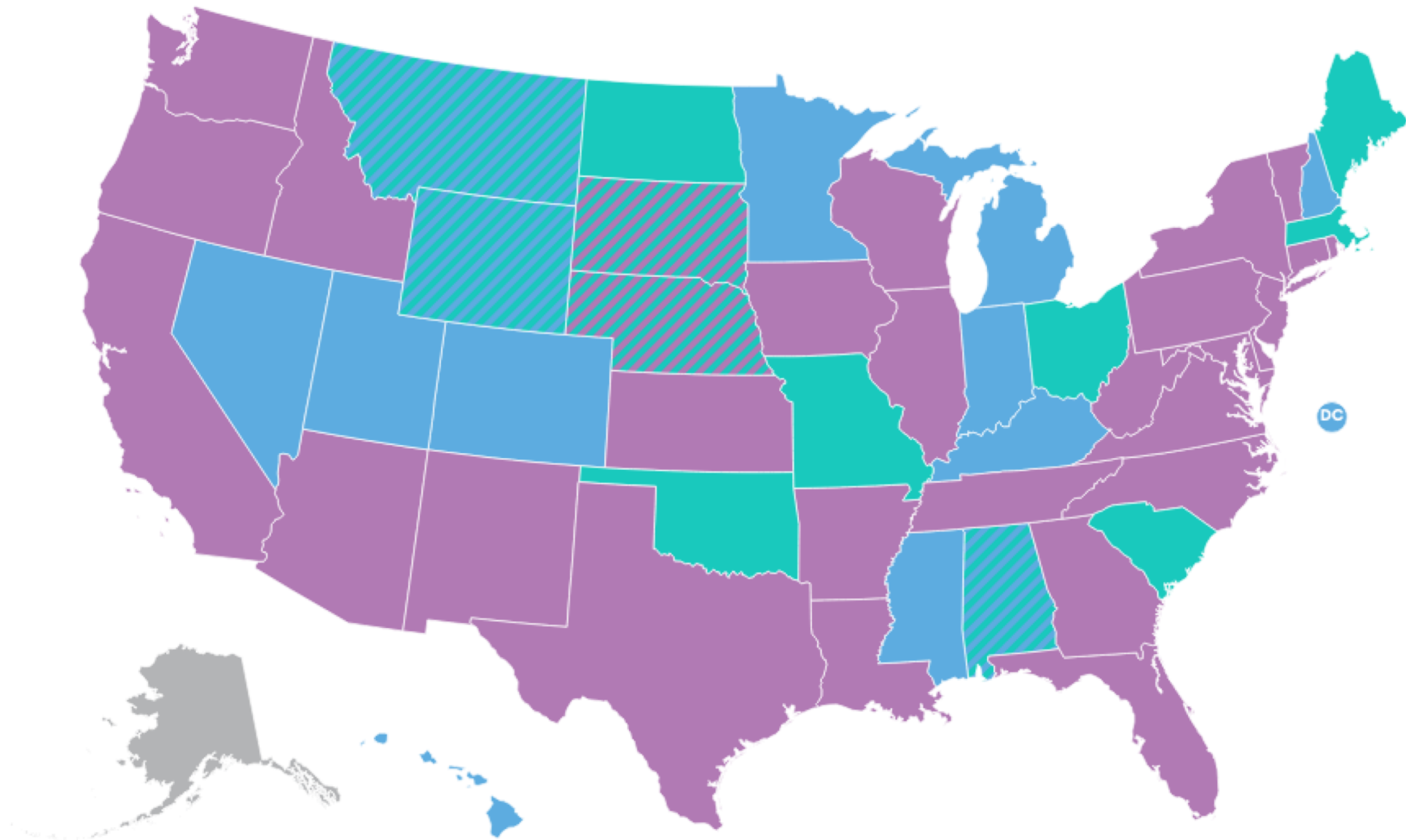
# Key Takeaways: Pre-service and In-service

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- Principals are held to significantly higher education and training standards than center directors:
  - 40 states require MA for principals
  - 8 states have no higher ed requirement for center directors
- Principal's higher education, teaching experience, and clinical experience is not necessarily focused on the early years. Alternatively, child care requirements tend to focus on ECE and child development
- Only 12 states offer PD for principals on ECE and/or preK-3rd alignment. Only seven states offer joint PD for principals and center directors.



# Principal License Grade Span

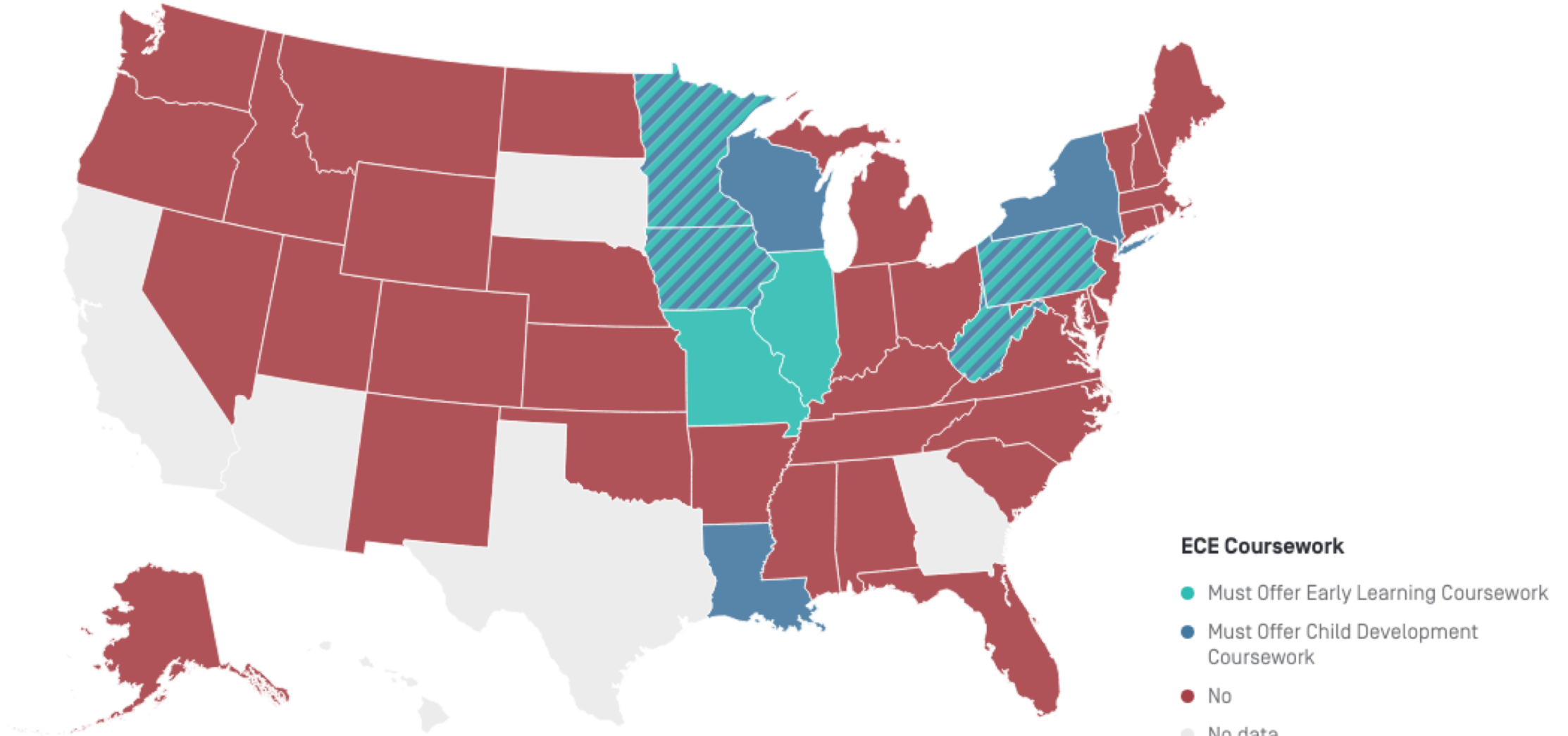


License Grade Span ?

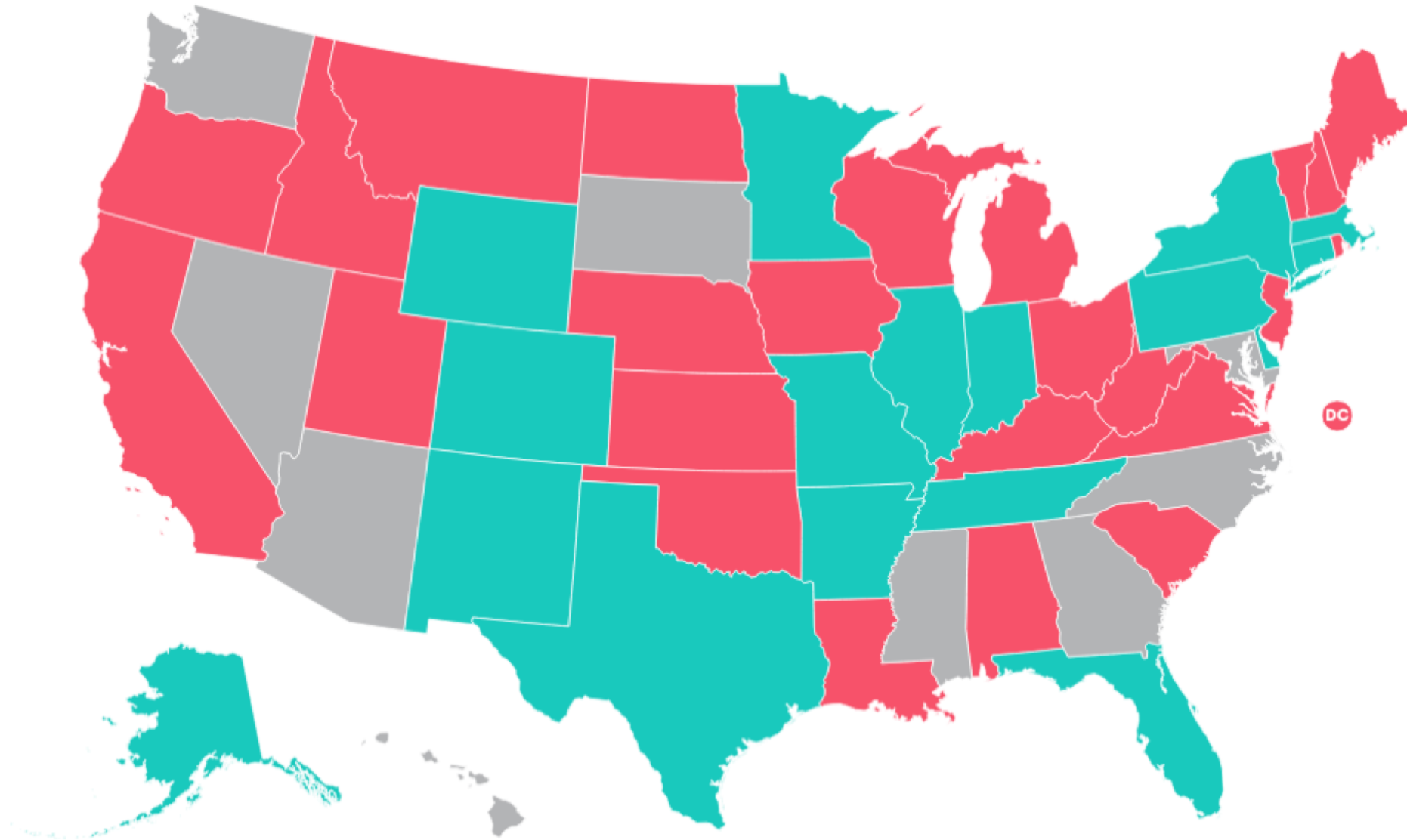
● Elementary school principal license ● K-12 principal license ● PreK-12 principal license ● Varies based on program



## Does the state require principal preparation programs to offer specific coursework around early learning and/or child development ?



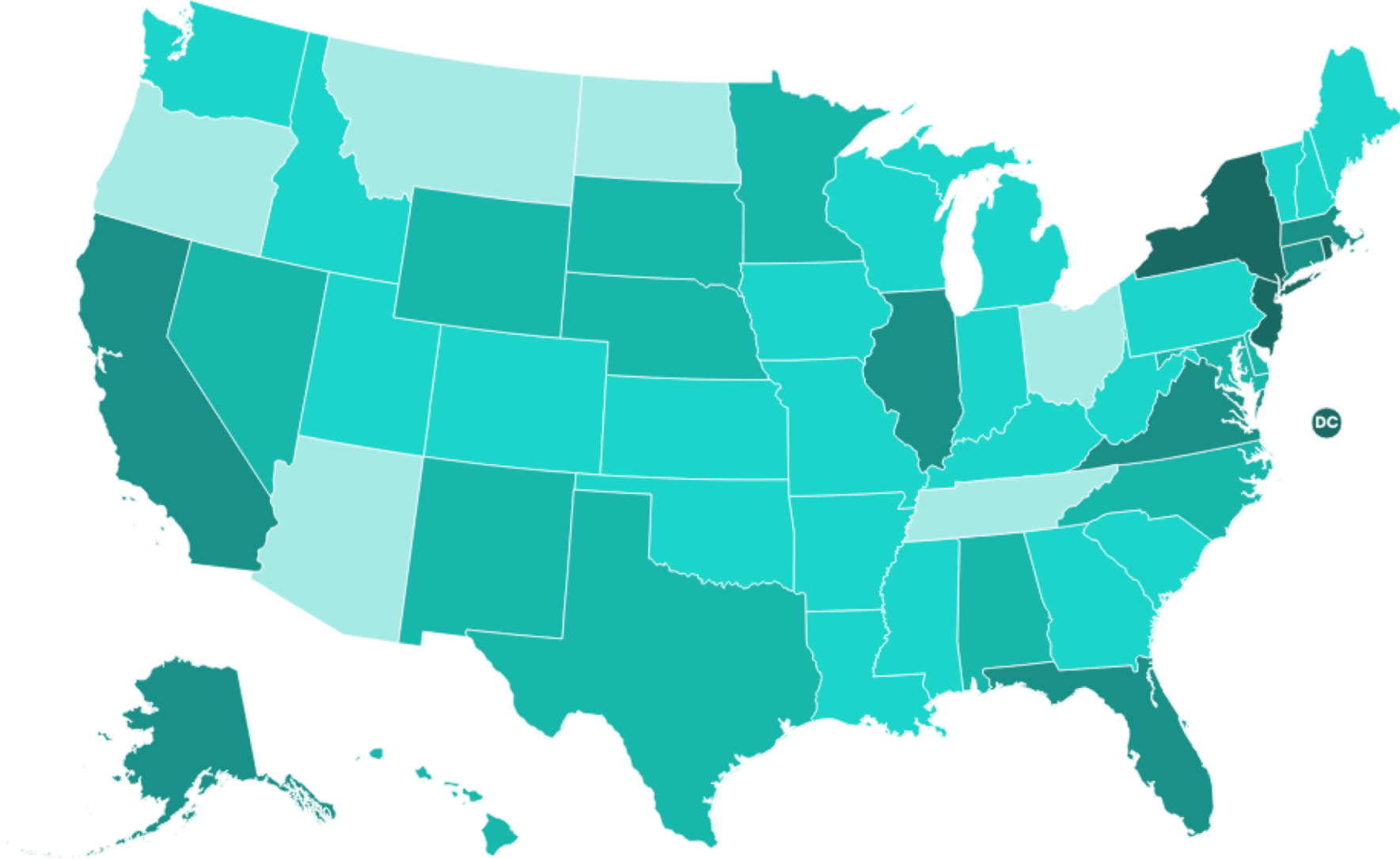
# Does the state track principal turnover?



Track Principal Turnover ?

Yes No No data

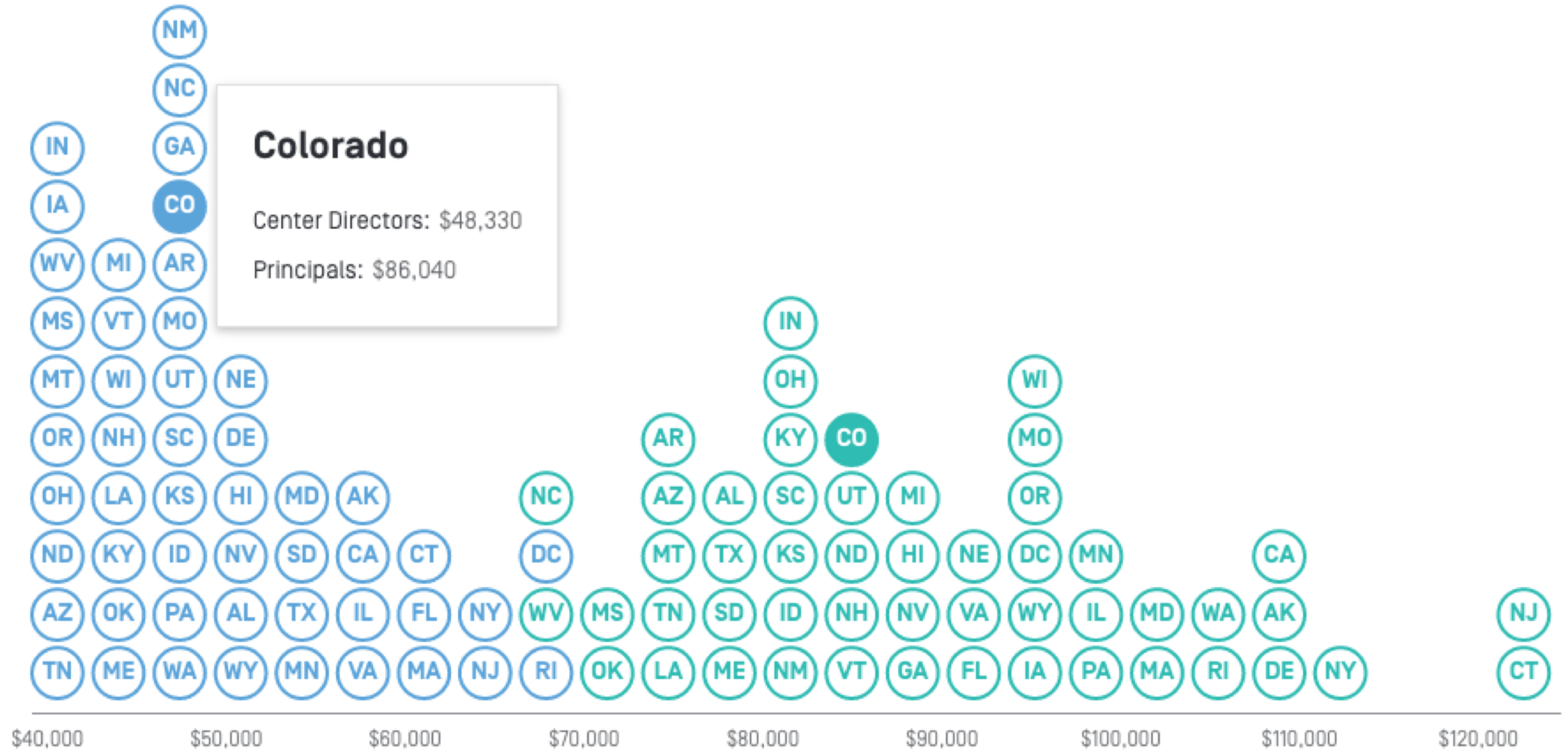
# Center Director Salary



Average Salary ?

● \$35,000 to \$42,000   ● \$42,000 to \$49,000   ● \$49,000 to \$56,000   ● \$56,000 to \$63,000   ● \$63,000 to \$70,000





# Leader Diversity

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## Principals

- 80% of principals are white
- Research shows there may be systemic, gendered, and racial biases in principal pathways that lead to an overrepresentation of white male principals
- **No states** reported meaningful efforts to increase principal diversity in our survey

## Center Directors

- Child care workforce is more ethnically diverse
- People of color less represented in leadership roles
- **No states** reported initiatives with the primary purpose of increasing ethnic diversity among center directors
- Financial assistance: scholarships and tax credits

# Small Group Table Talk

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Table 1- Abby and Vincent

Table 2- Erin Kissling

Table 3- Sharon Morgan

Table 4- Lori Connors-Tadros

# Questions for Discussion

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- ❑ How are you currently engaging principals in supporting high quality instruction? Is it working, if so why? If not, why not?
- ❑ What are some possible solutions?
- ❑ Do you have any efforts to improve/address principal diversity?
- ❑ Do you have any efforts to ensure compensation parity/adequacy to attract and retain high quality administrators?
  
- Answer the same set of questions for PreK administrators or center-directors.
- How do you continue to move important policy issues forward in the face of changing organizational contexts (e.g leadership, new roles, lack of resources, too many new priorities)?

# Table Report Out

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- ❖ Top 2 “urgent” policy issues related to ensuring administrators are well-trained to support high quality instruction.
- ❖ 1 thing the CEELO | NAECS policy committee could provide to help you improve policy, research or practice related to ensuring administrators support high quality instruction

# Selected Resources

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***A TALE OF TWO PRE-K LEADERS: How State Policies for Center Directors and Principals Leading Pre-K Programs Differ, and Why They Shouldn't***

<https://na-production.s3.amazonaws.com/documents/Tale-Two-PreK-Leaders.pdf>

***Early Childhood Preparation for School Leaders: Lessons from New Jersey Principal Certification Programs***

<http://cscce.berkeley.edu/early-childhood-preparation-for-school-leaders/>

***What Do We Know About Principal Preparation, Licensure Requirements, and Professional Development for School Leaders? Policy Report***

[http://ceelo.org/wp-content/uploads/2014/07/ceelo\\_policy\\_report\\_ece\\_principal\\_prep.pdf](http://ceelo.org/wp-content/uploads/2014/07/ceelo_policy_report_ece_principal_prep.pdf)

***Preparing Principals to Support Early Childhood Teachers, Fast Fact***

[http://ceelo.org/wp-content/uploads/2014/07/ceelo\\_fast\\_fact\\_principal\\_prep.pdf](http://ceelo.org/wp-content/uploads/2014/07/ceelo_fast_fact_principal_prep.pdf)

# Next: Lunch in Salon D and E

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