COUNCIL for PROFESSIONAL RECOGNITION

2018 EARLY EDUCATORS LEADERSHIP CONFERENCE

EMPOWER YOUR KNOWLEDGE

CDA PD Specialist Symposium

SESSION SPONSOR:

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CEELO

Center on Enhancing
Early Learning Outcomes
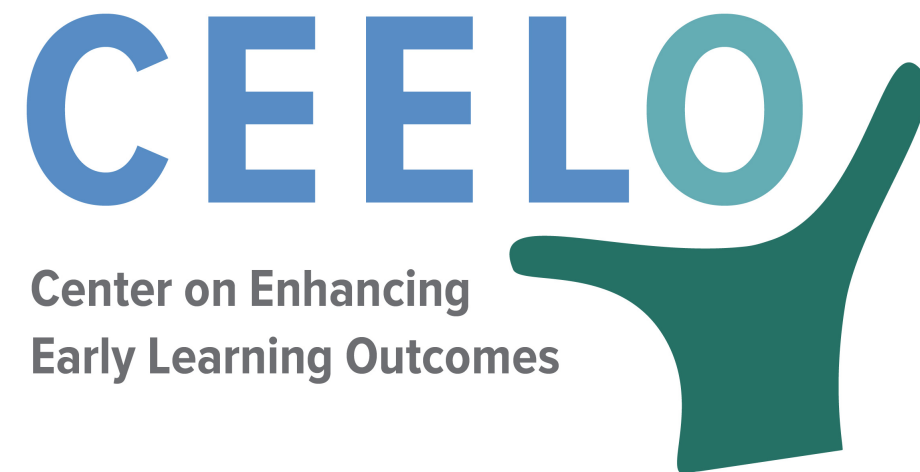
Leadership at ALL Levels

ADVANCING THE FIELD THROUGH INDIVIDUAL AND ORGANIZATIONAL LEADERSHIP

www.ceelo.org/leadership-self-assessment

Our Session

Leadership development is an on-going process and it involves complex skills and abilities related to establishing vision and direction, providing motivation and guidance, and promoting collaboration within and across agencies and programs.

Our Session

This session will explore toolkits and resources designed to support knowledge and skill development in individual leaders to enable them successfully build and sustain high quality systems that implement evidence-based practices.

Who is in the room?

WHO WE ARE ...

Jana Martella

CEELO Co-Project Director at EDC

Jana co-leads and supports all operations of the Center, including the development and execution of strategic and responsive technical assistance (TA), analysis and review of all products and publications, tailoring TA activities and materials for use by SEAs and RCs, and providing direct TA to multiple states.

Tracy Jost

Senior Policy Advisor, NIEER

Tracy is a former Education Program Specialist at Maryland State Department of Education. She also managed a Family Support Center grant to provide funding at local family support centers. Tracy is the founder of Kid's Campus Early Learning Center.

Kafilat Oladiran

Project Assistant, EDC

Kafilat Oladiran was previously, she was an intern with CEELO and with Pre-K Counts administered by the Central Susquehanna Intermediate Unit in Pennsylvania. She is currently a master's student at George Washington University where she studies education policy. Kafi received her B.A in education and sociology from Bucknell Univ.

Who is in the room?

WHO YOU ARE...

"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

Leadership

Key Concepts and Competencies of Leaders

- Use the **self** as an instrument of change to produce intended results

- Become **systems thinkers**

- Master the skills of "**adaptive leadership**"

- Be **results-based** and **data-driven**

- **Collaborate** with others

- Bring attention to and **act on disparities** within YOUR early education system

Use the **self** as an instrument of change to produce intended results

LEADERSHIP COMPETENCY #1

FIRST YOU MUST KNOW YOURSELF

Leadership Self Assessment

The CEELO Leadership Self-Assessment is designed for early education professionals to assess their current knowledge, skills and beliefs related to individual and collective Leadership, and to maximize resources and activities found in the CEELO Leadership Toolkit. The tool is a checklist of important topics with space provided to make notes about your key goals for new learning. Review each topic and rate your level of proficiency. It is recommended that you begin by completing the Self-Assessment to familiarize yourself with and reflect on key areas deemed useful for early education leaders to possess.

Based on your completed Self-Assessment and identified next steps and actions for improvement, refer to the corresponding section of the CEELO Leadership Toolkit below. You may wish to start with the section identified in your self-assessment for new growth or target skills to achieve greater expertise. Use the tool for professional growth, periodic reflection, re-charting your course as a leader, or serving as a catalyst for conversations with your mentors, coaches, or colleagues. There is no incorrect way to apply this Self-Assessment for catapulting your thinking about leading in a learning organization.

TAKE THE SELF-ASSESSMENT NOW 📄

BOTH | AND – Leadership can be viewed on two levels: Individual and Collective

LEADERSHIP TOOLKIT MENU

- **Leadership Self Assessment**
- **Individual Leadership Toolkit**
  - **Individual Leadership | Background Knowledge**
  - **Individual Leadership | Skills**
  - **Individual Leadership | Beliefs and Behaviors**
- **Collective Leadership Toolkit**
  - **Collective Leadership Frameworks**
  - **Organizational Leadership**
  - **Collective Leadership Cycle**
- **Helpful Tools for Collective Leadership**

Individual Leadership | Background Knowledge

Early education leaders come to their positions from different paths which may include teaching, research, program administration, or other positions. Background knowledge necessary for effective leadership is acquired through a combination of intentional formal study and experience framed through a reflective practice model. Experiences in less than ideal settings are particularly instructive when part of a coach/mentor relationship or when an individual takes time to reflect or journal away from the immediate situation, but lacking these supports may promote false understanding and promotion of inappropriate practices or policies.

Effective leadership requires familiarity, if not expertise, in many topics spanning the birth through age eight continuum. Fundamental knowledge can be categorized into four key areas:

1 Child Development   **2 Family and Community**   **3 Early Childhood Programs and Services**   **4 Quality in Early Childhood Education**

A word about journaling

LET'S PRACTICE!

FOUR CORNERS EXERCISE

NORTH: Action
Just do it!

WEST: Structure
Who, what, when, where?

EAST: Meaning
Imagine, generate, create.

SOUTH: Caring
We need to consider feelings.

Become systems thinkers

LEADERSHIP COMPETENCY #2

Individual Leadership | Skills

It is important for early education leaders to possess solid background information but, in and of itself, it is not sufficient. Effective early education leaders also possess a number of skills which are called upon in their daily activities. While many fundamental skills are known to be found in leaders in a variety of settings, several focused skills have proven very useful for early education leaders working in state and local education agencies. These include Systems Thinking, Results-based Leadership, Communication and Relationship Building, and Leading for Continuous Improvement. These skills are typically learned rather than innately present, and take full advantage of one's background knowledge to engage and lead.
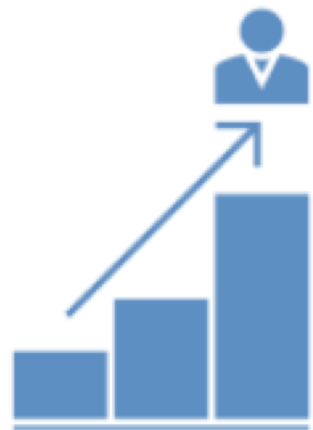
1 Systems Thinking   2 Results Based Leadership   3 Communication   4 Interpersonal Skills   5 Continuous Improvement

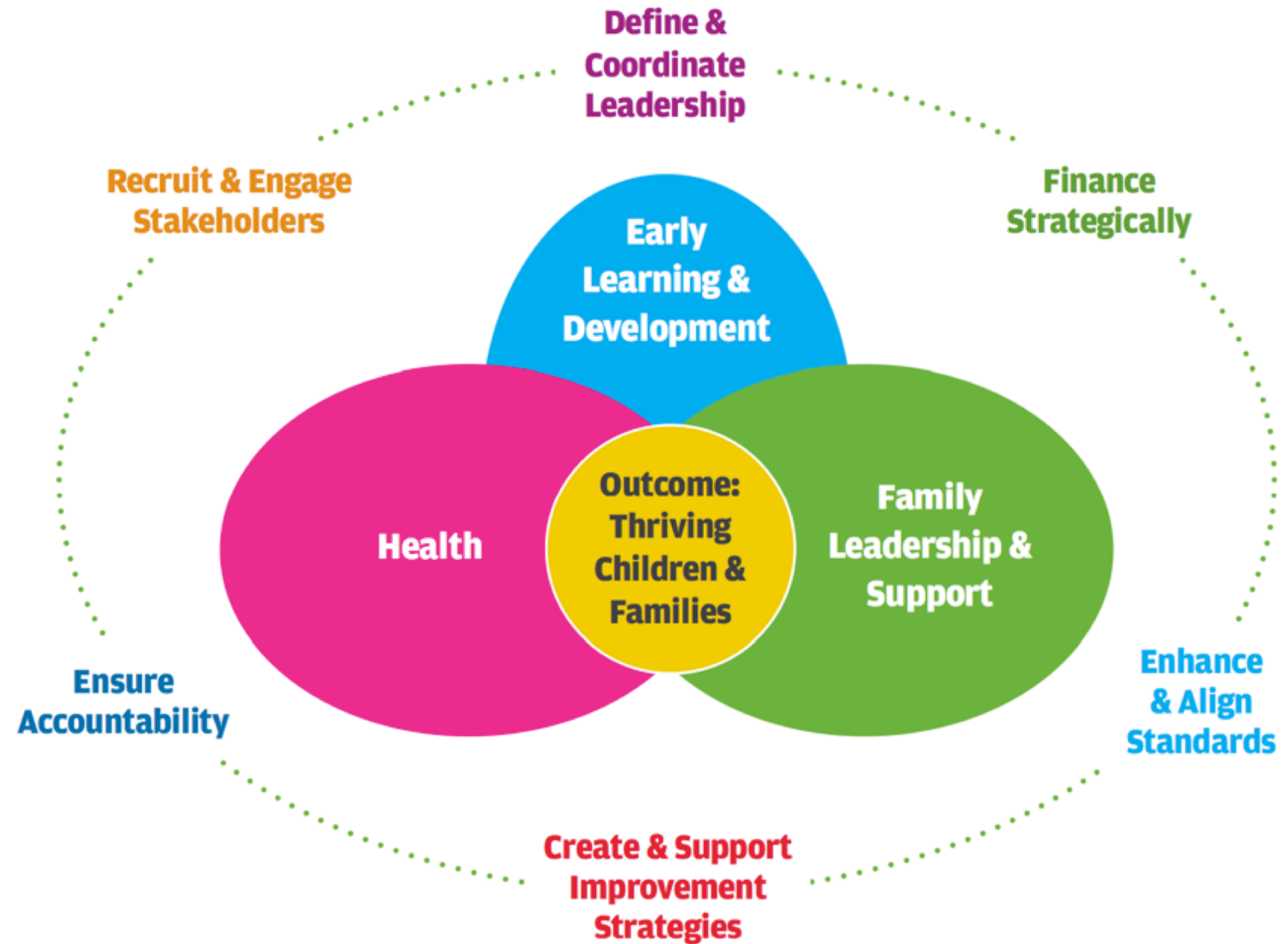**Your system**…any system is perfectly designed to produce the results you are obtaining.
(Adapted from Carr, 2008)

Figure One. Six Key Strategies to Improve the Functioning of a Comprehensive Early Childhood System

WHAT WE THINK THE SYSTEM LOOKS LIKE

WHAT THE SYSTEM ACTUALLY LOOKS LIKE

Care and Education

Quality Rating and Improvement Systems

Federal, Tribal, State, Local Education Agencies/Departments and Policies/Regulations

Education Data Systems

Unions

Care and Education Professional Associations

Higher Education Institutions

Accreditation Bodies

Regional Resource Centers

TA and Professional Learning Providers (coaches, consultants)

Child Care Resource and Referral Agencies

School Districts

Certification Bodies

Federal, Tribal, State, Local Health Agencies/Departments and Policies/Regulations

School Administrators

Center Directors

Parents, Family, and Community

Local Businesses

Libraries and Museums

Child Care Centers/Homes

Elementary Schools

Early Intervention Specialists

Health Professional Associations

Community-based Funders

Pre-K Centers

Child Development Specialists

Private Health Insurance Providers

Health

Cultural Institutions

Faith-Based Institutions

Early Childhood Teachers

K-3 Teachers

Home Visitors

Parks and Recreation Departments

Home Visiting and Parent Education Providers

Parents

Child 0-8

Prenatal and Perinatal Care Providers

Hospitals/Clinics/Medical Homes

Community-based Organizations

Family, Friends, and Neighbors

Medical Providers

Allied Health Professionals

Public Health Insurance Programs (SCHIP, Medicaid)

Health Data Systems

Transit Agencies

Grocery/Food Businesses

Mission-Related Non-Profit Organizations

Social Workers

Police and Fire Departments

Family Nutrition Supports (WIC, SNAP)

Public Health Screening and Surveillance Systems

Academic Researchers

Traditional, Digital, and Social Media

Juvenile and Family Courts

Foster Care Agencies

Advocacy Organizations

Business Leaders

Legal Professionals

Child Welfare Agencies

Social Services Data Systems

Legislators/Elected Officials

State and National Funders

Organizations Supporting Immigrant Families

State, Federal, and Local Housing Departments

Other Family Supports (Income, Job Training, Education Assistance)

Federal and State Cross-Sector Coordinating Bodies

Practitioners

Settings

Support Roles/Organizations

Policy/Funding/Governance

Other Influencers

Social Services

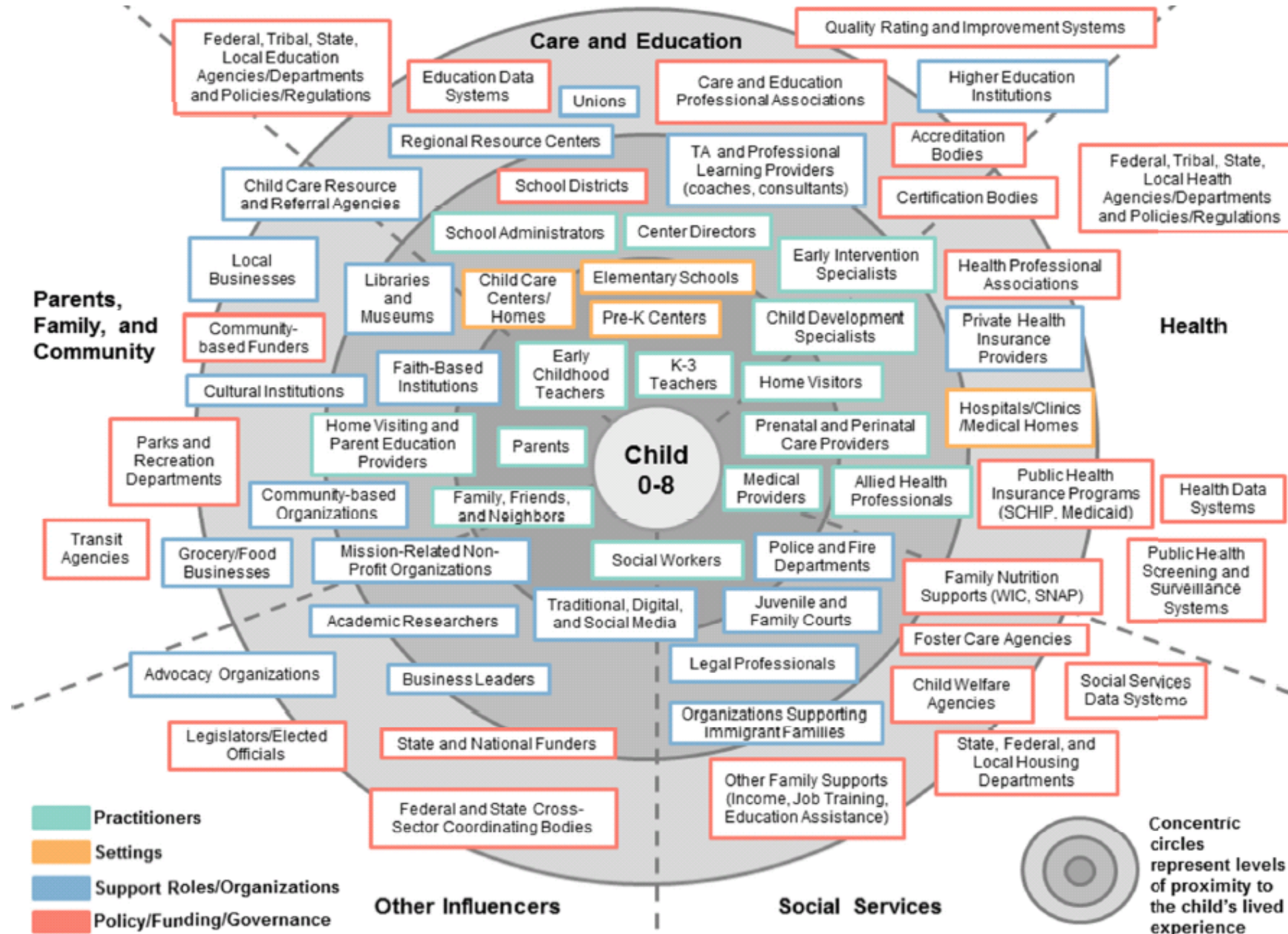Concentric circles represent levels of proximity to the child's lived experience

FIGURE 1-1 The complex landscape that affects children ages 0-8.

Master the skills of "adaptive leadership"

LEADERSHIP COMPETENCY #3

Adaptive Leadership

Technical Challenges

- Know-how currently exists
- Requires authoritative expertise or standard operating procedures to solve

Adaptive Challenges

- Solution not currently available
- Requires innovation/experimentation, new discoveries, adjustments on multiple levels
- Risk and courage involved as uncertainty and resistance is encountered
- Solved by the people experiencing the problem

www.ceelo.org/leadership-self-assessment

The Challenges We Face

Technical Challenges

EASY

Adaptive Challenges

Content

Process

Management

Leadership

Perspiration

Inspiration

HARD

www.ceelo.org/leadership-self-assessment

https://youtu.be/KHpWzEiBJMl

ADAPTIVE LEADERSHIP RAP

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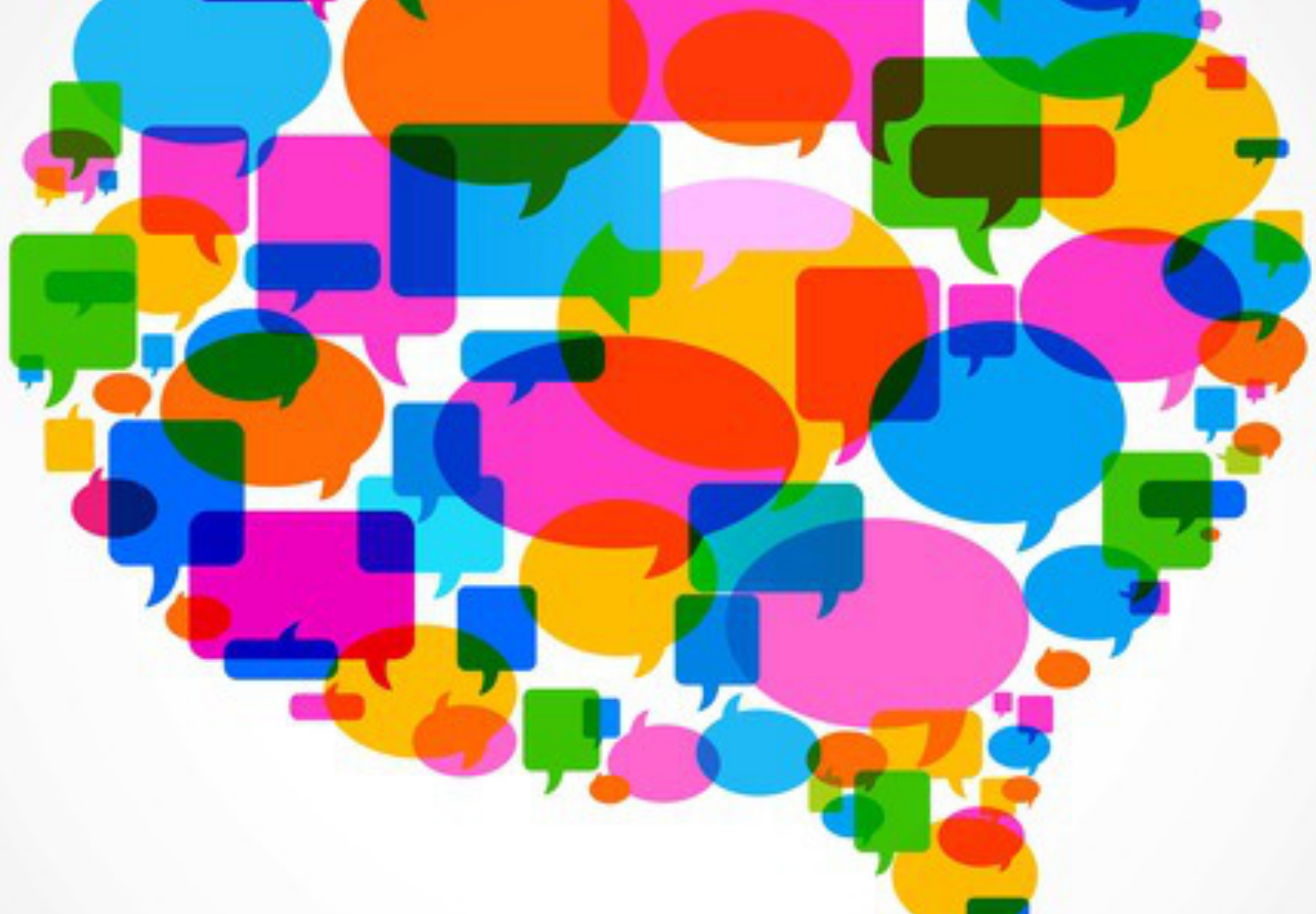
Be **results-based** and **data-driven**

LEADERSHIP COMPETENCY #4
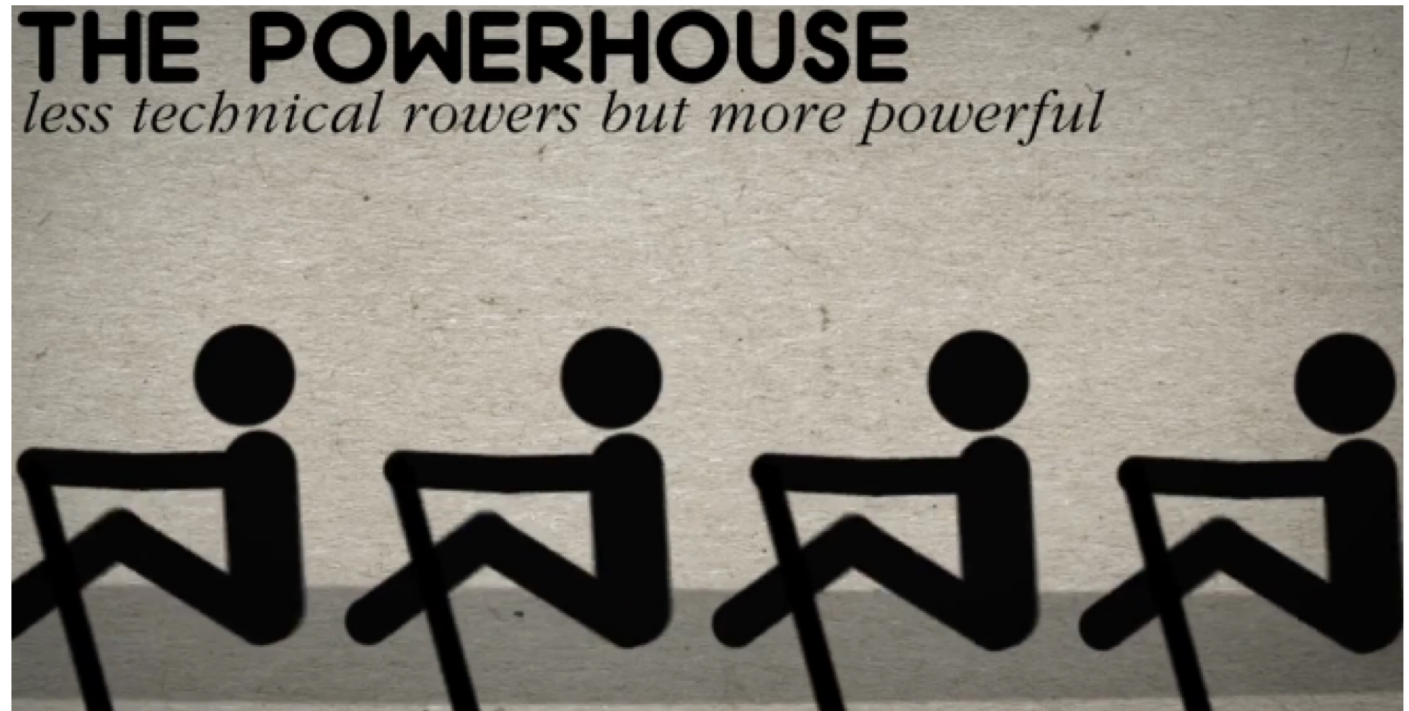
SPEED DATA(ING)
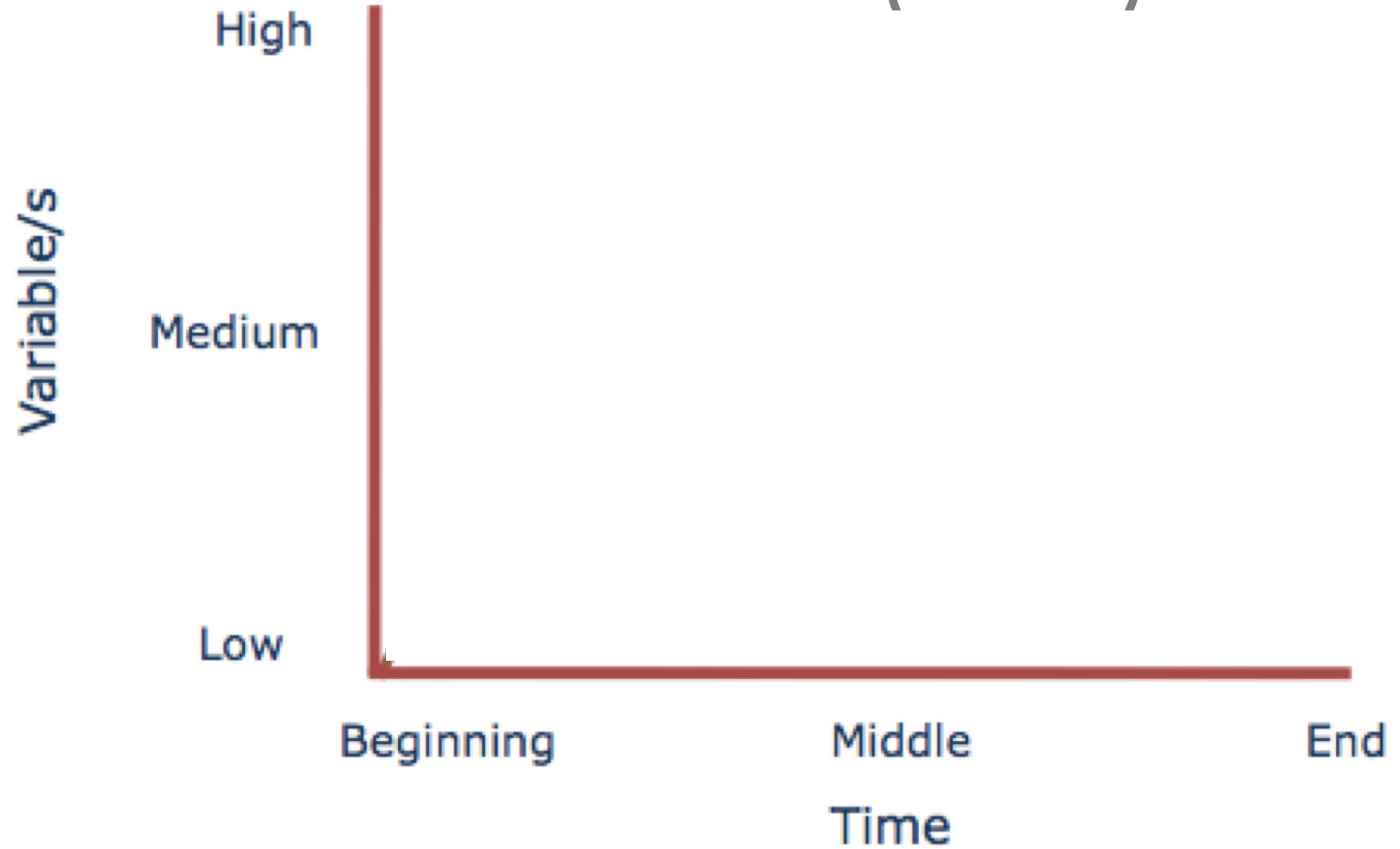
Become **powerful collaborators**

LEADERSHIP COMPETENCY #5

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COLLECTIVE LEADERSHIP

https://youtu.be/1ZZRvNXOozc

THE POWERHOUSE
less technical rowers but more powerful

Become **powerful** **collaborators**

ENLIST OTHERS IN YOUR CONTINUOUS IMPROVEMENT CYCLE

A COACH – We all need one

https://youtu.be/iGeiJBN5P2k

ATULGAWANDE

Bring attention to and **act on disparities**

LEADERSHIP COMPETENCY #6

MENTAL MODELS

https://youtu.be/F-TyPfYMDK8

EQUALITY   EQUITY   REALITY
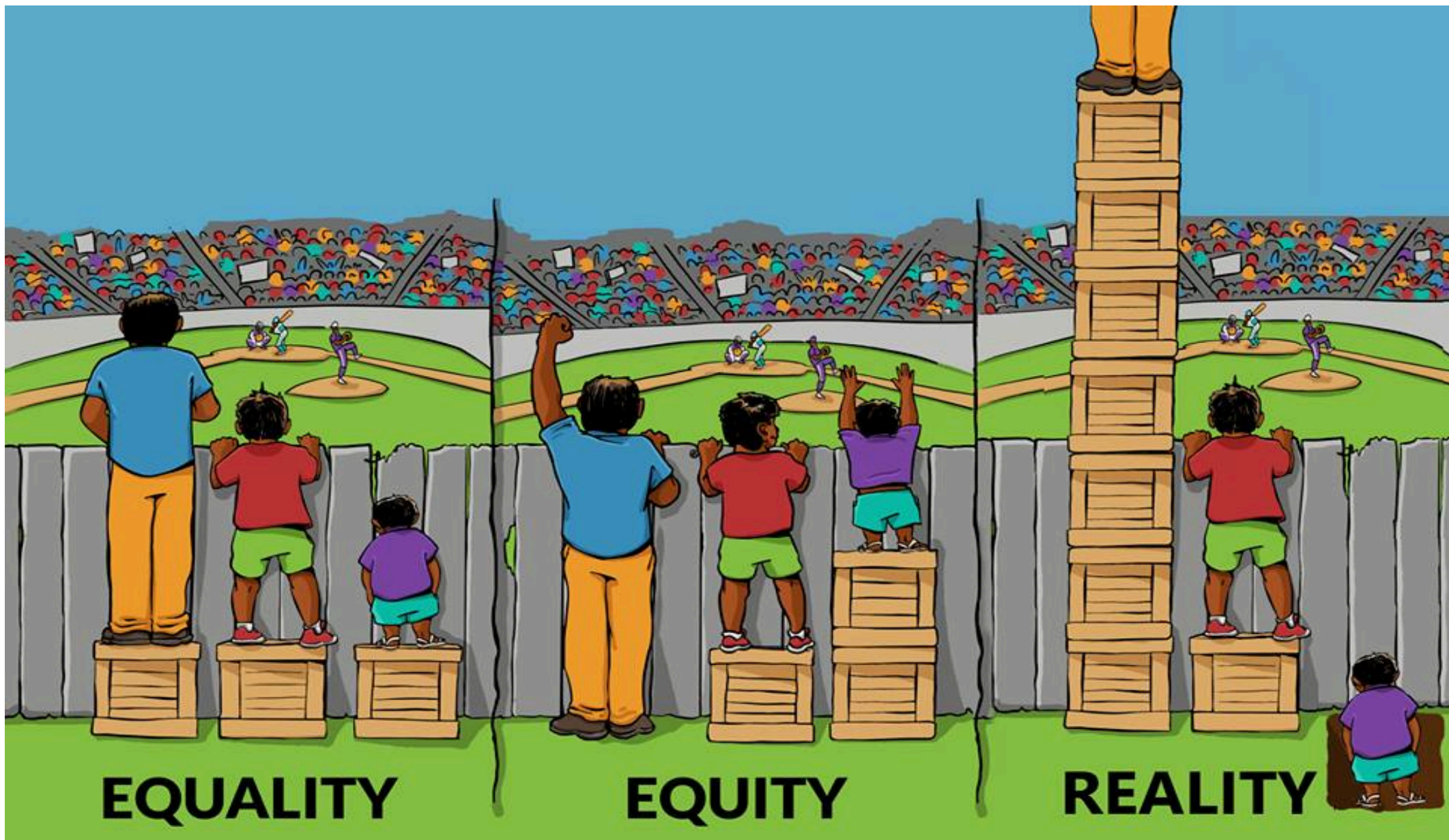
Treating <u>communities</u> situated differently as if they were the same can result in much greater inequities." john a. powell

IMPLICIT BIAS TESTS

https://youtu.be/cykcpqSpVZo

WHAT WE LEARNED TODAY

- Use the **self** as an instrument of change to produce intended results
- Become **systems thinkers**
- Master the skills of "**adaptive leadership**"
- Be **results-based** and **data-driven**
- **Collaborate** with others
- Bring attention to and **act on disparities** within YOUR early education system

Contact Us

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