

Intentional Leadership: Optimizing Child and Family Outcomes

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Made possible by the generous contributions of
the Temple Hoyne Buell Foundation



Others

- Gail E. Joseph, Ph.D.
 - DU/University of Washington
- Lynn Andrews & Joanne Dalton
 - Clayton Early Childhood Resource Institute
- National Advisory Board



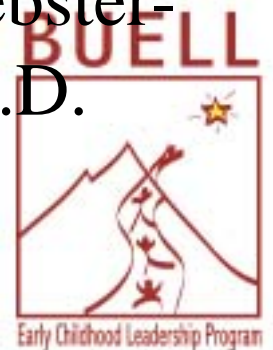
What do you think?

- What words come to mind when you think about leadership in Early Care and Education?



Advisory Board

- Sue Bredekamp, Ph.D.
- Tom Schultz, Ed.D.
- Jerlean Daniel, Ph.D.
- David Dickenson, Ed.D.
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- Mike Lopez, Ph.D.
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- Jennifer Adler, JD
- Gloria Harbin, Ph.D.
- Rob Corso, Ph.D.
- Carolyn Webster-Stratton, Ph.D.



Intentional Leadership

- Partnership of The University of Denver & The Clayton Early Childhood Resource Institute
- Funded by the Temple Hoyne Buell Foundation
- Designed collaboratively by:
 - Design Team
 - National Advisory Board
 - Colorado Leaders in Early Care and Education
- Overview of Presentation



Defining Leadership In ECE: Instructional Leadership

- K-12 literature
 - 2,803 publications
 - 1,154 journal articles
 - 500 peer reviewed journal articles
- ECE literature
 - 22 publications
 - 5 journal articles
 - 0 peer reviewed journal articles

Source: ERIC database search, using key terms “instructional leadership” and “early childhood” (Joseph, 2006)



Defining Leadership In ECE: Uniqueness of the ECE Field

- Environment
- Social emotional foundation
- Relationships with families
- Uneven staff qualifications
- Emerging definition of the field
- Cost of quality
- Others...



Defining Leadership In ECE: Intentional Leadership

- Leaders in ECE systems
 - exercise significant, intentional, and responsible influence
 - are the stewards of quality
 - are instructional leaders
 - are responsible for creating, implementing, and guiding the systems that promote optimal growth and development of children (Bloom, 2005)



Defining Leadership In ECE: Leading Learning

- “A leader of learning is someone who provides powerful opportunities for teachers and staff to engage in the **most effective instructional strategies** to make positive differences in the lives of the children and families with whom they work.
- The learning leader is someone who knows the curriculum, who recognizes evidence-based instructional strategies for both the child and adult learner, and who transcends the operational minutiae to become someone very much engaged in optimizing the learning life of the program.”
 - (Gail E. Joseph, 2006)



Significant Events in the ECE Field

- Quality Focus
- Intentional Teaching & Evidence Based Practices
- Emphasis on accountability and outcomes
- Development of Leadership Preparation Programs
- Multiple Funding Sources & Partnerships
- Research
- Reinvented NAEYC
Accreditation System



Significant Events in the Field (cont'd)

- Head Start Policies
 - Framework
 - Legislative Outcomes
 - Development of Early Head Start



Buell Early Childhood Leadership Program

- **Planning Grant**
 - Literature review of graduate certificate programs
 - Needs assessment
 - Strong interest in graduate level ECE leadership development
 - No current B.A. in ECE in Colorado
 - No more training without college credit
 - Beyond administration to leadership

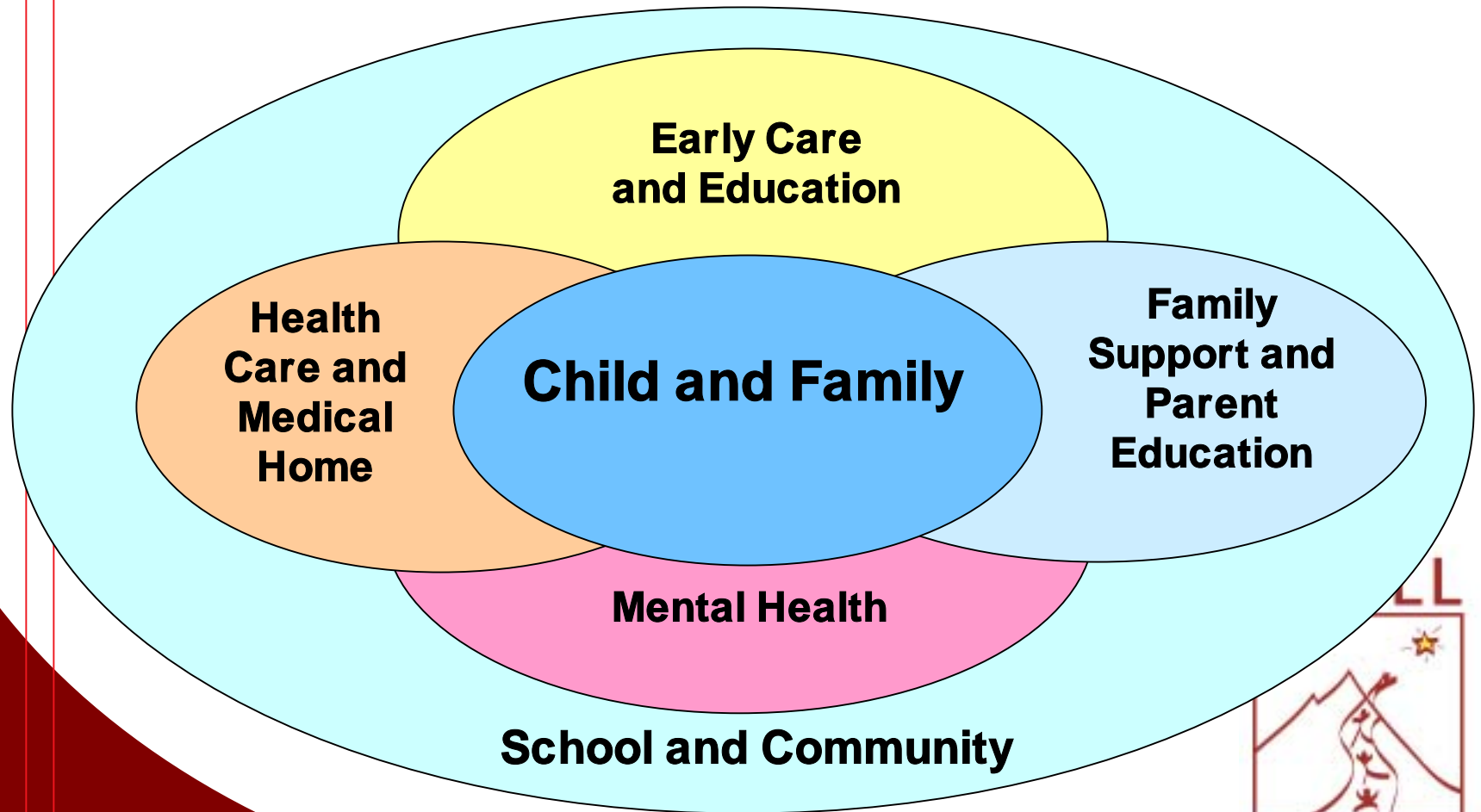


ECE Leadership: The Colorado Landscape

- SMART START Colorado
- Qualistar Early Learning
- More amenable political and philanthropic climate
- Lack of qualified candidates



ECE Leadership: The Colorado Landscape



Three Part Governance Structure for Colorado State System—3 Parts

	Part 1-State	Part 2-NGO	Part 3-Local
NOW	<ul style="list-style-type: none"> •Various state agencies that administer a variety of programs •Informal collaboration/coordination 	<ul style="list-style-type: none"> •Assortment of independent, state level NGO's and local programs serving children/families •No formal linkages/alignments between organizations 	<ul style="list-style-type: none"> •Assortment of local councils •Communities without councils
PROGRESS	<ul style="list-style-type: none"> •New administration-1/07 EC platform •Governor's charge-create model for structure of state level governance by 2008 		<ul style="list-style-type: none"> •Local EC Councils to provide leadership to every county/community in state •All councils held accountable for common standards/outcomes

Development of ECE Leadership Programs in Colorado

- Reflective Leadership
- A Time to Lead
- The Buell Early Childhood Leadership Program



The Buell Early Childhood Leadership Program:

- Our vision is to promote quality in the early care and education system in Colorado by identifying, nurturing, and building leadership capacity in existing and future early childhood leaders so that they will be prepared to guide programs toward making significant and meaningful differences in the lives of young children and their families.
- Intentionality is the organizing principle in the Buell ECE Leadership Program.



Buell Leadership Program

- Standards

- Project LEAD (Gloria Harbin, Ph.D.)
- Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC)
- Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) Recommended Practices
- National Association for the Education of Young Children (NAEYC) Administrative Competencies
- Head Start Program Performance Standards



Professional & Positive Learning Climate
(Collaborative Leadership)

Program Design &
Management & Systems
Change (Strategic
Leadership)

Evaluation &
Data-based Decision Making
(Reflective Leadership)

VISION
of Positive Child
and Family
Outcomes
(Symbolic Leadership)

Community Building &
Advocacy
(Political Leadership)

Professional
Development &
Supervision
(Professional Learning Leadership)

Child Development &
Evidence-based Practice
(Pedagogical Leadership)

Leading Learning in ECE
Conceptual Framework

Joseph, G.E., Elverenli, C.,
Sciarrino, C., & Andrews, L.,
2006

Buell Leadership Program: Standards

- Standard 1: Vision of Positive Child and Family Outcomes
- Standard 2: Child Development and Evidence-based Practices
- Standard 3: Community Building and Advocacy
- Standard 4: Professional Development and Supervision
- Standard 5: Program Design and Management and Systems Change
- Standard 6: Evaluation and Data-based Decision Making
- Standard 7: Professional and Positive Learning Climate



Buell Leadership Program: Dimensions of Leadership

- Symbolic Leadership
- Pedagogical Leadership
- Political Leadership
- Professional Learning Leadership
- Strategic Leadership
- Reflective Leadership
- Collaborative Leadership



Buell Leadership Program: Working Assumptions

- Leadership Matters
- Diversity
- Positive and Engaging Learning Climate
- Intentional Teaching
- Reflective Practice
- Best Practice
- Family Partnerships
- Collaboration

Joseph, G. E., Andrews, L., Sciarrino, C. (2006)



Buell ECE Leadership Program: Field Validation Study

- Validation from the field of ECE leaders is required for the development of effective programs. A recent review of the research concludes that there is a “clear need to identify what effective leadership practice is in terms of processes and outcome.... Theoretically based studies that allow different models and characteristics to be empirically tested are long overdue.” (Mukis, Aubrey, Harris, & Briggs, 2004, p. 157)



Buell Leadership Program: Field Validation Study (cont'd)

- The purpose of the field validation study is to use focus group methodology to gain insight into the perceptions of existing ECE leaders about the Buell Leadership Standards Practices. Each Standard will be investigated by the focus group participants through a series of questions. The results of the focus group analysis will inform the development of the course content and program evaluation. The knowledge gained from the experience and perspectives of ECE leaders will provide field validation of the Buell Early Childhood Leadership Standards Practices.



Buell Leadership Program: Field Validation Study (cont'd)

- A series of focus groups will be conducted with directors and administrators of early childhood programs.
- A final report will be prepared that reveals the perceptions, attitudes, and opinions of current ECE directors and administrators about the proposed Standards. This report will be used in the development of the Buell Early Childhood Leadership Program so that it is aligned with the field; ie. Field validated.
- A publication will be prepared for dissemination in peer-reviewed journals. This publication will provide empirically validated Early Childhood leadership practices and recommendations for effective leadership program development in the field.



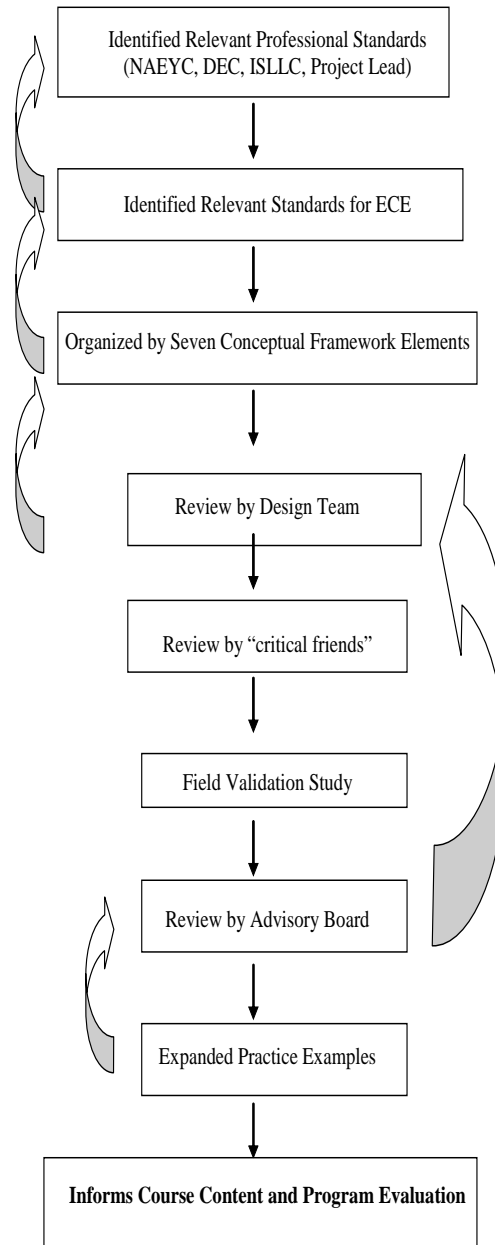
Buell Leadership Program

ADVISORY BOARD INVOLVEMENT

- Critical Readings
- Summer Symposium & Retreat
Presentations
- Program Development
- Program Evaluation



Buell Early Childhood Leadership Standards: Development Process



Buell Leadership: Program Components

- Cohort Structure
- Summer Leadership Symposium & Retreat
- Integrated Courses
- Reflective Discussion Webinars
- Mentorship
- Collaborative Action Research Project



Buell Leadership Program: Inaugural Cohort

- 80 applications
- Selection Process
- Diversity as central value
 - Cohort
 - Interview Panels
 - Partnership with the Clayton Foundation
 - Access to graduate programs at the University of Denver



Buell Leadership Program: Summer Symposium & Retreat

- Child development symposium with nationally recognized early childhood experts to develop skills in communication, collaboration, and reflection on evidence-based practices and leadership issues in early care and education.



Buell Early Childhood Leadership Program: Resources

- More soon at www.du.edu/BUELL
- For further information, please contact celveren@du.edu
- Leadership Development Resource List
- Standards
- Standards Development Process

