

*THE BUELL EARLY CHILDHOOD
LEADERSHIP PROGRAM (BECLP):*

*A GROWING NETWORK OF
LEADERS SEEKING TO BE
AGENTS FOR CHANGE*

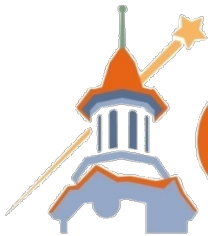
Fall Information Sessions: El Paso County, Dillon, Glenwood Springs, and Denver Metro

The Buell Early Childhood Leadership Program (BECLP)



UNIVERSITY OF
DENVER

Morgridge College
of Education



Clayton
EARLY LEARNING

BECLP is a University of Denver Morgridge College of Education and Clayton Early Learning Institute Partnership with funding from the Temple Hoyne Buell Foundation

About Us:

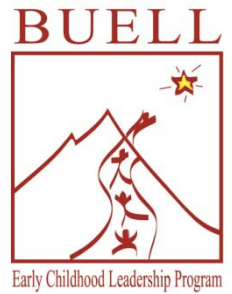
Design Team:

- Carolyn Elverenli, Ed.D.
 - ▣ Faculty Lead, University of Denver
- Virginia Maloney, Ph.D.
 - ▣ Co-faculty, University of Denver
- Lynn Andrews, MS; Joanne Dalton, MA; Nancie Linville, MS
 - ▣ Co-Faculty, Clayton Early Learning Institute
- Wendy Bickford, MA
 - ▣ Program Coordinator, University of Denver

Management Team:

- ▣ Susan Steele, Temple Hoyne Buell Foundation
- ▣ Charlotte Brantley, Clayton Early Learning

Program Vision



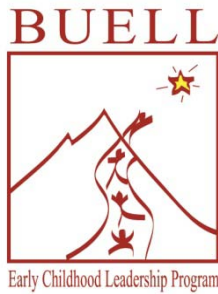
Our Vision:

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

Outcome Challenge:

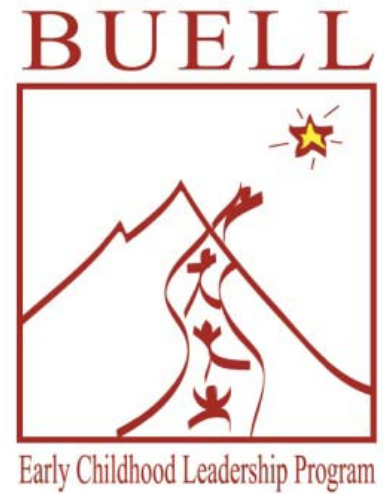
Buell Early Childhood Leadership Fellows are agents for change, aligning values, voice, and actions to create equity, opportunity, and educational excellence for all young children and families

Why is an innovative leadership development program important for the field of ECE?



- Addressing the unique culture of the ECE field at a defining moment in our history
 - ▣ Finding your voice
 - ▣ Advocacy
 - ▣ Risk taking
 - ▣ Relationship building & collaboration
 - ▣ Building competence and confidence in ECE leaders
 - ▣ Building leadership in women
- Current significant events in ECE

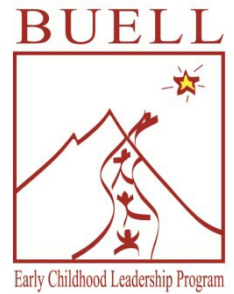




Topic for discussion:

What do early childhood
leaders need to know
and be able to do?

Innovation, Collaboration, and Discovery



- History of Development
- Conceptual Framework
- Big Ideas
- Journey of transformation: Head, Hand & Heart



Development of 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)

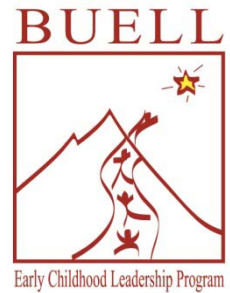
Professional Development & Supervision
 (Professional Learning Leadership)

Child Development & Evidence-based Practice
 (Pedagogical Leadership)

Leading Learning in ECE Conceptual Framework

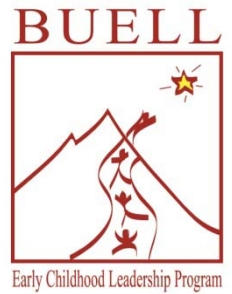
Joseph, G.E., Elvereni, C., Sciarrino, C., & Andrews, L., 2006

A Pedagogy for Preparing Agents of Change



- Curriculum Map
- Points of Integration
- Design Team & Collaborative Teaching
- Focus on Application
- Enthusiastic & engaged learning
- Discovery, innovation, & collaboration

Program Delivery Components



- The Buell Graduate Certificate program includes 25-quarter credit hours consisting of the following components:
 - Standards Based Curriculum
 - Diverse Cohort Structure and Ongoing Support (Including recruitment and alumni follow-up/support)
 - Summer Leadership Symposium and Retreat
 - Integrated and Applied Coursework
 - Mentorship & Local EC professional community involvement
 - Action Research Capstone Project
 - 24 credits apply toward an MA in Educational Administration with a concentration in Early Childhood
 - National Advisory Board of ECE experts
 - Collaborative Teaching

Advisory Board

- **Gail E. Joseph**, Ph.D., University of Washington (Board Chair & BECLP Founding Lead Faculty)
- **Sue Bredekamp**, Ph.D., Council for Early Childhood Professional Recognition
- **Doug Clements**, Ph.D., State University of New York at Buffalo
- **Rob Corso**, Ph.D., Center for the Social Emotional Foundation for Early Learning
- **Jerlean Daniel**, Ph.D., NAEYC
- **Yasmine Daniel**, MA, Early Childhood Consultant
- **David Dickinson**, Ed.D., Peabody College of Education Vanderbilt University
- **Stacie G. Goffin**, Ed.D., Goffin Strategy Group
- **Michael L. Lopez**, Ph.D., National Center for Latino Child & Family Research
- **Patrice Neal**, M.Ed., Frank Porter Graham Center
- **Thomas Schultz**, Ed.D., Council of Chief State School Officers
- **Phil Strain**, Ph.D., Positive Early Learning Experiences
- **Carolyn Webster-Stratton**, Ph.D., Parenting Research Clinic



Initial outcomes

Impact on Students:

- Yes I can!
- Ongoing Education: 2007-08 : 6 MA; 2 PhD/2008-09 12 MA; 1 Type D; 2009-2010 13 MA
- “The journey of learning that I experienced while in the BECLP has made me a stronger leader, more reflective individual, and more collaborative, by making others powerful...This program proves that by building a collaborative cohort of dedicated individuals who build programs based upon respect, integrity, relationships, and evidence-based practices; solutions to concerns and sustainability can occur by integrating all of these leadership dimensions.”

~Tracy Doig, 2nd year Fellow

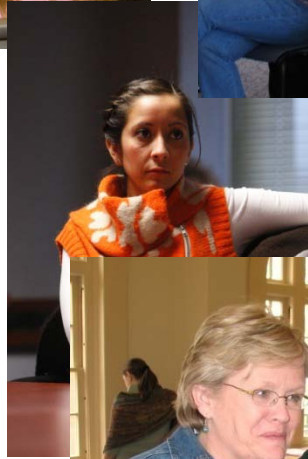
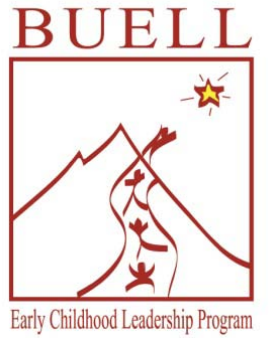
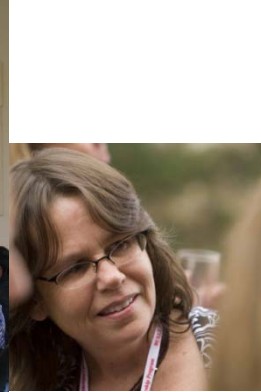
Impact on Organizations:

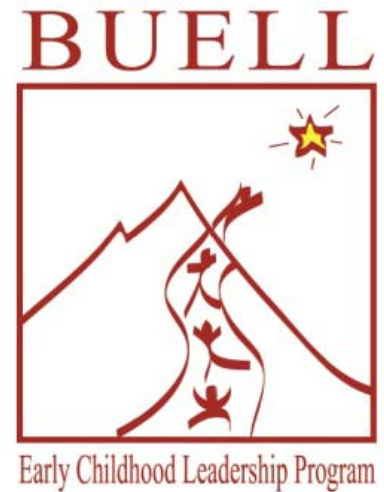
- Partner organizations
- Fellow organizations

Impact on System

- Fellows as agents for change in Colorado
- Increased recognition and engagement stakeholders
- Yes we can!







What have you seen?

Describe the current leadership practices for your program or organization:

- Given the challenges of your current setting, what leadership practices are missing?
- Given the strengths of your current setting, what leadership practices are thriving?

Symbolic Leadership

Big idea: Every decision made supports achieving the vision.

Example Practices:

1. The core beliefs of the program vision are identified, clarified, and addressed (ISLLC)
2. There is a culture of high expectations for child and family attainment of goals (Project LEAD)
3. Accomplishments of staff, families, and community partners are recognized and celebrated
4. Others?

Pedagogical Leadership

Big idea: Children's learning is facilitated based on current knowledge of child development, family systems, and effective pedagogy.

Example Practices:

1. Intervention models are designed, implemented, evaluated and refined (ISLLC)
2. Cultural sensitivity and competence are demonstrated (Project LEAD)
3. Integrated and meaningful curricular experiences in the content areas of language and literacy, mathematics, science, social studies, art, music, drama, movement, and technology are designed (NAEYC)
4. Others?

Political Leadership

Big idea: The leader is an effective voice for the field and “enrolls every voice” at every program and policy level to meet the needs of children and families.

Example Practices:

1. Relationships with community leaders at all levels are nurtured (ISLLC)
2. Organizational problems are defined, data is gathered to generate solutions and analytical skills are effectively applied to its solution (NAEYC)
3. Children, families, and the profession are advocated for (NAEYC)
4. Others?

Professional Learning Leadership

Big idea: Learner-centered principles are used with children, staff and families to create a learning organization

Example Practices:

1. A working environment is established in which lifelong learning, through participation in a professional learning team is encouraged and modeled (ISLLC)
2. Multiple opportunities to learn are available to all staff persons (ISLLC)
3. Barriers to professional development and staff learning are identified, clarified, and addressed (ISLLC)
4. Others?

Strategic Leadership

Big idea: Opportunities for program/organization growth and service are systematically evaluated and pursued through strategic planning

Example Practices:

1. The budget is utilized to support the vision
2. Change is divided into manageable pieces that are feasible (Project LEAD)
3. Participatory decision making approach with relevant stakeholders is used in program and systems change efforts (Project LEAD)
4. Others?

Reflective Leadership

Big Idea: A culture of inquiry is encouraged and all programmatic decisions are evidence-based

Example Practices:

1. Child Outcome data is used to make critical positive decisions about the environment, instructional strategies
2. Outcomes of different curricular approaches are evaluated (NAEYC)
3. Multiple sources of information regarding performance are used (ISLLC)
4. Others?

Collaborative Leadership

Big Idea: The leader builds relationships that foster true collaboration, leading by making others powerful

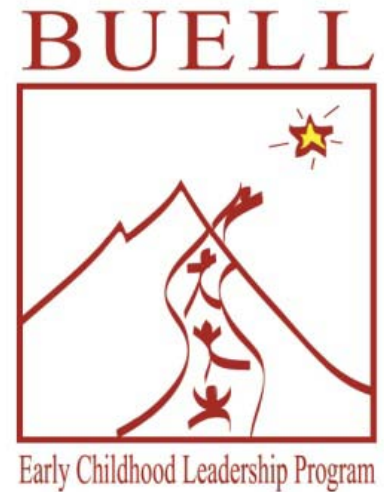
Example Practices:

1. Brings ethical principals to the decision-making process (ISLLC)
2. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance (ISLLC)
3. Engages in activities that build positive relationships with staff
4. Others?

Overarching



- Big Idea: Inclusivity is expressed in all facets of the organization's work.
- Big Idea: The leader lives in the realm of possibility; demonstrating the courage to challenge the status quo and invent new ways of thinking and acting.



Questions?

As a member of the Early Childhood field, what about this program excites you?

From the previous conversation, what does the curriculum address related to the leadership needs in your program/area?
What are we missing?

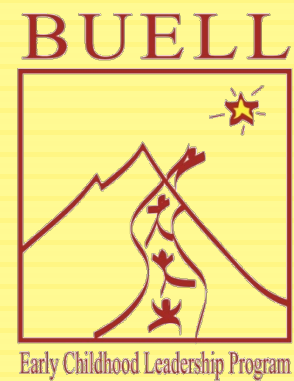
To Apply:

- Please visit the below website and download the Buell Early Childhood Leadership Application Materials:

<http://www.du.edu/education/calls/admission.html>

The online application must include:

- Current resume
- Three completed reference letters (you provide the names and email addresses for 3 recommenders)
- Completed FERPA form
- Official transcripts (1 official, signed, sealed copies from each institution)
- Letter of organizational support (optional)
- Personal statement (four-page maximum – see questions included in application materials)
- Non-refundable application fee of \$60.00



Morgridge College of Education

A University of Denver
Morgridge College of
Education and Clayton Early
Learning Partnership with
Generous Support from the
Temple Hoyne Buell
Foundation



www.du.edu/buell

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