

Leadership, Coordination & Sustainability

Structures for ongoing support of all
personnel development activities

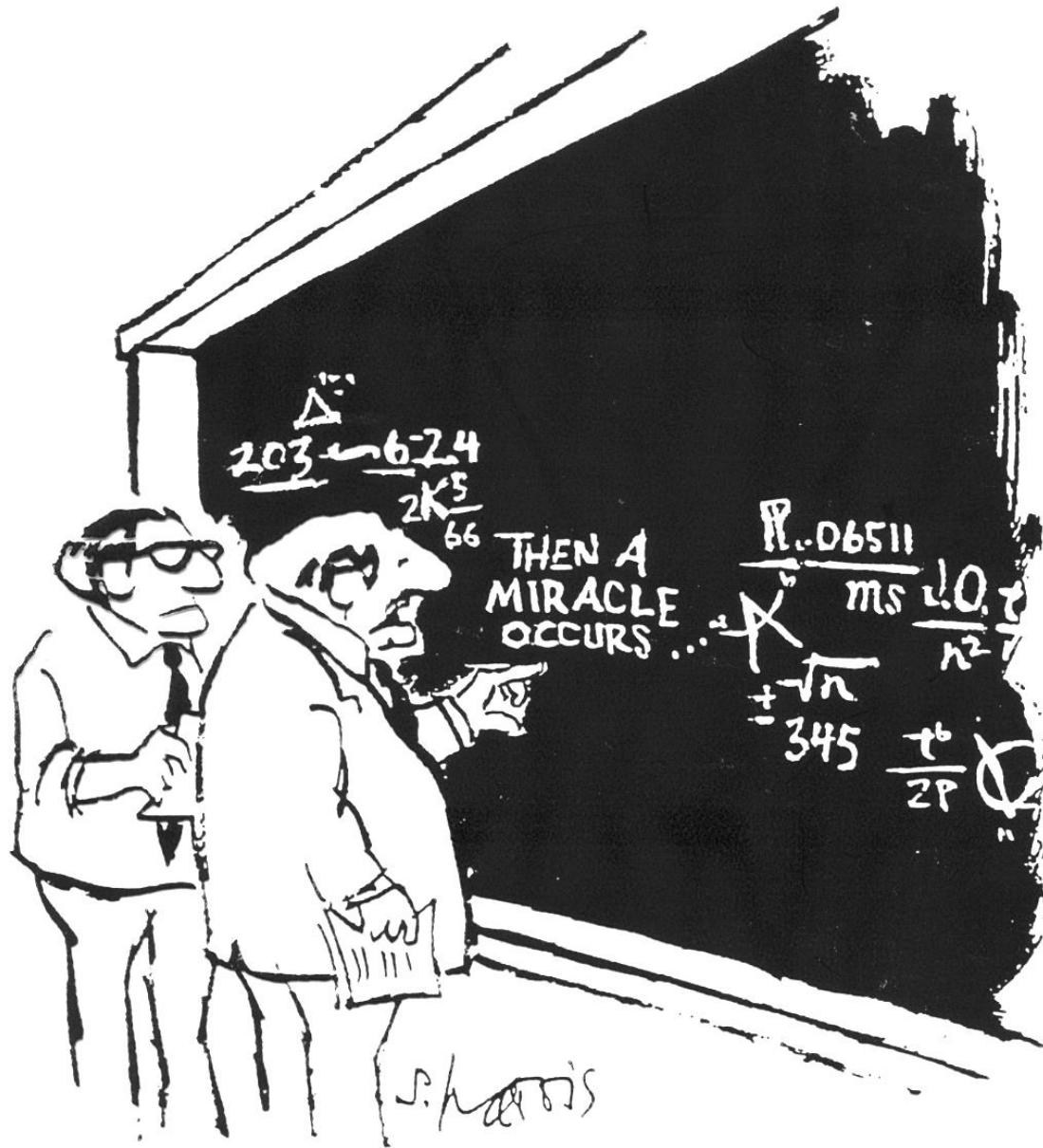
Leadership, Coordination, & Sustainability

Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.

Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.

Leadership:

- Nature (Characteristic You Were Born With)
- Nurture (Behavior You Can Learn)



"I think you should be more explicit here in step two."

Differentiating **between leader development** and **leadership development**. ...

Leader development focuses on developing individual knowledge, skills, and abilities (human capital).

Leadership development focuses on building networked relationships (social capital) among individuals in an organization.

The Top 10 Leadership Competencies, Grouped Into Five Themes

When 195 global leaders were asked to rate 74 qualities, these rose to the top.



Fundamental Leadership Skills

Ashkenas & Manville, 2018. HBR

- Translate that vision into a clear strategy about what actions to take, and what not to do.
- Recruit, develop, and reward a team of great people to carry out the strategy.
- Focus on measurable results.
- Foster innovation and learning to sustain your team (or organization) and grow new leaders.
- Lead yourself — know yourself, improve yourself, and manage the appropriate balance in your own life.

Leaders Must:

establish and maintain principles that become inherent in the organization they are leading:

rationale environments

clear values

openness to change and innovation

maturity

space for people to grow

momentum effectiveness

stewardship

Bloch, 1996; DuPree, 1992

Knowledge

- child development,
- evidence-based practices,
- state laws and regulations,
- family-centered approaches,
- federal laws and regulations, and
- group processes.

Bruns et.al, 2017

Competencies

- professional learning,
- effective relationships,
- shared responsibility,
- data use,
- and effective communication.

Bruns et.al, 2017

Valued Leadership Competencies

Having a clear purpose

Able to navigating complex systems

Able to develop a shared vision for the service delivery system

Able to build trusting relationships,

Able to take risks,

Able to collaborate

Leadership is a process of mutual influence and shared responsibility set in context.



Essential Characteristics of Leadership

- Contextually Bound
- Can Be Learned (Using learning Theory)
- The Harder the Task, The More Complex the Process of Leadership

Leadership defined:

the proactive process of influencing others “to act for certain goals that represent the values and motivations—the wants and needs, aspirations and expectations—*of both leaders and followers*” (Burns, 1978, p. 19)

DEC Leadership Position Paper

- *Leadership capital* is human capacities and organizational cultures that support “active engagement in leadership tasks”
- *Leadership capital* is dynamic and can be shaped, built, or drained and used effectively or ineffectively

Bruder et.al, 2015

Leadership Position Statement

- DEC believes the EI/ECSE field should purposefully build and sustain leadership capital across all aspects of practice.
- DEC believes leadership in EI/ECSE is a process that involves mutual influence and shared responsibility
- DEC believes the EI/ECSE field should conduct research to collect evidence about the construct and demonstration of leadership skills across EI/ECSE service systems.



Leadership Beyond
Role/Agency: EC Systems

Leadership within the
Role/Agency: IDEA
Programs

Coordinators Orientation
and More

Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks Part C/619 (3; N=38 participants)
 - a) Job descriptions/What you do/Need to know
 - b) Refine/reduce into critical knowledge and skills by level
 - c) Theme statements into categories
 - d) Translate into competency statements
4. Survey/Delphi for validation/consensus (N=70)
5. Refined competencies will be sequenced by level
6. Indicators will be developed for each competency
7. Curriculum will be developed with learning activities



**Administrative
Leadership**

**Pedagogical
Leadership**

**Community
Leadership**

**Advocacy
Leadership**

**Conceptual
Leadership**

Leadership Practices Constituting the Focus of Investigation

Leader-Centered Practices

Organizational Visioning

Motivational Communication

Modeling Desired Behavior

Capacity-Building Practices

Relationship-Building Practices

Confidence-Building Practices

Coaching Practices

Shared Responsibility Practices

Encouraging Employee Input & Feedback

Soliciting Creative Employee Solutions

Shared Decision-Making

Behavioral Practices

Performance Expectations

Performance Rewards

States that participated in Think Tanks

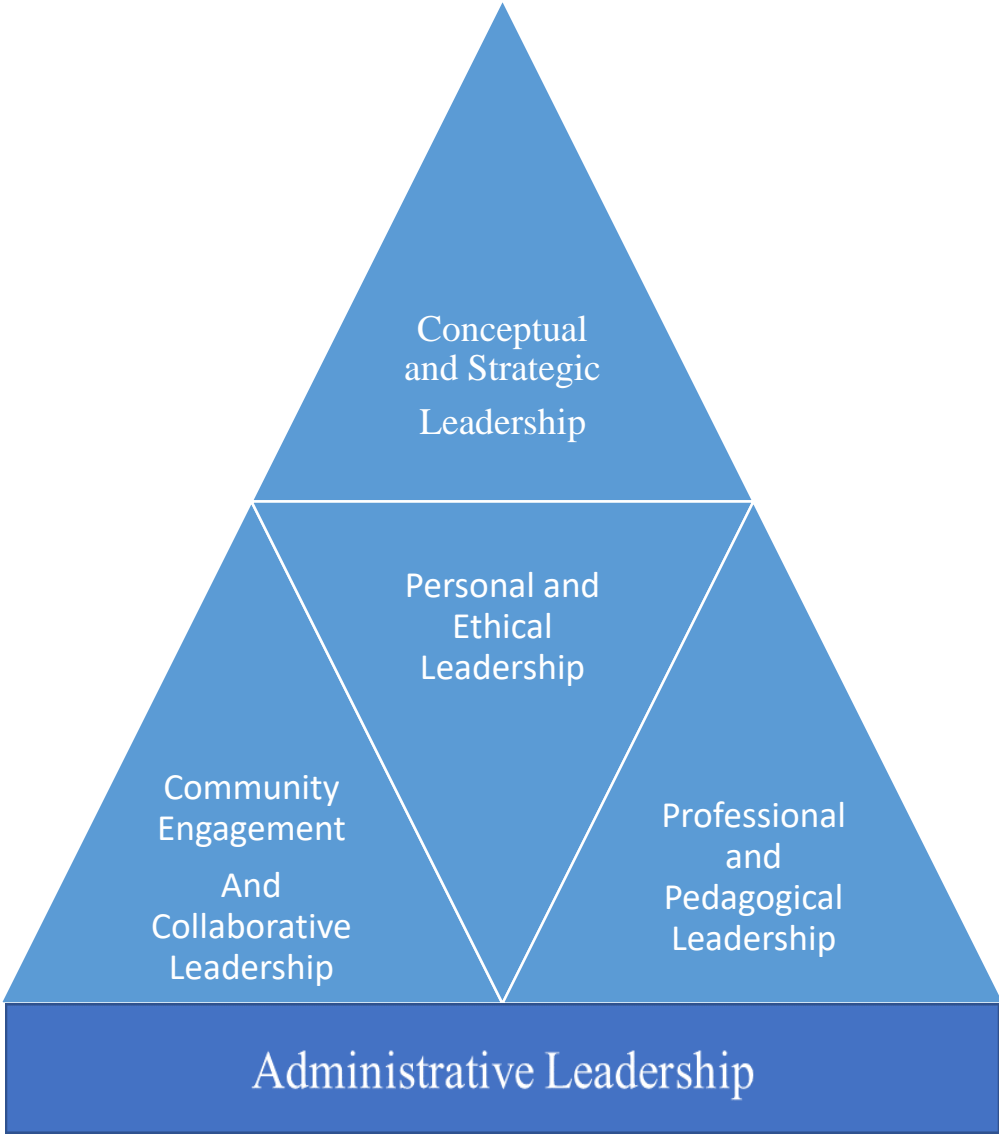
- Arkansas
- Connecticut
- Idaho
- Indiana
- Iowa
- Kentucky
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Montana
- Nevada
- New Mexico
- North Carolina
- Oklahoma
- Pennsylvania
- Rhode Island
- South Dakota
- Texas
- Utah
- Vermont
- Washington
- Washington, D.C.
- West Virginia

Administrative Leadership

	Level 1	Level 2	Level 3
Implements and Complies with State and Federal Laws	<ul style="list-style-type: none"> – Completes federal application – Implements corrective action as needed – Completes self-assessment of system 	–	–
Emerging Laws/Policies	<ul style="list-style-type: none"> – Monitors & provides input as needed 	<ul style="list-style-type: none"> – Develops policies and procedures for emerging issues 	–
Develops & Monitors Program State Policies and Procedures	<ul style="list-style-type: none"> – Implements data system – Provides fiscal oversight 	<ul style="list-style-type: none"> – Develops a CSPD system – Integrates components of system 	<ul style="list-style-type: none"> – Participates in state & national early childhood initiatives – Integrates C/619 system into state and national early childhood initiatives

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Measures for Evaluation

- A measure of acquisition and generalization will be identified for each knowledge and skills statement
- Part C/619 coordinators will rate each for feasibility, validity and relevance
- Benchmarks will be developed and tested for each measure

ECPC Metasynthesis of Leadership Studies	Kagan	ECPC/619 Coordinator Developed	CT PreK -3	Aspire	ECSEL	CEC/DEC Advanced Specialty Set	MCHB LEND	ASHA
		Leading Self		Leading Self	Personal Leadership		Self	Emotional Intelligence, Introduction to Leadership
Organizational Visioning, Coaching, Confidence Building Practices, Soliciting Creative Employee Solutions	Community	Stakeholder Engagement		Leading Others	Collaborative Leadership	Collaboration	Others	Coaching, Influencing Others, Conflict Management,
	Pedagogical		Curriculum and Instruction	Leading Learning	Leadership for Instruction Leadership for Student Services	Curricula Content Knowledge		
		Federal and State Program Requirements	Federal and State Program	Leading Implementation of Policies, Laws and Regulations	Institutional Leadership	Programs, Services and Outcomes		
	Administrative	Federal and State Program Management		Managing Operations and Resources	Organizational Leadership			Teams, Virtual Meetings,
	Conceptual	Strategic Thinking	Leading for Equity, Excellence and Early Success	Leading Results		Research and Inquiry	Wider Community	Leadership Styles, Generative Thinking, Change Leadership,SP
	Advocacy	Professionalism				Professional and Ethical Practice		



Definitions

Practice: the action of doing

Standard: What you must know and be able to do
(knowledge and skills)

Competency: an ability or skill to meet a standard

Indicator: a rule for the measure of quality; a sign
that shows the condition or existence of something