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.

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong ethics &amp; safety</td>
<td>67% Has high ethical and moral standards</td>
</tr>
<tr>
<td>Self-organizing</td>
<td>59 Provides goals and objectives with loose guidelines/direction</td>
</tr>
<tr>
<td>Efficient learning</td>
<td>56 Clearly communicates expectations</td>
</tr>
<tr>
<td>Nurtures growth</td>
<td>52 Has the flexibility to change opinions</td>
</tr>
<tr>
<td>Connection &amp; belonging</td>
<td>43 Is committed to my ongoing training</td>
</tr>
<tr>
<td></td>
<td>42 Communicates often and openly</td>
</tr>
<tr>
<td></td>
<td>39 Is open to new ideas and approaches</td>
</tr>
<tr>
<td></td>
<td>38 Creates a feeling of succeeding and failing together</td>
</tr>
<tr>
<td></td>
<td>38 Helps me grow into a next-generation leader</td>
</tr>
<tr>
<td></td>
<td>37 Provides safety for trial and error</td>
</tr>
</tbody>
</table>

Source: Sunnie Giles
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
Leadership Concepts

- Administrative Leadership
- Community Leadership
- Pedagogical Leadership
- Conceptual Leadership
- Advocacy Leadership
### Leadership Practices Constituting the Focus of Investigation

<table>
<thead>
<tr>
<th>Leader-Centered Practices</th>
<th>Shared Responsibility Practices</th>
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<tbody>
<tr>
<td><strong>Organizational Visioning</strong></td>
<td>Encouraging Employee Input &amp; Feedback</td>
</tr>
<tr>
<td><strong>Motivational Communication</strong></td>
<td><strong>Soliciting Creative Employee Solutions</strong></td>
</tr>
<tr>
<td>Modeling Desired Behavior</td>
<td>Shared Decision-Making</td>
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</tbody>
</table>

<table>
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<tr>
<th>Capacity-Building Practices</th>
<th>Behavioral Practices</th>
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<tbody>
<tr>
<td>Relationship-Building Practices</td>
<td>Performance Expectations</td>
</tr>
<tr>
<td><strong>Confidence-Building Practices</strong></td>
<td>Performance Rewards</td>
</tr>
<tr>
<td><strong>Coaching Practices</strong></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implements and Complies with State and Federal Laws</strong></td>
<td>− Completes federal application</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td></td>
<td>− Implements corrective action as needed</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td></td>
<td>− Completes self-assessment of system</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td><strong>Emerging Laws/Policies</strong></td>
<td>− Monitors &amp; provides input as needed</td>
<td>− Develops policies and procedures for emerging issues</td>
<td>−</td>
</tr>
<tr>
<td><strong>Develops &amp; Monitors Program State Policies and Procedures</strong></td>
<td>− Implements data system</td>
<td>− Develops a CSPD system</td>
<td>− Participates in state &amp; national early childhood initiatives</td>
</tr>
<tr>
<td></td>
<td>− Provides fiscal oversight</td>
<td>− Integrates components of system</td>
<td>− Integrates C/619 system into state and national early childhood initiatives</td>
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## Administrative Leadership

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</table>
Conceptual and Strategic Leadership

Community Engagement and Collaborative Leadership

Personal and Ethical Leadership

Professional and Pedagogical Leadership

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