

C. Early Childhood and Family Programs Leadership			
Code	Explores	Implements	Designs, Evaluates, Improves
6.C.1	Learning about program finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.	Demonstrating knowledge of factors that affect program finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.	Evaluating factors that affect program finance and making adjustments, revisions, and/or improvements.
Q:	<i>Learn about all sources of revenue, including federal, state, and local revenue. Learn about UFARS. What is your role in the components of program finance? What are your district procedures and policies for submitting and revising budgets? What are your district policies and procedures for purchasing and coding? How do you blend and braid funds? How do you evaluate and make improvements?</i>		
S-A or Goals			
6.C.2	Learning about ways to create programming and services that meet the needs of children and families in the community.	Demonstrating the ability to create and ensure programming and services meet the needs of children and families in the community.	Creating, implementing, and evaluating programming and services that meet the needs of children and families in the community.
Q:	<i>What are early childhood and family programs and services that best meet (or are most effective at meeting) the needs of children and families? How do you determine the needs of children and families in the community? How do you create and ensure programs and services that are aligned, coherent, and comprehensive? How do you ensure that all families are aware of and understand the programs and services you provide? How do you evaluate your programs and services to ensure that they are effective (in terms of both outcomes and meeting the needs of children and families)?</i>		
S-A or Goals			
6.C.3	Learning about ways to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures.	Demonstrating the knowledge and skills necessary to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures.	Demonstrating the ability to evaluate and enhance the knowledge and skills necessary to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures.
Q:	<i>How do you conduct a community needs assessment? How do you ensure other programs are involved in and benefit from the needs assessment? How do you determine educational objectives, and how are they aligned with district and World's Best Workforce goals? How do you schedule and promote programs and services? What is your outreach plan? How do you establish and implement registration procedures, and ensure they are family friendly?</i>		
S-A or Goals			

6.C.4	Understanding ways to build collaborative partnerships in the community.	Demonstrating the ability to build collaborative partnerships in the community.	Evaluating and enhancing collaborative partnerships in the community.
Q:	<i>What are ways of building collaborative partnerships? Who are potential partners in your district and community? How to you build and sustain partnerships? How do you assess/evaluate partnerships? What are ways of enhancing partnerships?</i>		
S-A or Goals			
6.C.5	Learning about the developmental needs of children from birth to grade three and adults/families.	Demonstrating understanding of developmental needs of children from birth to grade three and adults/families.	Ensuring others understand the developmental needs of all children and adults/families.
Q:	<i>What are the developmental needs of children from birth to grade three? What are the developmental needs of parents/adult learners? How do you ensure that others understand the developmental needs of all children and adults/parents? How do you ensure your programs and services are designed in a way that demonstrates the developmental needs of children and adults/parents are prioritized?</i>		
S-A or Goals			
6.C.6	Learning about curriculum from birth through grade 3. Learning about parenting interventions and curricula.	Demonstrating an understanding of the articulation and alignment of curriculum from birth through grade 3. Demonstrating an understanding of parenting curricula.	Demonstrating the ability to articulate and align curriculum from birth through grade 3. Demonstrating the ability to articulate and align parenting interventions and curriculum.
Q:	<i>What curricula are available for children aged birth through grade 3? What parenting interventions and curricula are available? How do you implement curricula? How do you align curriculum birth through third grade? How do you connect early childhood and parenting curriculum?</i>		
S-A or Goals			
6.C.7	Understanding ways of working with children and adults of all ages.	Demonstrating the ability to work with children and adults of all ages.	Evaluating and improving ways of working with children and adults of all ages.
Q:	<i>What do you demonstrate the ability to work with children and adults of all ages? How do you assess your ability and plan for ways to enhance your ability?</i>		
S-A or Goals			

6.C.8	Learning to work with parents, teachers, and other staff in all levels and settings of early childhood education and care.	Demonstrating the ability to work with parents, teachers, and other staff in all levels and settings of early childhood education and care.	Demonstrating the ability to evaluate and enhance work with parents, teachers, and other staff in all levels and settings of early childhood education and care.
Q:	<i>How do you demonstrate the ability to work with parents, teachers, and other staff in all levels and settings of early childhood education and care? What resources and standards inform your work with others? How do you evaluate and enhance your work with parents, teachers, and other staff in all levels and setting of early childhood education and care?</i>		
S-A or Goals			
6.C.9	Learning about the characteristics of effective transitions for children and families.	Demonstrating understanding of the characteristics of effective transitions for children and families.	Evaluating and revising transitions for children and families to enhance effectiveness.
Q:	<i>What are the components of effective transitions for children and families? How do you plan for and implement effective transitions? How do you evaluate and enhance transitions for children and families? How do you know they are effective?</i>		
S-A or Goals			
6.C.10	Exploring ways to use local, civic, and business resources to enhance the early childhood and family learning opportunities within the school.	Identifying and effectively using local, civic, and business resources to enhance the early childhood and family learning opportunities within the school and community.	Evaluating and and enhancing the use of local, civic, and business resources to provide or support early childhood and family learning opportunities within the school and community.
Q:	<i>What are ways to use local, civic, and business resources to enhance early childhood and family learning opportunities within the school? How do you use local, civic, and business resources to enhance the early childhood and family learning opportunities? What is your plan for using local, civic, and business resources?</i>		
S-A or Goals			
6.C.11	Learning about procedures for securing sites and space, including off-site (non-district owned) and shared facilities, for programming and services.	Securing sites and space, including off-site (non-district owned) and shared facilities, for programming and services.	Evaluating and enhancing program sites and space, including off-site (non-district owned) and shared facilities, for various factors (e.g., efficiency, safety, practicality, effectiveness, etc.).
Q:	<i>What are your district's policies and procedures for securing sites and space, including off-site (non-district owned) and shared facilities, for programming and services? What local, state, and federal policies and laws do you need to know about (e.g., levy for lease)? How do you evaluate sites and space and implement changes/enhancements?</i>		
S-A or Goals			

6.C.12	Learning about ways to manage program sites and spaces, including off-site (non-district owned) and shared facilities.	Managing program sites and spaces, including off-site (non-district owned) and shared facilities.	Evaluating and enhancing the management of program sites and spaces, including off-site (non-district owned) and shared facilities.
Q:	<i>What are your roles and responsibilities for managing program sites and spaces? What are ways of managing program sites and spaces? How do you manage program sites and spaces? How do you evaluate and enhance the management of program sites and spaces?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Goals, Resources

--