

Core Leadership Competencies for Early Childhood Administrators

A person who serves as an early childhood administrator shall demonstrate competence in the following core areas:

A. Leadership by:

Code	Explores	Implements	Designs, Evaluates, Improves
1.A.1	Learning about ways to assess and improve school and program climate and culture.	Assessing school and program culture and climate.	Evaluating progress toward improving culture and climate. Making improvements based on evaluations.
Q:	<i>What is the difference between culture and climate? What are some strategies for understanding and assessing the climate and culture of a school? What are some strategies for improving school culture? How do you know if strategies and plans have been successful?</i>		
S-A or Goals			
1.A.2	Learning about ways to provide purpose and direction for individuals and groups.	Providing purpose and direction for individuals and groups.	Evaluating and enhancing ways of providing purpose and direction for individuals and groups.
Q:	<i>What purpose and direction do you, or should you, provide to individuals and groups? Why? What are some ways to provide purpose and direction for individuals and groups? How do you know if you are effective at providing purpose and direction?</i>		
S-A or Goals			
1.A.3	Exploring shared leadership and decision-making strategies.	Understanding and modeling shared leadership and decision-making strategies.	Evaluating and enhancing shared leadership and decision-making strategies.
Q:	<i>What is shared leadership and decision-making? What are the advantages and disadvantages of shared leadership and decision-making? What are some strategies for shared leadership and decision-making? How do you determine effectiveness?</i>		
S-A or Goals			
1.A.4	Investigating issues that affect education and families.	Demonstrating an understanding of issues affecting education and families	Demonstrating an ability to respond to issues affecting education and families.
Q:	<i>What are some issues that impact education and families? What are some issues that impact child and adult learning? How do you make changes, adaptations, or accommodations based on these issues?</i>		
S-A or Goals			

1.A.5	Learning about processes for creating strategic plans and goals.	Through a visioning process, formulating strategic plans and goals with staff and community.	Evaluating and enhancing strategic plans and goals with staff and community.
Q:	<i>How does your program/building/district create strategic plans and goals? How will you create strategic plans and goals? How do you ensure alignment with relevant strategic plans and goals? How will you evaluate and revise your strategic plans and goals?</i>		
S-A or Goals			
1.A.6	Understanding purpose and methods to set priorities.	Setting priorities in the context of stakeholder needs.	Evaluating and revising priorities in the context of stakeholder needs.
Q:	<i>What is your process for setting priorities? How are priorities communicated to stakeholders? How do you ensure that priorities meet the needs of stakeholders? How do you evaluate the process for setting priorities and make improvements?</i>		
S-A or Goals			
1.A.7	Exploring the role and ways of advocating for the welfare of learners.	Serving as a spokesperson for the welfare of all learners in a multicultural context.	Evaluating and enhancing the effectiveness of being a spokesperson.
Q:	<i>What is your role as an advocate for learners? What are ways of advocating for the welfare of learners? How do you serve as a spokesperson? How do you evaluate your performance as a spokesperson?</i>		
S-A or Goals			
1.A.8	Working toward an understanding how education is impacted by local events.	Understanding how education is impacted by local, state, national, and international events.	Responding to events by designing and evaluating learning opportunities.
Q:	<i>How do events impact education? How does education respond to local, state, national, and international events? How do you respond to events? How do you evaluate your responses?</i>		
S-A or Goals			
1.A.9	Learning about role and potential strategies for facilitating and motivating others.	Demonstrating the ability to facilitate and motivate others.	Evaluating and enhancing the ability to facilitate and motivate others.
Q:	<i>What is your role for facilitating and motivating others? What are some strategies for facilitating and motivating others. How do you know if you are effective at facilitating and motivating others? How do you determine if changes or improvements are needed?</i>		
S-A or Goals			

1.A.10	Understands ways of implementing change or educational reform.	Demonstrating the ability to implement change or educational reform.	Demonstrating the ability to implement, sustain, and evaluate change or educational reform.
Q:	<i>What are some ways of implementing change or reform? How does your district implement change or reform? How do, or how will you, implement change or reform? How will you evaluate the success or effectiveness of implementation efforts?</i>		
S-A or Goals			
1.A.11	Networking and building relationships with colleagues.	Networking and providing leadership and support to colleagues.	Networking and providing leadership and support to colleagues inside and outside program/district.
Q:	<i>Who are your colleagues? What is your plan for networking and building relationships with colleagues? Do you have a mentor or do your mentor someone? Who do you rely on for support, guidance? How do you provide leadership inside and outside your district?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

- Effective leaders:
- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
 - b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
 - c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
 - d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
 - e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
 - f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
 - g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Notes, Resources

Early childhood administration website: <http://ecadmin.wikidot.com>