



# New Coordinators' Community of Practice – Session One

MDE Regional Networking Group Team | Early Learning Services  
January 25, 2023

# Welcome to the world of early childhood leadership!

## Format

- Presentation and discussion.

## Presentation slides focus on:

- Core tasks for new administrators to help ensure a strong start.
- A landscape view of knowledge and competencies relevant to administration and leadership.
- Strategies for program operations.



from [National Graphic Learning](#)

***The quality of an early childhood education program is largely dependent on an often overlooked group of professionals: school or program leaders. After teachers, research shows that school leaders are the greatest in-school factor impacting student achievement.***

[Abbie Lieberman](#), p. 5

# Our Time Together

## Our Time Together

- Facilitators and group members
- Adult learners
- Learning and conversing
- Commitment to the work
- Why have a community of practice?



*“We learn better when we learn together”*

# New Coordinators' Community of Practice

This learning community is designed to be an informal, unstructured time and space for early childhood administrators/leaders to meet together virtually to:

- Learn *from* each other – Learn *with* each other.
- Network and share experiences.
- Share ideas, strategies, resources, etc.
- Provide collegial support and guidance.
- Develop personally/professionally, and advance our practice, both individually and collectively.

# Community of Practice Sessions

1. Understanding the Roles and Responsibilities of Your Position
2. Understanding Program Requirements and Policies
3. Understanding Our Programs within Districts and Communities
4. Program Finance and Budgeting
5. The Role of Data
6. Community Engagement, Collaboration and Mixed Delivery
7. Continuous Improvement to Achieve Coherence and High Quality



## New Coordinators' Community of Practice

Early childhood coordinators/administrators are often responsible for the overall operation of their programs and services. The roles and responsibilities of coordinators are diverse, ranging from complete responsibility for all program operations to shared responsibilities of specific operations or programs. Administrative roles may include providing program and instructional leadership, supervision, and/or human resources. Among many other things, coordinators are responsible for budgets, the safety of children, compliance to federal and state laws, staffing, parent and family engagement, and collaborating with community partners.

While there currently is no formal training required of early childhood coordinators in Minnesota, we are fortunate to have a tremendous wealth of experience and knowledge among the many administrators in Minnesota. With this in mind, the purpose of this community of practice is to bring coordinators together to learn with each other, and from each other. With support from Early Learning Services staff, we will explore a new topic each session.

### 2022-23 Schedule

Session	Date	Time	Topic
1	1/25	12:00 to 1:00	Roles and Responsibilities of Early Childhood Administrators
2	2/15	3:00 to 4:00	Program Requirements and Policies
3	3/7	12:00 to 1:00	Understanding Our Programs within Districts and Communities
4	3/30	3:00 to 4:00	Program Finance and Budgeting
5	4/19	12:00 to 1:00	The Role of Data (including state reporting requirements)
6	5/11	3:00 to 4:00	Community Engagement, Collaboration and Mixed Delivery
7	6/7	12:00 to 2:00	Continuous Improvement to Achieve Coherence and High Quality

### How to Participate and What to Expect

The New Coordinators' Community of Practice is an informal group comprised of those interested in administering and leading early childhood programs and services. The focus is on building connections and collective knowledge, advancing our own knowledge and practice, and working toward achieving high quality programming and services for children and families.

Participate as your schedule permits. Each session includes time for presentations followed by small and large group discussions. While the sessions may be recorded, we encourage live participation due to the importance of discussions and connections with other early childhood administrators.

To join a meeting, go to <https://www.zoomgov.com/j/16004521274> at the scheduled time and the host will let you in. Contact Mike Brown at [mike.p.brown@state.mn.us](mailto:mike.p.brown@state.mn.us) with questions.

# Learning Objectives of this Community of Practice

1. Participants understand how to connect with others locally, regionally, and statewide.
2. Participants gain an understanding of potential roles and responsibilities associated with their position.
3. Participants understand how to find out about the requirements of the programs they supervise and lead.
4. Participants understand the role policies and procedures play in the operation and functioning of early childhood education and family programs.
5. Participants discuss and understand district and community data/information relevant to early childhood education and family programs.
6. Participants learn some strategies for essential program operations, like budgeting and state reporting.
7. Participants learn about the importance of continued learning and continuous improvement.

# Before We Begin...

## Keep in Mind

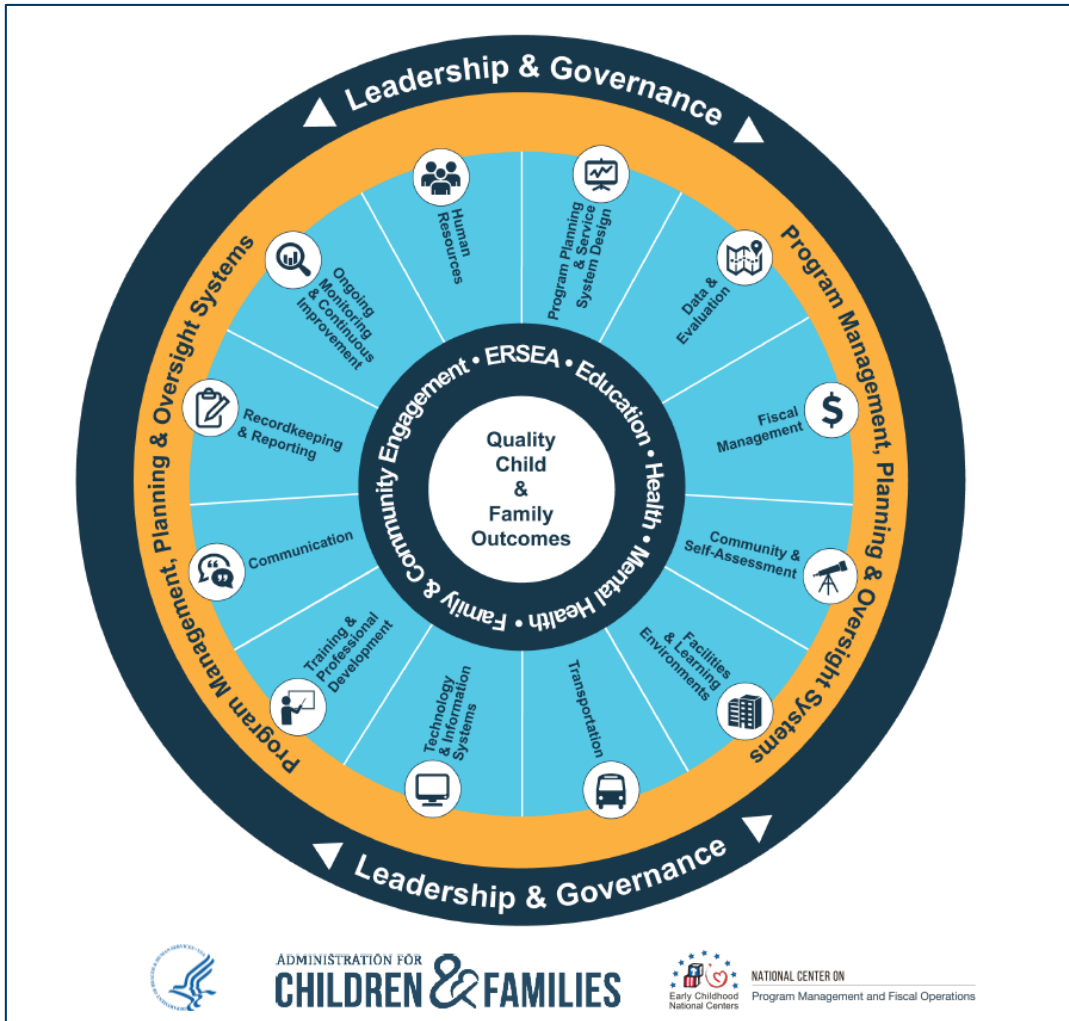
1. Virtual session reminders
2. Lifelong learning is who we are
3. Goals and values
4. Organize and prioritize

# Virtual Session Reminders

- This community of practice is intended to be a safe place for sharing and learning.
- Make sure that your audio is muted when not speaking/sharing.
- Use the “chat” function to send comments/questions throughout the presentation.
- Please place resource links that are pertinent to the discussion in the chat box so that we can share the information after the session ends.
- Slides from this session will be shared with participants.



# Starting with Lifelong Learning as a Disposition



## Knowledge and Competency Framework for Early Childhood Administrators

School-Based Early Childhood Leaders



2017 - Framework



### Core Leadership Competencies

- |                                       |  |
|---------------------------------------|--|
| A. Leadership                         | H. Curriculum Planning and Development for the Success of All Learners |
| B. Organizational Management          | I. Instructional Management for the Success of All Learners            |
| C. Diversity Leadership               | J. Human Resource Management   |
| D. Policy and Law                     | K. Values and Ethics of Leadership                                     |
| E. Political Influence and Governance | L. Judgment and Problem Analysis                                       |
| F. Communication                      | M. Safety and Security   |
| G. Community Relations                |  |

In addition to demonstrating all core competencies listed above, a person who serves as an early childhood administrator should demonstrate competence in the following specific areas:

- A. Instructional Leadership
- B. Monitor Student and Participant Learning
- C. Early Childhood and Family Programs Leadership

# Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



# New Administrators Page of EC Admin Website

## Early Childhood Program Administration

Resources, Training, Best Practices, Sharing

EC EducationECLKCECLCMMDEMHSA MNAFEEParent EducationPreK-3

### New Administrators

OverviewNew Coordinators' Community of PracticeContact Us

#### New Coordinators' Community of Practice

Early childhood administrators are responsible for the overall operation of their programs and services. The roles and responsibilities of early childhood administrators are diverse, ranging from complete responsibility for program operations to shared responsibilities of specific operations or programs. Administrative roles may include managing the school/program, providing instructional and program leadership, and human resources. Among many other things, administrators are responsible for budgets, the safety of children, compliance to federal and state regulations, staffing, parent and family engagement, and collaborating with and involving community partners. Unlike other school administrators, there is no formal training required of early childhood administrators in Minnesota. Thankfully, we have a tremendous wealth of experience and knowledge among the many administrators in Minnesota. The purpose of this community of practice is to bring early childhood administrators together to learn with each other, and from each other. With support from Early Learning Services staff, we will explore a new topic each session.

##### Schedule

Session	Date	Topic	Survey	Presentation Slides
1	1/25	Roles and Responsibilities	<a href="#">Click Here</a>	<a href="#">Click Here</a>
2	2/15	Program Requirements and Policies	<a href="#">Click Here</a>	<a href="#">Click Here</a>
3	3/7	Understanding Our Programs within Districts and Communities	<a href="#">Click Here</a>	<a href="#">Click Here</a>
4	3/30	Program Finance and Budgeting	<a href="#">Click Here</a>	<a href="#">Click Here</a>
5	4/19	The Role of Data (including state reporting requirements)	<a href="#">Click Here</a>	<a href="#">Click Here</a>
6	5/11	Collaboration and Mixed Delivery	<a href="#">Click Here</a>	<a href="#">Click Here</a>
7	6/17	Continuous Improvement to Achieve Coherence and High Quality	<a href="#">Click Here</a>	<a href="#">Click Here</a>

#### Part I: Getting Started as a New Administrator

How to Use the ModulesModule 1: Welcome and IntroductionModule 2: Understanding Your Role and ResponsibilitiesModule 3: Learning about Program Requirements – Working to Achieve High-QualityModule 4: Understanding Policies and ProceduresModule 5: Learning about Your Program and ProgramsModule 6: Strategies for Program OperationsModule 7: Data Practices & Requirements

## TOPIC #1

# Making Yourself Known

1. Within and outside the organization
2. Email alerts (how you manage and receive information)
3. Articulating your vision

# First – Ensure You are Known

## 1. Known to District and Community (within your organization and community)

- Is the contact information on your district website correct?
- If parents wanted to contact your early childhood programs for information, how easy is it for them to find the information?
- Who will you be working with in the district? Who should you be working with?

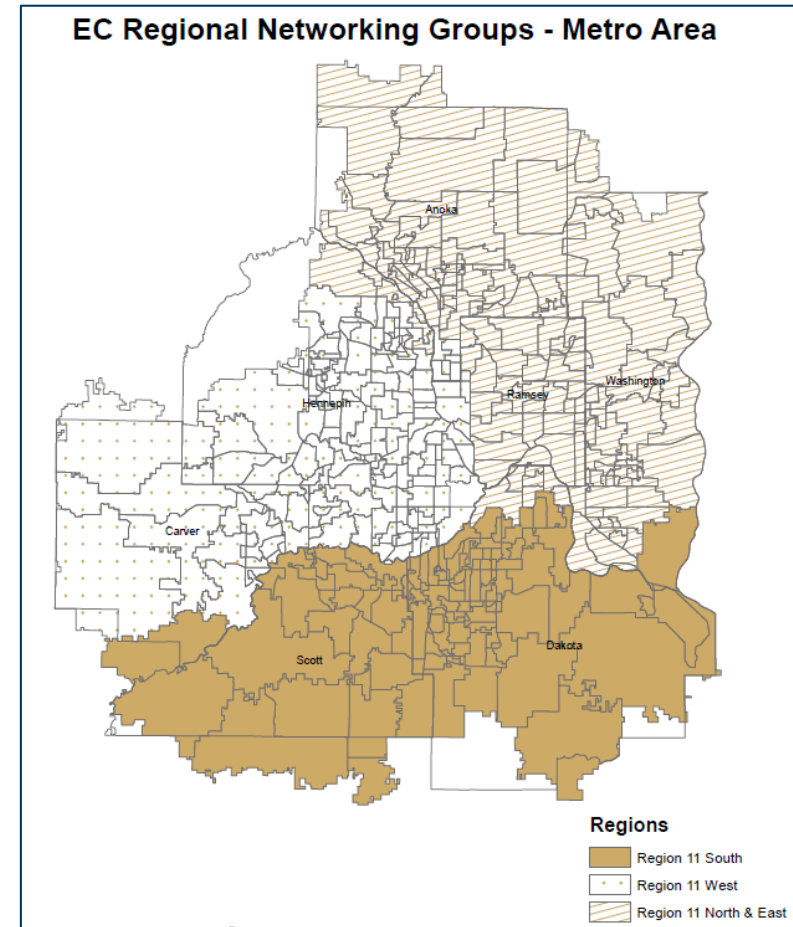
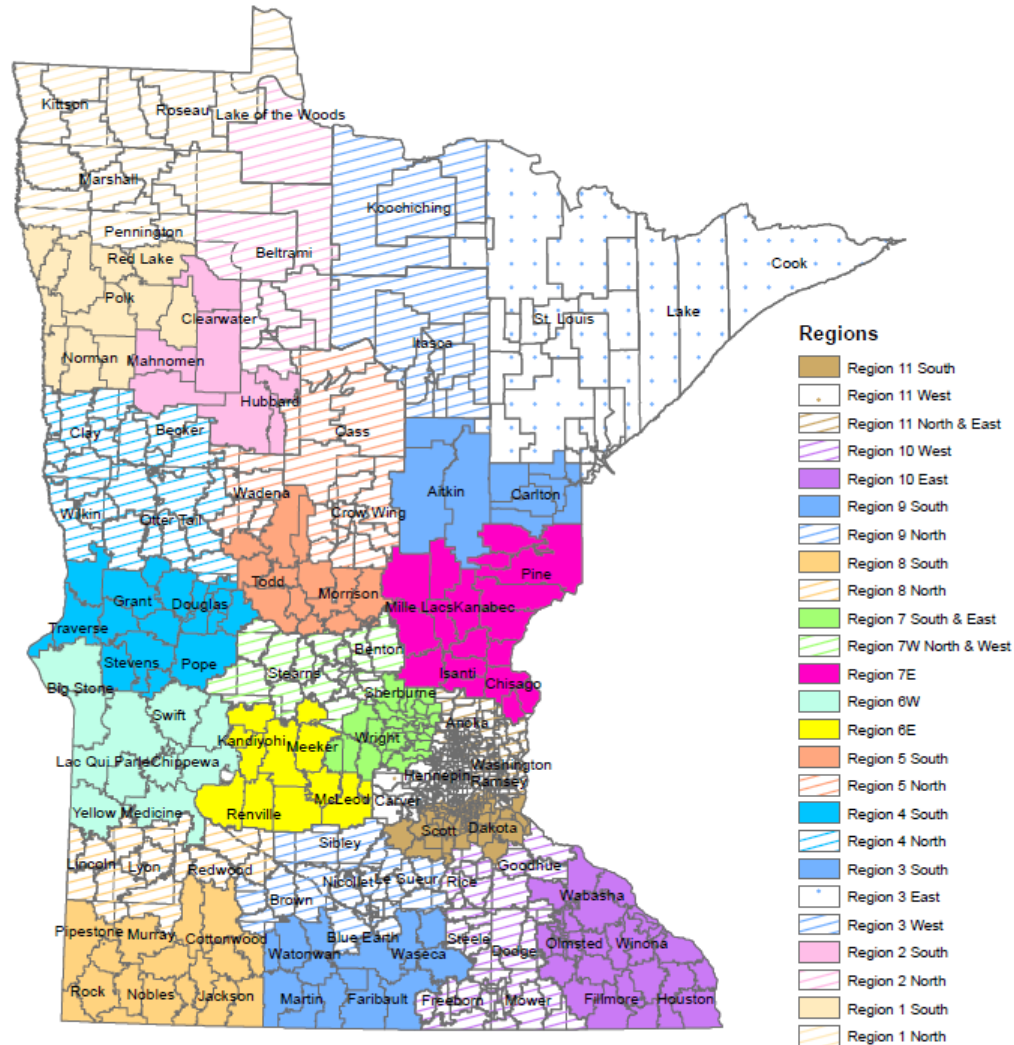
## 2. Known to Colleagues (within your area/region)

MDE and MNAFEE support the Early Childhood Regional Networking Groups. One of the most important things for early childhood coordinators is support. The regional networking groups provide collegial support. They are a great way to get connected with other coordinators in your area. Also, a great way to share information and learn from each other.

- New this year are Information Management Consultants (IMCs).



# Early Childhood Regional Networking Groups



# Regional Networking Groups

## Early Childhood Program Administration

Resources, Training, Best Practices, Sharing

[EC Education](#)[ECLKC](#)[MDE](#)[MHSA](#)[MNAFEE](#)[Parent Education](#)[PreK-3](#)

### Regional Networking Groups

The regional networking groups were created using the Governor's Economic Development regions. The groups/maps were restructured (from the old MNAFEE maps) in order to be consistent with other maps. This page is organized into three set of tabs: One for coordinators, one for educators, and one for information sharing. Each school district is listed in the regions below.

#### Regional Groups - GROUP LEADERS, DATA LEADERS, and COORDINATORS

[Introduction](#)[Region 1](#)[Region 2](#)[Region 3](#)[Region 4](#)[Region 5](#)[Region 6E](#)[Region 6W](#)[Region 7E](#)[Region 7W](#)[Region 8](#)[Region 9](#)[Region 10](#)[Region 11](#)

##### Introduction

According to a MDE survey of early childhood coordinators, the best resource for information, guidance, and support is other coordinators. One of the goals of networking groups is to connect coordinators and build regional and statewide capacity. Another goal of networking groups is to increase communication and collaboration not only among district programs, but also between the state and districts.

The concept driving our capacity-building and improvement efforts is Leadership from the Middle (LftM). *LftM can be briefly defined as: a deliberate strategy that increases the capacity and internal coherence of the middle as it becomes a more effective partner upward to the state and downward to its schools and communities, in pursuit of greater system performance. The goal of LftM is to develop greater overall system coherence by strengthening the focus of the middle in relation to system goals and local needs. Thus, it is not a standalone, but rather a connected strategy. This approach is powerful because it mobilizes the middle (districts and/or networks of schools), thus developing widespread capacity, while at the same time the middle works with its schools more effectively and becomes a better and more influential partner upward to the center.* [Click Here](#) to continue reading.

[Regional Networking Groups page](#) of the Early Childhood Administration website

# Regional Networking Groups

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#### Region 9

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##### North Group

**Leader:** Betty Uehling, New Ulm: [buehling@newulm.k12.mn.us](mailto:buehling@newulm.k12.mn.us)  
**Information Management Consultant:** Betty Uehling: [buehling@newulm.k12.mn.us](mailto:buehling@newulm.k12.mn.us)

CLEVELAND - Ashley Genelin: [genelin.ashley@isd391.org](mailto:genelin.ashley@isd391.org)  
COMFREY - Kirsten Hutchison: [khutchison@comfrey.mntm.org](mailto:khutchison@comfrey.mntm.org)  
G.F.W - Tonia Schiro: [tonia.schiro@gfw.k12.mn.us](mailto:tonia.schiro@gfw.k12.mn.us)  
LAKE CRYSTAL-WELCOME MEMORIAL - Alisha Prange: [aprange@isd2071.k12.mn.us](mailto:aprange@isd2071.k12.mn.us)  
LESUEUR-HENDERSON - Catherine Goettl: [cgoettl@isd2397.org](mailto:cgoettl@isd2397.org)  
MANKATO - Katie Gag: [kgag1@isd77.k12.mn.us](mailto:kgag1@isd77.k12.mn.us)

[Regional Networking Groups page](#) of the Early Childhood Administration website



# Ensure You are Known to MDE

## **3. Known to MDE – MDE's Directory for Schools and Organizations (to the state).**

The Minnesota Department of Education-Organization Reference Glossary (MDE-ORG) is a searchable database. It includes a variety of Minnesota school, district and education-related organization directories. Start by searching for your school district. A list of organizations will populate. Find your district and early childhood programs (you may want to look at neighboring districts to see how they are listed). If information is out of date, or sites are not listed that should be, then you will need to contact your site verification coordinator.

# Finding MDE-ORG

The screenshot shows the Minnesota Department of Education (MDE) website. The header features the MDE logo and the text "DEPARTMENT OF EDUCATION". To the right, there are social media icons for Twitter, Facebook, YouTube, and Email, with the text "stay connected:". Below the header is a navigation bar with links: Home, About, Students and Families, Licensing, Districts, Schools and Educators, Data Center, and COVID-19. The "Data Center" link is highlighted in yellow. A dropdown menu is open under "Data Center", listing various data reports and analytics. The link "Schools and Organizations (MDE-ORG)" is highlighted in yellow. Below the navigation bar, there is a search bar with the text "Search" and a "Search" button. The main content area features a section titled "Due North Education Plan" with a description: "Developed from a robust engagement effort with educators, school leaders, students and families across the state, the [Due North Education Plan](#) is centered on ensuring every child in Minnesota receives a high-quality education, no matter their race or ethnicity. To learn more, [visit the Due North Education plan page](#)." Below this text are navigation arrows and a set of numbered buttons (1, 2, 3) with a pause button.

On the [MDE website](#), hover over Data Center, then click on [Schools and Organizations \(MDE-ORG\)](#)

# MDE – Organization Reference Glossary (ORG)

MDE ORG

MDE ORG Home

Help

Search Organizations

Schools and Districts

Other Organizations

Search Contacts

Contact Lists

Specialty Tagged Collections

## MDE Organization Reference Glossary

### Instructions

To find organization and contact data, enter in parts of a person or organization name, such as **e1k**

Click on **Search Help** for advanced search options.

Click on **Schools and Districts** to the left to see listings of districts, schools, charter schools, among c

Click on **Specialty Tagged Collections** to the left to see collections of organization data, such as Pub

Note: You'll find **enrollment counts** in the [MDE Data Center](#)

Search:   [Search Help](#)

**Is there a list of all Elementary Schools in Minnesota?**

Questions like this are very common. To see such a list, go to the [Specialty Tagged Collections](#) page

Search Organizations

Schools and Districts

Other Organizations

Search Contacts

Contact Lists

Specialty Tagged Collections

Legislative Districts

Congressional Districts

Cities

Counties

Reference Data

Return to MDE Site

Search:

Bookmark this search with the following link: <https://public.education.mn.gov/alexandria>

[Jump to contacts \(1\)](#)

**Organizations (8)**

**Alexandria Area High School 0206-01-320**

4300 Pioneer Road SE [Contact View](#)  
Alexandria, MN 56308  
[\(320\) 762-2142](#)

**Alexandria Early Childhood - School Readiness 0206-01-008**

1410 South McKay Avenue, Suite #102 [Contact View](#)  
Alexandria, MN 56308  
[\(320\) 762-3305](#)

**Alexandria Early Childhood and Family Education 0206-01-007**

1410 South McKay Avenue, Suite #102 [Contact View](#)  
Alexandria, MN 56308  
[\(320\) 762-3305](#)

Contact your district's Site Verification Coordinator. Early childhood administrator information is included in MDE-ORG. The [Minnesota Department of Education-Organization Reference Glossary \(MDE-ORG\)](#) is a searchable database. It includes a variety of Minnesota school, district and education-related organization directories.

# Example of District Contacts and Organizations

Contact Lists	Organizations (9)
Specialty Tagged Collections	<b>Alexandria Area High School 0206-01-320</b> 4300 Pioneer Road SE <a href="#">Contact View</a> Alexandria, MN 56308 (320) 762-2142
Legislative Districts	<b>Alexandria Early Childhood - School Readiness 0206-01-008</b> 1410 South McKay Avenue, Suite #102 <a href="#">Contact View</a> Alexandria, MN 56308 (320) 762-3305
Congressional Districts	<b>Alexandria Early Childhood and Family Education 0206-01-007</b> 1410 South McKay Avenue, Suite #102 <a href="#">Contact View</a> Alexandria, MN 56308 (320) 762-3305
Cities	<b>Alexandria Early Childhood 1 7684-84-002</b> 411 Industrial Park Blvd. <a href="#">Contact View</a> Elbow Lake, MN 56531
Counties	<b>Alexandria Early Childhood 2 7684-84-003</b> 411 Industrial Park Blvd. <a href="#">Contact View</a> Elbow Lake, MN 56531
Reference Data	<b>Alexandria Extended School Year 0206-01-006</b> 1410 McKay Ave S Ste 201 <a href="#">Contact View</a> Alexandria, MN 56308-2493 (320) 762-2141
Return to MDE Site	<b>Alexandria Online 0206-01-912</b> 1410 McKay Ave S Ste 201 <a href="#">Contact View</a> Alexandria, MN 56308-2493 (320) 762-2141
MDE ORG Contact: mde.school-verify@state.mn.us	<b>Alexandria Public School District 0206-01</b> 1410 McKay Ave S Ste 201 <a href="#">Contact View</a>
<a href="#">Report Problem</a>	

Organizations listed after searching for “Alexandria.”








After clicking on “Contact View” for Alexandria Public School District 0206-01



MDE ORG	MDE Organization Reference Glossary
MDE ORG Home	<b><a href="#">Alexandria Public School District 0206-01</a></b> (320) 762-2141 x4203
Help	<a href="#">Jump to Head Administrator for LEA</a>
Search Organizations	<a href="#">Jump to EDIAM Identified Official with Authority</a>
Schools and Districts	<a href="#">Jump to District American Indian Education Contact</a>
Other Organizations	<a href="#">Jump to District Assessment Coordinator</a>
Search Contacts	<a href="#">Jump to District ADM Web Estimates (ADMWE) Contact</a>
Contact Lists	<a href="#">Jump to District Business Manager</a>
Specialty Tagged Collections	<a href="#">Jump to Bilingual Seals and Languages Programs Coordinators</a>
Legislative Districts	<a href="#">Jump to District Communications/Media Contact</a>
Congressional Districts	<a href="#">Jump to SSDC Coordinator</a>
Cities	<a href="#">Jump to District Curriculum Leader</a>
Counties	<a href="#">Jump to Early Childhood Screening Coordinator</a>
Reference Data	<a href="#">Jump to District ECSE Supervisor/Coordinator</a>
Return to MDE Site	<a href="#">Jump to District English Learner Coordinator</a>
MDE ORG Contact: mde.school-verify@state.mn.us	<a href="#">Jump to District Foster Care Point of Contact</a>
	<a href="#">Jump to District Homeless Liaison</a>
	<a href="#">Jump to District MARSS Coordinator</a>
	<a href="#">Jump to District Migrant Liaison</a>
	<a href="#">Jump to District School Nurse (public health emergency contact)</a>
	<a href="#">Jump to District Technology Coordinator</a>
	<a href="#">Jump to District Coordinator for WIDA eLearning</a>
	<a href="#">Jump to District Transportation Director/Coordinator</a>
	<a href="#">Jump to School Board Chair</a>
	<a href="#">Jump to Site Verification Coordinator</a>
	<a href="#">Jump to Special Education Director</a>
	<a href="#">Jump to ACTE-SPED Contact</a>
	<a href="#">Jump to Special Education Data Reporting Application (SEDRA) Contact</a>
	<a href="#">Jump to STAR Coordinator</a>
	<a href="#">Jump to Help Me Grow Birth to 2 Central Intake</a>
	<a href="#">Jump to Help Me Grow 3 to 5 Central Intake</a>

# Sign Up for Email Alerts



stay connected:  
   

HomeAbout ▾Students and Families ▾Licensing ▾Districts, Schools and Educators ▾Data Center ▾COVID-19

► Early Learning

Early Childhood Special Education (ECSE)

Early Learning Programs

High-Quality Early Learning

Pre-K through Grade 3 Initiative

Preschool Development Grant

Contact

Early Learning Services

mde.els@state.mn.us

651-582-8412

MDE > [Districts, Schools and Educators](#) > [Early Learning](#)

## Early Learning

For families looking for Early Learning information, please visit our [Students and Families webpage](#).

The Minnesota Department of Education's Division of Early Learning supports schools, communities and districts to implement inclusive and comprehensive prenatal through grade three systems [aligned with World's Best Workforce](#). Our vision is that all Minnesota children are [prepared for kindergarten](#), third grade reading and lifelong learning. To support this vision, the following strategies are implemented by Early Learning:

- Enhance system of prenatal through grade three leadership.
- Expand access to high-quality education, services and instructional time for all children.
- Strengthen and align instruction, assessment and curriculum.
- Support evidence-based practices for family and community engagement.
- Ensure a highly skilled workforce.
- Use data to inform policy, planning, practice and professional development.


### Enhance systems of prenatal through grade three leadership

Well-supported state and regional leadership is critical to ensuring best outcomes for Minnesota's children. Through the [Prekindergarten through Grade Three \(P3\) Initiative](#), Early Learning supports school, community and district leadership in expanding the knowledge base that includes early childhood development and age-appropriate best practice in curriculum, instruction, assessment and data. [Early Childhood Special Education Centers of Excellence](#) are regionally positioned to ensure that early childhood professionals will have the knowledge, skills and supports necessary to be effective in their respective roles in order to increase the probability that young children with disabilities and their families achieve positive outcomes.

### Expand access to high-quality education, services and instructional time for all children

Minnesota has made great strides in expanding access to high-quality education for children. Expanded preschool funding increases access to programming for 7,160 3- and 4-year-olds, annually through [voluntary prekindergarten and school readiness plus](#). [Early Learning Scholarships](#) increase access to Parent Aware-rated programs statewide for more than 10,000 children annually.

[Early Childhood Family Education \(ECFE\)](#) provides programming and services for families of small children through school districts based on community-developed plans. School Readiness is district-implemented public preschool programming. [Head Start](#) supports the comprehensive development of children from birth to age 5 to promote school readiness for young children from low-income families.



High-Quality Early Learning Experiences Establish A Strong Foundation for School Success

[Sign up for email alerts](#)

Related MDE resources:

[Early Childhood Special Education \(ECSE\)](#)

[Kindergarten](#)

[Kindergarten Transitions](#)

[Head Start](#)

Look for “Sign up for email alerts” on MDE webpages in order to receive an email notification when the page is updated.

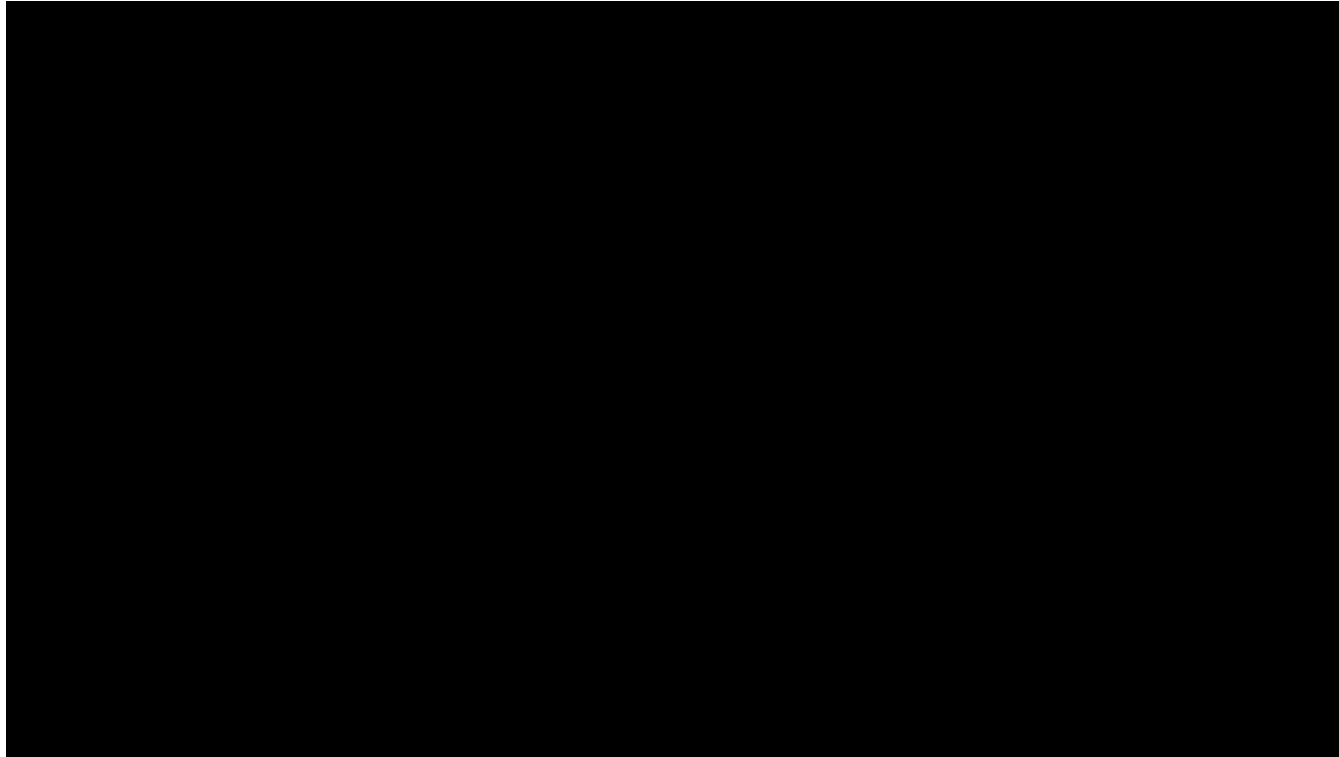


## TOPIC #1 continued

# Making Yourself Known

- ✓ 1. Within and outside the organization.
- ✓ 2. Email alerts.
- 3. Articulating your vision.

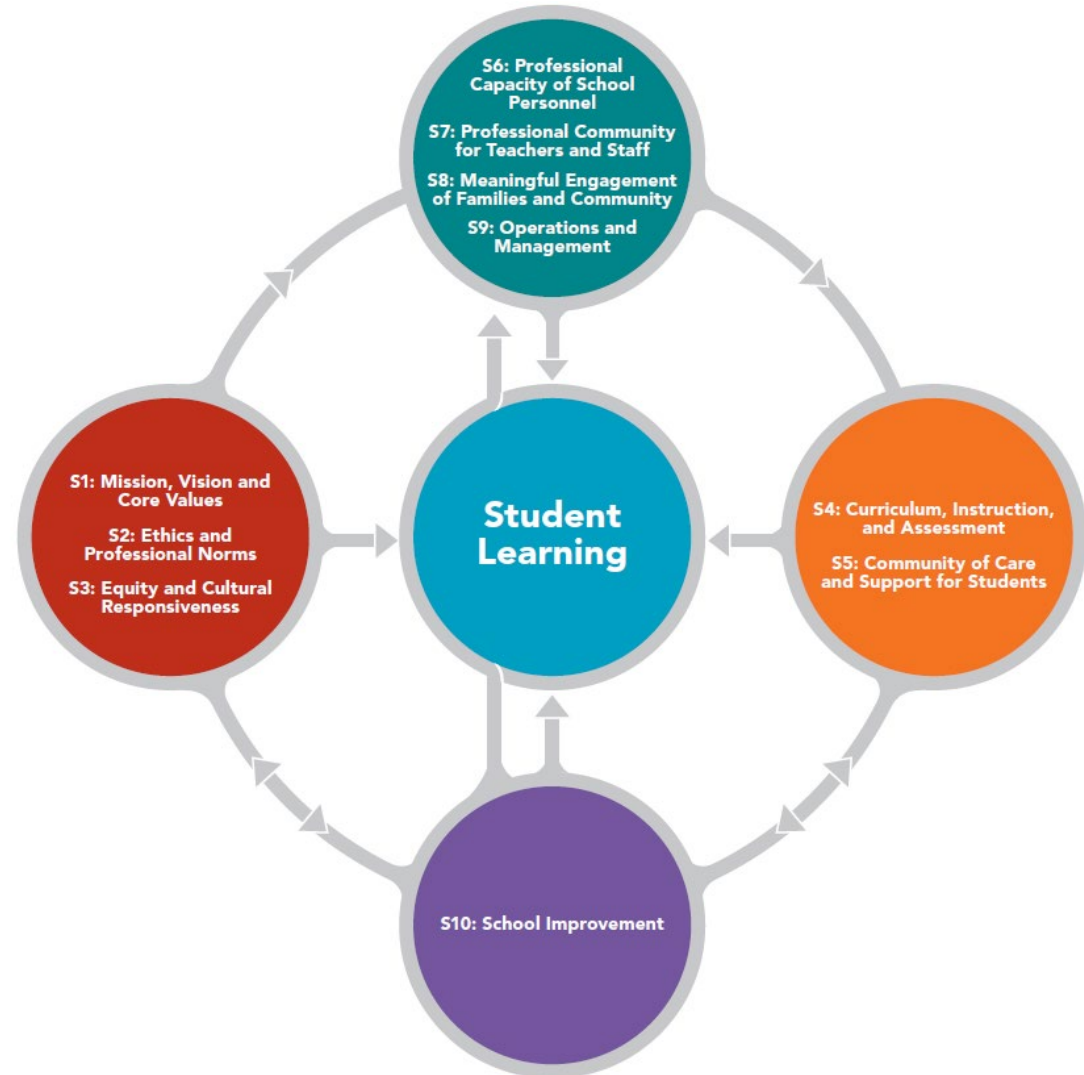
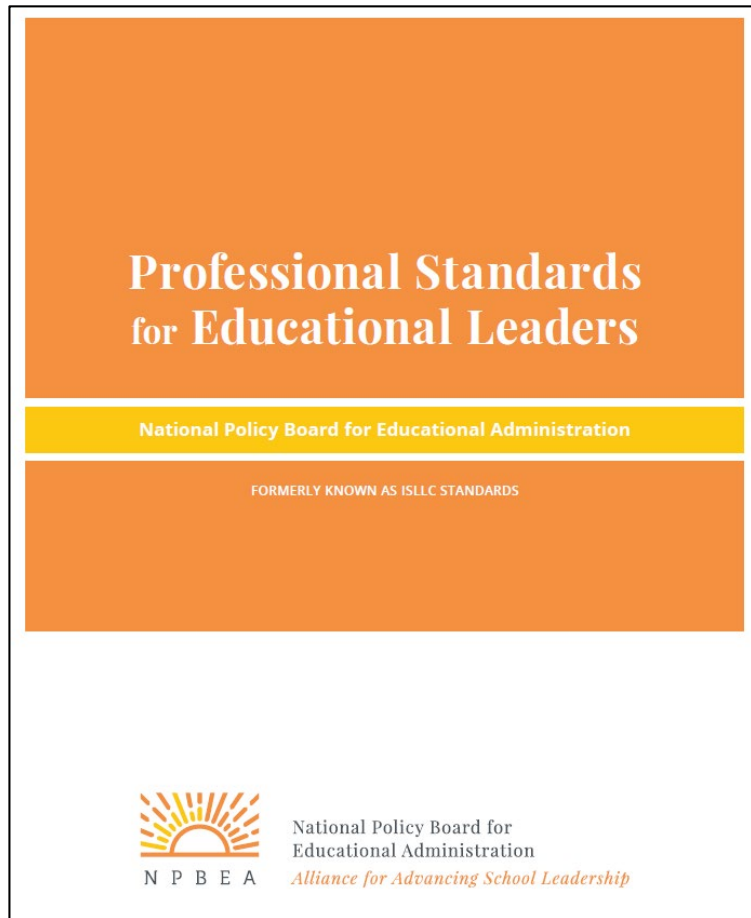
# Leadership Identity – Articulating Your Vision



**Hey school leader, what is your “Leadership Identity?”**

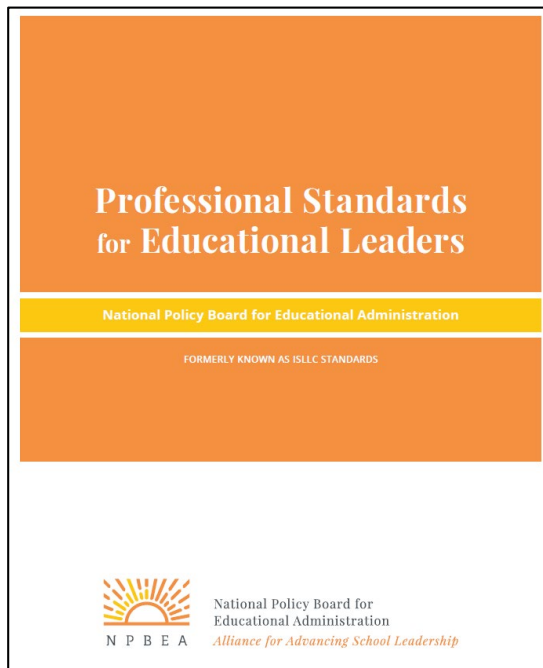
At the 2017 National Title I Conference, Principal Kafele asks school leaders, "What is your leadership identity?"

# Articulating Your Vision – PSEL Standards





# Articulating Your Vision – PSEL Standard 1



Professional Standards for Educational Leaders
STANDARD 1. MISSION, VISION, AND CORE VALUES
<p>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.</p> <p>Effective leaders:</p> <ul style="list-style-type: none"><li>a) Develop an educational mission for the school to promote the academic success and well-being of each student.</li><li>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.</li><li>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.</li><li>d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.</li><li>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.</li><li>f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</li><li>g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.</li></ul>

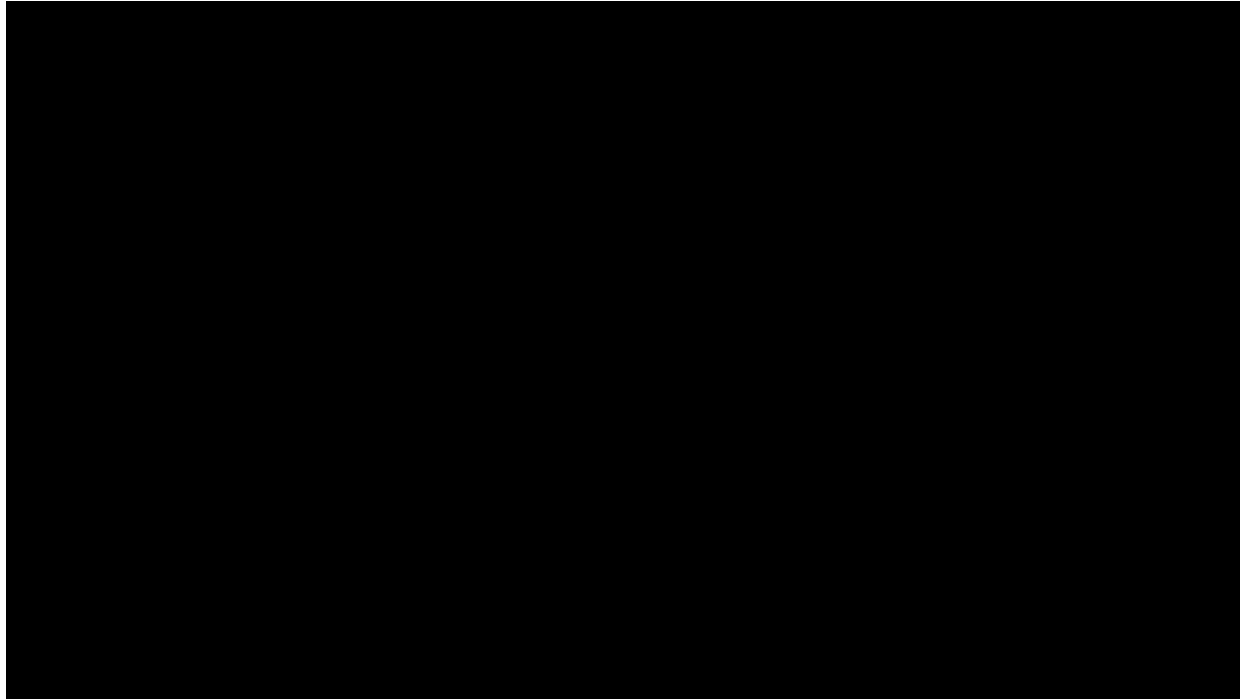
# Articulating Your Vision

**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.

# Making Sure Your Program and Services are Known



Especially since early childhood programs are voluntary, districts need to engage in effective outreach and marketing.

[Spring Lake Park ECCE](#)

# Discussion #1: Articulating a Vision

## Mission

What is our purpose (program, district)?

## Vision

Where are we going? Where to we want to be in the future?

## Core Values

What do we believe in? How do we act?  
How do we conduct ourselves?



## TOPIC #2

# Roles and Responsibilities

1. Looking inside and outside the organization.
2. State and national view.

*What is my role as an early childhood administrator?*

*What are my responsibilities?*

# Roles & Responsibilities

*Roles and responsibilities can vary widely from district to district.  
Some things will be clear while others may be vague, and maybe unknown.*

## **Strategies (assets/resources within your organization):**

1. Previous coordinator/administrator (ideally, districts build time for transition)
2. Current staff (teachers, support staff)
3. Job description
4. Supervisor
5. Other district administrators (e.g. principals, other CE coordinators, SPED)

# Roles & Responsibilities: Learning from a Predecessor

## 1. Previous coordinator/administrator

- What were her/his responsibilities/role?
- Is this person willing to help or answer questions if they arise?
- Do you have access to files (budgets, staffing, etc.)?
- What went well and what needs to change?
  - Example: relationships built with community partners is a positive. Budgets are a mess and staff moral is low.

# Roles & Responsibilities: Resources within your organization

## 2. Current staff (teachers, support staff)

- For program management, your support staff, like administrative assistants, are invaluable.
- Handling participant payments, ordering supplies and coding expenses, day-to-day operations, etc.
- Teachers as instructional co-leaders. Classroom quality, evaluation, health and safety, etc.
- Culture and climate of your program.



# Roles & Responsibilities: Job Description and Supervisor

## 3. Job description

- Make of copy of your job description and use it as a worksheet.
- Ensure responsibilities listed in your job description are covered.
- Since job descriptions need to be updated periodically, it can be helpful to keep notes.

## 4. Supervisor

- Hopefully your supervisor is a confidant and is invested in your development.
- Your supervisor, who may also have a role in administering the program, should be a great resource for helping you learn about and navigate your roles and responsibilities.

# Roles & Responsibilities: Other District Leaders

## 5. Other district administrators (e.g. principals, other CE coordinators, SPED)

- Due to the similarities of roles and responsibilities, an elementary principal may be your best resource.
- Since many early childhood programs are in Community Education, other coordinators (e.g. Adult Basic Ed, School-Age Child Care) can also be valuable colleagues.
- Navigating the worlds of regular and special education can be challenging. Partnering with, and learning from, your special education colleagues is essential to the success of your programs.
- Other district administrators like transportation director, human resources, food service, teaching and learning, buildings and grounds, etc.

# Roles & Responsibilities: Resources within the Field - Regional

## **Strategies (assets/resources within the field - *regional*):**

- Regional Networking Group
- Mentors
- Conferences and professional development opportunities
- Other?

# Roles & Responsibilities: State and National Resources

## Strategies (assets/resources within the field – *state and national*):

### 1. State resources

- Principal Development, Support and Evaluation on [MDE website](#)
- Knowledge and Competency Framework (KCF) for Early Childhood Administrators, on [MNAFEE website](#)

### 2. National organizations

- Head Start
  - [Organizational leadership](#)
- The National Policy Board for Educational Administration (NPBEA)
  - [Professional Standards for Educational Leaders](#)

# Roles & Responsibilities – KCF for EC Administrators

## KCF for EC Administrators

Describes what administrators need to know and do in order to effectively lead and administer programs and services for young children, parents, and families. It is intended to help administrators understand their roles and responsibilities, while also providing a resource to help administrators assess their work and plan areas of growth and improvement.

## Knowledge and Competency Framework for Early Childhood Administrators

### School-Based Early Childhood Leaders



## 2017 - Framework



# Roles & Responsibilities – Leadership Competencies

The framework is based on the core leadership competencies for Minnesota administrative licenses, which is part of [Minnesota Rule 3512.0510](#). Also included in the framework are standards from the publication, [Professional Standards for Educational Leaders 2015](#) (National Policy Board for Educational Administration).

## Core Leadership Competencies

- |                                       |  |
|---------------------------------------|--|
| A. Leadership                         | H. Curriculum Planning and Development for the Success of All Learners |
| B. Organizational Management          | I. Instructional Management for the Success of All Learners            |
| C. Diversity Leadership               | J. Human Resource Management   |
| D. Policy and Law                     | K. Values and Ethics of Leadership                                     |
| E. Political Influence and Governance | L. Judgment and Problem Analysis                                       |
| F. Communication                      | M. Safety and Security   |
| G. Community Relations                |  |

In addition to demonstrating all core competencies listed above, a person who serves as an early childhood administrator should demonstrate competence in the following specific areas:

- A. Instructional Leadership
- B. Monitor Student and Participant Learning
- C. Early Childhood and Family Programs Leadership

# Roles & Responsibilities – Content Areas

The **framework and guide** are available on the [Leadership & Administration page](#) of the Early Childhood Administration website.

## Content Area 1.A: Leadership

A person shall demonstrate competency in leadership by:

Code	Explores	Implements	Designs, Evaluates, and Improves
1.A.1	Learning about ways to assess and improve school and program culture and climate.	Assessing school and program culture and climate.	Collaboratively assessing and improving culture and climate.
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	<i>Met with building principal to see how she assesses school culture and climate. Reviewed relevant literature and reading book about school culture and climate.</i>		



# MDE Guidance on Supervision of Early Childhood Programs



## QUICK GUIDE:

### Administration and Supervision of Early Childhood Programs

A common question from school districts involves who may supervise Early Childhood Family Education (ECFE) and/or School Readiness programs. The question can be complex due to various reasons. One reason is that the roles and responsibilities of an early childhood supervisor may vary widely from district to district. Another reason is that many early childhood education functions and systems are being aligned with K-12 systems.

Ultimately, the school district determines the roles and responsibilities of staff involved in the supervision and administration of early childhood programs and services. The purpose of this quick guide is to provide districts with information to assist the decision-making process.

### Supervision of ECFE and School Readiness Programs

With regard to Minnesota Statutes, ECFE and School Readiness statutes are very similar. Table 1 below shows how supervision is addressed in Minnesota Statutes.

Table 1: Minnesota Statutes (section 124D.13, subdivision 14 and section 124D.15, subdivision 10)

ECFE	School Readiness
A program provided by a board must be supervised by a licensed early childhood teacher or a licensed parent educator.	A program provided by a board must be supervised by a licensed early childhood teacher, a certified early childhood educator, or a licensed parent educator.

The person who supervises the program has responsibility for program operations and requirements. This individual must hold a teaching license in early childhood or parent education. While specific supervision responsibilities may be determined at the local level, there are some responsibilities required of all program supervisors (e.g., submission of state annual reports).

### The Role of School Administrators

If a school administrator (e.g., Community Education director, principal) also holds a parent education or early childhood teaching license, then he or she may supervise an ECFE and/or School Readiness program. Table 2 below shows the licensure codes for the ECFE and School Readiness coordinator positions.

Table 2: Licensure Assignments

Licensure Code	Licensure Description	Assignment that is Appropriate for the Licensure Fields
950100	Coordinator, ECFE	180102 Pre-Kindergarten 180103 Pre-Kindergarten and Kindergarten
950200	Coordinator, School Readiness	180105 Pre-Primary 180150 Early Childhood Education 180401 Parent and Family Education 180402 Family Education /Early Childhood Educator

If the administrator does not hold a parent education or early childhood teaching license, then program supervision duties must be shared with a person who holds the appropriate license. For example, the principal may perform evaluations of early childhood teachers while the early childhood coordinator completes state

reports. Table 3 below provides some examples of responsibilities involved in administering and supervising early childhood programs.

### Determining Roles and Responsibilities

Due to a variety of factors (e.g., budgets, growing complexity and importance of early childhood education), many districts are taking a closer look at the administration of their early childhood programs and services. Specific roles and responsibilities should be determined at the local level. To help facilitate the conversation in your district, below are examples of some common program administration competencies and responsibilities.

Table 3: Examples of Competencies/Responsibilities

ECFE and School Readiness – Examples of Program Supervision Responsibilities
<b>Leadership</b> <ul style="list-style-type: none"><li>- Developing program goals and strategic plans while ensuring alignment with district goals and plans (e.g., World's Best Workforce).</li><li>- Engaging and participating in district leadership teams and relevant PLCs.</li><li>- Ensuring program requirements are met (e.g., Minnesota Statutes, section 124D.15, subdivision 3 and section 124D.13, subdivision 2).</li><li>- Completing and submitting annual reports and community needs assessment.</li><li>- Creating and ensuring programs and services meet the needs of children and families in the district/community.</li><li>- Aligning programming and services with K-12, as well as collaborating with other district programs (e.g. ABE, ECSE, Title I, etc.).</li><li>- Coordinating and maximizing public and private resources with community agencies to reduce the duplication of services.</li></ul> <b>Organizational Management</b> <ul style="list-style-type: none"><li>- Gathering, analyzing, managing, and using data to plan and make decisions for program evaluation.</li><li>- Developing and managing budgets, including knowledge of ECFE and School Readiness restricted/separate accounts for all funds (state levy, participant fees, grants, etc.), Early Learning Scholarships, etc.</li><li>- Analyzing need and allocating personnel and material.</li><li>- Understanding facilities use, planning, and management, including off-site locations.</li><li>- Understanding data systems and completing reporting (e.g., EE Student, ELSA, MARSS, 0-4 census data, ECSE needs assessment, annual reports, STAR reporting, etc.).</li><li>- Student and participant management (e.g., online registration and payment systems, immunizations, student records, screening, etc.).</li></ul> <b>Policy and Law</b> <ul style="list-style-type: none"><li>- Ensuring programs and operations are in compliance with Minnesota Statutes.</li><li>- Ensuring program requirements are met (e.g., Minnesota Statutes, section 124D.15, subdivision 3 and section 124D.13, subdivision 2).</li><li>- Ensuring that all data such as attendance records, employee files, release of information forms, etc. are maintained according to state statutes, school district policy, and data privacy laws.</li><li>- Involving stakeholders in the development of program and educational policy.</li></ul> <b>Communication and Community Relations</b> <ul style="list-style-type: none"><li>- Formulating and executing plans for internal and external communications, includes understanding appropriate communication protocols in the district.</li><li>- Requesting and responding to community feedback.</li><li>- Articulating organizational and program purposes and priorities to families, the community, and media.</li><li>- Developing and maintaining relationships with other human service providers, child care providers and early childhood professionals, and establish collaborations and partnerships.</li></ul>

<ul style="list-style-type: none"><li>- Effective marketing and outreach strategies and deliverables.</li><li>- Family involvement and engagement efforts, including parent advisory councils.</li></ul> <b>Curriculum Planning and Development for the Success of All Learners</b> <ul style="list-style-type: none"><li>- Enhancing teaching and learning through curriculum, assessment, and strategic planning for all learners.</li><li>- Developing, implementing, and monitoring procedures to align, sequence, and articulate curricula and curricular procedures.</li><li>- Identifying instructional objectives and use valid and reliable performance indicators to measure performance outcomes.</li><li>- Implementing and assessing appropriate learning technologies.</li></ul> <b>Instructional Management for the Success of All Learners</b> <ul style="list-style-type: none"><li>- Understanding research on learning and instructional strategies.</li><li>- Understanding developmentally-appropriate practice and how to support instructional practice.</li><li>- Utilizing data for instructional and program decision making.</li><li>- Designing and/or utilizing appropriate assessment strategies for measuring learner outcomes.</li></ul> <b>Human Resource Management</b> <ul style="list-style-type: none"><li>- Effectively recruiting, selecting, and retaining staff.</li><li>- Understanding and utilizing staff development to improve the performance of all staff members.</li><li>- Supervising and evaluating staff members.</li><li>- Procedures for managing student teachers and volunteers.</li></ul> <b>Safety and Security</b> <ul style="list-style-type: none"><li>- Following guidelines for implementing staff training in First Aid, CPR, blood-borne pathogens, crisis plan, and other district safety measures.</li><li>- Developing and implementing policies and procedures for safe and secure learning environments.</li><li>- Formulating and implementing safety and security plans.</li></ul>
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### Note: Revenue Restriction for Administering Programs

When other school district administrators have responsibilities for administering or supervising early childhood programs, it is important to consider revenue restrictions in ECFE and School Readiness.

Not more than five percent of program revenue may be used for the cost of administering the program. (Minnesota Statutes, section 124D.135, subdivision 5)

This revenue restriction is monitored through the Uniform Financial Accounting and Reporting System (UFARS). Chapter five of the UFARS manual covers Object Dimensions, including descriptions for object codes 110 (Administration/Supervision) and 120 (Early Childhood/School Readiness Administration/Supervision).

The use of the 110 object code for ECFE and/or School Readiness is limited to five percent of the total revenue of those programs. If a principal or another administrator is involved in supervising the program, then this is assigned to object code 110 and the five percent limit applies.

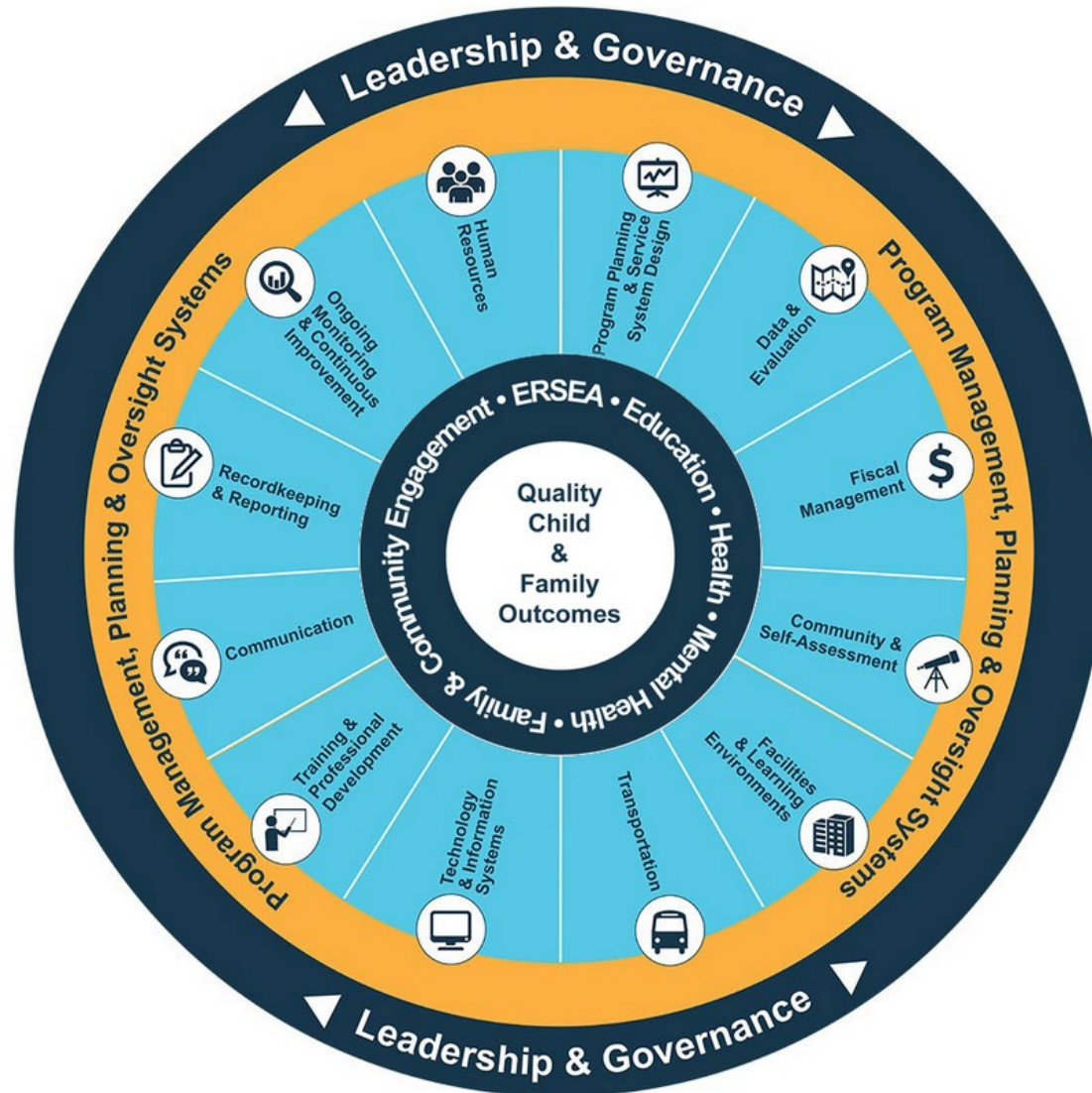
The 120 category includes salaries of the ECFE and School Readiness program coordinators, whose direct duties are program administration, management, supervision of program staff, and coordination with other relevant programs related to young children or adults. ECFE and School Readiness personnel in this object code must be licensed in early childhood education or parent and family education. The five percent limit does not apply to Object Code 120.

### Further Assistance

Please contact Mike Brown at [mike.p.brown@state.mn.us](mailto:mike.p.brown@state.mn.us) or 651-582-8224.



# Roles & Responsibilities – Head Start as a Resource



The Head Start Management Systems Wheel is a visual representation of the 12 program management, planning, and oversight systems that are critical to high-quality service delivery.

# Discussion #2: Roles and Responsibilities

What is the role of leadership and management in your position?

What role do other district administrators/staff play in your program?

What are your responsibilities? How will you monitor progress, tasks, etc.?

Other questions, thoughts, etc.?



# Thank you!



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