



## Continuous Quality Improvement in PA Building Administrative Competencies and Leaders (K8)

The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified through examination of relevant sources of evidence.

<b>Title of activity/initiative:</b>	<b>EARLY CHILDHOOD EXECUTIVE LEADERSHIP INSTITUTE</b>
<b>Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?</b>	<p>The Pennsylvania Inspired Leadership (PIL) Program is a statewide, standards-based continuing professional education program for school and system leaders. The comprehensive, cohort-based program is focused on developing the capacity of leaders to improve student achievement. The program is offered by the Department of Education in collaboration with the Pennsylvania Intermediate Units and other partners at eight regional sites</p> <p>The Early Childhood Executive Leadership (ECEL) Institute focuses on what early childhood leaders and educators need to know and be able to do in order to understand and connect the variety of systems serving children (Birth to Grade 3) and to ensure instructional improvements that will lead to student growth in cognitive, social, emotional, and attentional areas.</p>
<b>Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)</b>	<p>The five-day ECEL Institute has been designed primarily for superintendents and assistant superintendents, principals and assistant principals, and early childhood development center/facility directors, administrators or leadership teams.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Become familiar with advances in the science of early childhood growth and early brain development</li> <li>• Develop an awareness of the important influence of early childhood educational experiences on the production of a sturdy foundation for future cognitive, social, and emotional development</li> <li>• Identify the multiple contexts within which children develop, and summarize the best research, policies, and practices to apply in a given context</li> <li>• Acquire leadership strategies for effectively coordinating early childhood and K-3 learning environments, including the transitions from preschool to kindergarten and on to the primary grades.</li> </ul> <p><b>Program Requirements</b></p> <p>The five-day Institute will consist of an initial three consecutive days of professional development, followed by a break in which participants will complete an action project focused on their particular school or program. The action project is a major component of the Institute that allows participants to immediately apply what they have learned. Please note that completion of the project will require time beyond the Institute sessions. Some three or four months later, participants then return for the final two days of Institute.</p> <p>While participants will not need to pay a fee to attend the Institute, they will have to pay their own travel and lodging expenses. The Institute is a professional development activity that meets the requirements for Act 48, Act 45, PQAS and the Pennsylvania Director Credential renewal credit for early childhood and school-age directors.</p>
<b>Program eligibility criteria or recommended programs for initiative</b>	<p>Age Group Serving: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Pre-K <input type="checkbox"/> SACC <input checked="" type="checkbox"/> All</p> <p>Program Type: <input type="checkbox"/> All</p>

	<p>X Head Start    <input type="checkbox"/> Early Head Start    X PA Pre-K Counts  X Early Intervention Providers    X School District  <input type="checkbox"/> PCHP    <input type="checkbox"/> NFP</p> <p>Child Care:    <input type="checkbox"/> All – preference given to STAR 3 and STAR 4  <input type="checkbox"/> STAR 1    X STAR 2    X STAR 3    X STAR 4  X Center    <input type="checkbox"/> Group    <input type="checkbox"/> Family</p>
<b>Website(s) for initiative</b>	<p>PA Keys Website:  <a href="http://www.pakeys.org/pages/get.aspx?page=Career_Degrees">http://www.pakeys.org/pages/get.aspx?page=Career_Degrees</a></p> <p>On the Department of Education Website:  <a href="http://www.education.state.pa.us/portal/server.pt/community/pa_inspired_leaders/8922">http://www.education.state.pa.us/portal/server.pt/community/pa_inspired_leaders/8922</a></p>
<b>Identify focus areas the initiative addresses (list the one main area at the top of the page under the title)</b>	<p>X Administrative Competencies  <input type="checkbox"/> Best Practice in Teaching and Learning  <input type="checkbox"/> Cultural Competence and Supporting Diversity  <input type="checkbox"/> Engaging Families  <input type="checkbox"/> Healthy Children/Families/Practitioners  <input type="checkbox"/> Social Emotional Competence and Challenging Behavior  <input type="checkbox"/> Other (list): _____  <input type="checkbox"/> Other (list): _____</p>
<b>Other initiatives, resources, organizations or professional development that support or enhance the initiative</b>	<ul style="list-style-type: none"> <li>• Using the Program Administration Scale (PAS) to assess program administrative competencies</li> <li>• Regional key technical assistance business consultants</li> <li>• Local Chamber of Commerce resources</li> <li>• PA Director’s Credential</li> <li>• PA CBK/PDR Knowledge area 8</li> </ul>
<b>Audiences for direct participation in the initiative, list all that apply</b>	<p>X Directors  X Management/Leadership Teams  <input type="checkbox"/> Teachers  <input type="checkbox"/> Assistant Teachers  <input type="checkbox"/> All Staff  <input type="checkbox"/> Parents  <input type="checkbox"/> Board Members  <input type="checkbox"/> Community Stakeholders  <input type="checkbox"/> Children</p> <p>Is a component of the initiative that information be brought back to the program and intentionally shared with other s?  <input type="checkbox"/> Yes <input type="checkbox"/> Not necessarily</p>
<b>Research or national context to support the initiative</b>	<p>As Pennsylvania continues to invest in early childhood education and school-age programs, and families continue to seek quality developmental and learning experiences for their children; it is critical that the field continues to expand leadership opportunities and promote program outcomes and competencies for those administering these programs. Research has tied program quality to director qualifications, skills and competencies (Fukkink, Ruben and Lont Anna (2007); D. Muijs, C. Aubrey and A. Harris (2004); Jill Bella and P.J Bloom (2003); P. J. Bloom and M. Sheerer (1992)). Increased demands today for program quality and accountability necessitates that early childhood and school-age program directors undergo tailored and high-quality professional development opportunities in leadership, program</p>

	<p>management and family engagement.</p> <p>The early childhood or school-age program director is a model of lifelong learning and continuous quality program improvement. Active engagement in continuous, collaborative learning to inform practice is very essential. Research is very compelling about the positive effects on programming and children when professionals receive relevant professional development and education (Jill Bella and Paula Jorde Bloom, 2003, 1992). Early childhood and school-age program directors or administrators should indicate a strong orientation towards inquiry, reflective practice, self-motivation and continuing education both for themselves and their staff with positive effects on program management and staff supervision which, in turn, translates into positive outcomes for children.</p>
<p><b>Additional information or materials</b></p>	<p>The Institute draws upon a wide range of resources and puts them together in a very unique way. The work of John Kotter on Leadership (<i>Leading Change</i>, Harvard Business School; Press, 1996; and a collection of readings called <i>Getting it Right From The Start: A Principals Guide to Early Childhood Education</i>, by Marjorie Kostelnik and Marilyn Grady, Corwin Press, 2009, provide instrumental readings that help create a content backdrop for the Institute.</p>
<p><b>Other clarification or information about the activity</b></p>	<p><b>Program Requirements</b></p> <p>The five-day Institute will consist of an initial three consecutive days of professional development, followed by a break in which participants will complete an action project focused on their particular school or program. The action project is a major component of the Institute that allows participants to immediately apply what they have learned. Please note that completion of the project will require time beyond the Institute sessions. Some three or four months later, participants then return for the final two days of Institute training.</p> <p>Facilitators with expertise in Birth to Grade 3 leadership will deliver the sessions. NISL will provide participants an ECEL handbook, two textbooks, and a CD with support materials to prepare for each day of the institute. A NISL faculty coach will help guide participant projects between sessions. Group projects may be engaged in by two (in some cases, three) participants. There will be no pre-work prior to the first day of the Institute, but there will be some preparation work following the first, second, and third days. The work will include completing diagnostic tools, reading selections from textbooks, completing the online materials, and conducting and implementing the action projects.</p>
<p><b>Contact person for questions about this Initiative</b></p>	<p>Sue Mitchell – Chief, Office of Child Development and Early Learning  <a href="mailto:susmitchel@pa.gov">susmitchel@pa.gov</a></p>