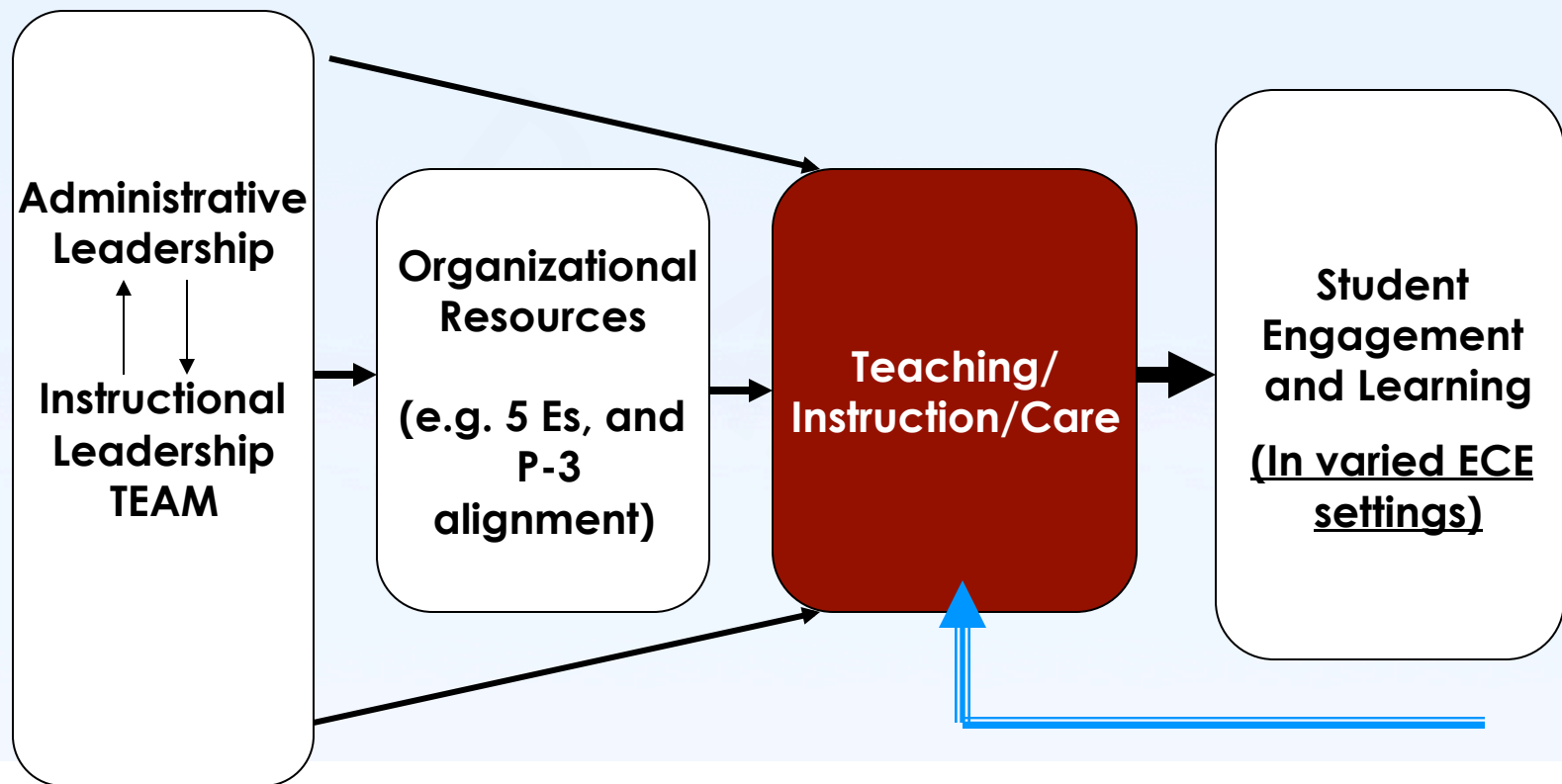


The PK-3/Leadership Nexus

- Growth of PreK in elementary schools and importance of quality ECE for later learning
 - Carson School Principal in Chicago: “ I could not have done it without the PreK program”
 - Quality instruction, quality integration from 3 to 3rd requires quality school leadership, CBO leadership
- P-3 education and ed org leadership as key levers
 - Yet too often in separate conversations
 - The need for intentional cross-sector work (Kauerz & Collins; NAESP)



Within-school Improvement of Student Learning (applications to ECE)



Leadership Challenge to School Districts

NAESP: Leading PreK-3 Learning Communities--

- Embrace the Pre-K-3 Early Learning Continuum
- Ensure Developmentally Appropriate Teaching
- Provide Personalized Learning Environments
- Use Multiple Measures of Assessment of Learning Growth
- Build Professional Capacity Across the Learning Community
- Make Schools a Hub of PK-3 Learning for Families and Communities (Adult learning for staff and stakeholders)

WHY DISTRICTS? Quality ECE is a broader and more complex challenge than public schools; but districts need state support.



Implications for state systemic approach

Kauerz & Coffman (2014): Framework (Cycle) (also 8 NAESP policy recs--both raise leadership expectations at every step)

- **Cross sector work (governance, strategy, funding)**
- **Administrator Effectiveness (licensure, support for P-3)**
- **Teacher Effectiveness (supporting adult learning in schools)**
- **Instructional Tools (state role in standards, assessments)**
- **Learning Environments (achieved only via adult learning)**
- **Data-Driven Improvement (creating local & state systems)**
- **Family Engagement (yet another of the 5 essential supports)**
- **Continuity and Pathways (multiple ECE paths to success)**



Choosing Change Levers: Illustration 1

NAEYC Program Standards (for Families)

Standard 1: Relationships

Standard 2: Curriculum

Standard 3: Teaching

Standard 4: Assessment of Child Progress

Standard 5: Health

Standard 6: Teachers

Standard 7: Families

Standard 8: Community Relationships

Standard 9: Physical Environment

Standard 10: Leadership and Management



Choosing Levers for Change: Illustration 2

- Teale, et al (2015) *Early Childhood Literacy: Policy for the Coming Decade* <http://cfl.uic.edu>
- **Consistently implement P-3 literacy standards**
- **Provide the necessary PD for all P-3 teachers**
- **Build capacity of preschool leaders, elementary principals, and other ECE leaders to lead high-quality early literacy programs**
- **Engage and support families**
- **Collaborate in and support the needed research**



OK—but how do we get there from here?

- “Change Agency in Our Own Backyards” Tozer 2015
- **If we want ECE educators to change their practices, then we will have to be change agents too**
- “Change agent”—Ken Benne et al in OD literature
- Not everyone signed up for change agency
 - Making a living
 - Making a difference
 - Making institutions change (“Changing the world”)



BUT: Your system, any system . . .

- . . . is perfectly designed to obtain the results you are obtaining (Carr, 2008)
- **Some key steps in disruptive institutional change**
 - Secure “senior support” for focus on selected lever
 - Convene stakeholders and adept process leadership
 - Collaboratively examine the data and shape diagnosis
 - Collaboratively recommend solutions & sustainability
 - Communicate recommendations strategically
 - Seek administrative and legislative implementation



J. Kotter (2012) on 8 Errors in Change Efforts

- #1 Allowing Too Much Complacency
- #2 Failing To Create a Sufficiently Powerful Guiding Coalition
- #3 Understanding the Power of Vision
- #4 Undercommunicating the Vision by a Factor of 10, 100
- #5 Permitting Obstacles to Block the New Vision
- #6 Failing to Create Short Term Wins
- #7 Declaring Victory Too Soon
- #8 Neglecting to Anchor Changes Firmly in Org Culture



Implications for all ECE LEADERS

- **“Good leaders don’t build followers; they build leaders.”**
- **True for principals as it is for district and state leaders**
 - **Transformative ECE leaders need to build strong teacher leadership (but many don’t know how)**
 - **Effective district leadership needs systemically to build strong school and site leadership (many don’t know how)**
 - **Effective state leadership is necessary in multiple layers**
- **Current PK-3 disjunctures and misalignments must be addressed at the building, district, and state levels, “from the inside out”—even in times of resource scarcity**



Questions and Comments

Steve Tozer: stozer@uic.edu

