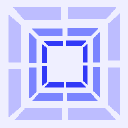
Early Childhood Leadership Assessment



**Gloria Harbin**

**William Malloy**

**Patrice Neal**

## Frank Porter Graham Child Development Institute

**Attachment A**

University of North Carolina at Chapel Hill

EARLY CHILDHOOD LEADERSHIP ASSESSMENT: DIRECTIONS

This tool is designed to help you assess and better understand your own abilities as a leader. Because leadership is multi-dimensional, this tool contains seven sections to assess a wide array of leadership dimensions: 1) Systems; 2) Organizational; 3) Collaborative; 4) Human Resource Management; 5) Pedagogical; 6) Political; 7) Symbolic. Each of these sections contains a set of items designed to assess key competencies identified in the literature (Bolman & Deal, 1991; Kagan & Bowman, 1997; Lambert et al., 1997), as well as by professional associations (e.g. DEC, NAEYC).

# For each item, please circle the number that best describes your level of accomplishment for each competency. Please do not circle more than one number for each item, and please do not mark in between the numbers. If you do not feel that an item applies to you, please write “NA” (not applicable) beside the item.

In order to make the tool as useful as possible to leaders from diverse positions and roles, we have included alternate items. In those instances where there are two alternatives or item options, the first option **(a)** is designed to be answered by individuals who are in an administrative role. The second option **(b)** is designed for individuals who are not in an administrative position (family leaders, professional leaders, etc.) Use the option **(a)** or **(b)** that is most relevant to your situation. However, **BE CONSISTENT**, by using the same option throughout the tool.

# EXAMPLE

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Never**  **true**  **1** | **Usually**  **not true**  **2** | **Infrequently true**  **3** | **Sometimes**  **true**  **4** | **Often**  **true**  **5** | **Usually**  **true**  **6** | **Always**  **true**  **7** |
| **9a** | Provides training and support to individuals to increase their confidence and competence in instituting system change. | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **9b** | Provides support to individuals to increase their confidence and competence in instituting needed changes within the service system as a whole. |

| **EARLY CHILDHOOD LEADERSHIP ASSESSMENT** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Please **circle** the number that best describes your level of accomplishment for each of the competencies listed below. | | | | | | | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ***SYSTEMS*** | **Never** |  | **Usually** |  | **Infrequently** |  | **Sometimes** |  | **Often** |  | **Usually** |  | **Always** |
|  |  | **true** |  | **not true** |  | **true** |  | **true** |  | **true** |  | **true** |  | **true** |
|  |  | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1** | Conceptualizes a comprehensive system of special and natural resources for all young children and their families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Encourages diverse stakeholders (including families) to engage in the development of a collaborative vision for a comprehensive community system of special and natural resources for all young children and their families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Applies the ecological theory of development, as well as Maslow's theory of development in designing a comprehensive array of child and family resources to be included in the service system. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Diagnoses the situation and selects the most effective leadership style for that situation. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Demonstrates skills in effectively changing the service system and programs. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6a** | Demonstrates the ability to collaborate with staff and colleagues to facilitate the process of systems change. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6b** | Demonstrates the ability to collaborate with others in facilitating the process of changing the broader community system. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7a** | Reduces anxiety and resistance brought about by the confusion and unpredictability of the change process by providing frequent information and support to staff and colleagues. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7b** | Reduces anxiety and resistance brought about by the confusion and unpredictability of the process of systems change, by providing information and support to others. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Creates a climate for individuals from diverse perspectives (including families), in which exploration of possibilities, trying new things, lack of fear of failure and trust are elements that support use of innovations and risk-taking**.** | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9a** | Provides training and support to individuals to increase their confidence and competence in instituting system change. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9b** | Provides support to individuals to increase their confidence and competence in instituting needed changes within the service system as a whole. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Knows how to negotiate, mediate, and resolve conflicts in a "win-win", in developing a collaborative service system. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |

| **EARLY CHILDHOOD LEADERSHIP ASSESSMENT** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Please **circle** the number that best describes your level of accomplishment for each of the competencies listed below. | | | | | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Never** |  | **Usually** |  | **Infrequently** |  | **Sometimes** |  | **Often** |  | **Usually** |  | **Always** |
|  | ***ORGANIZATIONAL*** | **true** |  | **not true** |  | **true** |  | **true** |  | **true** |  | **true** |  | **true** |
|  |  | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **1a** | Develops policies that support recommended intervention practices. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1b** | Assists with, or advocates for, development of policies that support recommended intervention practices. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2a** | Develops an organizational structure for the program that facilitates the use of the transdisciplinary approach by program staff. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2b** | Assists with, or advocates for, development of an organizational structure to facilitate the use of the transdisciplinary approach by individuals providing direct services to children. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3a** | Develops and implements a financial plan and budget that identifies, secures, and uses multiple sources of funds, as well as develops methods for proper fiscal accounting. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3b** | Participates in helping to identify multiple sources of funds to be used for service delivery. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4a** | Develops and disseminates materials that provide information on funding sources to staff and families | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4b** | Assists with, or advocates for, development of and dissemination of materials that provide information on funding sources to staff and families. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5a** | Has the management skills needed to run a program smoothly and on time (e.g. establishing and tracking timelines, use of a program calendar highlighting key dates and deadlines, strategic planning). | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5b** | When participating in a program or service system work group, uses management skills to facilitate smooth functioning of the group and successful task completion. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6a** | Develops a user-friendly policy manual for staff, and provides at least annual orientation sessions in its use. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6b** | Assists with, or advocates for, development of a user-friendly policy manual for staff, and volunteers to assist in orientation sessions. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7a** | Provides program policy and related information that are easily accessible to families and done in a family-friendly format | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7b** | Assists with, or advocates for, development of family-friendly program policies and information that are easily accessible to families. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8a** | Has developed and is able to use a data system that tracks budget, program, child, and family data, while protecting family privacy and confidentiality. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8b** | Assists with, or advocates for, development of a data system that tracks appropriate program, budget, and child and family data while protecting family privacy and confidentiality. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9a** | Designs and conducts systematic evaluations of the program that use the input of all key stakeholders, including staff and families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9b** | Assists with, or advocates for, development of systematic evaluations of the program that are conducted with the involvement of families, staff, other key stakeholders. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10a** | Develops family-friendly forms |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **10b** | Assists with, or advocates for, development of family-friendly forms by providing concrete suggestions to program personnel. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11a** | Demonstrates ability to stream-line forms and paperwork, reducing staff and family burdens. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11b** | Assists with, or advocates for, streamlining of forms and paperwork, reducing staff and family burdens. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **12a** | Identifies and then applies for grants from local, state, or federal government, from foundations, and from civic or community groups to obtain additional resources. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **12b** | Assists in identifying and/or developing a grant proposal to government agencies (local, state, federal), foundations, or civic and community organizations to obtain additional resources. |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **EARLY CHILDHOOD LEADERSHIP ASSESSMENT** | | | | | | | | | | | | | | |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Please **circle** the number that best describes your level of accomplishment for each of the competencies listed below. | | | | | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Never** |  | **Usually** |  | **Infrequently** |  | **Sometimes** |  | **Often** |  | **Usually** |  | **Always** |
|  | ***COLLABORATIVE*** | **true** |  | **not true** |  | **true** |  | **true** |  | **true** |  | **true** |  | **true** |
|  |  | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1a** | Creates climate that requires and facilitates collaboration with families, other professionals and members of the community. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1b** | Assists in creatinga climate that requires and facilitates collaboration with families, other professionals and members of the community. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Willingly shares knowledge and skills with others, regardless of position or role. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Develops collaborative relationships with individuals across the spectrum of human services programs and community resources. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4a** | Implements multiple strategies on a continual basis to create effective team functioning, and including families, staff, and representatives of other agencies. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4b** | Uses multiple ways to facilitate effective team functioning, particularly with respect to active participation of parents or staff as team members. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5a** | Meaningfully participates in relevant professional and service networks, including interagency groups and initiatives. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5b** | Participates in relevant program, interagency efforts, and family support networks. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Uses effective collaborative strategies to build relationships with individuals and to build bridges between programs and initiatives. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **7a** | Develops mechanisms and strategies to communicate to families and staff information about policies and policy changes from other agencies that affect service delivery. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7b** | Assists with development of mechanisms and strategies to communicate to families and staff information about policies and policy changes from other agencies that affect service delivery. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8a** | Recognizes, promotes, and supports leadership skills in staff members, families, and individuals from other programs. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **8b** | Recognizes, promotes, and supports leadership skills in others. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9a** | Works with staff, other professionals and community members to develop a collaborative electronic database that includes all community resources in each of the 13 broad human resource categories. **(See attached list.)** | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9b** | Advocates for, or assists with, the development of a collaborative electronic database containing a wide array of resources to meet diverse child and family needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10a** | Develops policies, management, and accountability systems that are coordinated with those of other programs. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10b** | Advocates for, or assists with, developing policies, management, and accountability systems that are coordinated across programs. |  |  |  |  |  |  |  |  |  |  |  |  |  |

COMPREHENSIVE SERVICE ARRAY FOR ALL CHILDREN and FAMILIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CHILD EDUCATION** | **CHILD CARE** | CHILD PROTECTION | **ADULT EDUCATION and INFORMATION** | **MEDICAL / DENTAL** | **EMOTIONAL** | **CULTURAL / SOCIAL / RELIGIOUS** |
| State at-risk programs for 3- & 4-year olds  Head Start  Early Start  Even Start  Infants and Toddlers with Disabilities  Public Schools Preschool Special Education  Evaluation team/agency  Service Coordination  Developmental Disabilities/MR  Specialized Centers (blind, deaf, autism)  Private Clinics (therapy)  University Programs  Hospital Programs  Private Programs and Centers  Private Preschools  Private Nursery Schools  Library Story Hour | Childcare Centers  Family childcare homes  Resource and referral networks  State child care initiatives  Babysitting cooperatives  Mother’s Morning Out  Play groups  SSI childcare subsidies  Respite care | Child Protective Services (DSS)  Foster homes  Safety promotion progress sponsored by various agencies  Domestic violence presentation programs | Even Start  GED and Literacy programs  Parenting classes and centers  Employment training  Resource Information and Referral Services  Job Training Program (JTPA) | EPSDT  Health Department   * Well-Baby Clinic * Special Health Care Program * Specialized Clinics * Nutrition programs   Hospitals and Clinics  MDs and Private Providers  Medical and Health Programs (Passport; Yale Health Model)  Sickle Cell Program  Hospice Programs | Mental Health Centers  Parent-to-Parent Groups  Alcohol and Substance Abuse Groups (AA)  Support Groups  Clergy (Counseling)  Private therapists | Churches  Synagogues  Mosques  Cultural Organizations  Civic Organizations  Neighborhood groups |
| TRANSPORTATION | **FOOD/CLOTHING** | **ECONOMIC** | **PHYSICAL** | **RECREATION** | **LEGAL** | **OTHER** |
| Public transportation  State or locally funded transportation programs  Taxi  Volunteer organizations | Food banks  WIC  Social Services / Public Welfare  Civic Organizations  Agricultural Extension Office | Family Support Programs (Developmental Disabilities)  Social Services / Public Welfare  Medical Insurance  Medicaid  Civic Organizations | Habitat for Humanity  Housing (HUD)  Social Services / Public Welfare  Shelters | Library  YMCA/YWCA  Zoo  Museum  Gyms  Horseback riding  Art classes  Mother’s Morning Out  Park and recreation programs  Tumbling | Advocacy groups  Legal services | Technical Assistance Programs  Civic Groups  Businesses  Volunteers |

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| **EARLY CHILDHOOD LEADERSHIP ASSESSMENT** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Never** |  | **Usually** |  | **Infrequently** |  | **Sometimes** |  | **Often** |  | **Usually** |  | **Always** |
|  | ***HUMAN RESOURCE*** | **true** |  | **not true** |  | **true** |  | **true** |  | **true** |  | **true** |  | **true** |
|  | ***MANAGEMENT*** | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **1a** | Uses hiring criteria and processes that are designed to identify individuals who use recommended practices and can work collaboratively with diverse families and professionals from different disciplines and agencies. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1b** | Assists with developing, or advocates the use of, the use of hiring criteria and processes that are designed to identify individuals who use recommended practices and can work collaboratively, with diverse families and professionals from different disciplines and agencies. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2a** | Develops adequate contracts with staff, requiring staff to use recommended intervention practices. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2b** | Advocates for the development of contracts with staff, that require staff to use recommended intervention practices. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3a** | Uses a variety of techniques to recruit and retain qualified staff. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **3b** | Provides suggestions for techniques to recruit and retain staff who use family-centered and other recommended practices. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4a** | Dismisses staff who fail to demonstrate competencies, even though they have been given support and opportunities to do so. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4b** | Provide suggestions on how to appropriately dismiss staff who fail to demonstrate the use of family-centered and other recommended intervention practices. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5a** | Provides job descriptions that clearly describe not only the responsibilities of the position, but also the types of practices to be used to carry out the responsibilities. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5b** | Assists with developing, or advocates for the use of, clear job descriptions, including responsibilities and expected practices. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6a** | Provides a supportive work environment in which risk-taking and change are not feared. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6b** | Advocates for and contributes to a supportive work environment in which risk-taking and change are not feared. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7a** | Models life-long learning and motivates staff to participate in an on-going learning process. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7b** | Models being a life-long learner and participates in groups that are designed to support on-going learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8a** | Uses the literature on adult learning strategies in interactions with staff, families, and colleagues from other agencies. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8b** | When trying to communicate with, or explain something to adults (families, service providers, administrators), uses techniques that are geared to addressing the learning styles and approaches of adults. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9a** | Develops a staff development plan that responds to both individual and group needs based on assessments of staff competencies, both strengths and needs. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **9b** | Encourages programs to develop staff development plans based on systematic assessment of staff competencies, including feedback from consumers. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10a** | Provides ongoing supervision, coaching, and mentoring of staff in order to insure the use of recommended practices with children and families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10b** | Coaches, and mentors others (e.g. parents, service providers, volunteers) in order to insure the use of recommended practices with children and families. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11a** | Creates and identifies diverse staff development opportunities, and supports both staff and family participation. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11b** | Shares knowledge of staff development opportunities and volunteers to participate as a presenter in staff development activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **12** | Uses strategies for effective and constructive conflict resolution. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |

| **EARLY CHILDHOOD LEADERSHIP ASSESSMENT** | | | | | | | | | | | | | | |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Please **circle** the number that best describes your level of accomplishment for each of the competencies listed below. | | | | | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ***PEDAGOGICAL*** | **Never** |  | **Usually** |  | **Infrequently** |  | **Sometimes** |  | **Often** |  | **Usually** |  | **Always** |
|  |  | **true** |  | **not true** |  | **true** |  | **true** |  | **true** |  | **true** |  | **true** |
|  |  | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **1a** | Demonstrates caring relationships with individual children and families in the program and has a working knowledge of their strengths, needs and circumstances. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1b** | Cares about individual children and families and respects that each has unique strengths, needs, and circumstances. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2a** | Uses the literature about recommended practices when supervising the staff on ways to implement interventions for children with diverse types of disabilities. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2b** | Advocates for using the literature on recommended practices when supervising the quality of the interventions provided by the staff. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3a** | Explains the transdisciplinary approach, as well as it's importance to staff and families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3b** | Is able to explain the transdisciplinary approach and why it is important to families or service providers. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4a** | Has demonstrated for staff how to provide services in natural and inclusive settings. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **4b** | Knowledgeable about, and advocates for, the provision of services in natural and inclusive environments. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Uses and advocates for the use of practices needed to develop empowering relationships with families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6a** | Has developed an updated list of both specialized and natural community services and resources to meet the diverse needs of children and families that is readily available to staff. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6b** | Assists with, or advocates for, the development of an updated list of specialized and natural community services and resources to meet diverse needs of children and families. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7a** | Explains the stages of family development, as well as family systems theory to staff, and assists them in applying this information to their interactions with individual families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **7b** | Explains how different family situations (with regard to culture, composition, SES, etc.) require different types of interactions and interventions. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8a** | Demonstrates the use of the routines-based approach to assessment and intervention. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8b** | Advocates for the use of routines-based approach to assessment and intervention. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9a** | Provides instruction to staff on the differences in cultural values and backgrounds and how to modify interventions accordingly. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9b** | Knowledgeable of differences in cultural values and backgrounds and provides suggestions on how to modify interventions accordingly. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10a** | Consults with staff, assisting them to apply knowledge of the developmental growth patterns of children Birth through age 5, to the needs of specific children. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10b** | Advocates for, or assists staff to become more knowledgeable about child development. |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **EARLY CHILDHOOD LEADERSHIP ASSESSMENT** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Please **circle** the number that best describes your level of accomplishment for each of the competencies listed below. | | | | | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ***POLITICAL*** | **Never** |  | **Usually** |  | **Infrequently** |  | **Sometimes** |  | **Often** |  | **Usually** |  | **Always** |
|  |  | **true** |  | **not true** |  | **true** |  | **true** |  | **true** |  | **true** |  | **true** |
|  |  | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1a** | Uses media to publicize availability, as well as the importance of services to young children and their families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **1b** | Effectively communicates the importance of services to young children and their families by telling own "story". |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Communicates with and gains support for services to young children and families, from the business community, local governmental leaders (e.g. county commissioners, mayor, town council, school board), civic groups (e.g. Lions Club, Rotary Club, Optimist Club), neighborhood groups, cultural, and faith-based groups. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Uses program evaluation data to advocate for services to families and children. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Engages in a variety of activities to obtain participation from the community in efforts to improve service provision. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **5** | Communicates with local, state and federal policy and decision makers to encourage the  development of evidence-based policies. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Demonstrates a working knowledge of federal and state laws and regulations which apply directly to the program. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Demonstrates knowledge of other agencies' policies. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Collaboratively develops policies with multiple stakeholders (e.g. families, staff, other agencies), which affect children and families served by the program. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9a** | Assures compliance with federal, state and local policy, addresses sanctions for non-compliance, and creates strategies to tackle issues of non-compliance. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9b** | Participates in activities to address and improve compliance with federal, state and local policy. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10a** | Participates in the development and review of meaningful interagency agreements, which includes specific values, service responsibilities, and contributions (fiscal, personnel, facilities, materials, etc). | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10b** | Contributes to development and review of interagency agreements in order to include the perspective of families and service providers. |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **EARLY CHILDHOOD LEADERSHIP ASSESSMENT** | | | | | | | | | | | | | | |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Please **circle** the number that best describes your level of accomplishment for each of the competencies listed below. | | | | | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ***SYMBOLIC*** | **Never** |  | **Usually** |  | **Infrequently** |  | **Sometimes** |  | **Often** |  | **Usually** |  | **Always** |
|  |  | **true** |  | **not true** |  | **true** |  | **true** |  | **true** |  | **true** |  | **true** |
|  |  | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1a** | Uses symbolic leadership to create a program culture that has a consumer focus. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1b** | Participates in developing a program culture that has a consumer focus. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2a** | Uses shared beliefs, customs and traditions, symbols and dress, stories and myths, rituals and rites, heroes, heroines, and villains in the creation of the culture of a single program and the broader services system. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2b** | Contributes to the development of the program culture by sharing or creating stories, customs, traditions, rituals, symbols, and identifying and supporting heroes and heroines. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Assesses program and service system culture and climate on a regular basis. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Ensures that the program and service system culture sustains an atmosphere and structure that is conducive to fostering collaborative relationships. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5a** | Provides opportunities for meaningful participation among staff, parents, and community stakeholders in the development of culture. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5b** | Participates in the development of a positive culture, and encourages others to do likewise. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6a** | Develops strategies to ensure that the program and services system culture embraces and celebrates the cultural diversity represented by staff, children and their families. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6b** | Suggests strategies to ensure that the program or service system culture embraces and celebrates the cultural diversity represented by staff, children, and their families. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7a** | Creates a program and service system culture that reflects high expectations for child and family attainment of goals. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7b** | Encourages and helps to create a program or service system culture that reflects high expectations for the attainment of goals by children and families. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8a** | Provides a variety of opportunities in which staff and family accomplishments are recognized and celebrated. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8b** | Recognizes and celebrates the accomplishments of service providers and families. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9a** | Creates and maintains a program and service system culture that is caring and supportive. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **9b** | Contributes to a caring and supportive program or service system culture. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Ensures that the core beliefs that drive the program's culture are captured in the program's vision. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11** | Examines the impact of personal culture and cultural competence on the creation of an inclusive program culture. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| **12** | Assesses the program's or system's culture in light of the culture needed to support systems  change. | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |

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