Assessment 4:
LEE 241, ECE FIELDWORK
The ECE Leadership Activity

*This Assignment Addresses These Specific Program Standards Affecting the Development of Both
the ECE Teacher Leader and The ECE Program Leader;
NAEYC Standard 5; Essential Tools 3, 7, 9*

ECE Leadership Activity: Design or participate in a leadership activity related to ECE
specialization that enhances ECE quality. This activity is a critical demonstration of the
candidate's ability to provide effective professional leadership grounded in research and best
practice and be an advocate for children and families. The leadership activity rubric provides
specific information on the three elements or phases of this activity: Conceptualizing Leadership
Activity, Planning Leadership Activity and Implementing and Evaluating Leadership Activity,

Examples of possible leadership activities for ECE Teacher Leaders include: providing a
workshop for families at the school on testing and the uses and misuses of test scores; creating a
plan for adding a preschool to the school site; or offering an inservice on ant-bias curriculum
resources and children's literature. Examples of possible leadership activities for ECE Program
Leaders include: providing a program for parents on the effects of TV viewing on children,
developing a workshop for family-based ECE providers on obesity prevention in children or
conducting a strategic planning session with a local ECE organization on ways to expand the
availability of quality infant and toddler services.

Regardless of the setting or role of an ECE professional, advocacy for children, families and
ECE programs requires specific leadership skills. It is crucial that ECE leaders employ strategies
that persuade decision-makers to make constructive changes to improve ECE quality and make
investments in children's programs (Edelman, 2002).

Background
Numerous studies have demonstrated that ECE quality is directly and positively related to
improved cognitive, social and behavioral outcomes for children as well as children's later
school success (Carolina Abecedarian Project.,1999; Cost, Quality and Child Outcomes Study
Team, 1995; Frede, 1995; Galinsky, Howes, Kontos, & Shinn,1994; NICHD, 2002). Yet all of
these same studies indicate that the quality of the vast majority of ECE programs continue to be
low to mediocre quality. Minimal licensing requirements, low pay, lack of well-qualified ECE
teachers and ECE leaders, turnover in the field, inappropriate curriculum, poor learning
environment and other factors detrimentally affect ECE program quality in most preK settings.
ECE leaders play a pivotal role in creating a quality ECE program (Culkin, 1997). The extent
that an ECE program leader is able to advocate for services, craft the organization's mission,
understand the organizational culture, manage for quality, build quality relationships and develop
a quality ECE program determine the organization's well-being and effectiveness (Kagan &
Bowman, 1997). Similar findings exist with respect to teacher leaders. ECE leaders who

champion quality for children have the potential to have a significant impact. However the philosophical orientation and specific leadership skills needed are not always clear. Kagan and Hallmark (2001) argue that the traditional corporate model for leadership is not adaptable to the ECE field. Rather, "the intimacy, flexibility, diversity, and individualization of early childhood programs create a decidedly different leadership context than the formality, uniformity, rigidity, and bureaucratization that has been conventionally associated with a corporate setting" (p. 8). Collaboration. interpersonal communication, cultural competence, group decision-making and staff development are essential aspects to effective ECE leadership (Bella & Bloom, 2003). ECE leaders must exert at least five varieties of program leadership: community leadership, pedagogical leadership, administrative leadership, advocacy leadership and conceptual leadership (Kagan & Bowman, 1997). ECE leadership requires going beyond day-to-day crises to develop a vision of ECE in the context of the profession and the larger community (Bella and Bloom, 2003).

ASSESSMENT 4: LEE 241: ECE FIELDWORK
Leadership Activity Rubric
NAEYC Standard 5; Essential Tools 3, 7, 9

LEADERSHIP ACTIVITY ELEMENT	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	Score
Standard 5 Growing as a Professional Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are powerful advocates for sound practices	The Leadership Activity is not realistic. The topic area is vague or unclear. Reading list has few books and/or articles on the topic. Planning is minimal The message to be conveyed is vague or unclear.	The Leadership Activity is realistic and "do-able," and can be implemented during the semester. An identified area for leadership is based on personal experience and/or a review of the literature. Related literature on the topic is analyzed. At least 8 sources are listed. Includes a step-by- step plan for accomplishing change. A clear and important message is conveyed. Exemplary practices are defined. An information sheet and/or other resource	The Leadership Activity is realistic and "do-able," and can be implemented during the semester and has the potential for creating significant change. An identified area for leadership is finalized based on a needs assessment or questionnaire Clear explanation about how analysis of literature informed decisions regarding the Leadership Activity. At least 10 sources are listed. A comprehensive plan of action is developed with specific steps and timeline to achieve change. The activity is well organized. Message describes a significant change and how it can be accomplished.	

		materials are prepared		
	The activity is described but not presented to the identified audience.	The audience is defined. The activity is presented and evaluated.	An audience of stakeholders with the capacity to implement change is identified.	
	Participant feedback is not in the plan.	The activity includes feedback from audience for evaluation.	The evaluation includes participants' written comments and reflections. Modifications and next steps based on evaluation are described. The activity begins a process of change as evidenced by follow-up communication and plans for further action. Forward-looking recommendations are developed based on existing practices and research.	
Tool 3: Communication Skills Demonstrate a high level of oral, written, and technological communication skills related to the identified ECE specialization. Communication skills include use of effective presentation techniques, writing a research paper or summary related to specialization and application of technology need for professional role including use of word processing and editing tools, databases, search engines and other Internet tools, and presentation software.	Writing Skills: Leadership Activity includes writing and reflection that is not up to graduate work standards. Numerous errors in spelling, grammar, and/or sentence structure are present in the various assignments and papers. Poor written materials for dissemination and limited written reflection detract from the quality of the work and the professionalism of the candidate. Oral Skills: Audience has difficulty following the oral presentation made by candidate. Candidate is uncomfortable in presenting leadership activity and is able to answer only basic questions.	Writing Skills: Leadership Activity includes written expression that is graduate-level quality. Writing is clear and evidences few errors. Standard English grammar, spelling and punctuation are used. APA format and style are followed with only minor errors. Written materials for distribution are professional looking and error free. Oral Skills: Candidate presents leadership activity in a confident and logical manner that is easily understood. Candidate is comfortable with expected questions but does not elaborate.	Writing Skills: Leadership Activity contains written materials that are professional and clear. Standard English grammar, spelling and punctuation are used consistently. The Leadership Activity and supporting materials are well-designed, carefully organized and demonstrate writing competence. Reflections are thoughtfully written and meaningful. Any materials given to the audience are proofread and contain no errors. Oral Skills: The candidate gives an enthusiastic and interesting presentation of leadership activity and displays sophisticated analytical skills in the presentation. through his/her ability to The candidate discriminates, organizes, synthesizes, and summarizes the key points for effective leadership in this area.	

| | | | Candidate shows mastery by answering all questions and clarifying any confusing points.

Technology Skills: Student expertly uses multi-media that are polished, aesthetically pleasing and professionally created to enhance their leadership presentation and activities that encourage audience understanding and participation in extending the discussion of the activity. | |
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| | Technology Skills: Candidate has media but doesn't use them effectively. The quality of the media is poor. | Technology Skills: Candidate uses multi-media such as graphics, PowerPoint, video, etc. to enhance and deepen the understandings for the leadership activity.. | | |
| Tool 7:
Skills in Collaborating, Teaching, and Mentoring

Demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles including collaboration across disciplines and roles. Example: Work on a committee of a professional or community group concerned with children and families. | The Leadership Activity does not have provisions for collaborative work and mentoring. | The Leadership Activity incorporates small group collaborative discussion and planning that involves people of different backgrounds, occupations, ages and interests working together for the benefit of children. | The Leadership Activity results in a collaborative approach to problem-solving and continuation of its objectives through committee work, political action and setting a long-term agenda for school or community improvement to make educational resources and opportunities more available. | |
| Tool 9:
Leadership Skills

Reflect on and use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession. | Little evidence of participating in partnerships or contributing to positive changes in the profession;

growth plan is vague and goals are unclear | Evidence of working with others to achieve positive professional outcomes;

articulates general growth plans. | Evidence of assuming leadership roles on relevant projects;

growth plan is specific. | |
| Holistic Score | | | | |

Scoring Guide for Leadership Activity

Analytic Scores:
Does Not Yet Meets Expectations = 1
Meets Expectations = 2
Exceeds Expectations = 3

Holistic Score:
Does Not Yet Meet Expectations = 4-6
Meets Expectations = 7-9
Exceeds Expectations = 10-12