# LEADING FROM THE MIDDLE[[1]](#footnote-1)

**Orientation/What’s in Your Leadership Backpack?**

1. **A New Context for Leadership**

Wheatley, M. J. (2009). *Turning to one another: Simple conversations to restore hope to the fut*ure (pages 32-33). San Francisco: Berrett-Koehler Publishers, Inc.

Resources to Support a New Context for Leadership**1**

Center for Creative Leadership [**https://www.ccl.org/**](https://www.ccl.org/)

Maternal and Child Health Leadership Competencies [**https://leadership.mchtraining.net/**](https://leadership.mchtraining.net/)

O’Neill, C., & Brinkerhoff, M. (2018). *Five elements of collective leadership for early childhood professionals*. St. Paul, MN: Redleaf Press.

Waters, J.T., Marzano, R.J., McNulty, B.A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning. **1** [**https://www.mcrel.org/wp-content/uploads/2016/06/Balanced-Leadership%C2%AE-What-30-Years-of-Research-Tells-Us-about-the-Effect-of-Leadership-on-Student-Achievement.pdf**](https://www.mcrel.org/wp-content/uploads/2016/06/Balanced-Leadership%C2%AE-What-30-Years-of-Research-Tells-Us-about-the-Effect-of-Leadership-on-Student-Achievement.pdf)

Whole Leadership Framework

[**https://mccormickcenter.nl.edu/wp-content/uploads/2018/03/Whole-Leadership-Framework.jpg**](https://mccormickcenter.nl.edu/wp-content/uploads/2018/03/Whole-Leadership-Framework.jpg)

EXAMPLES

* Maryland Early Intervention Leadership Academy
* Urban design project sneaking puzzles & hopscotch into abandoned lots [**https://qz.com/1256248/the-urban-thinkscape-project-sneaks-games-into-public-spaces-to-help-kids-learn-better/**](https://qz.com/1256248/the-urban-thinkscape-project-sneaks-games-into-public-spaces-to-help-kids-learn-better/)

1. **What Informs Your Leadership?**

Checklist for Personal Values**1**

DEC Leadership Practices with Examples**1**

FISH Philosophy [**http://www.fishphilosophy.com/fish-philosophy-story/**](http://www.fishphilosophy.com/fish-philosophy-story/)

The happy secret to better work: Shaun Achor [**https://www.youtube.com/watch?v=fLJsdqxnZb0**](https://www.youtube.com/watch?v=fLJsdqxnZb0)

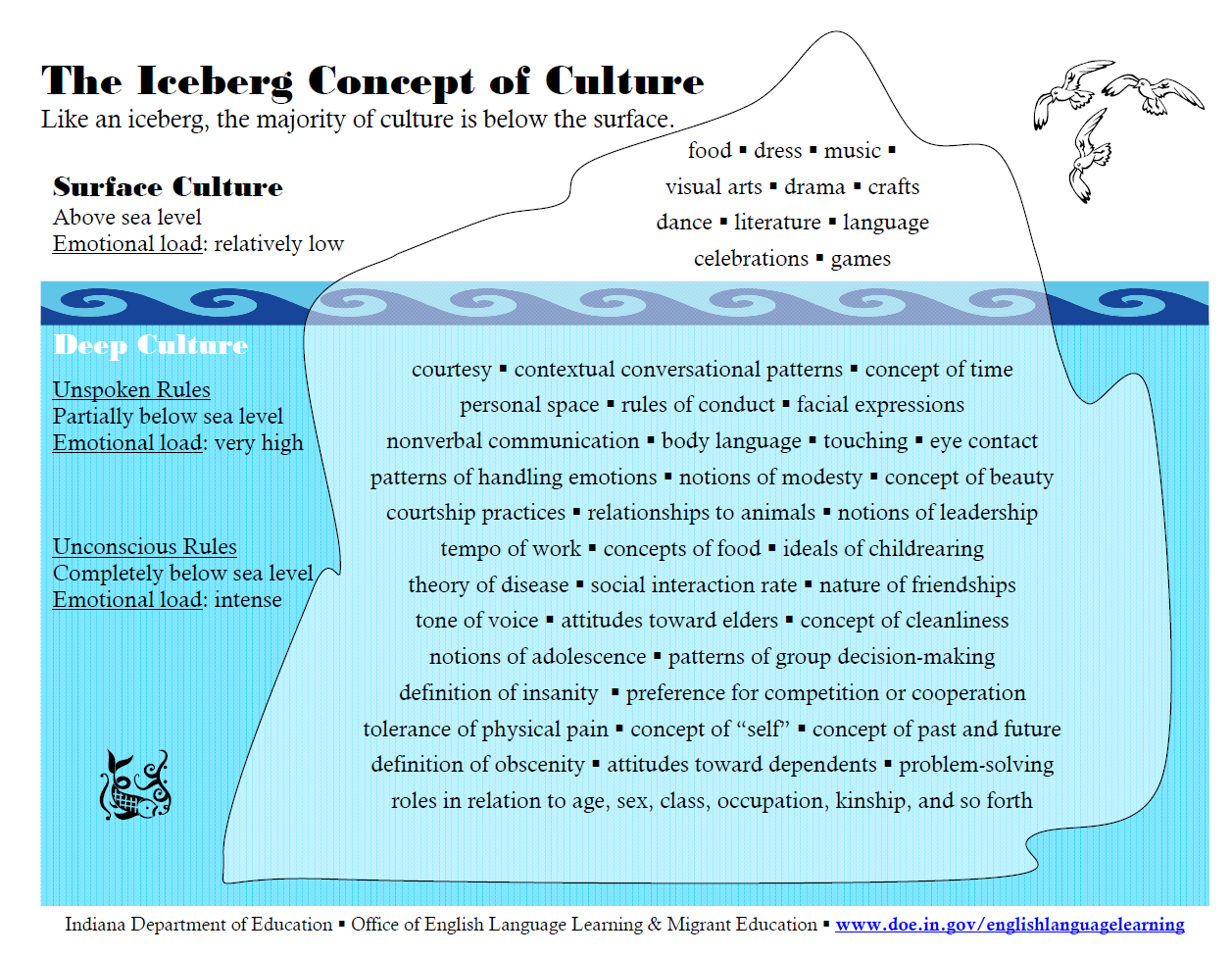
Kouzes and Posner: The Leadership Challenge

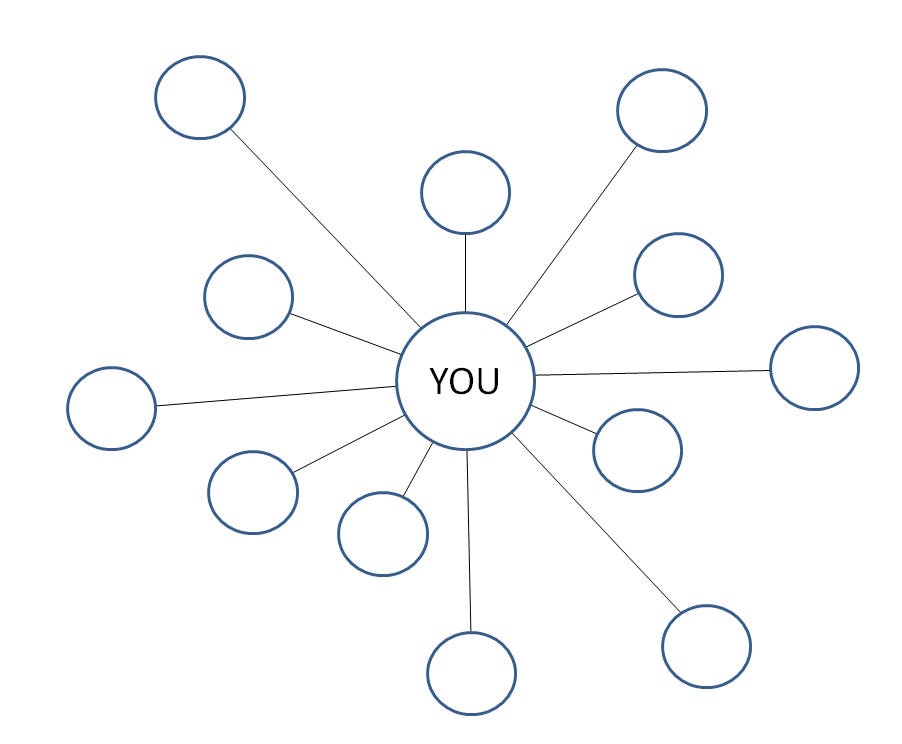
[**http://www.leadershipchallenge.com/About-section-Our-Approach.aspx**](http://www.leadershipchallenge.com/About-section-Our-Approach.aspx)

Vision and Direction in Leadership Checklist**1**

EXAMPLES

* Leading in a Social Age/Masterminds Marcia Blum
  + Leading in a Social Age [**https://prekteachandplay.com/2017cde-state-meeting/**](https://prekteachandplay.com/2017cde-state-meeting/)





Who inspires you?

Characteristics?



1. **From All to Each and Every**

**Evidence-Based Practice**

Evidence-Based Practice Empowers Early Childhood Professionals and Families

[**http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/imce/documents/FPG\_Snapshot\_N33\_EvidenceBasedPractice\_09-2006.pdf**](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/imce/documents/FPG_Snapshot_N33_EvidenceBasedPractice_09-2006.pdf)

**Developmentally Appropriate Practices**

NAEYC. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. [**https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf**](https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf)

**What is known about child development and learning**—referring to knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children’s learning and development

**What is known about the social and cultural contexts in which children live**— referring to the values, expectations, and behavioral and linguistic conventions that shape children’s lives at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family

**What is known about each child as an individual**—referring to what practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation

**Implementation Science**

* Implementation Process[**http://ectacenter.org/implementprocess/**](http://ectacenter.org/implementprocess/)
* Moving from Evidence to Implementation of Early Childhood Programs[**https://www.ncbi.nlm.nih.gov/books/NBK395707/**](https://www.ncbi.nlm.nih.gov/books/NBK395707/)
* The National Implementation Research Network’s Active Implementation Hub [**http://implementation.fpg.unc.edu/**](http://implementation.fpg.unc.edu/)

**Filling the Buckets**

**Supporting Young Children who are Dual Language Learners**

* Resources to Support the Full Participation of Young Children who are Dual Language Learners and their Families**1**
* Bradshaw: A Framework for Culturally Responsive Practices**1**
* Self-Assessment Tool for DLL Competencies and Dispositions**1**
* Puentes Culturales [**http://www.puentesculturales.com/**](http://www.puentesculturales.com/)

**Supporting Young Children who have Experienced Trauma or Maltreatment**

* Building Resilience: Resources for Supporting Young Children Who Have Experienced Trauma and Maltreatment and Their Families**1**
* The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement

[**https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c**](https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c)

**Supporting Young Children With or at Risk for Disabilities**

* Supporting Inclusive Practices for Young Children with Diverse Abilities**1**

**Being Reflective of and Responsive to Culture, Diversity and Equity**

* Culture, Diversity, and Equity Resources1
* Diversity-Informed Infant Mental Health Tenets [**https://imhdivtenets.org/**](https://imhdivtenets.org/)

**Integrating the Practices**

CONNECT 5-Step Learning Cycle [**http://community.fpg.unc.edu/connect-modules/5-step-learning-cycle**](http://community.fpg.unc.edu/connect-modules/5-step-learning-cycle)

**Magic 8 Practices**

Farran, D. C., Meador, D., Christopher, C., Nesbitt, K. T., & Bilbrey, L. E. (2017), Data-driven improvement in prekindergarten classrooms: Report from a partnership in an urban district, *Child Development, 88*(5), 1466-1479. [**http://onlinelibrary.wiley.com/doi/10.1111/cdev.12906/abstract**](http://onlinelibrary.wiley.com/doi/10.1111/cdev.12906/abstract)

1. **Reduce time spent in transition.** Time moving from one activity to another is time when children aren’t learning or engaged, which also increases the likelihood of negative behaviors.
2. **Improve level of instruction.** Asking children open-ended, inferential questions and asking them to reflect on what they’ve learned or make predictions based on what they know improves student retention of new material and better prepares them for kindergarten.
3. **Create a positive climate.** Using positive language to reinforce desired behavior rather than disapproving of specific student actions has a positive effect on children’s ability to self-regulate.
4. **Increase time teachers listen to children**. Children whose teachers spent significant time listening to them showed a stronger grasp of math concepts, letters and sight words. Children who spoke more frequently also had stronger self-regulation and vocabulary skills.
5. **Plan sequential activities.** When children participated in activities that followed a logical order, like completing a puzzle or writing a message, they engaged in higher level thinking, which improved their problem-solving skills.
6. **Promote cooperative interactions between children.** Children who worked often with peers were more involved in classroom activities, had better language skills, and were better at self-regulation.
7. **Foster high levels of child involvement.** Children are better at reading comprehension, vocabulary and math when they are actively involved in an activity, like when a teacher asks them to answer questions or make predictions about the book she’s reading.
8. **Provide math opportunities.** Children who take part in multi-part math problems and discuss math concepts are better prepared for kindergarten and early math success, which is a strong predictor of late elementary school achievement.

EXAMPLES

* Supporting Each and Every Young Child and Family’s Full and Equitable Participation: Vermont Guiding Principles**1**
* NAEYC Position on advancing diversity and equity – watch a video, provide your comments at [**https://www.naeyc.org/resources/blog/advancing-diversity-and-equity**](https://www.naeyc.org/resources/blog/advancing-diversity-and-equity)
* El Grupo de Familias – Susan Moore

1. **Family Engagement**

Family Engagement Resources**1**

Reconciling Leadership and Partnership**1**

Rose’s IEP**1**

EXAMPLES

* Family Leadership Training Institute of Colorado: Leadership Opportunities [**http://fltiofcolorado.colostate.edu/resources/leadership-opportunities/**](http://fltiofcolorado.colostate.edu/resources/leadership-opportunities/)
* Parents Encouraging Parents (PEP) Chris Miller
  + For more information, contact Joy Thiessen-Barrett [**barrett\_j@cde.state.co.us**](mailto:barrett_j@cde.state.co.us)
* Transdisciplinary Play Based Assessment Chris Miller
  + For more information, contact Toni Linder [**Toni.Linder@gmail.com**](mailto:Toni.Linder@gmail.com)

1. **Finding, Using and Sharing Resources**

**Images**

* Milestones in Action Photo Video Library

[**https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html**](https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html)

* NY Public Library Domain Collections [**http://www.nypl.org/research/collections/digital-collections/public-domain**](http://www.nypl.org/research/collections/digital-collections/public-domain)

**Listservs**

**BabyTalk** – *monthly, birth to 36 months. To join the listserv, send an email* ***with no message*** *to* [**subscribe-babytalk@listserv.unc.edu**](mailto:subscribe-babytalk@listserv.unc.edu)*Past issues are archived at*[**http://fpg.unc.edu/resources/baby-talk-archive**](http://fpg.unc.edu/resources/baby-talk-archive)

**Faculty Finds –** *targeted to**faculty & professional development providers; content and instructional resources, tools. To subscribe, send an email with* ***no message*** *to* [**subscribe-facultyfinds@listserv.unc.edu**](mailto:subscribe-facultyfinds@listserv.unc.edu)

*Past issues are archived at* [**http://fpg.unc.edu/resources/faculty-finds**](http://fpg.unc.edu/resources/faculty-finds)

**Natural Resources** – *weekly, birth through Grade 3, one-way early childhood listserv. To subscribe, send an email* ***with no message*** *to* [**subscribe-natural\_resources2@listserv.unc.edu**](mailto:subscribe-natural_resources2@listserv.unc.edu)

**Resources within Reason -** *Every other month this one-way listserv provides a page of free resources on a topic related to supporting young children with or at risk for disabilities and their typically developing peers. View past issues or sign up at* [**http://www.dec-sped.org/resources-within-reason**](http://www.dec-sped.org/resources-within-reason)

**Videos**

* Results Matter Video Library [**http://www.cde.state.co.us/resultsmatter/rmvideoseries**](http://www.cde.state.co.us/resultsmatter/rmvideoseries)
  + Catalog [**http://www.cde.state.co.us/resultsmatter/rmvideolibrarycatalog**](http://www.cde.state.co.us/resultsmatter/rmvideolibrarycatalog)
* CONNECT Modules [**http://community.fpg.unc.edu/connect-modules/**](http://community.fpg.unc.edu/connect-modules/)
* Illustrations of DEC Recommended Practices [**http://ectacenter.org/decrp/type-illustrations.asp**](http://ectacenter.org/decrp/type-illustrations.asp)

EXAMPLES

Baby Talk

Summer Learning Ambassador Toolkit [**http://buildthefoundation.org/become-a-summer-learning-ambassador-with-the-new-ncecf-toolkit/**](http://buildthefoundation.org/become-a-summer-learning-ambassador-with-the-new-ncecf-toolkit/)

**Forming Questions/Identifying Strategies and Partners**

Drew Dudley: Everyday leadership [**https://www.ted.com/talks/drew\_dudley\_everyday\_leadership**](https://www.ted.com/talks/drew_dudley_everyday_leadership)

1. **Inclusion**

Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

*Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her fam­ily, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired re­sults of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defin­ing features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.*

* The Myth of Average [**https://www.youtube.com/watch?v=4eBmyttcfU4**](https://www.youtube.com/watch?v=4eBmyttcfU4)
* Leading and Growing in a Culture of Reciprocal Trust**1**
* Resources to Support Inclusive Practices**1**

Soukakou, E.P. (2016). *Inclusive Classroom Profile (ICP).* Baltimore: Paul Brookes. [**http://www.brookespublishing.com/resource-center/screening-and-assessment/inclusive-classroom-profile/**](http://www.brookespublishing.com/resource-center/screening-and-assessment/inclusive-classroom-profile/)

**\*Practices** (from the ICP)

1. Adaptations of Space, Materials, and Equipment
2. Adult Involvement in Peer Interactions
3. Adults’ Guidance of Children’s Free-Choice Activities and Play
4. Conflict Resolution
5. Membership
6. Relationships Between Adults and Children
7. Support for Communication
8. Adaptations of Group Activities
9. Transitions Between Activities
10. Feedback
11. Family-Professional Partnerships
12. Monitoring Children’s Learning

EXAMPLE

5th Grade Friends Fight School to Include Brady[**https://www.youtube.com/watch?v=TaoJe4ntfa0**](https://www.youtube.com/watch?v=TaoJe4ntfa0)

1. **Professional Development**

National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI\_ProfessionalDevelopmentInEC\_03-04-08\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf)

EXAMPLE

* Vermont Master Classes
* Boulder Early Childhood Council Susan Moore
* Early Childhood Council of Boulder County PD Training Calendar Summer 2018**1**

1. **Collective Capability**

Five Elements of Collective Leadership**1**

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for inter-professional collaborative practice.* Washington, D.C.: Inter-professional Education Collaborative. [**https://nexusipe-resource-exchange.s3-us-west-2.amazonaws.com/IPEC\_CoreCompetencies\_2011.pdf**](https://nexusipe-resource-exchange.s3-us-west-2.amazonaws.com/IPEC_CoreCompetencies_2011.pdf)

Mixed-delivery model [**https://www.researchforaction.org/publications/partnering-for-pre-k-opportunities-to-scale-up-pittsburghs-collaborative-early-learning-model/**](https://www.researchforaction.org/publications/partnering-for-pre-k-opportunities-to-scale-up-pittsburghs-collaborative-early-learning-model/)

Teaming and Collaboration Resources from Kristen Klaassen**1**

EXAMPLE

Effective Teaming to Support Quality Inclusive Practices - Mesa County Valley School District 51 Early Childhood Department Kim Self, Kristie Donathan, and Amber Hart

Power to the Profession [**https://www.naeyc.org/our-work/initiatives/profession/overview**](https://www.naeyc.org/our-work/initiatives/profession/overview)

1. **Advocacy**

Get the facts

* First 2000 Days [**http://www.first2000days.org/**](http://www.first2000days.org/)
* High-quality preschool can support healthy development and learning

[**https://www.childtrends.org/publications/high-quality-preschool-can-support-healthy-development-and-learning**](https://www.childtrends.org/publications/high-quality-preschool-can-support-healthy-development-and-learning)

Social Media Made Easy [**http://afterschoolalliance.org/documents/STEM/SocialMediaMadeEasy.**pdf](http://afterschoolalliance.org/documents/STEM/SocialMediaMadeEasy.pdf)

Fake it til you become it [**https://www.youtube.com/watch?v=RVmMeMcGc0Y**](https://www.youtube.com/watch?v=RVmMeMcGc0Y)

EXAMPLES

* Confidence and Competence: Partners in Policymaking (C2P2) [**https://disabilities.temple.edu/programs/leadership/c2p2ei.shtml**](https://disabilities.temple.edu/programs/leadership/c2p2ei.shtml)

North Carolina Early Childhood Foundation

* Creating opportunities for bi-partisan leadership [**http://buildthefoundation.org/2018/06/statement-by-the-north-carolina-early-childhood-foundation-on-the-north-carolina-budget-proposal/**](http://buildthefoundation.org/2018/06/statement-by-the-north-carolina-early-childhood-foundation-on-the-north-carolina-budget-proposal/)

1. **Making a Difference**

The art of leadership: Madeleine Albright [**https://luskin.ucla.edu/the-art-of-leadership-madeleine-albright/**](https://luskin.ucla.edu/the-art-of-leadership-madeleine-albright/)

Paula Jorde Bloom on Self-Monitoring**1**

1. This handout was developed for the 2018 Minnesota 2018 Summer Institute. Resources from this session are available at [**http://fpg.unc.edu/presentations/leading-middle**](http://fpg.unc.edu/presentations/leading-middle) [↑](#footnote-ref-1)