

Presents
Masterminds
for CO ECE Leaders

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Theory of Change

Masterminds help create resonant ECE leaders with strong EQ skills and ECE leaders with strong EQ skills have a positive impact on the programs and staff they oversee

Developed by Dr. Kristie Pretti-Frontczak and hosted by the Colorado Department of Education under the leadership of Marcia Blum



Strategies

Program actions designed to achieve change

Targets

What about Masterminds achieves effective professional development for ECE leaders?

Outcomes

Ultimate goals

Program: Masterminds for ECE Leaders

- Curate groups who go through an application and interview process; must agree and sign pledge before beginning
- Schedule minimum of 6 sessions that are 2 hours in length; each session has a clear purpose, structure and flow
- Assign facilitator(s) to keep track of time, ensure adherence to touchstones, to document action steps, and to record notes for those in the hot seat
- Use Google SITE as an online community for participants to network and for everyone to share resources before, during and after sessions
- Participants set goals and session-by-session action plans

CO ECE Leaders

- Increase in EQ skills of participants
EQ scale (pre, after each round of hot seats, post)
- Increase in ability to ask honest open questions
Facilitator rating of ability to ask questions
- Ability to take action on plans
Goal tracking by facilitator(s)
- Engage in contemplative practices
Contemplative Tree Measure

CDE Facilitators

- Ability to run a session as outlined in the guidebook
Implementation Fidelity Checklist
- Ability to coach and support through asking honest open questions as needed
Participant midway and exit survey
- Ability to summarize hot seat notes based upon primary question, discourse, and own reflections of the situation
Participant midway and exist survey
- Ability to provide timely inspiration and support
*Implementation Fidelity Checklist
Participant midway and exist survey*
- Ability to build community between cohort members
Participant midway and exit survey

CO ECE Leaders

1. Met individual goal for participating
*Participant exit survey
Goal tracking by facilitator(s)*
2. Strengthened leadership skills
*Participant exit survey
Pre post DEC Leadership survey
Repeated measures EQ scale*
3. Increased social-emotional health and well-being
*Participant exit survey
Qualitative review of checkins*
4. Learned from other ECE leaders
Participant exit survey
5. Established a strong social network to draw upon
Participant exit survey
6. Increased sense of value within program/district
Participant exit survey
7. Increased sense of decision-making authority
Participant exit survey

State Level Facilitators

Sustainability of CDE staff to offer Masterminds as part of ongoing PD for CO ECE leaders

Stakeholder survey

Program/District

- Increased ability to support staff by reducing stressors and strengthening capacity to teach critical skills (Program/District survey)
- Increased ability to raise issues and be a critical player in the K-3 or K-12 landscape (Follow-up survey)
- ECE is given greater resource allocation (Follow-up survey)

Moderators

Presence or absence of supportive services

- Facilitator's skills
- Length of Mastermind and sessions
- Session by-session flow
- Use of honest open questioning
- Cohort size and attendance
- Cohort makeup (how they were curated) and skills
- How long it takes for the adult brain to learn a new skill
- State/Program/Agency/District culture, policies, and/or procedures