



# Early Education Emergent Leaders Program Evaluation Report

Prepared for



Prepared by

Eva Marie Shivers, J.D., Ph.D.

Institute for Child Development Research & Social Change

Indigo Cultural Center, Inc.



June 2010

## Table of Contents

---

Acknowledgements	2
Introduction	3
Evaluation Design	7
Findings	9
Summary	23
Recommendations	23
Conclusion	25
References	26
Appendices	27

## **Acknowledgements**

This research was made possible through the generous support of the Helios Education Foundation and JP Morgan Chase Foundation. The conclusions and views presented in this report are those of the author only and not of the study's funders or reviewers.

Special thanks to Karen Ortiz at Helios and Lydia Lee at Chase for their individual interest in and support of this project.

Alan Taylor and Mary Jamsa at Southwest Human Development, for the guidance and support on the design of the evaluation, and for the enthusiasm that they spread everywhere they go.

Gaye Lynn Fisher and Barb Milner for their hard work as data collectors.

Cristal Byrne for her assistance and amazing attention to detail in managing the database for this evaluation.

All the Directors and Mentors of this year's Emergent Leaders cohort for their time and effort in completing all the survey instruments, and for so graciously allowing us into their child care programs.

# Early Education Emergent Leaders Program Evaluation Report

---

## **I**ntroduction

Over the past decade it has become increasingly evident that the leadership provided by child care center Directors and Administrators are an important element of a high quality program. In fact, effective leadership is crucial to establishing a high quality early childhood program (Bloom & Sheerer, 1992; Peisner-Feinberg et al., 1995; Phillips, Mekos, Scarr, McCartney & Abbott-Shim, 2000; Talan & Bloom, 2004). The Director shapes the work environment for the teaching staff who, in turn, provide the critical link to children's developmental outcomes. However, there are still very few programs in the State of Arizona that provide specialized training and support to child care directors and administrators in a systematic manner.

In addition to the need for effective Administrators who can lead the way for quality enhancement in their respective programs, nurturing leaders for the State of Arizona's burgeoning state-wide system has also been a recent concern for many policy makers and community advocates.

Indeed research and experience have shown that leaders will assume a variety of roles across a career or a lifetime.

Professionals who are in the field of early care and education (ECE) often begin as classroom teachers, then move onto a Director position, then they often move beyond their programs and assume positions of consultants, mentors, advocates or other ECE related policy / program staff.

Funding from *First Things First* is revitalizing our ECE system by bringing in millions of dollars each year. Contributions from leaders in all roles are essential to help ensure success in Arizona, and prepare communities for the influx of funding from *First Things First*. The *Early Education Emergent Leaders*

*Program* was designed to address the need for leadership development in Arizona by recognizing that by training and mentoring early care and education program Administrators and Directors, we can enhance the quality of their programs while simultaneously developing leadership skills that will poise participants for statewide and community leadership positions.

### **Program Overview**

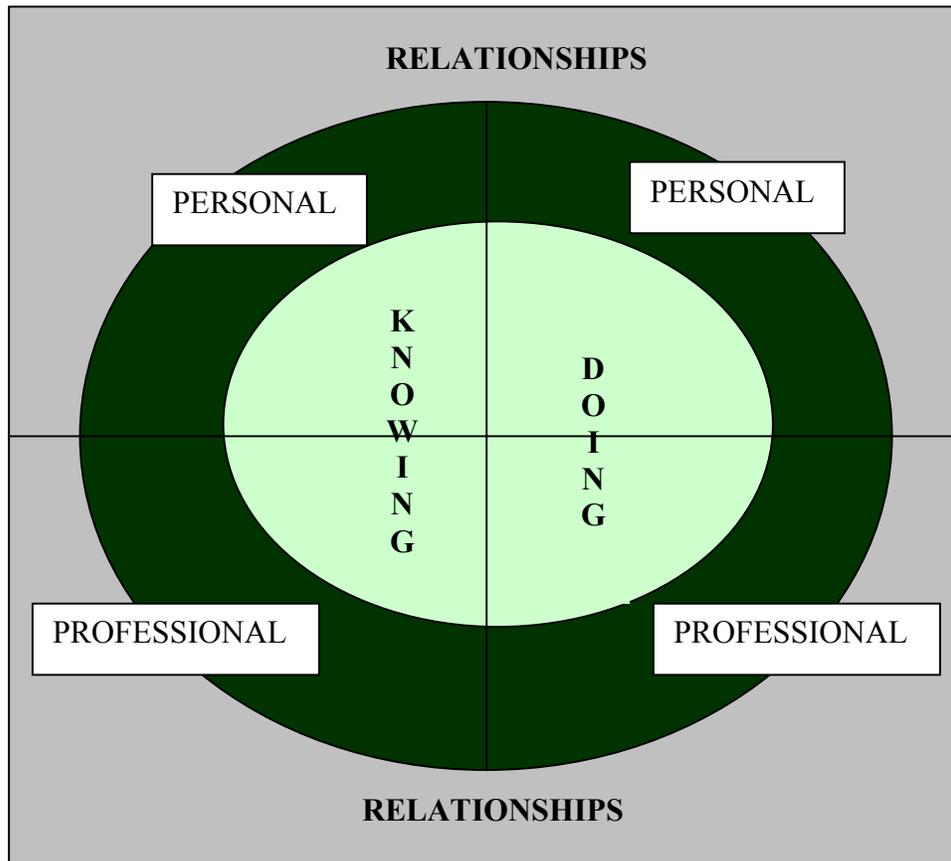
The purpose of the *Emergent Leaders Program* is to increase the capacity of professionals in early care and education programs through training, networking and technical assistance, and to actively create, support and advocate for quality early childhood programs.

## Theoretical Model

Three distinct, yet complementary theoretical models guide the Early Education Emergent Leaders Program. The first model is proposed by Paula Jorde Bloom, a noted researcher on the topic of child care Director leadership. Bloom’s model emphasizes that change is an ongoing process, and that in order to effectively run high quality programs, Directors must be comfortable with both the theory and practice of leading change efforts (Bloom & Bella, 2003).

The second model, proposed by Zero to Three, echoes the importance of theory and practice by identifying two main contributors to Directors’ leadership potential – knowledge and action. This model suggests that *knowing* and *doing* are equally important elements of leadership and are manifested in both the personal and professional dimensions. And finally, the change that comes about as a result of *knowing* and *doing* is embedded in the social context of *relationships* (Kellegrew & Youcha, 2004).

### Zero to Three’s Relationship-Based Leadership Development Model



Lastly, Emergent Leaders is also informed by a basic premise used in “adaptive leadership” work. This adaptation of Ron Heifetz’ conceptualization is adeptly applied to the field of early care and education in Goffin and Washington’s book, *Ready or Not: Leadership Choices in Early Care and*

*Education* (2007). This framework basically states that if we are to assume a greater leadership role on behalf of early care and education as a public good, and for the system that delivers it, we cannot rely on others to resolve our issues. The leadership work needs to be our work. They go on to argue that this leadership work is a collective activity that needs to engage a wide range of people who are in varied positions and who have diverse points of contact with the field’s adaptive challenges.

## Program Design

2009 marks the fifth cohort of *Early Education Emergent Leaders* (EL). The agency that provided coordination for this program was *Southwest Human Development*.

*Outreach* – EL coordinators targeted a group of child care center Directors and Administrators that was diverse in terms of types of programs, geography, level of experience, and culture/ethnicity. Outreach activities included mailings to centers all over the state, visits to Director support groups, word of mouth from past EL participants, outreach in conjunction with community based organizations working with child care providers, First Things First policy team, First Things First Regional Partnership Council coordinators, and targeted recruitment through other training programs.

*Key Elements* – This year’s EL was a 12-month program that began in April 2009 and ended with a “Graduation Ceremony” in May 2010. The Key Elements of EL were training, mentoring, and individual projects.

The EL Coordinators designed a four-pronged approach to helping our participants apply these concepts and theories in their everyday practice. The key elements of Emergent Leaders are *training, mentoring, and individual projects*. These key elements are informed by what research tells us about adult learning principles. Such as adult learners have a need to be self-directing and adults have an inherent need for immediacy of application (Knowles, 1998).

Early Education Emergent Leaders Program Objectives
1. Enhance directors’ leadership skills
2. Enhance administrative and management skills
3. Enhance teacher-child interactions
4. Help translate theories into practice
5. Enhance classroom environments
6. Foster self-confidence, self-reflection, and own leadership style
7. Help extend professional networks
8. Help develop and implement a language and literacy project
9. Increase meaningful involvement and leadership skills in ECE professional groups

The sections below present additional detail about the key elements of Emergent Leaders:

*Cohort Learning Model* – The program is a year long cohort experience which builds a learning community, providing participants with opportunities to share resources and strategies and develop relationships that provide ongoing support to child care Directors, their programs, and their staff. This opportunity to network and build relationships with other child care center directors from throughout Arizona – including Emergent Leader Alumni, as well as state leaders in early care and education, helps directors feel less isolated in their own programs and builds a base of resources that support their day-to-day work with children and families.

*Training* – Day-long monthly workshops with state and national experts were held where both Directors and Mentors were present. Training sessions included: “Visionary Director” (Carter &

Curtis); “Leadership is Communication” (Holly Bruno); Exploring and Evaluating Quality (state and local experts); Mentoring Teachers for Reflective Practices (Carter & Curtis); The Critical Role of Language and Literacy (Mary Jamsa and Lisa Vickers, SWHD); Supporting Social and Emotional Development (Kay Albrecht); Resources and Organizations (Dr. Naomi Karp – AZAEYC; Rhian Evans Allvin – FTF; Lisa Vickers – SWHD; ADHS); Advocating for Quality in Early Care & Education (Bruce Liggett AZ Child Care Assn.); Child Care Legislative Day at the State Capitol. Each session involved learning new content, an opportunity for discussion and networking among participants, and discussion with the presenter(s).

*Mentoring* – Each Director was assigned one Mentor whose role it was to facilitate key learning from the monthly workshops and prepare and support Directors for leadership action such as the Individual Projects and advocacy. In supporting the Mentors in their work, the EL Coordinators facilitated the use of a learning model, which moves the Mentor from “sage on the stage” to “guide on the side.” This learning model promotes the development of critical thinking skills that help participants grow as Directors (Martin, 2000). These critical thinking skills are as important as content, because learners are challenged to explain *why* they do what they do. This is referred to as “transformational learning,” which supports adult learning more effectively than “directed learning,” which focus on acquisition of skills and knowledge (Martin, 1998, Cranton, 1994; Mezirow, 1991). Mentors met with the EL Coordinators once a month to discuss their mentees’ progress and offer support and advice for one another, and to reflect on their own mentoring practices. Mentors also communicated informally with one other and with the Coordinators.

*Language and Literacy Individual Projects* – Directors developed an Individual Project for their centers with training and technical assistance from EL coordinators and their Mentors. Language and literacy were chosen as the topic areas of focus due to their importance in school readiness (Bowman, Donovan, & Burns, 2001; Dickenson, 2001). Each Director had the opportunity to use a standardized evaluation assessment tool for language and literacy (e.g., ELLCO), and identify a center or classroom need around the issue of language and literacy, articulate a goal, develop steps to meet the need, implement the plans at their centers, and measure the impact of their Project. Directors were then charged with presenting their Individual Project in the form of a poster-presentation for their peers and also at the EL Graduation Ceremony.

*Putting it all together. . .*

The key elements that comprise the basic delivery design for Emergent Leaders do not operate in isolation. For example, the language and literacy workshop was attended by the Director and two targeted teachers from their center. The Language and Literacy Individual Project provided an opportunity for a “leadership in action” project. Directors applied design, delivery and evaluation concepts from workshops while also improving the literacy skills of teachers and thus improve the classroom environment. The Mentors worked hand in hand with the Directors as they designed, implemented, and assessed their Individual Projects.

## **Evaluation Rationale**

Conducting an in-depth evaluation serves three main purposes. First, it allows us to build on previous knowledge gained from earlier evaluations in order to strengthen the impact of the program.

Second, last year's evaluation pointed to several ways that conducting a formal evaluation of Emergent Leaders impacted the delivery of the program itself, and as a result, the evaluator(s)' involvement impacted the Directors' experiences. This provided opportunities for the Emergent Leaders Directors to deepen interactions and conversations that began with the PAS interview; thus, enhancing their perceptions of connectedness and support. As a result of this unanticipated finding, this year we intentionally included evaluation as an additional dimension in the leadership intervention. Specifically, the Principle Investigator participated in monthly meetings with the mentors. This level of involvement by an evaluator is common in community participatory action-based research<sup>1</sup>.

Third, the research on leadership development for child care professionals is still sparse. Findings from this evaluation are likely point to many other research questions that researchers and future evaluations can explore in order to push the field towards a deeper understanding of systems, leadership development, and ultimately, quality.

## **E**valuation **M**ethods

This section describes the participants in the evaluation, procedures, instruments, and data analysis procedures.

### **Evaluation Questions:**

1. What are the characteristics of Directors, their programs and Mentors who participated in EL?
2. Do participants' self-assessment scores change after going through the EL program?
3. Do participants' outcome scores change after going through the EL program?
4. How do participants rate their experiences in EL?
5. Are there any associations between participants' background characteristics and EL outcomes?

### **Participants**

Twenty-one Directors and ten Mentors participated in this year's EL program. Participants' demographic characteristics are described in the Findings section below.

### **Procedures**

Evaluators collected data from Directors and Mentors. Participating Directors completed pre and post self-assessments, they consented to a pre and post interview on administrative practices, and provided written feedback on EL. Mentors completed pre and post self-assessments and provided written feedback on their experiences with EL. For complete cross-listing of program objectives, steps, and measures, see Appendix A.

### **Instruments**

---

<sup>1</sup> Small, S. & Uttal, L. (2005). Action-oriented research: Strategies for engaged scholarship. *Journal of Marriage and Family*, 67, 936-948.

*Director Background Survey* – This survey captured basic demographic information about Directors and their programs. It also asked about previous experience with quality enhancement training programs – including previous work with a mentor.

*Director Self-Assessments* – This survey was administered pre and post EL program. It used scales adapted from “Visionary Director” (Carter & Curtis) to assess Directors’ vision about their programs, their program’s organizational climate, and the frequency of various tasks and responsibilities (Durst, 2006).

*Director ECE Networks, Resources & Community Survey* – This survey was also administered pre and post EL program. It asked Directors questions about their professional networks, their sources for ECE resources, and their professional community involvement (e.g., conference attendance, professional memberships).

*Program Administration Scale* – the PAS (Talan & Bloom, 2004) was used pre and post EL program to assess the quality of administrative practices of the Directors’ programs. Data collectors completed the PAS with Directors using an interview format that took about 3 hours to complete. Interviews were conducted by professional evaluators with extensive experience in interviewing child care professionals.

*Early Language & Literacy Classroom Observation* – the ELLCO (Smith, Dickenson, Sangeorge, & Anastasopoulos, 2002) was used pre and post EL to assess five key literacy elements: classroom structure, curriculum, the language environment, books and book reading opportunities, and print and early writing supports

*Mentor Survey* – Mentors filled out a survey pre and post EL. The survey captured information about their demographic background, professional background, motivations for being a mentor, and self-assessment on how prepared they felt in helping Directors accomplish each of the EL program objectives.

*EL Feedback Survey* – Each Director filled out a survey at the end of the EL program. Their survey solicited feedback on the EL program and also asked Directors to rate their Mentors and the Coordinators. Each Mentor also filled out a survey at the end of the EL program, which asked them for general feedback on different aspects of the EL program and asked them to rate the EL Coordination.

## **Data Analysis Procedures**

For each survey instrument, evaluators analyzed frequency of responses to survey items, mean scores, and summarized themes from open-ended responses. T-tests were then conducted in order to determine change in scores from pre to post program. For the PAS and the ELLCO, evaluators conducted descriptive data analysis, and then conducted correlations and analysis of variance to examine the survey and observational/interview data for associations. T-tests were also conducted on the PAS and ELLCO in order to determine whether there were any changes in scores pre and post EL.

# Findings

## Participants' Background

This section will provide information about the background characteristics of the participants in the Emergent leaders program.

*Directors/ Administrators* – Twenty-one Directors (21) participated in the EL program. All of the Directors were female, and the average age was 40.86 years (min. 26; max. 61). Seventy-Six percent (76%) of the Director participants were White, 10% were African American, 5% were Latina; 5% were Asian, and 5% were Native American (percentages rounded-up to nearest whole number). The average amount of time in a management or administrative position was 9.57 years (min. .5; max. 20).

Fifty-two percent (52%) of Directors earned a Bachelor's degree. Twenty-four percent (24%) earned a Master's degree. Fourteen percent (14%) only had a GED or High School diploma, and 10% earned an Associates degree.

*Child Care Program Characteristics* – We also collected data on various features of the child care programs in which Directors worked. Overall, there was wide diversity in the types of programs represented in Emergent leaders. Forty percent (40%) of the child care programs were “for-profit” organizations, and 60% of the programs were non-profit organizations. Table 1 presents additional information about the auspices of programs represented in EL – several of which fell into more than one category (e.g., a Head Start program embedded in a campus child care program).

**Table 1 – Child Care Program Auspice**

Type of Center	N	Percent*
For profit – independent	9	40%
Non-profit	13	60%
Faith-based	4	19%
District pre-school	2	10%

(\* Percentages add up to more than 100 – categories are not mutually exclusive)

Although 36% of the programs served children that were predominantly White, there was wide ethnic and cultural diversity in the EL child care programs. Table 2 presents percentages of different ethnic categories.

**Table 2 – Ethnic & Cultural Categories of Children Served in EL Child Care Programs**

Categories	N	Percent*
Predominately White	13	62%
50 White/50 nonWhite	5	24%
Predominantly nonWhite	2	10%
Wide Diversity	1	5%

(\*percentages rounded up to nearest whole number)

The average number of classrooms in EL child care programs was 6.43 (min. 1; max. 14). Thirty-three percent (33%) of the programs offered child care from infancy through Kindergarten. Twenty-four percent (24%) offered child care for pre-K only, and twenty percent (20%) had programs serving infants through grade school.

Many of the EL child care programs served dual language learners (DLLs). Twenty-nine percent of program Directors (29%) reported that more than 20% of the children in their programs were DLLs, and 10% of the EL program Directors reported that more than 50% of their children were DLLs.

In regards to the percentage of subsidy-eligible children enrolled in programs, 43% of EL Directors reported that more than half of their children were subsidy-eligible, 38% of EL Directors reported that more than 70% of their children were subsidy-eligible. Fifty percent (50%) of the EL Directors reported that less than 20% of their children were subsidy-eligible.

*Program Quality Characteristics* – We asked Directors whether or not their child care programs were accredited by a nationally-recognized organization. Thirty-three percent (33%) of the Directors reported that they were accredited. Forty percent (40%) reported that they were in the process of pursuing accreditation. We also asked Directors to report whether they had been involved in other Quality enhancing projects. Fifty-two percent (52%) reported involvement with other community Quality initiatives (e.g., Quality First; Child Care Libraries for Literacy; Hands on Quality; T.E.A.C.H.). Additionally, 33% of the Directors reported that they had previous experience working with a child care Mentor, Coach, or Consultant.

### **Mentors’ Background**

There were ten Mentors in the EL program. All the Mentors were female and they were all White with the exception of one African American Mentor. Their average age was 41.77 years. Seventy percent (70%) had a Master’s degree or higher. One third of the Mentors reported that their educational training was in the field of Special Education. Another third (33%) reported that their field of study was Early Childhood Education, and another third reported that their field of study was Developmental Psychology. All of the Mentors reported having past experience providing direct services to young children and/or families. Two of the Mentors worked as independent contractors, one was an EL graduate and full-time director of a center, and the rest (n = 7) had other positions in the coordinating agency (Southwest Human Development) in another quality initiative program where their hours with Quality First were reduced and hours were added to work with EL as Mentors. Additional descriptive information about Mentors’ background is listed in Table 3 below.

**Table 3 – Mentors’ Experiential Background**

	Minimum	Maximum	Mean
Years consulting experience	3	34	9.95
Years ECE experience (including consulting, direct service, teaching)	3	14	7.85
Total years in field (including consulting and direct service)	7.5	39	19.45

In regards to Mentors’ reported areas of expertise, they were highly skilled in a variety of domains related to early care and education. See Table 4 below. These areas of expertise were self-reported by Mentors at the beginning of the project. This type of reporting was used to help guide the EL Coordinators’ efforts at providing extra professional development to the Mentors throughout the year.

**Table 4 – Self-Reported Areas of Expertise**

	All Mentors	Some Mentors	Few Mentors
Professional Networking		X	
Advocacy			X
Community Organizing			X
Staff Development	X		
Parental Involvement		X	
Budget & Fiscal Management			X
Program Quality Enhancement		X	
Research, Evaluation, Assessment		X	
Enhancing Cultural Awareness			X
Curriculum Development		X	
Leadership Development		X	
Staff-Child Relationships	X		
Staff-Staff Relationships		X	

## Outcomes Evaluation Results

This next section of the evaluation examines findings related to the EL program.

*Overall Ratings on EL Objectives* – Directors were asked to rate how well the Emergent Leaders program met their expectations for the major program objectives. The overall mean score for this scale was 3.39 (4 = “exceeded expectations”; 3 = “adequately met expectations”). Surprisingly, this score is lower than last year’s score: 3.48. This might indicate a need to revisit the program objectives for EL, and ensure that program activities are aligned with the program objectives. The highest ratings this year were in the area of “fostering self-confidence” and “enhancing leadership style.” The lowest rating indicates Directors’ greater desire for EL to do more in the area of extending professional networks. See Table 5 below.

**Table 5 – Ratings on EL Project Objectives**

	Minimum	Maximum	Mean	SD
Enhance leadership skills	2.00	4.00	3.56	.73
Enhance admin & management skills	2.00	4.00	3.56	.63
Enhance teacher-child interactions	1.00	4.00	3.25	.86
Help translate theories into practice	2.00	4.00	3.25	.68
Enhance classroom environments	2.00	4.00	3.53	.64

Foster self-confidence and leadership style	3.00	4.00	3.69	.48
Extend professional network	2.00	4.00	3.00	.73
Develop and implement language & literacy project	3.00	4.00	3.56	.51
Increase involvement and leadership in ECE professional groups	2.00	4.00	3.13	.62

*Training* – The training component of EL consisted of day-long monthly workshops led by local, state and national experts. Both Directors and Mentors were present during the training events. Each training session involved learning new content, an opportunity for discussion and networking among participants, and discussion with the presenter(s).

Directors were asked to rank their top three choices for their favorite training sessions. Table 6 lists their responses. The two-day workshop called “Visionary Director,” led by nationally celebrated experts, Margie Carter and Deb Curtis, was not only one of Directors’ top choices, but also almost every Director provided feedback in their surveys about how this training session in particular inspired and motivated them in an extraordinary way.

**Table 6 – Participants’ Ranking of Training Sessions**

	% of Directors who ranked session as one of their top choices
Leadership is Communication	.93
Visionary Director	.80
Mentoring Teachers	.43
Social Emotional Development	.36
Language & Literacy	.29
Advocating for Quality	.27
Resources and Organizations	.14
Exploring & Evaluating Quality	.07

Below is a list of common themes from participants’ feedback on the training sessions. See Appendix A for a more complete listing of feedback on Training, which also includes results from monthly workshops evaluations filled out by participants immediately after the workshop:

- Top 3 workshops were favored because the content lends itself to immediate applicability.
- The Visionary Director workshop really helped participants crystallize their values about working with teachers, families and children.
- Incorporation of EL content into Directors’ own programs – especially enhanced communication strategies with center staff.
- Participants enjoyed bringing teachers to the Language & Literacy session.
- Participants learned a lot about themselves.
- Participants wanted more sessions on how to handle issues among staff such as chronically

- late staff, difficult employees, hiring, firing, and other disciplinary actions.
- Conflicting feelings of frustration but a sense of real urgency from the session with Kay Albrecht on Social and Emotional Development and “Continuity of Care.”

## Mentoring

*Work Style* – This section summarizes different aspects of Mentors’ work with the EL Directors. Overall, Mentors used a variety of strategies; there was wide variability in the amount of total time Mentors spent on mentoring activities each month. See Tables 7 & 8 for more details.

**Table 7 – Strategies used with Mentees**

	All Mentors	Some Mentors	Few Mentors
Responded to mentees as needed	X		
Attend child care staff meeting with mentee and their staff			X
Respond to mentees’ concerns over the phone/email	X		
Work with mentees on an as-needed basis	X		
Initiate new projects and directions		X	
Conducted in-person meetings	X		
Conduct observations at mentees’ centers (other than ELLCO)			X
Held meetings with more than one mentee at a time			X
Referred mentees to other community resources	X		
Use EL training sessions as quality time to connect	X		

**Table 8 – Time with Mentees (in hours)**

	Minimum	Maximum	Mean	SD
Avg amt of total time each month spent in mentoring activities	1.09	12.01	3.84	3.74
Avg time per mentee per month	1.09	3.89	1.83	.81

*Job Crafting* – Industrial psychology uses the term “Job Crafting” to describe the extent of autonomy, emotional investment, rewards and support associated with doing one’s work. Researchers have found that in professions where optimal job crafting is taking place, the quality of the work improves. Researchers have just recently begun to apply this concept to the field of ECE, where teachers’ monetary rewards are very low, but emotional investment is high and autonomy in the classroom is high – various aspects of job crafting are associated with higher and lower levels of quality. For example, teachers who have good relationships with their colleagues and good support from their director tend to be more effective as teachers (Phillips et al., 2000). In this evaluation, we have applied the concept of Job Crafting to the profession of ECE mentors & consultants, where

we know very little about the nature of their work.

Findings from the Mentors’ surveys illustrate some important points about the nature of their work. First, all of the EL Mentors are highly committed to their profession of being a Mentor (e.g., view position as their primary career – not just a “paycheck” or a steppingstone to another career; anticipate still being a Mentor 5 years from now). Second, while there was no statistical difference between the way Mentors viewed their level of autonomy at the beginning of EL, and the way they viewed their level of autonomy at the end of EL, there were some interesting trends in the data that are worth noting. Mentors who have positive views about the nature of the work they do were more likely to report longer commitment to staying in this field ( $r=.35, p<.01$ ).

*Directors’ Ratings of the EL Mentors* – The EL Directors rated the effectiveness of the Mentors on the following domains – Knowledge & Skills; Interpersonal Skills. Overall, EL Mentors received impressive ratings in all these domains. The overall mean for Skills & Knowledge was 3.68 (4 = *strongly agree*). The overall mean for Interpersonal Skills was slightly higher: 3.74. The tables below list ratings on specific items. These scores are significantly higher than last year’s ratings for the Mentors.

**Table 9 – Mentor Skill & Knowledge**

	Minimum	Maximum	Mean	SD
Mentor versed in EC content and building collaborations	3.00	4.00	3.69	.48
Mentor demonstrates respectful awareness of cultural diversity	3.00	4.00	3.79	.43
Mentor recommends app strategies and resources	3.00	4.00	3.71	.47
Mentor elicits information and is good listener	3.00	4.00	3.79	.43
Mentor demonstrates effective organizational skills	2.00	4.00	3.64	.63
Mentor provides prompt feedback	2.00	4.00	3.64	.63
Mentor has worked to clarify our roles and responsibilities	2.00	4.00	3.57	.65

**Table 10 – Mentor Interpersonal Skills**

	Minimum	Maximum	Mean	SD
Comfortable to talk with	3.00	4.00	3.64	.50
Demonstrates flexibility and openness	3.00	4.00	3.71	.47
Generally pleasant	3.00	4.00	3.86	.36
Expresses ideas, but not overpowering	3.00	4.00	3.71	.47

Supported active participation in consultation process	3.00	4.00	3.79	.43
Respectful and caring	3.00	4.00	3.86	.36
Creative in examining problems and options	3.00	4.00	3.64	.50

These high rating scores are further reflected in many of the comments made by Directors in response to open-ended questions on their feedback surveys. For a more complete listing of Directors' comments, please refer to Appendix B. Below are a sample of quotes that reflect common themes:

**What were the aspects of mentoring that were strong?**

- *“She gave guidance when needed it, but gave me the opportunity to come up with the answers on my own.”*
- *“She defined our purpose in spending time together. She made sure I understood the task at hand.”*
- *“My Mentor was really easy to speak with, and I felt a level of understanding was there and not judgment.”*

**Describe your relationship with your Mentor.**

- *Awesome, positive, provoking.*
- *She is my best advocate! [She] has been such a resource for me. I have grown so much because of her commitment to me.*
- *I feel like it’s an “old-school” apprentice type relationship. The kind where we both are comfortable to say what really needs to be said without fear of being judged. There’s a level of respect that only comes from an open relationship.*

I grew in *my* ability to be a good mentor to my teachers. I’m more confident and more comfortable with how I lead and direct.  
~EL Director

**How did you benefit from this relationship professionally?**

- *The relationship I had with my Mentor was a model of the kind of relationship I would like to have with my teachers and the kind of relationship I want my teachers to have with each other.*
- *Provided an opportunity to openly express dreams and frustrations of the ECE field with a knowledgeable but neutral colleague.*

- *Not only did I benefit from the information she shared with me, but I feel certain that she would still assist me now if I called on her.*

### **How did you benefit from this relationship personally?**

- *She gave me the type of support and encouragement that I do not normally get where I work.*
- *[She] taught me how to let small issues go. She and I laughed many times when I was feeling frustrated.*
- *I have spent more time on self-reflection and also have come to really value having someone that supports me in this industry.*

*Room for Growth* – Although most Directors “enjoyed their experience immensely,” and did not provide any suggestions for improvement, it is always useful to consider ways in which this important aspect of the EL program can be enhanced. According to Tables 9 and 10, the lowest rated items for Mentors’ effectiveness were all related to the bigger issue of no real clarity around the expectations, guidelines, and purpose of the mentoring component of EL. This was one of the lower rated items in last year’s evaluation as well. The following quotes from two different EL Directors illuminate this theme:

- *“At first there was confusion about the difference between [the goals of] Quality First and Emergent Leaders....”*
- *“I thought my Mentor would help me identify areas in the center that needed improvement and set up an action plan, but the only things Emergent Leaders helped me with were the administrative aspects of my program.”*

Although overall, Mentors received positive ratings on their effectiveness, about one third expressed dissatisfaction around two different issues. The first issue revolved around not having enough face-to-face time with their Mentors. Similar to last year’s findings, results in Table 8 show wide variability in the amount of time Mentors spent communicating with Directors (min. 1.09; max. 3.89 avg. hours per mentee per month). It is not surprising that those Directors who were matched with Mentors who reported spending less time on Mentoring activities were more likely to express dissatisfaction with the amount of time they had with their Mentors. The following quotes from two different Directors sums up the sentiment that several Directors expressed:

- *“Mentors should spend more face to face time with us.”*
- *“She tried to be responsive, but my mentor seemed overwhelmed with aspects of her other job. I didn’t push her too hard.”*

The other issue that was raised by several Directors revolved around a desire for more peer support, interaction, and networking. The findings presented in Table 5 reflect this trend. Directors rated “extends professional network” as the lowest ranked EL objective. The quotes below provide examples:

- *“I wish we could have gone on visits to other Directors’ centers to get ideas for the classroom.”*
- *“I would have liked the opportunity to get to know the other mentors too. Maybe assign a different mentor to the small group for each workshop.”*
- *“There should be more opportunities for the EL Tucson people to meet with one another and reflect on previous workshops or just to get to know one another. In most cases we didn’t travel from Tucson to Phoenix together, so there was not a lot of time to get to know one another.”*

*Mentors’ Self-Assessments* – Overall, the EL Mentors felt that they were “exceedingly prepared” to help the Directors meet the main EL project objectives. The mean score for this rating scale was 3.40 (4 = “exceedingly prepared”). Trends in the data indicate that Directors tended to have almost identical ratings (3.39) as Mentors’ self-assessments on the EL program objectives. We also asked Mentors to rate the areas of expertise that were directly enhanced by their experience with EL. Table 12 displays the results.

**Table 12 – Areas of Expertise Directly Enhanced by EL**

	All Mentors	Some Mentors	Few Mentors
Advocacy	X		
Staff Development	X		
Leadership Development	X		
Staff-Staff Relationships	X		

We also asked Mentors for their feedback on their experience as an EL Mentor, and there were several themes that emerged from their open-ended responses. First and foremost, based on last year’s evaluation findings, the EL Coordinators instituted a monthly meeting for EL Mentors. The meetings were positively received by all Mentors – both seasoned and new. Mentors reported that the monthly meetings helped them feel supported and connected with one another.

Second, almost all of the Mentors acknowledged the many serendipitous opportunities for professional growth: they learned from one another, they learned from their Mentees, they learned from the training session presenters, they learned from the Coordinators, and they learned while researching resources for their Mentees.

The third theme that emerged was an overwhelming expression of desire for more support and guidance in the following areas:

1. Clarify roles and expectations of a Mentor
2. Help with clarifying expectations with Directors
3. More opportunities for reflection and specific training on mentoring skills

4. More support in helping Directors apply the findings from the PAS and ELLCO baseline scores to their daily practice

Also, Mentors specifically expressed a desire for more support on the following EL Program Objectives:

- Objective #2 – *Enhance Directors’ administrative and management skills*
- Objective #4 – *Help Directors translate learned theories into program practice*
- Objective #7 – *Help Directors extend their professional networks*

Extending professional networks was a salient theme not only in Mentors’ feedback, but it also appears in Directors’ feedback. This year’s participants were not able to benefit from an orientation, and it seemed to impact the ability to start building relationships from the very beginning of the program.

## **Individual Projects**

Completing an Individual Language and Literacy Project was another cornerstone of the EL program. This strategy builds on theories of adult learning, which tell us that optimal learning happens when students can apply content knowledge to a grounded experience – like implementing a project at one’s place of employment. The amount of time the EL Directors spent working on their Individual Projects ranged from 13 hours to over 100 hours. Although Directors had the latitude to select and implement a project of their own choosing, each of the EL Individual Projects addressed one or more of four language and literacy contexts:

1. Classroom literacy environments
2. Classroom literacy activities
3. Engaging families in literacy activities
4. Engaging the community in literacy activities

For a complete list and description of the projects, see Appendix C.

When asked about barriers and challenges they faced in implementing their project, Directors responded that time was one of the biggest factors. With the multitude of demands present in their daily work as child care administrators, many Directors had to work over-time to complete their project in a timely manner. Another challenge Directors reported was facing resistance from their own staff or from others affiliated with their program. Finally, many Directors felt confused about the expectations for the project, and unsure about which direction to pursue.

Almost every Director indicated that they had plans to extend the scope of their Individual Projects, and in fact, many Directors had already started expanding their project’s scope. While most did not have any suggestions for improving the process and were happy with the poster-board presentation modality, there were a couple of consistent themes that were suggested for future cohorts:

- Connect the project to other aspects of EL in a more explicit way.

- Use video to capture the process of change – interview teachers, videotape events with parents, videotape the classroom environment.

## Coordination

Southwest Human Development’s Training department provided the coordination for Emergent Leaders. The Coordinators were responsible for recruiting participants, hiring and supervising Mentors, organizing all training sessions – including the monthly Mentor meetings, being the touch-point for all questions and concerns related to EL, and organizing the EL Graduation Ceremony. This section presents findings on Directors’ and Mentors’ ratings of EL Coordination. Directors’ ratings of Coordination were consistent with their ratings for their Mentors. The average score was for Coordination was 3.58 (4= strongly agree; 3=agree). This is slightly higher than last year’s mean rating, which was 3.38. See Table 13 for a listing of scores on individual items.

**Table 13 – Directors’ Ratings of EL Coordination**

	Minimum	Maximum	Mean	SD
EL objectives clearly defined	3.00	4.00	3.43	.51
Methods helpful	3.00	4.00	3.43	.51
Activities and events tailored to our needs	3.00	4.00	3.57	.51
Flexible enough to change if wasn't meeting our needs	3.00	4.00	3.57	.51
Coordination process met our expectations	3.00	4.00	3.69	.48
Overall quality of EL coordination was high	3.00	4.00	3.92	.28

EL Mentors’ ratings for Coordinators’ effectiveness were much higher than last year’s ratings. The mean score for General Coordination was 3.25. The mean score for Coordinators’ Knowledge & Skill was 3.04. Last year’s scores were 2.81 and 2.86 respectively. Scores for individual items are listed in the Tables below.

**Table 14 – Mentors’ Ratings of General Coordination**

	Minimum	Maximum	Mean	SD
Methods for gathering information to assess our needs was helpful	2.00	4.00	3.14	.69
Support received was tailored to our needs	2.00	4.00	3.25	.71
flexible enough to change if wasn't meeting our needs	2.00	4.00	3.29	.76
Support and assistance from Coordinators has been effective	2.00	4.00	3.25	.71
Process of working with Coordinators met our expectations	2.00	4.00	3.25	.71

Overall quality of COORDINATORS TA was high	3.00	4.00	3.38	.52
---	------	------	------	-----

**Table 15 – Mentors’ Ratings of Coordinators’ Knowledge & Skills**

	Minimum	Maximum	Mean	SD
Well versed in leadership development & mentoring process	1.00	4.00	3.13	.99
Coordinator demonstrates respectful awareness of cultural diversity	1.00	4.00	3.13	.99
Coordinator recommends appropriate strategies and resources	1.00	4.00	3.00	1.07
Coordinator demonstrates effective organizational skills	1.00	4.00	3.00	1.07
Coordinator provides prompt feedback	1.00	4.00	3.13	.99
Coordinator has worked to clarify our roles and responsibilities	1.00	4.00	2.88	.99

The increase in scores from last year is most likely a reflection of the Coordinators’ response to Mentors’ desire for more guidance and feedback in their work with Directors. The Coordinators responded by designing a monthly meeting for Mentors where they can share experiences, resources and support for one another. Additional correlation analysis supports this perspective. Bi-variate correlations were conducted and demonstrate that a higher score in coordination skills is positively associated with Mentors’ feelings of preparedness ( $r=.71, p<.05$ ).

### **Outcomes – Pre/Post Comparisons**

There were four main outcomes that we hypothesized would be impacted by Directors’ involvement with Emergent leaders: 1) Directors’ Self-Assessments scores; 2) Program Administration Scale scores; 3) increased Professional Contributions; and 4) Early Language and Literacy Classroom Observation Scores. Data was collected on these measures both pre and post EL.

Directors’ Self Assessments – We used three different instruments that each captured different dimensions of a Director’s view of herself as an effective administrator – the Vision Assessment scale, the Organizational Climate scale, and Director’s Tasks & Responsibilities scale. We hypothesized that these scales addressed areas where EL would provide an impetus for change.

There were no statistically significant increases in any of the self-assessments. Table 16 lists the mean scores for each data collection time point.

**Table 16 – Directors’ Self Assessments Pre/Post Comparisons**

Measure	Mean
Vision Assessment Time 1	3.54 n.s.
Vision Assessment Time 2	3.73 n.s.
Organizational Climate Time 1	3.20 n.s.
Organizational Climate Time 2	2.63 n.s.
Director’s Tasks & Responsibilities Time 1	2.41 n.s.
Director’s Tasks & Responsibilities Time 2	2.42 n.s.

n.s. = not statistically significant

*Program Administration Scale* -- This scale was administered in an interview format that lasted approximately 2-3 hours. It was completed pre and post EL. PAS scoring can range from 1 to 7 (7 = Excellent; 1 = Inadequate). There were statistically significant increases in Directors’ scores from Time 1 (M= 4.78) to Time 2 [M=5.49,  $t(17)=-3.20$ ,  $p<.01$ ]. Admittedly, the EL program did not address many of the items contained in the PAS. However, when we conducted an item-by-item paired sample t-test analysis on those PAS items that were directly addressed through EL training sessions, mentoring content, and most importantly, Individual Projects, we found that those scores showed a statistically significant increase from Time 1 to Time 2. See Table 19 below.

**Table 17 – Program Administration Scale**

PAS Item	Mean Score	Effect Size
Overall PAS Score Time 1	4.78	
Overall PAS Score Time 2	5.49**	.41
Internal Communication Time 1	4.39	
Internal Communication Time 2	4.90*	
Program Evaluation Time 1	4.33	
Program Evaluation Time 2	5.33*	
Family Involvement Time 1	4.85	
Family Involvement Time 2	5.56**	
External Communication Time 1	5.89	
External Communication Time 2	6.39**	
Community Outreach Time 1	4.63	
Community Outreach Time 2	5.25***	

\* =  $p<.05$ ; \*\* =  $p<.01$ ; \*\*\* =  $p<.001$

*Professional Contributions* – We conducted another paired sample t-test analysis to determine whether the number of Directors’ professional contributions increased. Professional contributions are activities that show commitment to the field of early childhood beyond center-based responsibilities (e.g., service or leadership in a professional organization, presenting at a professional conference, serving as a resource to media about early childhood issues, mentoring, advocacy, research, publishing, providing training to another program). The results show a statistically significant increase. At Time 1, Directors reported an average number of 1.38 professional contributions; by Time 2 the average number was 3.21 ( $t(17)=- 3.16$ ,  $p<.01$ ).

*ELLCO* – Lastly, we conducted paired sample t-test analysis to determine whether Directors increased their scores on the language and literacy classroom observation. Both the Director and Mentor initially collected data. Their scores were averaged to obtain a baseline score. After attending a workshop on language and literacy, implementing their individual projects, and participating in dozens of conversations about language and literacy with their Mentors, a second observation was conducted by both the Mentor and Director. Again, their scores were averaged to obtain the second score. Results show a statistically significant increase on both *ELLCO* subscales: General Classroom Environment Subscale ( $t(17) = -2.94, p < .01$ ); and the Language and Literacy Subscale ( $t(17) = -2.78, p < .01$ ). Effect sizes are .37 and .34 respectively, which is considered to be a large effect size in social science (Cohen, 1988).

## **Associations – Participant Characteristics and Outcomes**

This last section of the analysis of outcome measures addresses the following question: Are there any associations between participants' background characteristics and ratings related to their EL experience?

In regards to participants' mentoring experience, we found several interesting associations:

1. Directors who had higher percentages of subsidy-eligible children were more likely to...
  - a. Have lower total PAS scores at Time 1 ( $r = -.68, p < .001$ )
  - b. Have lower scores on the following PAS subscales at Time 1: Program Evaluation & Family Involvement ( $r = -.59, p < .01$ ;  $r = -.64, p < .01$ )
  - c. Have lower *ELLCO* scores at Time 1 ( $r = -.58, p < .01$ ).
2. Directors who had higher levels of education were more likely to...
  - a. Have lower ratings on the self-reported Vision Assessment ( $r = -.47, p < .05$ )
  - b. Have higher total PAS scores at Time 1 ( $r = .51, p < .05$ )
  - c. Have high scores on the Family Involvement PAS subscale ( $r = .58, p < .01$ ).
3. Directors who were at centers that were accredited by NAEYC were more likely to...
  - a. Have higher ratings on the self-reported Organizational Climate at Time 1 ( $r = .45, p < .05$ )
  - b. Have higher total PAS scores at Time 1 ( $r = .66, p < .01$ )
  - c. Have lower scores on the following PAS subscales at Time 1: Internal Communication, Program Evaluation, and Family Involvement ( $r = .71, p < .001$ ;  $r = .50, p < .05$ ;  $r = .61, p < .01$ ).

## **Ripple Effect: Survey Results from Past Emergent Leaders**

In an attempt to continue to track the lasting impact Emergent Leaders has on its past participants, we sent out an invitation to all past Emergent Leaders to participate in filling out an on-line survey. The survey asked past participants to reflect on the ways EL has directly impacted their professional outcomes in a variety of domains.

We were not as successful as we had hoped in getting meaningful participation on the survey. Unfortunately, only 16 respondents completed the survey. A detailed table containing their

aggregated responses is listed in Appendix D. The highlights of the limited survey findings include the following:

- Almost all respondents reported that their experience in Emergent Leaders has and continues to enhance the quality of their program.
- Almost all respondents reported that their professional networks have increased and expanded due to their involvement in EL.
- A little over half of the respondents report some involvement in policy and / or advocacy work.
- Only a few of the respondents reported that they have gone on to mentor other directors, conduct trainings in the community, or publish something related to early care and education.

We will continue to seek more effective and meaningful ways to authentically and systematically track the longitudinal impact Emergent Leaders has on its participants.

## **S**ummary

The Emergent leaders participants responded overwhelmingly that their experiences with their Mentor, the EL Coordination, the workshops and their projects were highly positive. Average ratings based on EL program objectives and EL Effectiveness were “exceeding expectations” and “highly effective.” Directors’ qualitative responses mirrored the positive ratings. Directors responded favorably to each of the cornerstone elements of EL – Training, Mentoring and Individual Projects. In addition, we found significant increases on the Program Administration Scale and the Early Language and Literacy Classroom Observations from Time 1 to Time 2. And it is also important to note that Emergent Leaders significantly increased their professional and leadership contributions to the early care and education field. These findings coupled with the findings from last year’s extensive evaluation provide persuasive support for counting the Chase Emergent Leader as an effective evidence based program for delivering high quality leadership training for child care administrators.

## **R**ecommendations

This section highlights implications for next year’s programming, policy, and future research.

### **Key Programming Recommendations**

1. Continue the workshops as is; Mentors and Directors alike are hungry for information related to challenges with staff.
2. Mentoring is one of the strongest aspects of the EL experience; continue to refine

framework for offering more concrete support in the form of explicit training on mentoring skills, sharing resources, and providing an opportunity for reflective group supervision.

3. Provide opportunities for smaller cohorts of Directors to network in a more intimate way.
4. Discover ways to make connections between the ELLCO, the Individual Project and the rest of the leadership curriculum more explicit.

## **Implications for Policy**

Leadership development programs like Emergent leaders are crucial in states, like Arizona, where systems for early childhood development are growing at a rapid rate. There are many policy relevant applications for the EL program – a few of which are discussed below.

*Serving low-income children from families who have migrated to AZ* – The findings in regards to Directors at centers with higher percentages of children who utilize or are eligible for child care subsidies warrant special attention. In addition to the well-documented challenges involved with serving low-income families, who are disproportionately Latino and African American (2004 census data). Our programs here in Arizona have been hit especially hard by recent legislative action such as the drastic reduction in subsidies for child care, the exorbitant increases in licensing fees, and increasingly hostile legislation that instills fear into many families of Latino origin who have migrated to this state. Our theoretical framework which is partly informed by Adaptive Leadership theories (Goffin & Washington, 2007) reminds us that resolving the field's adaptive challenges, especially in the context of its new realities, necessitates moving beyond reliance on the old model of individual leaders and toward creation of a field-wide community of diverse leaders. The Emergent Leaders program can take the lead in this state by ensuring that leadership development opportunities reach child care Administrators who are from the full spectrum of ethnic, cultural, and linguistic backgrounds. This may require programs like EL to renew its commitment to diversity and their assumptions about leadership and learning. (Whitebook & Walker-Duff, 1998)

Another policy implication for this work revolves around the current climate of systems-building that has been generated by First Things First and other state-wide partnerships like the Arizona Early Childhood Task Force and the P-20 Council. The coordinators in Emergent Leaders in conjunction with several other managers from other quality enhancement initiatives have already started to think about how to create system-wide partnerships that involve networks of ECE coaches, consultants and mentors. This year's EL participants have experienced first-hand what happens when all these professionals are coordinated in their efforts, and what happens when they are not. Emergent Leaders is committed to the idea of leadership development from all points of entry – center administrators, Mentors, and system collaborators.

## **Future Research**

The research on leadership development for child care professionals is still sparse. The questions posed in last year's evaluation are still relevant and still pressing. However, this year's findings point to a whole new, but related, set of questions. Below is just a small sample of the types of questions researchers and future evaluations could address:

1. Should we be measuring quality either as an outcome or mediating variable in leadership

development programs like Emergent Leaders? Have we developed a sufficient theory of change that would allow us to track and measure the pathways to enhancing quality?

2. How are the other quality enhancement initiatives in Arizona interacting with Emergent Leaders to improve quality? For example: do Quality First participants who participate in Emergent Leaders experience growth more rapid and sustained manner?
3. Are we ready for different tracks of leadership development? Findings from the past two years have pointed to qualitatively different experiences of participants based largely on their professional experience and the type of center they serve. How will we know when we're ready to develop two distinct tracks that still have the same goals for leadership development?
4. How can we develop a systematic way of measuring and monitoring the "ripple effect" of EL in communities across the state and over time?
5. What are "best practices" in training and supervising mentors? Create a standard of practice that can guide the work of ongoing programs around the state that utilize a professional development model that includes: Mentors/Consultants/Coaches.
6. Is the use of a community-based participatory action research model a better match for leadership development programs than the traditional external evaluation approach?

## **C**onclusion

Even though the State of Arizona is in a tenuous season where many are questioning whether we can hold on to the gains made in the last couple of years, we still need to hold steadfast and ensure that a strong community infrastructure is in place. Successful early learning systems are seamless when communities are equipped to raise public awareness, identify existing resources and unmet needs, deliver quality services, and document evidence of success. For the past five years, the Emergent Leaders program has contributed to the creation of a quality early learning system by nurturing new voices of change.

"If you're walking down the right path and you're willing to keep walking, eventually you'll make progress."

— Barack Obama

## References

- Bloom, P.J. and Bella, J. (2003). *Zoom: The impact of early childhood leadership training on role perceptions, job performance, and career decisions*. Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.
- Bowman, B., Donovan, M., & Burns, M. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.
- Carter, M & Curtis, D. (1998). *The visionary director: A handbook for dreaming, organizing, & improvising in your center*. St. Paul, MN: Red Leaf Press.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hilldale, NJ: Erlbaum.
- Cranton, P. (1998). *Transformative Learning*. San Francisco, CA: Jossey-Bass Publishers.
- Dickinson, D. K. (2001). Putting the pieces together: Impact of preschool on children's language and literacy development in kindergarten. In D. K. Dickinson & P. O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 257-287). Baltimore, MD: Paul H. Brookes Publishing Co.
- Durst, D. (2006). Director Tasks and Responsibilities Scale, University of Pittsburgh, School of Education, Psychological Studies in Education (unpublished scale).
- Goffin, S. & Washington, V. (2007). *Ready or not: Leadership choices in early care and education*. New York, NY: Teachers College Press.
- Kellegrew, D., & Youcha, V. (2004). Zero to three's model of leadership Development: Knowing and doing in the context of relationships. *Journal of Zero to three: National center for infants, toddlers, and families*, 25, 2, 6-14.
- Martin, A. (2000). "Mentoring Connections," On-line publication. International Mentoring Association. <http://www.mentoring-association.org/>
- Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S.L., et al. (2001). The relation of preschool child care quality to children's cognitive and social developmental trajectories through second grade. *Child Development*, 72, 1534-1553.
- Phillips, D., Mekos, D., Scarr, S., McCartney, K., & Abbott-Shim, M. (2000). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly*, 15, 475-496.
- Talan, T., & Bloom, P. J. (2004). *Program Administration Scale: Measuring Early Childhood Leadership and Management*. New York: Teachers College Press.
- Smith, M.W., & Dickinson, D.K. (with Sangeorge, A., & Anastasopoulos, L.) (2002). *Early Language and Literacy Classroom Observation Tool (ELLCO)*. Baltimore: Paul H. Brookes Publishing

Co.

Whitebook, M., & Walker-Duff, A. (1998). Who's missing at the table? Leadership opportunities and barriers for teachers and providers. On-line publication. Center for the Child Care Workforce. <http://www.ccn.org>.

## APPENDIX A

### Training & Workshop Responses

#### Why were these your top 3 picks?

- These are the 3 workshops that I reference the most.
- Holly Bruno's workshop provided the most information on how to communicate with different types of employees, as well as how I communicate with others.
- The Visionary Director really brought everything into focus – our work should be about the children.
- Advocacy is an area that I want to learn more about and Bruce Liggett was able to bring a lot of what is going on in AZ to light.
- I really enjoyed the Language & Literacy workshop because I was able to bring teachers with me.
- The Visionary Director workshop was important because it helped me see the importance of having a vision.
- Holly's workshop was helpful as this is the area I struggle with the most.
- These workshops provided hands on ideas that could be brought back and used with the staff.
- Very informative expanded my thinking.
- I learned a lot about myself and staff.
- Great information and encouragement.
- The workshops reached a professional part of me that needed to know and grow in these areas.
- The information was perfect timing for what I was going through at my center.
- These workshops taught me the most information that I had not learned before. The others often gave information that I received in my teaching classes for education.
- Visionary Director was a perfect start to inspire the passion in me as a director.
- I loved Holly Bruno. She was very in-tuned and I learned a lot about myself.
- Kay Albrecht – I left feeling very uncomfortable, but motivated to make a change at my center!
- Doing the Myers-Briggs was an eye-opener for me – I loved Holly's style.
- These workshops really made me think about what I want for children.
- Inviting staff to come was a great idea!
- I felt defeated and deflated at each workshop especially Kay Albrecht.
- These were my top picks because I could put these things I learned right into practical application at my school.
- I liked that Kay Albrecht didn't worry about offending anyone. She didn't tip-toe around the issue – she highlighted the importance of teacher-child relationships. It is so important to get to this goal. I liked that she didn't sugar-coat it for us.
- These workshops provided great examples, challenging ideas, stretched my thinking into how to implement the ideas.

#### How have you used insights from the workshops?

- Applied the knowledge to my project.

- I have become an optimistic leader.
- I am more of a mentor to my teachers now.
- Used many of the activities with staff at our staff meetings.
- I use some of the policies and procedures introduced by speakers.
- I am much more thoughtful, less reactionary, more confident and also more accepting of myself and others when working with staff and parents.
- I allow the families of new students a bit more interaction upon entering their students to our classes.
- I am working to get funding from FTF.
- The one thing I use over and over is looking at individual personalities of my staff and individualizing my approach.
- It was hard not to change everything immediately, but I have slowly adapted information for my program.
- Added a lot more time for reading and language in our classrooms.
- I now encourage staff on a daily basis to open up and talk with children more.
- Used information to work on staff relationships.
- Have made some staffing changes with children in order to get closer to continuity of care.
- Working on getting my teachers to be more reflective.
- Exploring ways we can implement continuity of care.

#### **Other topics you would like EL to cover in the future?**

- More on dealing with teachers and improving the collegiality among staff.
- More on working with difficult staff and staff issues.
- Bob Lewis – branding image.
- Motivations and leadership speakers.
- Motivating staff.
- Ways to talk to parents about the importance of play – children learn through play.
- Dr. Shelly Gray (ASU) expert on language and literacy – she is superb and ranks up there with Bruno, Carter and Curtis – I think the session we had this year was weak in comparison to the other sessions. It was too basic, not well organized and should have been presented much differently.
- Holly Bruno should have been 2 days!

#### **Suggestions for improvement of monthly meetings:**

- Access to Visionary Director workbook before the session would be helpful.
- More interaction with peers.
- Meetings that were active were much more memorable.
- Would have liked a smaller “support” group within EL.
- Everyone should have the experience of having a small group. I felt a strong connection to EL and my group. We really learned a lot from each other.

## APPENDIX B

### Mentoring Support Responses

#### Expectations of mentor

- At first there was confusion about the difference between QF and EL
- Support encouragement, advice, and guidance
- Guidance with project
- Identify areas in the center that needed improvement and set up an action plan, but the only things EL helped me with were the administrative aspects of my program.
- In the beginning, I was not sure I even fit in with this program.
- Did not know what to expect.

#### How would you describe your relationship with your Mentor?

- [She] is AMAZING – she truly cares and has gone above and beyond in listening, observing and giving me great feedback and advice. She always knows what to do and points me in the right direction. Often she extends resources such as articles or organizations that can help me train or learn a new process
- [She] always made me feel comfortable and is a great listener – never made me feel inadequate
- She gave guidance when needed but gave me the opportunity to come up with the answers on my own.
- She gave me input that I truly valued.
- [She] was a source of knowledge and support. She was a wonderful role model and helped me enhance my skills tremendously.
- She was supportive and positive
- My mentor is able to finesse a subject and help make sense of it.
- She is secure in how to coach me into the best leader that she could.
- She defined our purpose in spending time together. She made sure I understood the task at hand.
- She is my best advocate! [She] has been such a resource for me. I have grown so much because of her commitment to me.
- Awesome, positive, provoking.
- We developed a friendship more than a professional relationship – I didn't feel like I could be totally honest with her because I didn't want to hurt her feelings.
- I really wish this program was a year longer!
- My Mentor was really easy to speak with, and I felt a level of understanding was there and not judgment.
- She above and beyond for me and my staff.
- I feel like it's an "old-school" apprentice type relationship. The kind that we both are comfortable to say what really needs to be said without fear of being judged. And a level of respect that only comes from an open relationship.

#### Responsiveness

- She was always responsive and responded within 24 hours.

- There were times when I called her at 7am on my way in to work – she always answered.
- She so organized so our visits never seemed like we were wasting time or forgetting to follow up on details
- I liked that she was open and offered new information but didn't make me feel like I had to do everything she said just because she said to.
- It felt like my mentor should have met with me more. She was very quiet and didn't talk much.
- Excellent responsiveness – she always gets right back to me.
- She had very good ideas for me.
- Responded immediately to questions and / or concerns.
- Always available
- Besides being knowledgeable, she is confident, compassionate and willing to help in any way at any time. She can and did go above and beyond the call over the past year.
- She sent information whenever requested or whenever she found anything she felt may be useful to me. She also made the visits to me with no hesitation – easily a 2-hour drive to get to me.
- I enjoyed all of our visits and felt very encouraged every time she left my school.
- She tried, but my mentor seemed overwhelmed with aspects of her other job. I didn't push her too hard.

#### **What issues did you discuss?**

- staff training, curriculum, classroom management, behavior management, Literacy programming, staff turnover, corporate policy, empower pack, licensing, EL project, ELLCO assessments.
- Discussed the project; staff environment
- Staffing environment, HR issues, issues with children, training for staff, advice on the project
- Workshops sessions; project; staff issues
- EL project; personalities of staff; salary scale; multi-age classrooms
- How to motivate staff; ideas for lang and lit curriculum
- Parent conflicts; teacher relationships
- Staff concerns; project; grant writing
- Project; accreditation issues, personnel issues; efficacy of my program
- Staffing; help for ideas to implement into the program
- Environment; staff motivation; program needs; DAP
- How to hire and terminate staff; she attended staff meetings as a guest speaker

#### **In which areas did you need the most guidance?**

- Learning how to accept what I can't change and change what I can.
- The frustrations I had with teachers
- Motivating staff to want to provide higher quality of teaching.
- How to help teachers feel comfortable with "change."
- I looked to [my Mentor] for her wisdom and guidance regarding staffing problems more than anything else.

- I felt I needed the encouragement because I was changing professionally and so was my staff.

### **In what ways did this relationship benefit you professionally?**

- Plan to introduce ELLCO tool to administrative staff and teachers for us to use as a training tool for getting closer to quality.
- The relationship I had with my Mentor was a model of the kind of relationship I would like to have with my teachers and the kind of relationship I want my teachers to have with each other.
- Helped me with ideas to motivate teachers
- [My Mentor] was a fresh pair of eyes. I often thought that I was doing everything possible to make a quality program and [my Mentor] always pushed me even further.
- She is an excellent resource
- She is an excellent model of how to be a mentor. I learned by listening to the way she spoke and how she interacted with others.
- Not only did I benefit from the information she shared with me, but I feel certain that she would still assist me now if I called on her.
- My Mentor is a great resource. I feel that I can still contact her and my peers if I need advice.
- She challenged me to be increasingly intentional in making progress at my center.
- We couldn't have made such improvements without our mentor being here in person and really getting to know our staff.
- Provided an opportunity to openly express dreams and frustrations of the ECE field with a knowledgeable but neutral colleague.
- 

### **In what ways did this relationship benefit you personally?**

- She helped me deal with stress
- I feel like I have a direct connection to sanity.
- I know that even after the program is completed, I will still be able to call on [my Mentor] for assistance for myself and my program.
- She gave me the type of support and encouragement that I do not normally get where I work.
- Didn't really benefit me personally.
- [She] taught me how to let small issues go. She and I laughed many times when I was feeling frustrated.
- I learned a lot about myself.
- I grew in my ability to be a good mentor. I'm more confident and more comfortable with how I lead and direct.
- I feel supported and cared for by my mentor.
- I am so encouraged about my future career in the ECE profession. There are jobs outside of being a director.
- Humor and laughing are good ways to deal with the stress of the issues we face.

- This relationship benefited me more personally than professionally. She was there to lend an ear – she gave me the confidence to continue my work in this field.
- I have spent more time on self-reflection and also have come to really value having someone that supports me in this industry.
- I have found a new way to look at myself and my staff. I have a higher level of expectations for myself and my staff.

### **What would you change?**

- Meeting in person more often
- Go on visits to other Directors' centers to get ideas for the classroom.
- More opportunities for the EL Tucson people to meet with one another and reflect on previous workshops or just to get to know one another. In most cases we didn't travel from Tucson to Phoenix together, so there was not a lot of time to get to know one another.
- I wouldn't change anything. If others had negative experiences, find more mentors like mine!
- I would have liked the opportunity to get to know the other mentors too. Maybe assign a different mentor to the group for each workshops.
- I would like to be held accountable for the goals and action plans my Mentor and I discuss.
- Expectations need to be more clearly defined, and we should be made accountable.
- It would be good to develop clear action plans and goals for me and my staff
- Mentors should spend more face-to-face time with us.

### Work with other quality initiatives:

- overwhelming and conflicted with schedules. Too many trainings (Quality First, food program, TEACH), hard to find time to meet.
- (NAEYC accreditation self-study). Not too overwhelming – they both have their own role
- (Quality First, Now & Forever; Health Care Consultant; Behavioral Health specialist.) Everyone works together.
- (AZ Self-Study; Libraries for Literacy). No problems incorporating everything because the other programs weren't very hands-on the way EL was.
- (Quality First) No conflicts or confusion and both understood the other's program.

## APPENDIX C

### Emergent Leader 2009-2010 Projects

#### **Dual Language-Give the Gift**

Day care center partnered with Scholastic for a book fair. Parents were invited to the event. This EL participant contacted the neighborhood school, Encanto. The principal attended the event and did a presentation on their Dual Language program in conjunction with promoting their kindergarten round-up. Families learned that they had a choice for their children as they transitioned into the elementary school. The children had each made their own book. They read their books to their parents as part of the event. Seventeen out of eighteen Pre-K parents attended the presentation.

#### **Pen Pals Project**

This EL participant decided to use the project to model for her newest Pre-K teacher ways to increase vocabulary, promote writing and printing skills, and provide more literature exposure for the children in the Pre-K classroom. She started off by defining a pen pal along with reading books about pen pals. She helped them explore a variety of writing materials, journal books and note pads. Children were randomly matched with a pen pal in the classroom. They practiced writing the names of their pen pals along with words like to, from, and love. They practiced combining object and action words (nouns & verbs) in writing with labeled pictures posted around the room. She actually used the term nouns and verbs towards the end since they were doing so well with the concepts. As a result of the project, the children were really able to connect with their pen pals. The project reinforced the critical research that shows that children need to be exposed to as much vocabulary as possible by the age of 8. As early childhood educators, we must help parents understand the importance of this exposure to insure their child's academic success. She would like to repeat the project. She would make one change. She would collaborate with another Pre-K class from a different school.

#### **Literacy Out of Bounds**

This EL participant observed that children were not drawn to the new library areas in their classrooms. She asked each classroom team to determine which book seemed to be the children's favorite during their group reading sessions. She then asked the teachers to expand the book into all areas of the classroom such as housekeeping, blocks, art & writing areas, science, and manipulatives. A few of the teachers even used the book during snacks and lunch. The teachers provided props so that the children could get into character and act out the story. They documented their activities with photos and made a book for the classroom so the children could relive the moments. These books are on the shelf in the classroom libraries. She has noticed an increased level of activity in the library areas since the completion of the project.

#### **Big Books for Literacy**

This EL participant's project was to build a lending library for parents from her classroom. She was able to

secure a donation of \$650 from a local women's group. She purchased books from Scholastic and bags to transport the books home. Her goal was to increase parent involvement with the books. Parents were given information on the importance of getting children exposed to all kinds of books as often as possible. They were also provided with information on what they could do expand their children's experiences with the books. The M & M Book went home with a small bag of M&Ms to match to the pictures in the book, to help count the number of M&Ms and of course to eat. She did the same with the Cheerios book. These are just two examples of supplemental activities included with the take home books.

### **Literacy and Music in Perfect Harmony**

This EL participant is not only the Director of her preschool but she also is the music teacher for the program. The goal of her project was to incorporate books into the music program. She was able to model for the classroom teachers her techniques since each class was accompanied by their teacher for the music session. The two examples that she presented were Old McDonald & The Old Lady Who Swallowed a Fly. She made manipulatives from the characters in the books for the children to hold to demonstrate the action of the song. She made a word wall to display key words from the songs. She then designed a matching and memory game with the words and the characters from the songs. The teachers have taken these ideas and are using them in the classrooms. More books are being incorporated into different areas of the room such as the writing area. They now have a basket of books available on the playground.

### **Bringing Books to Life**

The goal for the EL participant's project was to help extend literacy into the home. She incorporated her project into the Center's yearly anniversary open house. Each classroom selected their favorite book. The children became the characters of the story. During the open house the children performed the story in different ways. One classroom did the Three Little Pigs. They sang the story in a "Blues format" while they were all in costume. Costumes varied depending on the ages of the children. For example, in the toddler room they danced and clapped to the music while singing Twinkle Twinkle Little Star. Each child was wearing a "star hat". Teachers also modeled reading techniques. Parents were provided take home information on the importance of reading to children, extending the stories, and keeping the activities fun.

### **The Reading Challenge**

This EL participant started her project by sharing tips about reading to children with her parents at the parent-teacher conferences. She then introduced a lending library, which included the rules on how the library was to be used. For example, books borrowed had to be returned in order to get a new selection of books. She also shared the Creative Curriculum checklist for a library area. She was hoping to encourage parents to incorporate some of the ideas in their homes to encourage a regular reading time. Parents were asked to complete a log on how reading time was going at home. Parents reported that they enjoyed the time. Her challenge was that 100 books would go home from the library. The final count was 439 books for the duration of the project. They celebrated this success with an ice cream party for the children and parents. As a result of her project, she learned that every family wants their child to be successful. An additional benefit of the project was that the preschool teachers and the kindergarten teachers began to collaborate. This had not been happening prior to the project.

### **Children, Youth & Adult Library**

This EL participant's preschool is part of the Catholic Diocese in Tucson. Her project was to write a grant in order to set up a library that could be used by the children of the preschool, elementary school and the adults and families that belong to the church. She was awarded the grant (\$30,000) and she has put together a committee to assist her as she begins to design the book space, purchase and catalog the books, plan for the technology area and reading spaces.

### **Language & Literacy – What Every Parent Should Know....**

This EL participant wanted to begin to share all of the important information regarding language and literacy. She needed to see what knowledge her parents had on these topics. She developed a parent survey, which also included demographic information. She received 42 completed surveys, which allowed her to design her workshop. Ten families attended the workshop. It was well received and there have been requests for additional sessions.

### **If You Give a Child A Book**

This EL participant designed her project to show the correlation between the written and spoken word. She also wanted to build a bond between the teachers and the parents. She created a literacy bag, which contained the book, If You Give a Moose A Muffin, the stuffed animal moose, and a journal. Each child took the bag home for one week. Parents and children were to journal their experiences with the moose during their time together. This lucky moose got to play in the sand in San Diego and also play in the snow up North. Parents started to realize what a crucial role they play in their children's language development. She will definitely repeat this project at her center.

### **A Focus On Early Literacy & Language Development in a Preschool Setting**

This EL participant realized the importance of classroom environment, which sets the stage for language and literacy development. Some of the changes she made were to label cubbies with the child's name and their photo, develop a wall chart for new vocabulary words, and label items on shelves in the math and science areas. They developed a recipe book using simple one and two-step food items that the children had prepared for their snack time.

### **Transitions Transformation**

This EL participant's project was to take one of her classrooms that had a brand new teacher with little experience and use the information from the Emergent Leaders program to help transform the room into a class that would promote language and literacy development. She supported the teacher as they started with arranging the environment, setting up the library area, and working on teacher-child interactions. Techniques for reading stories and expanding children's conversations were modeled. She felt that her project was very successful. Her success was validated when she received a letter from one of the parents, which was totally unsolicited. She talked about all the wonderful things her child was saying and doing. She wanted to take all the credit since she was the mom but she knows that it was the teacher and the atmosphere in classroom. She knows that the teacher is responding to her child. She is happy to be able to support her development.

### **Home Visit Literacy Checklist**

This EL participant developed a literacy checklist that the home visitors in her EHS program could complete with their parents. Then the home visitors discuss 4 handouts on language development and literacy over the next 4 home visits. The parents are then given the checklist again to determine the impact of the presentations. Her EHS program was given expansion monies. She has decided that once all of her new staff is trained and things are up and running, she will have these new home visitors conduct the literacy survey with their families. This group will be serving 117 families!

### **Early Literacy Development through Author Studies**

This EL participant is the director of the child care center for the UMOM homeless shelter. Her project took into account that the length of time children and their parents spend at the center varies depending on their situations. Her goal was to send the message that books bring enjoyment and promote lots of learning. She had her teachers do monthly author studies. One month was Dr. Seuss and another month was Eric Carle as examples. Classroom activities were designed to support the stories of the month. For example when the Foot Book by Dr. Seuss was the featured story, the 1's painted with their feet. When Eric Carle's book the Hungry Caterpillar was featured, the 3's took a field trip to the grocery store and used the book to find and buy all the food items that he ate. Some of the teachers designed book boxes which contained props to support the featured stories. Children were able to re-enact the stories or make up new versions. She has decided to keep the project going and the parents are amazed as their children tell them about their book activities. Parents are encouraged to participate when they can.

### **COMMUNITY Literacy Event 2010**

This EL participant's idea of a book fair for families from her center has blossomed into a huge community event that took place April 17th. There was a book fair along with activities and games. She had books that related to each activity available in the immediate area. Adults and children were able to see the connection of how books can be a part of all the things we do. Books about food and nutrition were close to the food area. Books about movement and exercise were close to the jumper. Near the bobbing duck game there were stories about ducks and duck families. Stories about fish were near the fishing game. These are just a few examples. She had a great turn out -the police even blocked off the entire street. She is fortunate to be involved with a very supportive community.

## APPENDIX D

### EL Ripple Effect Survey 2010

(For past EL graduates – sent via Survey Monkey)

Please describe how your participation in Chase Emergent Leaders contributed (either directly or indirectly) to the following accomplishments:

What aspects of your program have been enhanced as a result of being part of the EL program?  
(Check all that apply)

	Percentage
1. Environmental quality (arrangement, materials, equipment)	84%
2. Learning activities & curriculum	64%
3. Teacher-child relationships	46%
4. Language and literacy	32%
5. Staff interaction and cooperation	84%
6. Engaging families	64%
7. Program management and administration	84%

Is your program participating in any quality enhancement programs. If yes, which ones?

	Percentage
8. Child care libraries for literacy	24%
9. Quality First	46%
10. T.E.A.C.H.	38%
11. Other	14%

	Percentage
--	------------

12. Increasing your network (or creating a new network) of other professionals in the field of ECE.	
a. As a result of EL, I have increased my professional network	100%
b. As a result of EL, I have become a part of a new professional network.	84%
13. My involvement with EL inspired me to seek out other opportunities for employment or a career shift.	18%
14. Since attending EL, I have made presentations at local conferences, statewide conferences, national conferences, none of the above. (Please describe)	6%
15. Since EL I have mentored other ECE administrators.	12%
16. Since EL I have increased my leadership involvement outside of my center (place of employment).	60%
17. Have you been involved in any advocacy efforts this past year?	56%
18. Since EL I have published something about early education and development	
a. In popular media (example: letter to editor AZ Republic; local community paper)	12%
b. In a publication for ECE professionals	14%
c. Other	6%
19. Since EL, I (or my center) have participated in ECE research.	6%