



INSTITUTE FOR EARLY EDUCATION
LEADERSHIP AND INNOVATION

Scalability of Leadership Development Program in a Statewide Professional Development System

Anne Douglass, Professor, Founder and Executive Director

Yujin Lee, Associate Director of Research

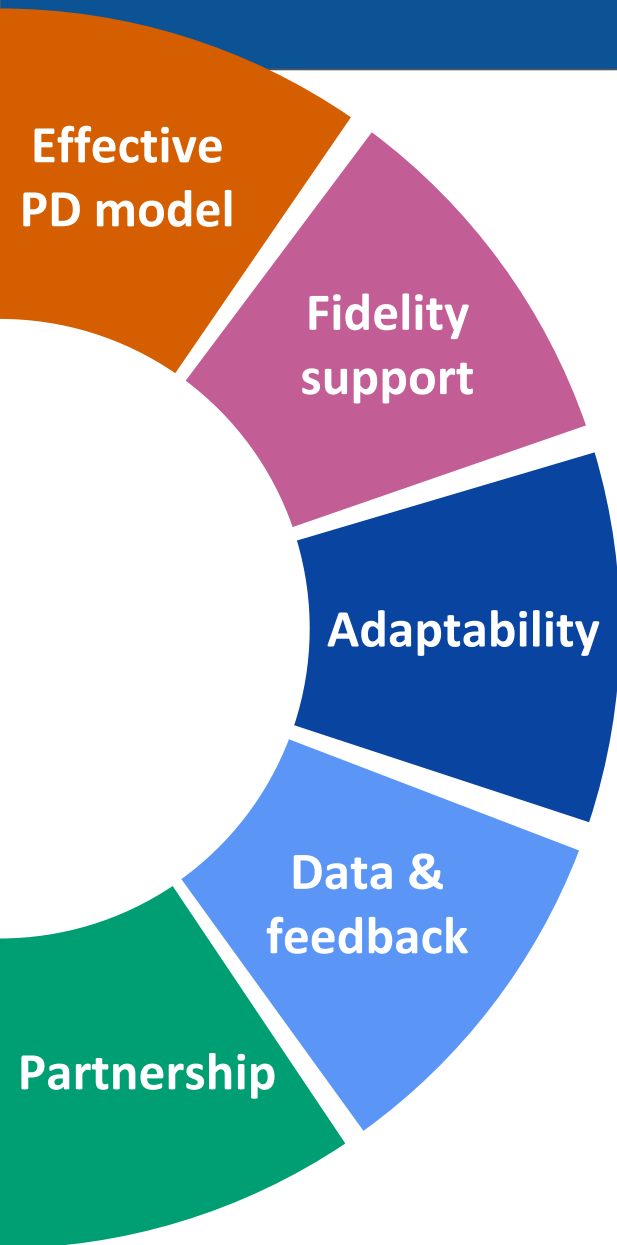
Songtian Zeng, Assistant Professor, Director of Research



Agenda

1. Scaling framework “Five Components for Scale-Up”
2. Leading for Change (LfC) readiness to scale
3. Findings from scalability study

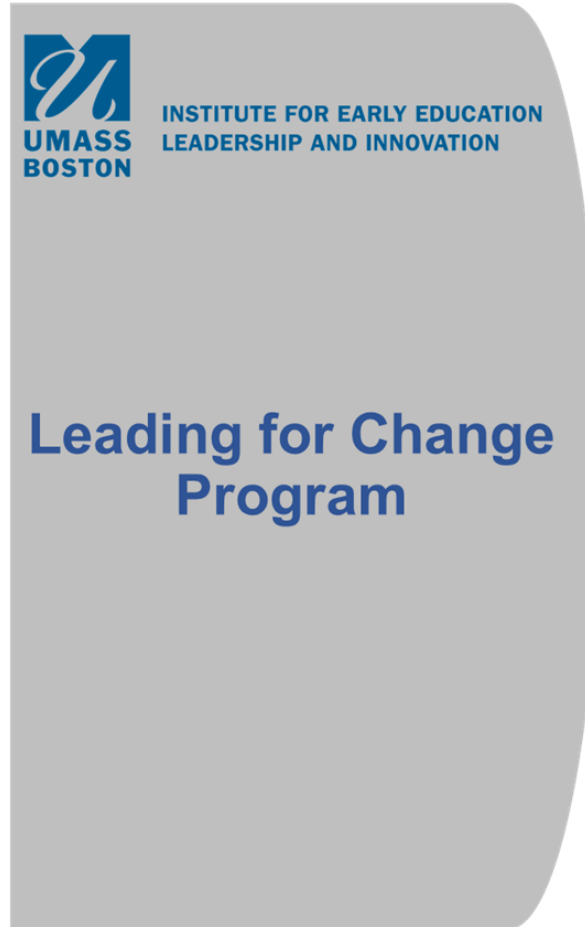
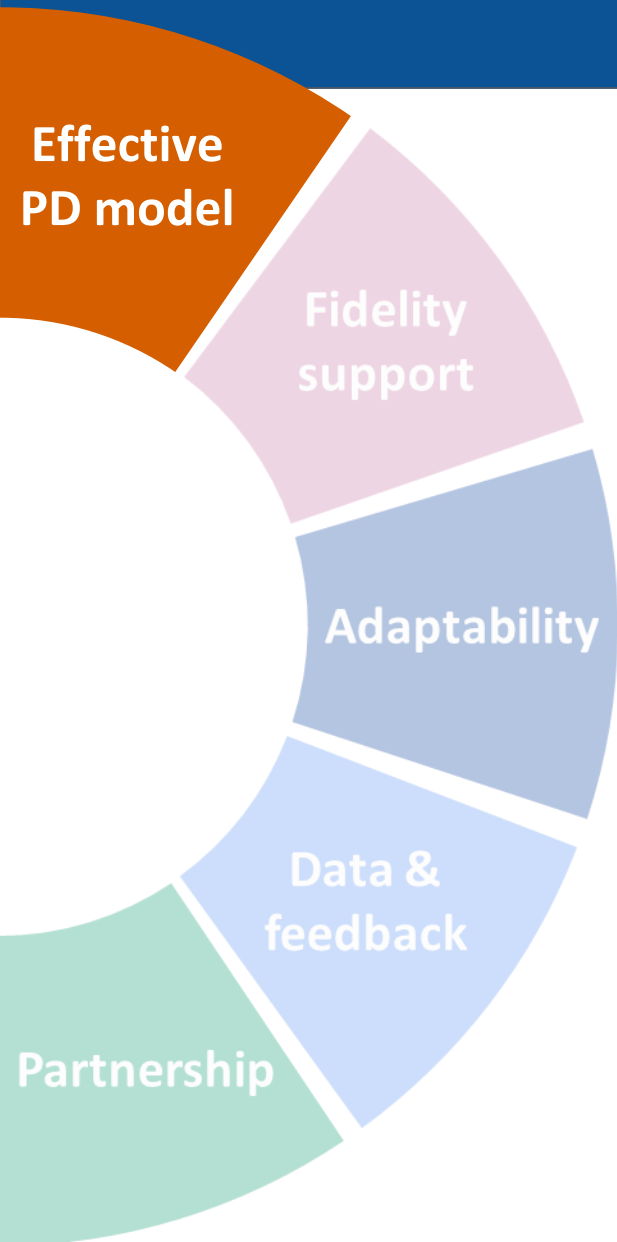
Five Components for “Successful” Scale-Up



“Successful” scale-up:

Expanding or replicating evidence-based models to different places, settings, or population groups while maintaining their effectiveness.

1. Effective PD model



Leadership mindsets



Knowledge about
change and innovation

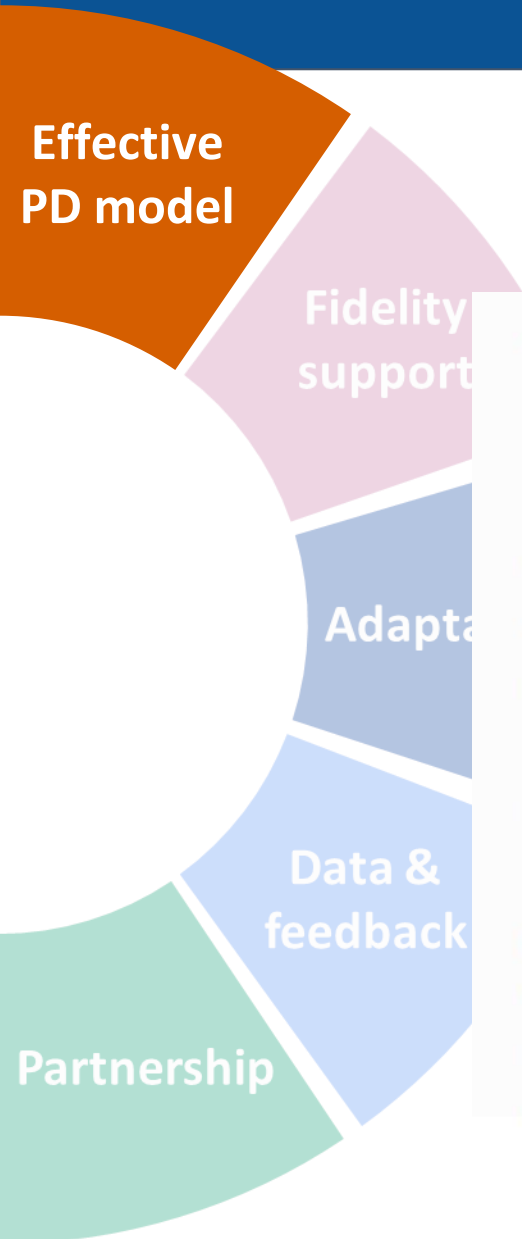


Concrete solutions to
improve quality

1. Effective PD model



1. Effective PD model



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Redefining
Education

Anne Douglass

Early Childhood Education

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Abstract

This study examines the context of a leadership development program for early educators. They need to learn the skills and skills that are needed for leadership. This qualitative study

LEADERSHIP
in Early



Anne L. Douglass

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Preparing
change agents

Yujin Lee, Anne Douglass

International Journal of Leadership in Education

5447 Accesses

Abstract

The present study examines the context of a leadership development program for early educators. They need to learn the skills and skills that are needed for leadership. This qualitative study



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Mathematica®
Progress Together

Early Childhood Research Brief
OPRE Report #2022-141

Anne Douglass and Gretchen Kirby

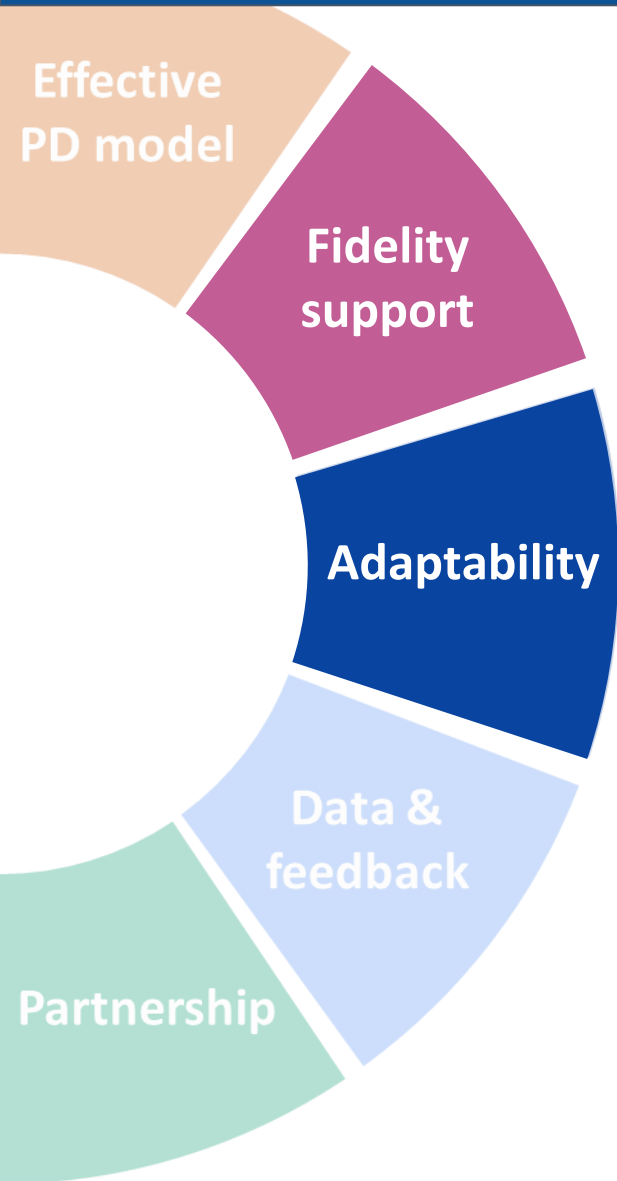
**Evaluating Leadership Development
in Early Care and Education**

Research has shown that leadership is a key driver of organizational performance and quality outcomes (Pacchiano et al., 2016), making it an essential component of a field's infrastructure. The early care and education (ECE) field is still in the early stages of building the infrastructure it needs to attract, support, and sustain strong leadership (Austin, 2014; Goffin & Daga, 2017; Kirby et al., 2021; Pacchiano et al., 2016).

This brief presents the findings from a review of research on ECE leadership development initiatives from the Early Care and Education Leadership Study

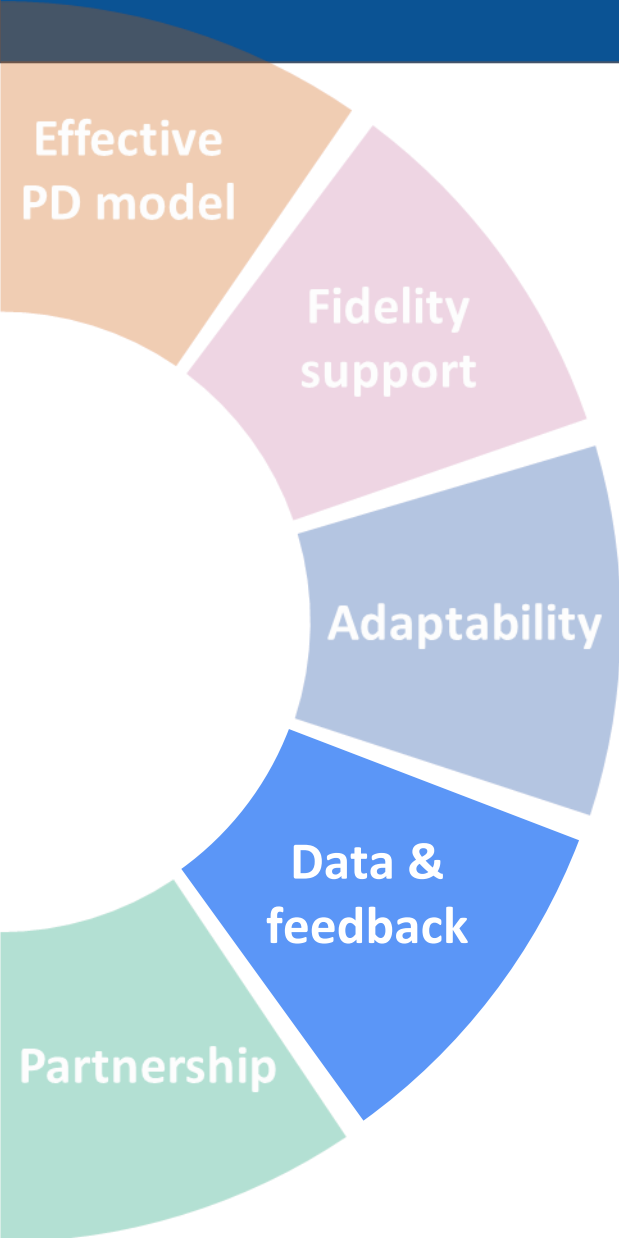


2 & 3. Fidelity & Adaptability Supporting Infrastructure



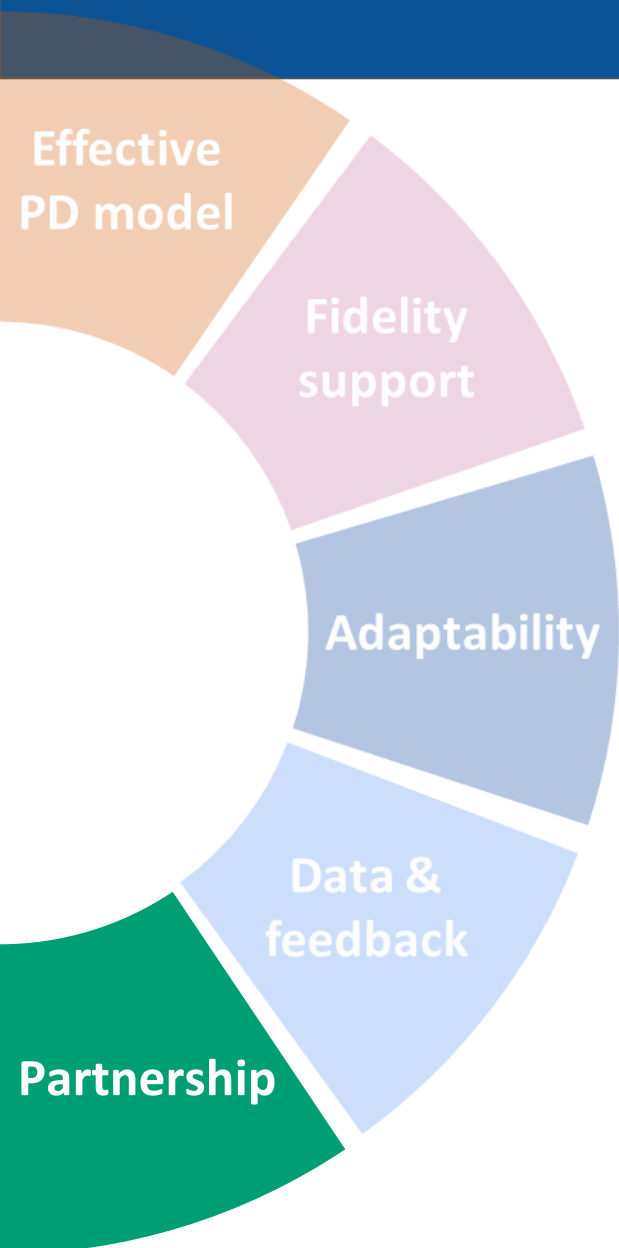
- Facilitator certification program (FCP)
- Ongoing support
- Professional learning community
- Coaching

4. Robust Data Collection & Feedback Loops



- Need assessments
- Administrative data
- Feedback from participants
- Participants' outcomes

5. Partnerships



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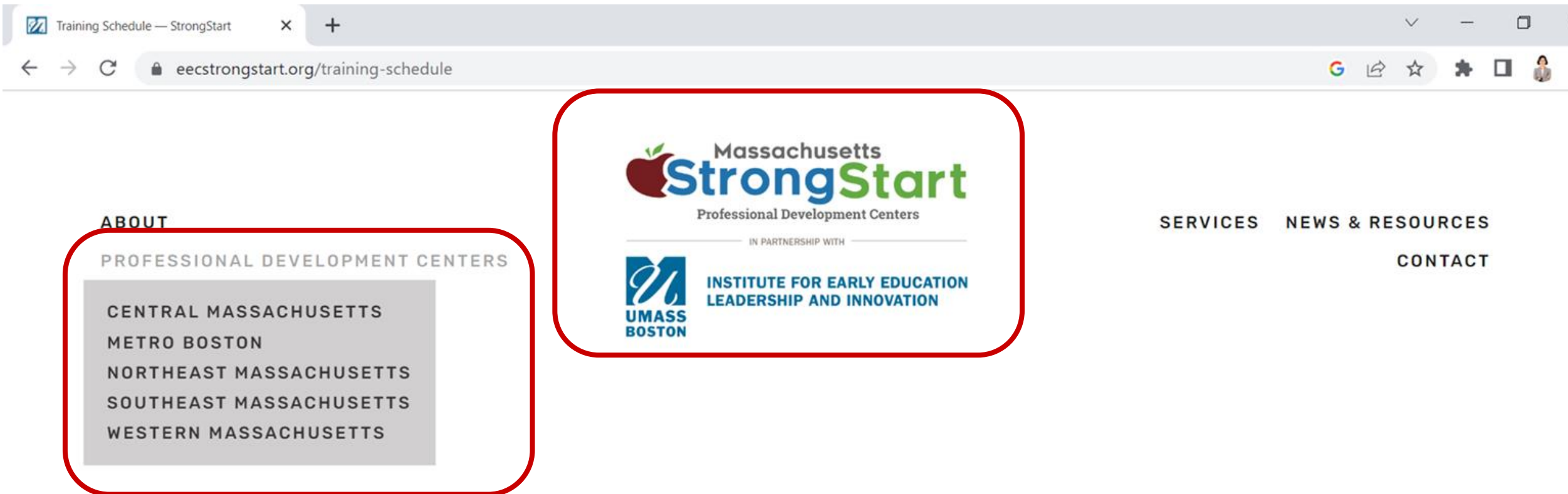
MARYLAND
EARLY CHILDHOOD
LEADERSHIP PROGRAM

Sherman Center for Early Learning in Urban Communities



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Context of Scalability Study



Leading for Change Participants



285 early educators from center-based programs
family child care
out-of-school programs.

Educators serving infants, toddlers,
preschoolers,
kindergarten, and
school-aged children

Leading for Change Participants



Racial/ethnic diversity: 39% White, 9% Black
35% Hispanic/Latinx,
15% Asian, &
2% other races.

LfC in 5 different languages: English, Spanish,
Mandarin,
Portuguese, &
Cantonese

Study Aims

1. Examining whether the facilitator-led LDP could generate similar impacts as the developer-led LDP
2. Identifying facilitating factors and challenges that LfC facilitators face during LfC delivery

Aim 1. LfC Impact between facilitator-led LfC vs. Developer-led LfC



Facilitator-led LfC



Developer-led LfC

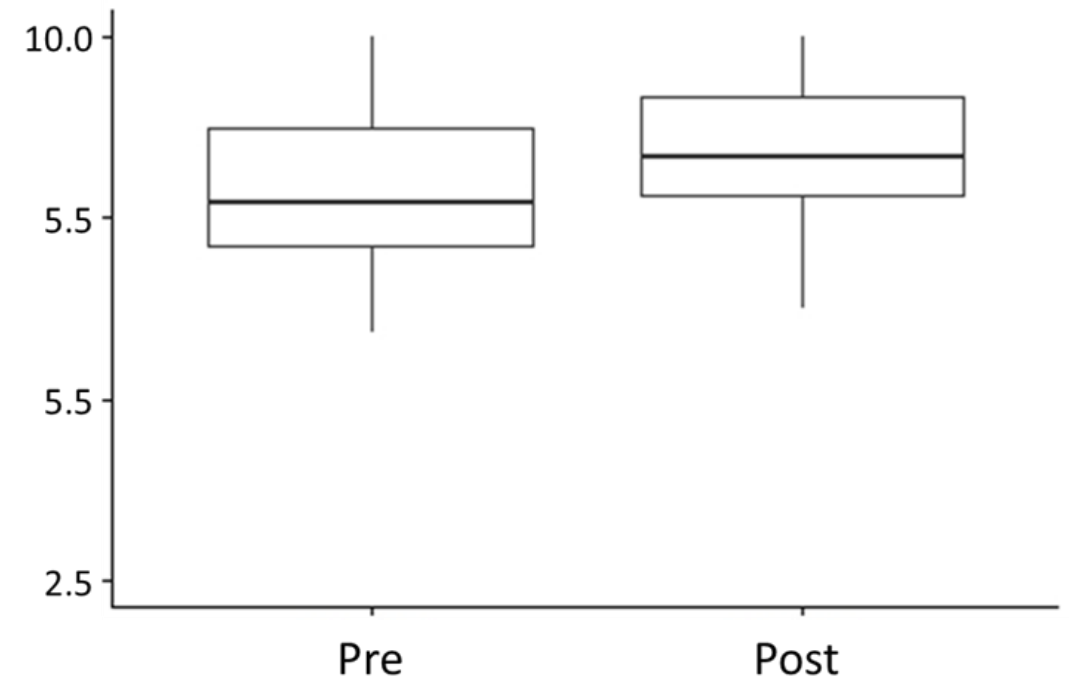
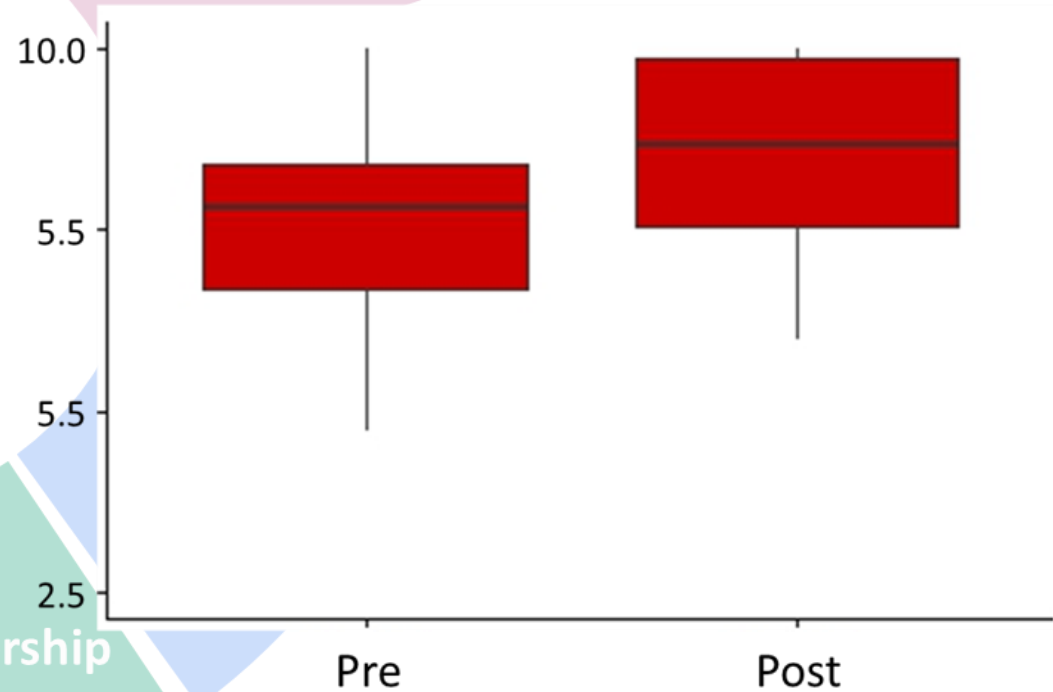
Aim 1. LfC Impact between facilitator-led LfC vs. Developer-led LfC

Effective
PD model

Fidelity
support

Facilitator-led LfC

Developer-led LfC



Partnership

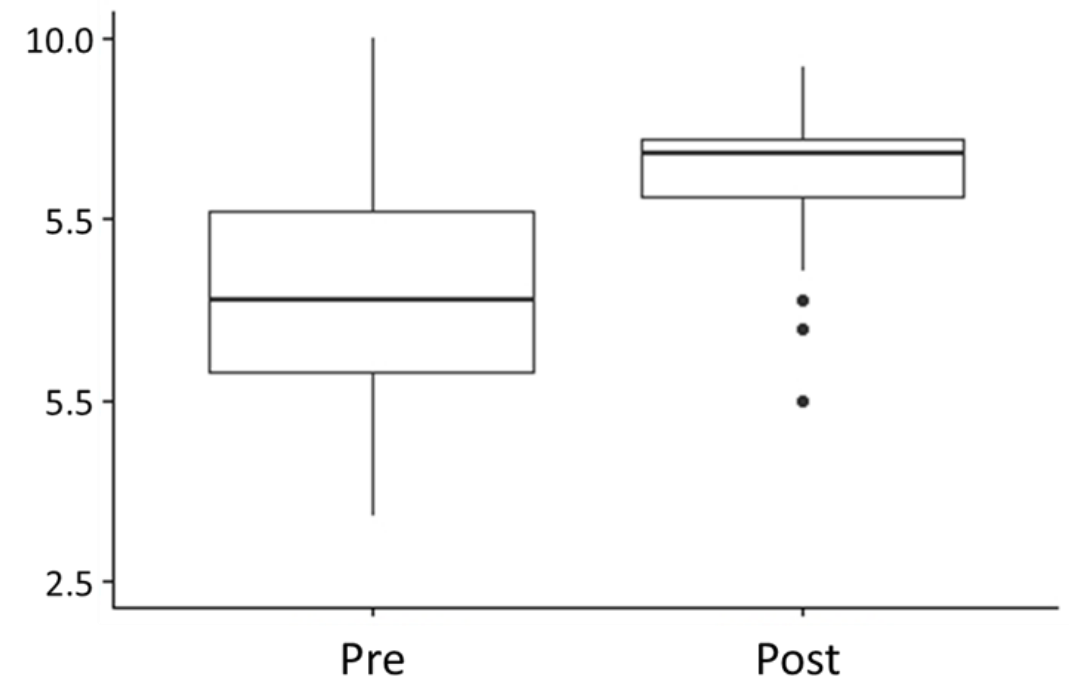
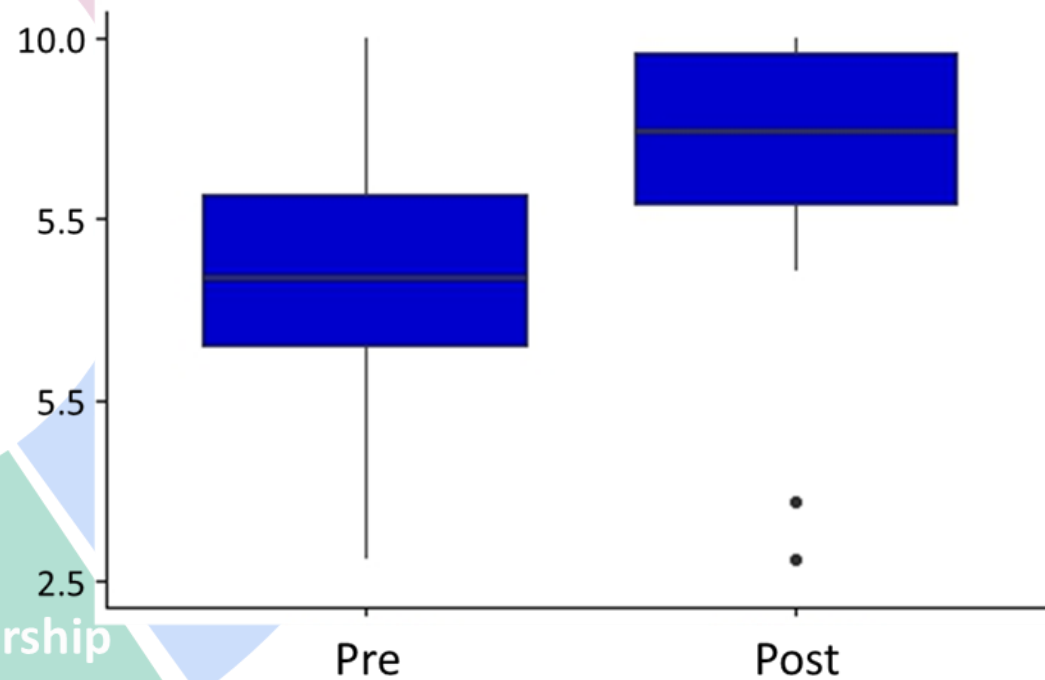
Aim 1. LfC Impact between facilitator-led LfC vs. Developer-led LfC

Effective
PD model

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support

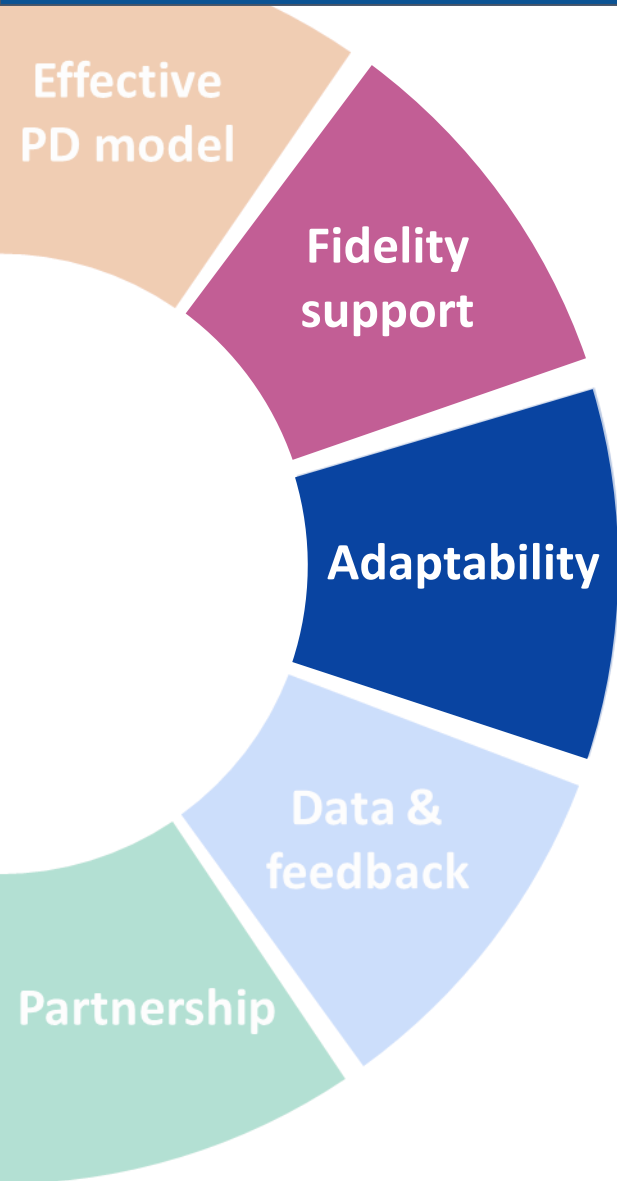
Facilitator-led LfC

Developer-led LfC



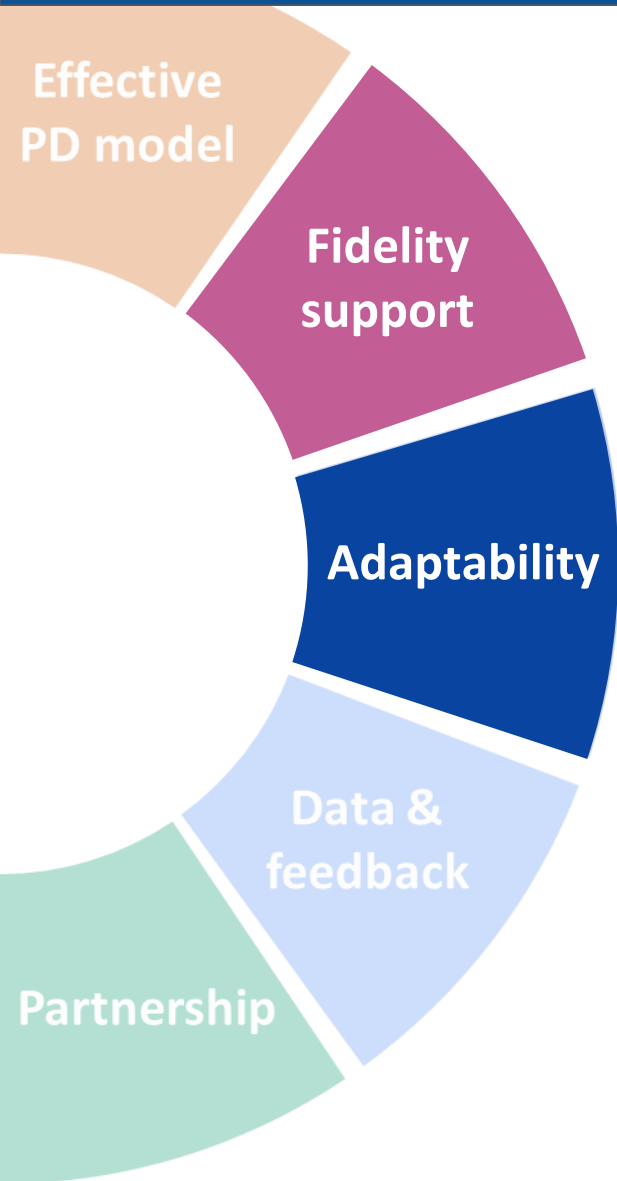
Partnership

Aim 2. Facilitating factors during the delivery of LfC curriculum



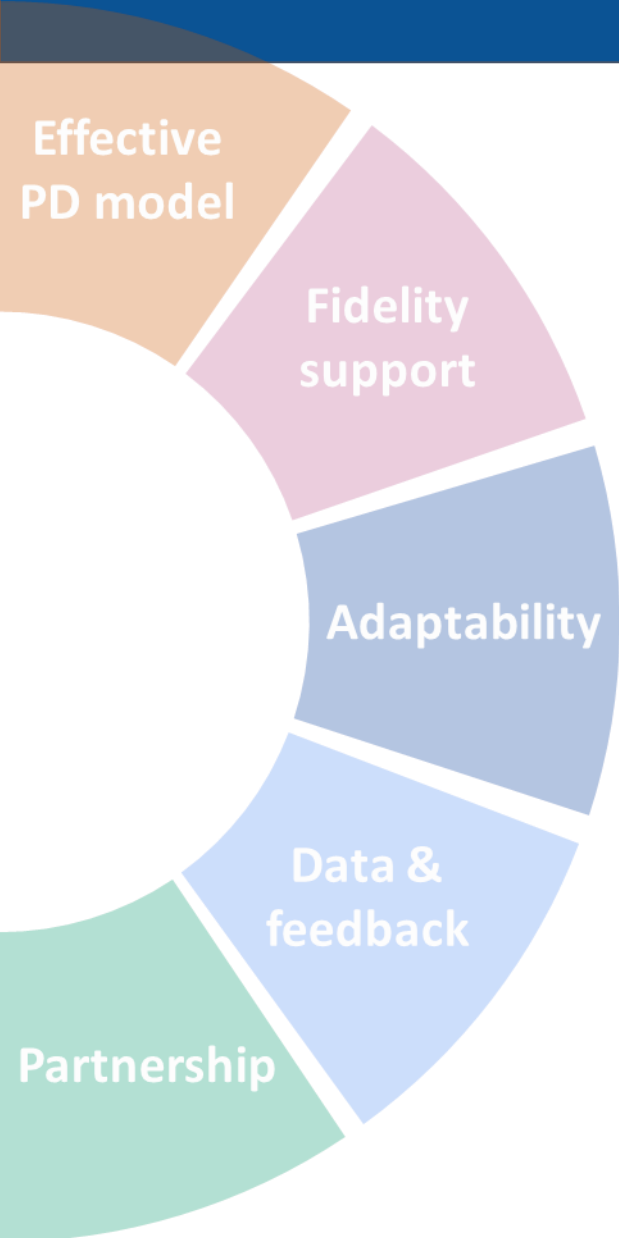
1. Facilitator certificate program for facilitators' confidence building & trust in the LfC impact
2. Continuous connections to coaches and peers
3. Accessible resource for fidelity
4. Scripts as a clear guidance to facilitators, helping them stay on track during the course delivery

Aim 2. Challenges during the delivery of LfC curriculum



1. Adhering to the scripted content hindering their ability to authentically connect with participants
2. Adhering to the scripted content created time constraints
3. Addressing race, equity, and social justice
4. Non-English facilitators invested extra time and effort.

Discussion and Key Takeaways



1. It is possible to scale effectively and equitably by training facilitators through the PDC Network
2. Further develop fidelity and adaptability supports
3. Scaling frameworks help guide this work



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Thank you for joining us today!