

# APPENDIX B, RESOURCES FOR LEADERS AND LEADERSHIP

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## Websites

### National Association of Elementary School Principals (NAESP).

<http://www.naesp.org/transforming-early-childhood-education-pre-k-grade-3>

The "Transforming Early Childhood Education, PreK to Grade 3" section of the NAESP website includes a report on Building and Supporting an Aligned PreK-3 System, a policy statement on Principal Professional Development in Early Childhood Education, and information for principals on Leading Early Childhood Learning Communities.

### National Association for the Education of Young Children (NAEYC).

[www.naeyc.org](http://www.naeyc.org)

NAEYC is the world's largest and most influential organization for those working with and on behalf of children from birth through age 8. NAEYC convenes thought leaders, teachers and other practitioners, researchers, and other stakeholders and sets standards of excellence for programs and teachers in early childhood education. NAEYC members include teachers, paraeducators, center directors, trainers, college educators, families of young children, and the public at large.

### School Improvement in Maryland.

<http://www.mdk12.org/process/index.html>

This detailed website includes sections on School Improvement Planning and A Principal's Role in Improving Student Achievement. Although the overall website is focused on Maryland, most of the advice is applicable to other states as well.

### The Wallace Foundation: School Leadership.

<http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/default.aspx>

The School Leadership section of the Wallace Foundation's Knowledge Center features research, resources, and strategies. Specific topics include principal training, district policy and practice, effective principal leadership, and principal evaluation.

## Articles & Reports

**Leadership in Early Childhood Education: Six Standards and Strategies for Principals.** Information Briefing, Iowa School Boards Foundation. June 2008. Vol. 2, No. 3.

[http://www.schoolboardresearch.org/section/topics/early\\_childhood](http://www.schoolboardresearch.org/section/topics/early_childhood)

This 4-page brief focuses on six standards that characterize leadership for early childhood learning and strategies to help attain them.

**PreK-3rd: How Superintendents Lead Change.** Geoff Marietta, Foundation for Child Development (September 2010).

<http://www.fcd-us.org/resources/prek-3rd-how-superintendents-lead-change>

Leading change to create an integrated PreK-3rd education and connect early learning programs with the K-12 system is not easy. Superintendents require courage to take the first step, persistence and political skills to encourage organizational and community engagement, and a relentless focus on results to measure progress and build momentum.

**PreK-3rd: Principals as Crucial Instructional Leaders.** Sara Mead, Foundation for Child Development (April 2011).

<http://www.fcd-us.org/resources/prek-3rd-principals-crucial-instructional-leaders>

This PreK-3rd Policy to Action brief specifies what principals can do to build high-quality PreK-3rd systems, and how policymakers can address barriers to support principals.

#### **Principals Toolkit.**

<http://www.cayl.org/PrincipalToolkit2009>

This toolkit covers 5 promising practices that any principal can use to support developmentally appropriate learning for young children. The five content areas are: vision, practice and pedagogy, supervision, family and community, and policy perspectives. The toolkit includes an interactive DVD, a workbook, and six rubrics.

## **Books**

Goffin, S. G., & Washington, V. **Ready or Not: Leadership Choices in Early Care and Education.** 2007. Teachers College Press.

<http://www.naeyc.org/store/node/359>

The authors examine the major issues and leadership challenges that must be addressed if children are to be given more and better opportunities. They show how adaptive leadership work can unify the field, create openness to new strategies for change, generate a shared vision, and build a viable strategy for its achievement. This is a critical resource for anyone hoping to enact change in the early childhood field.

Kostelnik, M. J. & Grady, M. L. **Getting It Right from the Start: The Principals Guide to Early Childhood Education.** 2009.

Corwin and the National Association of Elementary School Principals.

<http://www.corwin.com/books/Book230561/toc>

This practical manual shows principals what successful ECE programs look like—and how to achieve quality results in their schools and communities. The authors provide an inside view of the field, touching on key areas of operation and discussing ways to avoid common pitfalls.

Neugebauer, R. & Neugebauer, B. **The Art of Leadership: Managing Early Childhood Organizations.** 1998. Exchange Press, Inc.

<http://www.amazon.com/Art-Leadership-Managing-Childhood-Organizations/dp/0942702247>

This practical, hands-on real-world guide includes 93 articles written by 63 recognized experts on child care administration as well as ideas from over 200 of our nation's most successful, professional directors. This is a must-have resource for effective management of early childhood programs.

Zmuda, A. **Transforming Schools: Creating a Culture of Continuous Improvement.** 2004. Association for Supervision and Curriculum Development.

<http://www.amazon.com/Transforming-Schools-Creating-Continuous-Improvement/dp/0871208458>

This book focuses on two main concepts, systems thinking and a focus on continuous improvement, that can transform staff development and create lasting improvements in teaching and learning. Each chapter is grounded in a set of operating principles that provide practical guidance to school leaders. Whether your school improvement goals are clearly defined or still in development, Transforming Schools will help you tackle the many challenges of the change process.