



**Career Development
Center**
New York Early Childhood
Professional Development Institute

646-664-8283

careeradvisor@earlychildhoodny.org

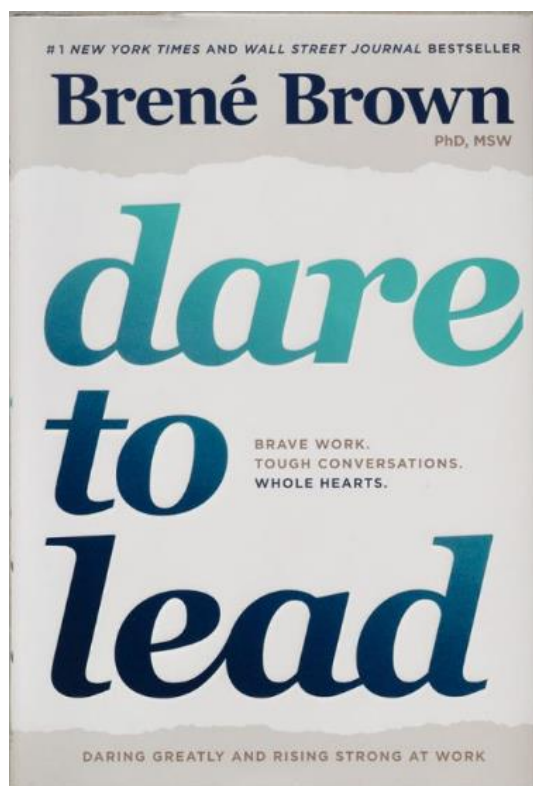
earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036

DECE Resource Guide

Books:

1. **[Dare to Lead: Brave work. Tough conversations. Whole hearts.](#)** by Brene Brown



Brown, B. (2018). *Dare to lead: Brave work. Tough conversations. Whole hearts.* Random House.



**Career Development
Center**
New York Early Childhood
Professional Development Institute

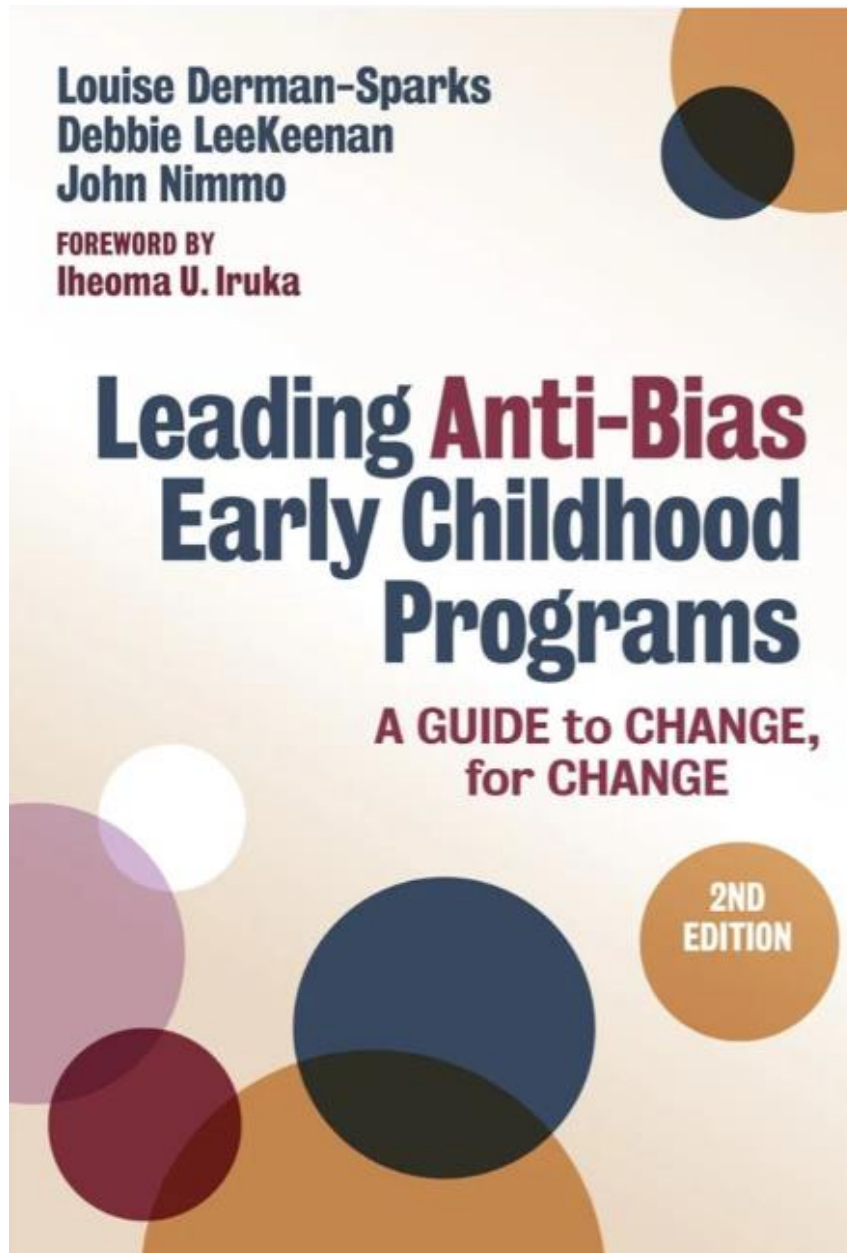
646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036

2. **Leading Anti-Bias Early Childhood Programs: A Guide to Change, for Change** by
Louise Derman-Sparks, Debbie LeeKeenan and John Nimmo



Derman-Sparks, L., LeeKeenan, D., & Nimmo, J. (2015). *Leading anti-bias early childhood programs: A guide to change, for change*. Teachers College Press

These resources provided by the New York Early Childhood Professional Development Institute and the Career Development Center do not constitute legal advice.



**Career Development
Center**
New York Early Childhood
Professional Development Institute

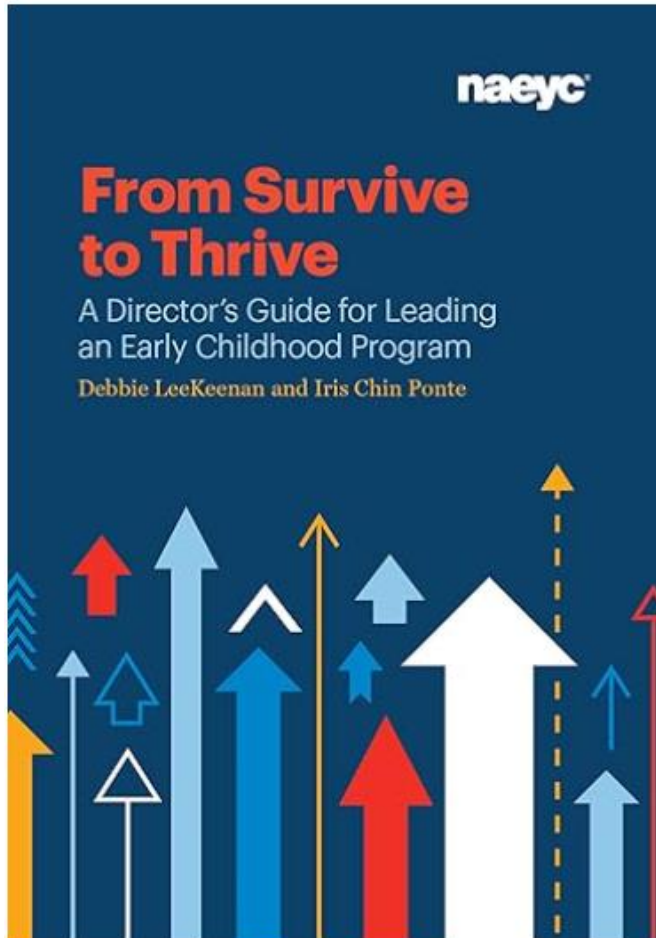
646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036

3. **NAEYC: From Survive to Thrive: A Director's Guide for Leading an Early Childhood Program**



LeeKeenan, D., & Ponte, I. C. (2018). *From survive to thrive: A director's guide for leading an early childhood program*. National Association for the Education of Young Children

4. **New York State's Core Competencies for Early Childhood Educators**

The Core Body of Knowledge

These resources provided by the New York Early Childhood Professional Development Institute and the Career Development Center do not constitute legal advice.



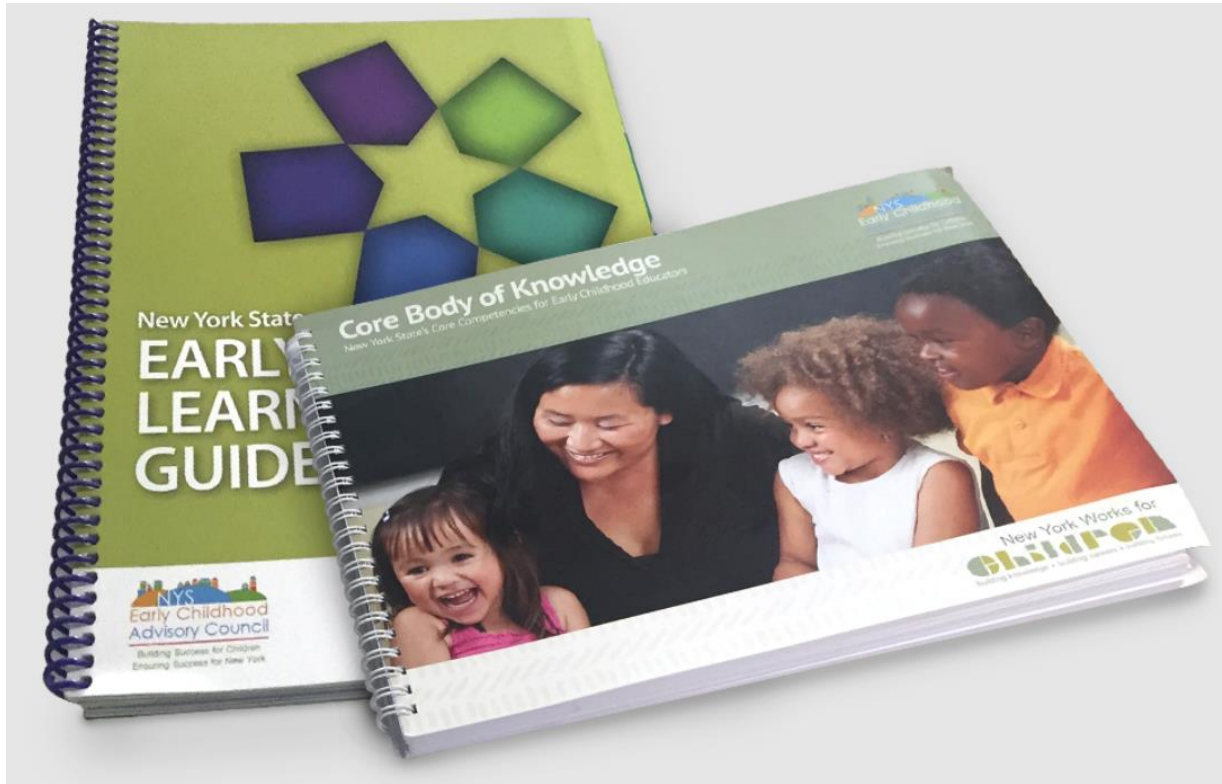
**Career Development
Center**
New York Early Childhood
Professional Development Institute

646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036



New York Early Childhood Professional Development Institute & New York State Early Childhood Advisory Council. (2012). *New York State core body of knowledge: New York State's framework for working with young children and their families*. The City University of New York. [Early Childhood NY](http://earlychildhoodny.org)

5. Inspiring Professional Growth: Empowering Strategies to Lead, Motivate, and Engage Early Childhood Teachers by Susan McDonald

These resources provided by the New York Early Childhood Professional Development Institute and the Career Development Center do not constitute legal advice.



**Career Development
Center**
New York Early Childhood
Professional Development Institute

646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036

Inspiring Professional Growth

Empowering Strategies to Lead, Motivate, and
Engage Early Childhood Teachers



Susan MacDonald, MEd

MacDonald, S. (2019). *Inspiring professional growth: Empowering strategies to lead, motivate, and engage early childhood teachers*. Gryphon House.

6. [Leading Minds: An Anatomy of Leadership](#) by Howard Gardner

These resources provided by the New York Early Childhood Professional Development Institute and the Career Development Center do not constitute legal advice.



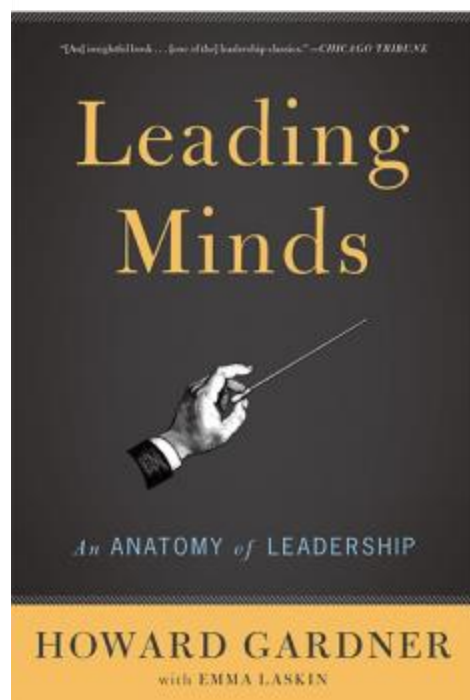
**Career Development
Center**
New York Early Childhood
Professional Development Institute

646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036



Gardner, H. (2011). *Leading minds: An anatomy of leadership*. Basic Books.

Tools:

These resources provided by the New York Early Childhood Professional Development Institute and the Career Development Center do not constitute legal advice.



**Career Development
Center**
New York Early Childhood
Professional Development Institute

646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036

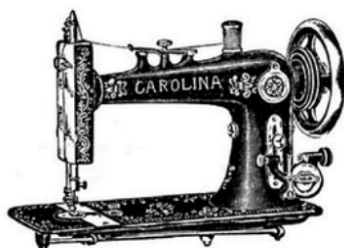
1. Center for Creative Leadership

[Evaluate Your Leadership Effectiveness with Direction, Alignment & Commitment Assessment Tool](#)

2. [Think, Feel, Care](#) [Think, Feel, Care \(Spanish\)](#)

Think, Feel, Care

A routine to foster perspective taking within a system.



Project Zero. (2019). *Think, feel, care*. Harvard Graduate School of Education.
<https://pz.harvard.edu/resources/think-feel-care>

3. Project Zero

Culture Building

Project Zero Cultures of Thinking “The 8 Forces That Shape Group Culture”



**Career Development
Center**
New York Early Childhood
Professional Development Institute

646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036

THE 8 FORCES THAT SHAPE GROUP CULTURE

EXPECTATIONS: Recognizing How Our Beliefs Shape Our Behavior

ex•pec•ta•tions lɛkspek'tāSHənsəl noun: A set of strong beliefs surrounding future outcomes and anticipated results. As a culture shaper, expectations operate as "belief sets" or "action theories" that influence our own efforts in relation to the achievement of desired goals and outcomes with respect to our teaching. In this way, expectations not only set our course, but also act as an internal compass that keeps us moving toward our goal. It is important to note that this departs from the way teachers more typically think of "expectations", that is, as an explicit expression of standards used to direct and inform the behavior of others.

LANGUAGE: Appreciating Its Subtle Yet Profound Power

lan•guage 'lɑŋgwɪdʒ noun: The system of communication used by a community to negotiate shared meaning and build group coherence and understanding around ideas, behaviors, and actions. As a culture shaper, language helps us to direct attention and action. However, the words and structures that make up language not only convey an explicit surface meaning, but also impart a set of deeper associations and connections that implicitly shape thought and influence behavior. This is the hidden power of language: its ability to subtly convey messages that shape our thinking, sense of self, and group affinity.

TIME: Learning to Be Its Master Rather than Its Victim

Time tɪm noun: The "containers," consisting of measurable periods, that we allocate, assign or use to accomplish tasks of our choosing. As a culture shaper, all of these conceptions of time are in play. Our allocations of periods of time reflect our values. Our sequencing of events, construction of moments, and reflections on actions allows us to scaffold and draw a connecting thread through learning occasions to create a unity. Finally, our ability to generate, sustain, and capitalize on periods of total engagement allows us to create the energy needed for learning and thinking.

MODELING: Seeing Ourselves through Our Students' Eyes

mod•el•ing 'mɒlɪŋ (Brit. model) verb: To display, demonstrate, or draw attention to as an example for others to follow or imitate. As a culture shaper, modeling operates on both an explicit and an implicit level. Explicitly, we may demonstrate techniques, processes and strategies in a way that makes our own thinking visible for students to learn from and appropriate. Implicitly, our actions are constantly on display for our students. They see our passions, our interests, our caring, and our authenticity as thinkers, learners, community members, and leaders. Adult models surround students and make real a world that they may choose to enter or reject.

OPPORTUNITIES: Crafting the Vehicles for Learning

op•por•tu•ni•ties ɒpər'tjʊnɪtɪz noun: A set of conditions or circumstances that make it possible to do or achieve something. As a culture shaper, the opportunities present will serve either to constrain or enhance the activity of both individuals and the group as a whole. Although it is possible for opportunities to lie hidden, remain untapped, or to languish, in strong cultures rich opportunities for growth, advancement, and creativity are prominent. In a culture of thinking, these types of opportunities dominate the landscape, guiding and shaping the activity of the group and engaging all individuals.

ROUTINES: Supporting and Scaffolding Learning and Thinking

rou•tine 'rʊtɪn noun: A sequence of actions designed to achieve a specific outcome in an efficient and productive manner. As a culture shaper, routines represent a set of shared practices that constitute a group's way of doing things. They are the classroom infrastructure, guiding much of the activity that happens there. Routines—whether they are for management, participation, discourse, instruction, learning, or thinking—help to minimize confusion, reduce uncertainty, and direct activity along known paths. Ultimately, routines become patterns of behavior for both individuals and the group. Of particular importance in learning groups, is the presence of thinking and learning routines that help to direct, guide, and scaffold learning and thinking.

INTERACTIONS: Forging Relationships that Empower Learners

in•ter•ac•tions ɪntər'ækʃənz noun: The dynamic phenomenon that emerges when two or more objects have an effect upon one another. As a culture shaper, interactions form the basis for relationships among teachers and students, students and students, and teachers and teachers. Interactions knit together the social fabric that binds individuals together in community. The interactions among group members help to define the emotional climate, tone, or ethos of a place. In a culture of thinking, teacher's interactions with students show a respect for and an interest in students' thinking while nurturing their development as valued, competent individuals able to contribute effectively to the group.

ENVIRONMENT: Using Space to Support Learning and Thinking

en•vi•ron•ment ɪn'vɪrənmənt noun: The physical space occupied by a group or individual, including its design, aesthetic, setup, displays, artifacts, and furnishings. As a culture shaper, the physical environment is the "body language" of an organization, conveying its values and key messages even in the absence of its inhabitants. The physical environment of a school or classroom will dictate how individuals interact, their behaviors, and performance. The physical space can inhibit or inspire the work of the group and the individual. Although most educators inherit a physical environment fashioned for an old paradigm of learning, there is still much that can be done in the design of that space to facilitate and promote a culture of thinking.

Cultures of Thinking | pz.harvard.edu/projects/cultures-of-thinking



PROJECT ZERO

© 2022 President and Fellows of Harvard College. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License (CC BY-NC-ND). This license allows users to share this work with others, but it cannot be used commercially.

Ritchhart, R. (2015). *Creating cultures of thinking: The 8 forces we must master to truly transform our schools*. Jossey-Bass.

THE 8 FORCES THAT SHAPE GROUP CULTURE

EXPECTATIONS: Recognizing How Our Beliefs Shape Our Behavior

ex•pec•ta•tions lɛkspek'tāSHənsəl noun: A set of strong beliefs surrounding future outcomes and anticipated results. As a culture shaper, expectations operate as "belief sets" or "action theories" that influence our own efforts in relation to the achievement of desired goals and outcomes with respect to our teaching. In this way, expectations not only set our course, but also act as an internal compass that keeps us moving toward our goal.

These resources provided by the New York Early Childhood Professional Development Institute and the Career Development Center do not constitute legal advice.



**Career Development
Center**
New York Early Childhood
Professional Development Institute

646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036

It is important to note that this departs from the way teachers more typically think of “expectations”, that is, as an explicit expression of standards used to direct and inform the behavior of others.

LANGUAGE: Appreciating Its Subtle Yet Profound Power

lan•guage [ˈlɑŋɡwɪj] noun: The system of communication used by a community to negotiate shared meaning and build group coherence and understanding around ideas, behaviors, and actions. As a culture shaper, language helps us to direct attention and action. However, the words and structures that make up language not only convey an explicit surface meaning but also impart a set of deeper associations and connections that implicitly shape thought and influence behavior. This is the hidden power of language: Its ability to subtly convey messages that shape our thinking, sense of self, and group affinity.

TIME: Learning to Be Its Master Rather than Its Victim

Time [tīm] noun: The “containers,” consisting of measurable periods, that we allocate, assign or use to accomplish tasks of our choosing. As a culture shaper, all of these conceptions of time are in play. Our allocations of periods of time reflect our values. Our sequencing of events, construction of moments, and reflections on actions allows us to scaffold and draw a connecting thread through learning occasions to create a unity. Finally, our ability to generate, sustain, and capitalize on periods of total engagement allows us to create the energy needed for learning and thinking.

MODELING: Seeing Ourselves through Our Students’ Eyes

mod•el•ing [ˈmɑdl-ɪŋ] (Brit. modelling) verb: To display, demonstrate, or draw attention to as an example for others to follow or imitate. As a culture shaper, modeling operates on both an explicit and an implicit level. Explicitly, we may demonstrate techniques, processes and strategies in a way that makes our own thinking visible for students to learn from and appropriate. Implicitly, our actions are constantly on display for our students. They see our passions, our interests, our caring, and our authenticity as thinkers, learners, community members, and leaders. Adult models surround students and make a real world that they may choose to enter or reject.

OPPORTUNITIES: Crafting the Vehicles for Learning

op•por•tu•ni•ties lăpərˈt(y)oonitēs l noun: A set of conditions or circumstances that make it possible to do or achieve something. As a culture shaper, the opportunities present will serve either to constrain or enhance the activity of both individuals and the group as a whole. Although it is possible for opportunities to lie hidden, remain untapped, or to

These resources provided by the New York Early Childhood Professional Development Institute and the Career Development Center do not constitute legal advice.



**Career Development
Center**
New York Early Childhood
Professional Development Institute

646-664-8283

careeradvisor@earlychildhoodny.org

earlychildhood.org/cdsc

230 West 41st Street
New York, NY 10036

languish; in strong cultures rich opportunities for growth, advancement, and creativity are prominent. In a culture of thinking, these types of opportunities dominate the landscape, guiding and shaping the activity of the group and engaging all individuals.

ROUTINES: Supporting and Scaffolding Learning and Thinking

rou•tine |roo'tēn| noun: A sequence of actions designed to achieve a specific outcome in an efficient and productive manner. As a culture shaper, routines represent a set of shared practices that constitute a group's way of doing things. They are the classroom infrastructure, guiding much of the activity that happens there. Routines—whether they are for management, participation, discourse, instruction, learning, or thinking—help to minimize confusion, reduce uncertainty, and direct activity along known paths. Ultimately, routines become patterns of behavior for both individuals and the group. Of particular importance in learning groups, is the presence of thinking and learning routines that help to direct, guide, and scaffold learning and thinking.

INTERACTIONS: Forging Relationships that Empower Learners

in•ter•ac•tions linter'akSHənsəl noun: The dynamic phenomenon that emerges when two or more objects have an effect upon one another. As a culture shaper, interactions form the basis for relationships among teachers and students, students and students, and teachers and teachers. Interactions knit together the social fabric that binds individuals together in community. The Interactions among group members help to define the emotional climate, tone, or ethos of a place. In a culture of thinking, teacher's interactions with students show a respect for and an interest in students' thinking while nurturing their development as valued, competent individuals able to contribute effectively to the group.

ENVIRONMENT: Using Space to Support Learning and Thinking

en•vi•ron•ment len'vīrənməntl noun: The physical space occupied by a group or individual, including its design, aesthetic, setup, displays, artifacts, and furnishings. As a culture shaper, the physical environment is the “body language” of an organization, conveying its values and key messages even in the absence of its inhabitants. The physical environment of a school or classroom will dictate how individuals interact, their behaviors, and performance. The physical space can inhibit or inspire the work of the group and the individual. Although most educators inherit a physical environment fashioned for an old paradigm of learning, there is still much that can be done in the design of that space to facilitate and promote a culture of thinking.