



South Dakota Association for the Education of Young Children

## Early Childhood Education Leadership Award

\*\*\* SDAEYC membership required \*\*\*

1. Early Childhood Leaders: individuals who have made significant career contributions to the field which have had an impact on the needs, rights and well being of children throughout the state.
2. Program Administrators: individuals who are outstanding administrators of early childhood programs. SDAEYC encourages applications from full-day child care centers, half-day preschool or nursery school programs, school-age child care, kindergarten and primary education, centers serving young children with special needs, and multi-site organizations.

	1	2	3	Score
<b>Innovation</b>	1. Leader takes new ideas, methods, products, or solutions into the early education/care setting in a significant positive way causing impact and adding value to children, families, and program.	<b>Meets criteria 1 and:</b> 2. Taught new and exciting ideas, communicated/demonstrated how to apply within the teachers/mentor classroom setting and there is evidence that the teachers/mentor follow the Leaders guidance.	<b>Meets criteria 1 &amp; 2 and:</b> 3. Strives to support, teach, and guide other Early childhood professionals statewide through new intentional practices.	
<b>Leadership</b>	1. Leader communicates scheduling, training expectations, plans for growth, appropriate conduct and boundaries/expectations within the Early Childcare Program. Forms and builds strong bonds with staff, families, and children within their program. Follows all state and program guidelines.	<b>Meets criteria 1 and:</b> 2. Forms and builds strong bonds with staff, families, and children within their program. Reaches out to the children and families within their community by participating/sponsoring events that support early education/care.	<b>Meets criteria 1 &amp; 2 and:</b> 3. Works with state policy makers to build on early education/care for all children and families.	
<b>Advocates</b>	1. Leader is improving the lives of children and individuals by using their knowledge of DAP by making recommendations and/or creating adjustments.	<b>Meets criteria 1 and:</b> 2. Helps support the individuals by making connections to resources that could make a positive impact on the community.	<b>Meets criteria 1 &amp; 2 and:</b> 3. Advocates for all children and/or individuals by being involved in community and state events that support children and families.	
<b>Relationships</b>	1. Leaders are making meaningful connections with the children and/or individuals within their organizations.	<b>Meets criteria 1 and:</b> 2. Their connections are noticed within their communities by public officials and used to help improve the lives of children and/or individuals.	<b>Meets criteria 1 &amp; 2 and:</b> 3. Works closely with policy makers, local groups, and events with their community to strengthen individuals and/or children.	
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