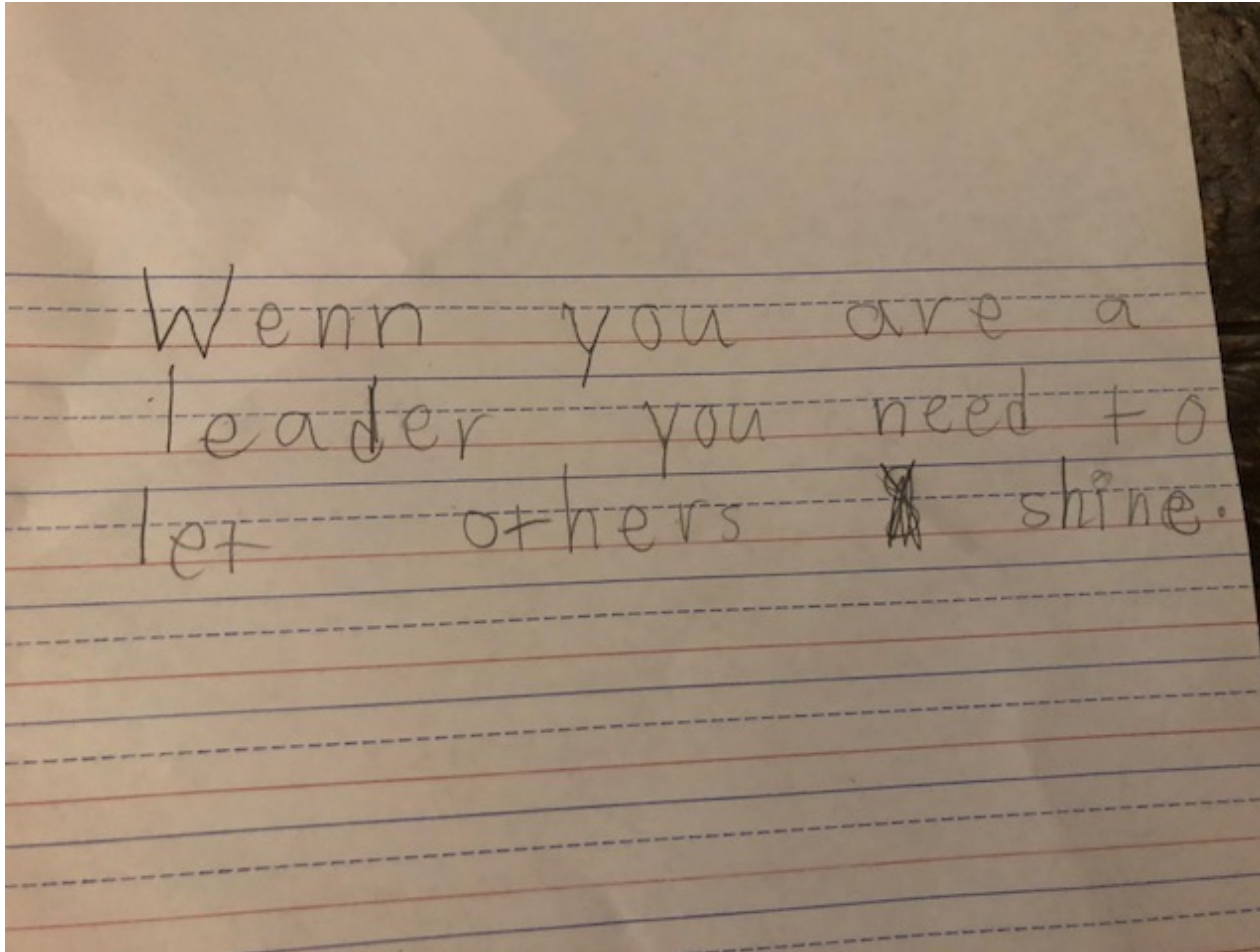# INCITING FROM WITHIN:
# A COMPREHENSIVE EARLY LEARNING LEADERSHIP FRAMEWORK AS A LEVER FOR SYSTEMS CHANGE

**Raquel Diaz, Valerie Mendez-Fariñas, Alex Prinstein, Mary Kay Rodgers**

University of Florida Lastinger Center for Learning

2018 QRIS National Meeting, San Diego

# What is a highly effective leader?

- Think of a person you consider a "leadership legend." What words would you use to describe them?

- Now think about the work you are involved in. What makes the different facets of your work successful?

- What **connection** do you see between your leadership legend and the success of your own work?

- Talk in table groups.

Wenn you are a leader you need to let others ✗ shine.

# THE LASTINGER LEADERSHIP FRAMEWORK

## BACKGROUND
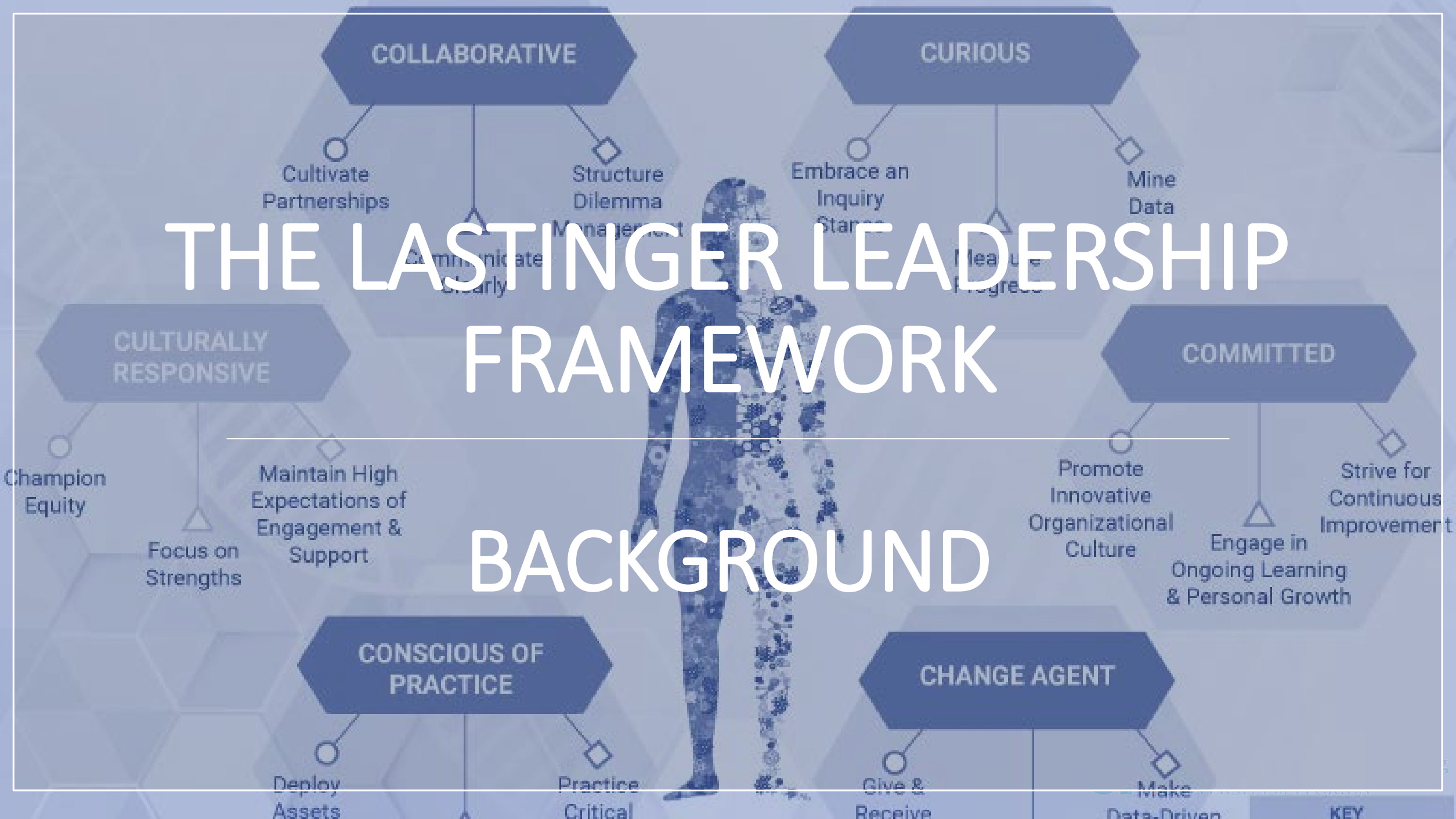
# Our Job-Embedded Wondering:

What are the key characteristics of a Lastinger Associate who thrives?
**What is our DNA?**

- ✓ Ways of being
- ✓ Ways of approaching a task
- ✓ Ways of working individually and together, internally and externally
- ✓ Ways of interrogating assumptions and biases
- ✓ Ways of innovating
- ✓ Ways of approaching dilemmas
- ✓ Ways of achieving results

# Where did we begin?

Engaging in investigations of research, practice and development of highly effective leadership practices

- ✓ **ECE leadership literature:**
  Harvard Center on the Developing Child, U of Chicago (Ounce.org), U of Washington, UF, McCormick Center, Natl. Head Start, Zero to Three, Pianta/Teachstone,  NAEYC,  Child Trends, Turnaround for Children, Frameworks from Australia/New Zealand, Canada, EU, State Standards from CO, CA, AZ, NJ, WA, FL, NC

- ✓ **K-12 leadership literature:**
  UF School of Teaching and Learning, Teacher Fellows, TLSI program, Learning Forward, CTQ, NEA, JEPD lit, Teacher Leadership Lit, Coaching Lit
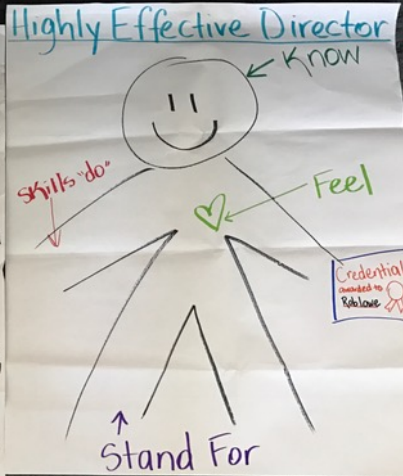
- ✓ **Multidisciplinary leadership research**: UF and Lastinger: PFP, Coaching, CoP, TLSI, Teacher Fellows, Administrative Leadership (Duval, Orange, Clay, Miami, Charleston), Early Learning Florida

- ✓ **Examination of practice (internal and external)**: Florida Early Learning Coalitions , K-12 districts, Office of Early Learning, Helios, California Consortia, Child Care Associates (TX), First Things First (AZ), DECAL-Georgia, Louisiana, South Carolina

**Phone screen (top left):**
Verizon 10:36 AM
F4 (still without lattes)
Tchr
Coach
Dir.
Exec.
iMessage

**Top center flip chart:**
Know *coaching vs evaluation, systems-development + thinking, leadership principles, program goals, Quality instruct.

Stand for: ECE leadership expectations, cultural compet.
want the best for children + families
integrity/Ethics — Quality
Our Mission — Authenticity
School Readiness — WHO we serve — LOVE

Feel: Valued, commitment, inspired, empathetic, compassion, passion, willingness, empowered

Skills: how + when 2 coach, flexible, organization. problem solving/conflict resolution, technological skills, forecasting, data-driven decision making, respons—

Transforming Communities
Conscious Practice
teachers | families

**Center flip chart — Highly Effective Director:**
Highly Effective Director
Know
Skills "do"
Feel
Stand For
Credential

...lued, ...nt, inspired, ...ic, compassion, ...llingness, ...ed
Skills: how + when 2 coach flexible, organization. problem solving/conflict resolution, technological skills, forecasting, data-driven decision making. responsiveness

**Table (right):**

## PARTNERSHIP PRINCIPLES FRAMED AS DISPOSITIONS

| | | Reflection | Dialogue/Voice | Equality/Choice | Data-Driven Decision Making | PRAXIS |
|---|---|---|---|---|---|---|
| Individual Level | Competency 1 (a) | | | | | |
| | Competency 1 (b) | | | | | |
| | Competency 1 (c) | | | | | |
| Interpersonal Level | Competency 1 (a) | | | | | |
| | Competency 1 (b) | | | | | |
| | Competency 1 (c) | | | | | |
| Institutional Level | Competency 1 (a) | | | | | |
| | Competency 1 (b) | | | | | |
| | Competency 1 (c) | | | | | |
| Structural Level | Competency 1 (a) | | | | | |
| | Competency 1 (b) | | | | | |
| | Competency 1 (c) | | | | | |

**Bottom left flip chart — Educ. Leadership:**
Educ. Leadership
I = Instruc...
Research-

Interpretive Lens (Inclusive) (I+P)
Relational Trust (P)
Effective Feedback (I+P)
Personal/Interpersonal Effectiveness (I)
Communication (P)
Cont. Learning + Education (I+P)
Group Processes (P)

People-focused mgmt (P)
Learning-centered (I)
Consistent implementation (P)
Facilitate teamwork (P) + collaborative Relationships
Community Awareness, Engagement + Advocacy (P)

**Next flip chart:**
Organizational ecosystems
Adult Learning
Change theory/systems theory
CQI
Agency
Reflective Practice
Dialogue + Feedback
Research + Analysis
Pedagogical Practice
Integrated Service delivery
Learning Styles

QRIS/accreditation Coaching + Systems
Evaluation + Assessments
Child devp. + knowledge
Leadership principles/supervision
Program Goals/HS
ECE Quality Instruction
Cultural competency + equity principles
ECE resources

**Center bottom flip chart — Highly Effective Le... Disp...:**
Research-Based
Growth-oriented
Collaborative
Innovative/Creative
Analytical
Ethical
Perseverant
Reflective
Equity-minded
Visionary
Transformational/Inspirational
Consistent Advocate

Passionate
Culturally competent
Relationship-oriented
Future-oriented
Integrity-oriented
Authentic
Conscious of practice
Empathetic
Committed
Empowered
Responsive

**Bottom right flip chart:**
Visionary Leadership (I+P)
Instructional Improvement (I)
Ambitious Instruction (I)
Family Engagement (I+P)
Supportive Learning Environments (I)
Effective Mgmt (P)
Ethical Leadership (I+P)
Shared Leadership (I+P)

Professional knowledge (P)
Conflict Resolution (P)
DDDM (I+P)
Professional Identity (P)
Instructional Knowledge (I)
Forecasting/Staffing (P)
Tech Skills (P)

**Logo (bottom right):**
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# OUR DNA:
## THE LASTINGER LEADERSHIP FRAMEWORK

| COLLABORATIVE | COMMITTED | CURIOUS | CULTURALLY RESPONSIVE | CONSCIOUS OF PRACTICE | CHANGE AGENT |
|---|---|---|---|---|---|
| Cultivate Partnerships | Promote Innovative Organizational Culture | Embrace an Inquiry Stance | Champion Equity | Deploy Assets Strategically | Give & Receive Feedback for Growth |
| Communicate Clearly | Engage in Ongoing Learning & Personal Growth | Mine Data | Focus on Strengths | Improve Craft Deliberately | Maximize Transformational Opportunities |
| Structure Dilemma Management | Strive for Continuous Improvement | Measure Progress | Maintain High Expectations of Engagement & Support | Practice Critical Reflection | Make Data-Driven Decisions |

Horizontal Alignment Themes

- RELATIONSHIP
- INTENTIONALITY
- RESULTS-ORIENTED

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# Processing the journey:

**Turn to a neighbor at your table, and discuss these questions:**

• What resonated with you?

• How do you, in the work you do, marry research with practice?

• How can the parallel process of investigation and action that we used be applied to your context?

OUR DNA:
THE LASTINGER
LEADERSHIP FRAMEWORK

Dispositions and Habits of Highly Effective Leaders

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Dispositions and Habits of Highly Effective Leaders

# Glossary of our terms:

**A Leadership Disposition** is about attitude, character, and way of being.

**A Leadership Habit** is internalized, patterned behavior that can be observed over time and across projects.
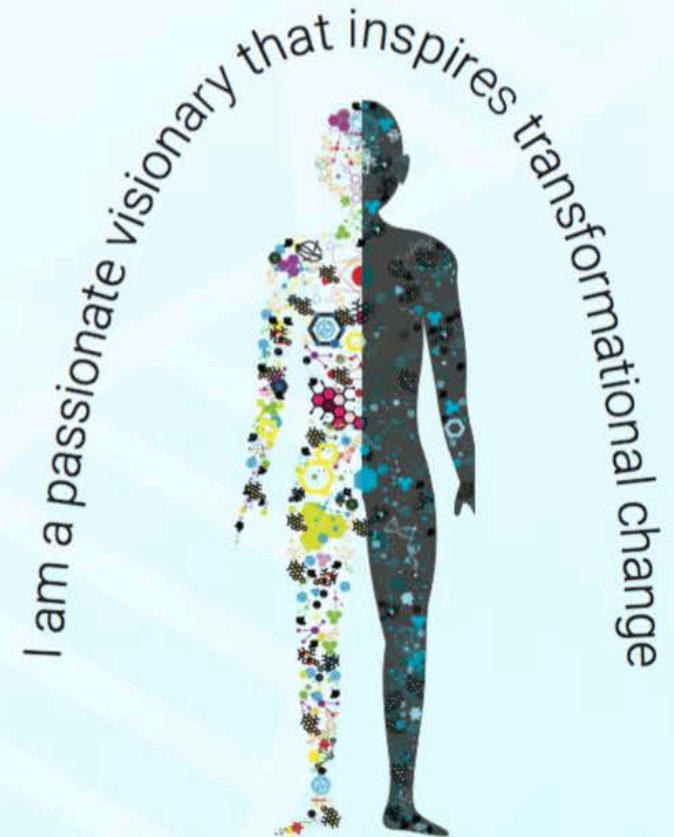
**A Leadership Competency** is skill-based and can be taught and practiced.

SPOTLIGHT ON DISPOSITION #6

CHANGE AGENT

- Give and Receive Feedback for Growth
- Maximize Transformational Opportunities
- Make Data Driven Decisions

I am a passionate visionary that inspires transformational change

## TEACHERS

- Cultivate trusting partnerships with other stakeholders that involve giving, soliciting, and incorporating feedback.

- Plan deliberately for stakeholder engagement through the use of creative, goal-oriented learning activities that promote interactions between children and adults.

- Synthesize analysis of varying forms of data when making decisions that impact work with children and adults.

## COACHES

- Provide non-evaluative feedback that is high-quality and salient, asking probing questions and maintaining an inquiry stance to encourage reflection.

- Create a space for coachees to share values, beliefs, and assumptions about learning and leadership.

- Organize and present data in visually compelling ways so that coachees can make decisions about their practice.

## PROGRAM LEADERS (DIRECTORS/PRINCIPALS)

- Develop structures for soliciting and providing high-quality feedback across stakeholder groups and prioritize the feedback process.

- Promote commitment to shared goals and vision through differentiated, job-embedded professional development.

- Build organizational culture that values examination of data through multiple lenses to guide program improvement and strategic decisions.

## EXECUTIVE LEADERS

- Coordinate implementation of curricula, assessments, and materials across programs and systems, incorporating feedback loops for evaluation.

- Model the identification and disruption of inequitable practices at all levels of the system.

- Link multiple data sources to examine relationships between assessment, characteristics, outcomes, attendance, and quality measures.

## How do we contribute?

- The LLFW developed as a "whole" leadership approach for every level of the system to allow groups to have their own way of understanding these role-reflective dispositions, habits, and competencies:
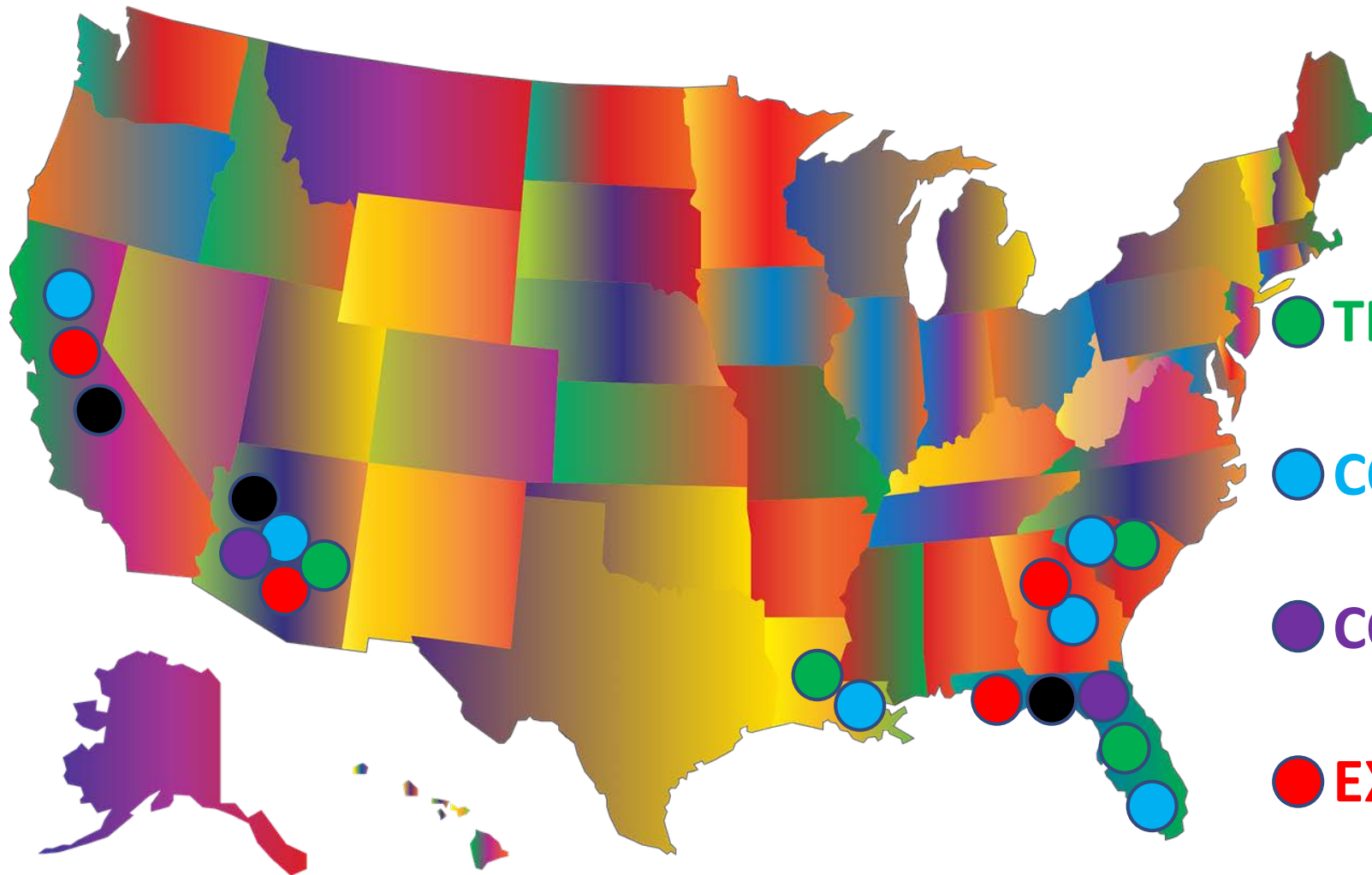  - **Teacher**
  - **Coach**
  - **Director**
  - **Supervisor**
  - **Executive Leader**

- This is not a static theory-based framework. This framework assumes an inquiry stance throughout leadership capacity building, and is a constantly evolving and adaptive ecosystem.

- This framework is aligned horizontally (dispositions) and vertically (themes of alignment).

# THE LASTINGER LEADERSHIP FRAMEWORK: NATIONAL IMPLEMENTATION
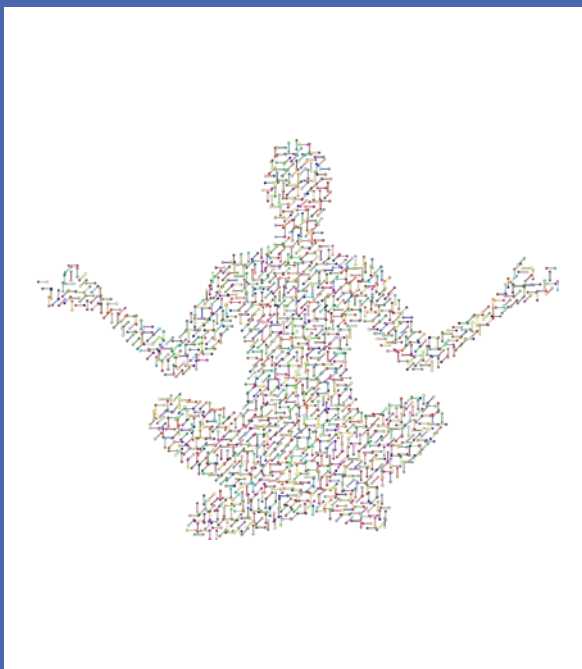
Where is this framework being used currently?

- 🟢 **TEACHERS/DIRECTORS**
- 🔵 **COACHES/FACILITATORS**
- 🟣 **COACHING SUPERVISORS**
- 🔴 **EXECUTIVE LEADERS**
- ⚫ **STATE POLICY MAKERS**

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## How do you map all of this onto your QRIS system?

- Go back to the description of your leadership legend. Use this framework as an assessment and determine which dispositions are learning edges and strengths.

- Identify gaps, not just for you personally but across your organization or system.

# Thank you, and Stay Classy, San Diego!



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