COMPETENCIES AND STANDARDS FOR PRINCIPAL PREPARATION

David Hendrie, Senior Program Associate, CCSSO, D.C.

Marc Shelton, Professor, George Fox University, Oregon

James McLeskey, Professor, University of Florida, CEEDAR

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Session Goals

- ✧ Gain understanding of national standards and competencies for principals
- ✧ Gain feedback on CCSSO principal competencies
- ✧ Gain understanding of issues in educational leadership reform

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Principals and Effective Inclusive Schools

✧ "Schools that function inclusively do so for a reason…the principals in these schools were the reason" (Salisbury, 2006, p. 79)

Why? Defining Inclusion

✧ In effective inclusive schools—students with disabilities **belong** to the school community and are **accepted** by others; they actively **participate** in the academic and social community of the school; and they are given **supports** that offer them the **opportunity** to succeed.

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Why? Research on Principal's Role

✧Principals in effective inclusive schools have core values that reflect this definition of inclusion.

Why? Research on Principal's Role

♦ Principals made sure their core values are reflected in the ***shared vision*** of the school.

Why? Research on Principal's Role

✧ Principals were "adamant and uncompromising" about core values

✧ For principals, "inclusion was a non-negotiable founded in civil rights"

Why? Research on Principal's Role

✧ Dispositions reflected in core values and a shared vision provide a good start

✧ But…more is needed

✧ What do principals do to support effective inclusive schools?

✧ How is this different from what all principals do?

Principal Competencies Central Questions

✧ Which aspects of PSEL 2015 are particularly important to inform principal practice that supports the success of students with disabilities?

✧ Which key competencies—knowledge, skills, values, and dispositions—are associated with these aspects of PSEL 2015?

Report Organization

- ✧ Section I: PSEL 2015 Translated
- ✧ Section II: Principal Leadership Competencies
- ✧ Section III: What SEAs Can Do

Principal Competencies Deep Dive

♢ Leadership Knowledge and Understanding

♢ Leadership Skills

♢ Leadership Values and Dispositions

Competencies Guiding Questions

✧ Which areas and ideas need (a) further clarification (language), (b) better support, (c) further elaboration and explanation, etc.?

✧ What is missing or needs to be emphasized in greater detail to meet the needs of your specific competency area?

✧ Are there other existing resources that should be referenced and/or directly incorporate?

Professional Standards for Educational Leaders

◇ Competencies within PSEL 2015

◇ Administrator Preparation Programs: How do we incorporate the PSEL refresh into existing courses for curriculum redesign?

◇ **Or** do we just need to develop new courses?

◇ http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

Professional Standards for Educational Leaders

- ✧ Standard 1: Mission (ISLLC 1, 2008)
- ✧ Standard 2: Ethics & Professionalism (ISLLC 5)
- ✧ Standard 3: Cultural Equity and Responsiveness (Oregon 4)
- ✧ Standard 4: Curriculum, Instruction & Assessment (ISLLC 2)
- ✧ Standard 9: Management (ISLLC 3)

✧Standards 5-8 &10 (leading inclusive communities to build care/capacity for school improvement)

http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015f orNPBEAFINAL.pdf

National Leader Preparation Standards

- CAEP consequential (Draft, May 2016)
- Building/District distinctives
- Refresh of the ELCC 2011
- How do we align 7 standards with the 10 standards in the PELS 2015?
- NELP nuances human resources & adds Internship/Clinical Practice
  - http://www.ucea.org/comment-on-the-new-nelp-standards-for-leadership-preparation-today/

Preparing Future Leaders for Inclusive Schools

Focusing on the "**each student**" language of the Professional Standards for Educational Leaders (PSEL) document?

✧ How do programs incorporate the refresh with project strategies, online resource development, and curriculum redesign?

✧ How do programs incorporate cross-program expertise to develop course modules, enhance instructional strategies, with a general education/special education perspective? *Instructional focus*

✧ What key simulations/scenarios could emphasize an inclusive school climate and culture?