

## **School Leadership for Students with Disabilities Anchor Presentation Part 1**

### **Overview for Facilitators**

The CEEDAR Center is pleased to provide the anchor presentation on School Leadership for Students with Disabilities. The materials are designed for us in a preservice course or in inservice professional development. Consistent with the Common Core Standards, this resource is designed to increase school leaders' abilities to improve student readiness for college and careers.

### **Speaker Notes**

The speaker notes are what the facilitator can say, verbatim, to explain each slide and the activities. The notes are provided as a guide, and speakers should feel free to modify these as needed. Directions and notes for the facilitator, not to be said aloud, are in italics.

Handout 1: Disability definitions under IDEA 2004

Handout 2: Professional Standards for Educational Leaders and Guidance document crosswalk

Resource 1: National Policy Board for Educational Administration (2015).

*Professional Standards for Educational Leaders*. Reston, VA: Author.

<http://www.npbea.org/wp/wp-content/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf>

Resource 2: Council of Chief State School Officers, & Collaboration for Effective Educator Evaluation, Development, and Reform (2015). *PSEL 2015 and promoting principal leadership for the success of students with disabilities*. Retrieved on March 17, 2017 from

<http://www.ccsso.org/Documents/2017/PSELforSWDs01252017.pdf>

Presentation slides with speaker notes

### **Objectives**

1. Review terms disability & special education
2. Consider current accountability context for students with disabilities
3. Describe importance of school leaders for all students
4. Introduce dimensions of leadership with a focus on students with disability
5. Review Professional Standards and their implications for principals as they lead for the success of students with disabilities (PSEL-2015)

## Outline of Session with Activities and Approximate Time

The session is designed for approximately 3 hours

Topic	Slides	Activity	Time in minutes
Introduction	1-3	Discuss objectives	5
Students with disabilities & IDEA	4-7	Handout 1 (IDEA disability definitions)	15
Outcomes and students with disabilities	8-10		10
Accountability context	11-12		10
Example of School leadership	13	Principal video (link in slide, 5 minutes)	20
BREAK			15
Introduce dimensions of leadership	14-26		25
PSEL (2015) standards and the CCSSO guidance document	27-29-	<p>Activity: Handout 2 (Crosswalk)</p> <p>Resource 1: National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.</p> <p>Resource 2: Council of Chief State School Officers, &amp; Collaboration for Effective Educator Evaluation, Development, and Reform. (2015). <i>PSEL 2015 and promoting principal leadership for the success of students with disabilities</i>. Retrieved on March 17, 2017 from <a href="http://www.ccsso.org/Documents/2017/PSELforSWDs01252017.pdf">http://www.ccsso.org/Documents/2017/PSELforSWDs01252017.pdf</a></p> <p>Hard copies or online copies may be used for the activity.</p>	40
Video wrap-up	30	Video activity (link in slide)	10

## **Suggested Follow-Up Professional Learning Opportunities**

In professional learning communities, study a selection of the following:

### **Books & Monographs:**

1. Billingsley, B., McLeskey, J., & Crockett, J. B. (2017). *Principal leadership for Effective and Inclusive Schools* (Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>
2. Crockett, J., Billingsley, B., & Boscardin, M.L. (Eds.). (2018). *Handbook of Leadership & Administration for Special Education* (second edition), Routledge, Taylor-Francis: New York, N.Y.
3. Theoharis, G., & Brooks, J.S. (2012). (Eds.). What Every Principal Needs to know to Create Equitable and Excellent Schools. *Teachers College Press*, New York, N.Y.

### **Articles & Book Chapter:**

1. Boscardin, M.L. (2007). What is special about special education administration? Considerations for School Leaders, *Exceptionality: A Special Education Journal*, 15:3, 189-200, DOI: 10.1080/09362830701503537
2. Hoppey, D. & McLeskey, J. (2013). A case study of principal leadership in an effective inclusive school. *Journal of Special Education*, 45, 245-256. doi: 10.1177/0022466910390507.
3. Lashley, C. (2007). Principal leadership for special education: An ethical framework. *Exceptionality*, 15, 177–187. doi:10.1080/09362830701503511
4. Kozleski, E., & Huber, J. J. (2018). System-wide leadership for culturally-responsive education. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.) *Handbook of leadership & administration for special education*. (second edition), Routledge, Taylor-Francis: New York, N.Y.

### **Speaker Notes**

#### **Slide 1—School Leadership for Students with Disabilities**

CEM Leadership Module Purpose: This module is designed for preservice and inservice leadership preparation. This Course Enhancement Module (CEM) is designed with the broad goal of helping principals, teacher leaders and other key

personnel lead for the success of all children, with emphasis on students with disabilities.

CEM Plan: Throughout the seven powerpoint presentations, activities and readings in this course enhancement module, we plan to review essential elements of research and policy in a manner that informs leadership practice.

In this first powerpoint presentation, we provide an overview of school leadership for students with disabilities.

## **Slide 2—Why School Leadership Matters for Students with Disabilities**

In contemporary discourse on educational leadership, the focus is on leadership that promotes students' learning by creating a learning culture and strong instructional programs (Hitt & Tucker, 2016). Research syntheses suggest that leadership is second only to classroom instruction in influencing what students learn at school (Louis, Leithwood, Wahlstrom & Anderson, 2010) as principals help create conditions important for student learning.

Educational leadership preparation has often focused on the policy and legal aspects of special education, with far less attention paid to inclusive and instructional leadership needed to benefit students with disabilities (Billingsley, McLeskey & Crockett, 2014). Creating effective, inclusive schools ideally includes system-level leadership and support, in which leaders work together toward a collective vision to meet the educational goals of all students in the system. Module seven addresses these broader district-wide goals. However, the first six modules are focused on the work of school leaders as they have a critical role in assuring that each student in their school, including those with disabilities, has opportunities to learn in inclusive environments and achieve the curriculum standards expected of all students.

Assuming the important contribution school leaders make in facilitating achievement and creating the conditions for student learning, more attention needs to be given to the role of school leaders in two critical areas, including:

- (1) students with disabilities and other diverse learners as valued members of the school community; and
- (2) improving educational opportunities for students with disabilities, by assuring that they receive effective and appropriately intensive instruction to help them meet the standards set for all students, as well as their own individual goals.

## **Slide 3—Goals**

In this anchor presentation, an overview of school leadership for students with disabilities is presented with a focus on these goals:

- ◆ Review terms related to disability & special education

- ◆ Consider current accountability context for students with disabilities
- ◆ Describe importance of school leaders for all students
- ◆ Introduce dimensions of leadership with a focus on students with disability
- ◆ Provide overview of the next six parts in this CEM
- ◆ Review Professional Standards and their implications for principals as they lead for the success of students with disabilities (PSEL-2015)

#### **Slide 4—Students with Disabilities**

All children living in the U.S. are eligible for a free public school education. Students with disabilities are guaranteed by law to receive a free public school education (FAPE) under the Individuals with Disabilities Act 2004. This guarantee was provided to students and their families in 1975 when Public Law 94-142 was passed. Today the key principles of the law have been authorized under the Individuals with Disabilities Education Act (IDEA, 2004).

Students with disabilities represent a heterogeneous population, with students that have widely varying needs, even within the same exceptionality area. Please take a moment to review Handout 1, which includes a brief definition of each of the 13 disability areas under IDEA. Students may have a range of strengths and needs, with some requiring intensive interventions. It is important for principals to have some knowledge about the characteristics and needs of students in each of these disability areas as a basic level of knowledge will allow leaders to communicate with teachers and parents about the needs of these students. The thirteen areas of disability comprise about 13% percent of all students in schools, however, there are differences among states and districts. There are many sub-areas of disability under these. For example, under other-health impaired, students may be identified with asthma, Attention-Deficit-Hyperactivity Disorder, and cancer, as well as many others).

#### **Slide 5—Not all students with disabilities receive special education**

If a student is identified as having a disability under IDEA, then the school system must provide special education and related services to eligible children with disabilities as they require individualized and specialized instruction.

However, other students not identified as having a disability under IDEA may still need accommodations to learn and these students are protected under Section 504 of the Rehabilitation Act of 1973. These students are potentially a larger group than students with disabilities than those served under IDEA. For example, students with ADHD may be served under IDEA under the category of Other Health Impaired if their disability has a significant impact on their learning. However, not all students with ADHD will qualify under IDEA. Students who do not meet eligibility under IDEA may need accommodation under section 504.

#### **Slide 6—Special Education Basics**

IDEA (2004) provides a legal definition of special education, specifying that special education means specially designed instruction appropriate to the needs of an eligible child. This includes adaptations of the content, methods or delivery of instruction to address unique needs of a child that results from his or her disability. For example, the IEP may include content that is not taught to other students. For example, a student who is blind will likely need instruction in mobility training and a student with an emotional disorder may have specific goals to address their behavior. The methods of instruction may differ as well. For example, a student may need the use of assistive technology to be able to respond if they are non-verbal or a student may need a highly structured reading lesson or alternative materials that may differ from other students.

Students with disabilities also must be provided with physical education and modifications may be needed to assure that they have access to these learning activities.

Special education may also include supplementary services, related services and transition services, which are outlined in the IEP.

### **Slide 7—Special Education Basics (cont.)**

IDEA 2004 requires that students be placed in the least restrictive environment (LRE), meaning that students with disabilities should be educated with their normally-achieving peers. While LRE is the legal term, inclusion is usually used to describe the involvement of students with disabilities in general education settings. A great deal of progress has been made in including students with disabilities in inclusive schools and classrooms. Recent evidence suggests that placement trends for almost two decades show not only an increase in placements in general education settings, but an increase in the percentage of students spending most of the day in these settings (34% in 1990 and 58% in 2007) (McLeskey, Landers, Williamson, & Hoppey, 2012).

Although clearly progress has been made in placing students with disabilities in general education schools and classrooms, defining inclusion as a placement is “problematic since it presumes that changing the location where students receive their education makes them members of their classroom communities” (Friend & Shamberger, 2011). Once students are included in these settings, it is important to make efforts to help students feel a sense of belonging and assure that they have opportunities to achieve.

### **Slide 8—Outcomes for Students with Disabilities**

While we have increased our expectations, data about the long-term outcomes for students with disabilities is not encouraging. To be college and career ready, today’s students must meet rigorous content standards and have technological skills to

thrive in a complex world. However, national data paint a stark picture of poor academic and behavioral outcomes for a growing diversity of learners. For example, students with disabilities are likely to perform lower on state tests, drop out of high school, be unemployed, or work in low-paying jobs (Sanford, Newman, Wagner, Cameto, Knokey, & Shaver, 2011; Thurlow, Quenemoem, & Lazarus, 2012). This data is discouraging, and unfortunately, school and post-school outcomes for these students is not yet where it needs to be.

This slide provides some key points that should help educational leaders understand the need to improve education for students with disabilities.

Students with disabilities have higher dropout rates than other students. Graduation rates for all students with disabilities is about 75%, but only 50% for students with disabilities.

Students with disabilities also have problematic post-school outcomes, as they are less likely to participate in post-secondary education, are under-employed and may not be as socially integrated into their communities. These varied factors all influence the quality of their lives.

A driving force behind accountability is rising expectations and assuring that all students have opportunities to learn, including students with disabilities. In this era of accountability, the gap in performance of students with disabilities as a sub-group of the student population, presents a leadership challenge. Despite alternative accountability approaches, there remains a need for systematic efforts to improve their academic performance.

IDEA requires the primary focus of federal and state monitoring to be on improving educational results and functional outcomes for all children with disabilities. In particular, the law places an emphasis on those requirements that are the most closely related to improving educational and early intervention results for children with disabilities.

### **Slide 9—Where We Want to Be**

What we hope for students with disabilities is what we hope for all of our citizens. Silverstein (2000) discussed that the four key goals of the American Disabilities Act were:

- ◆ Equality of Opportunity
- ◆ Full Participation (Empowerment)
- ◆ Independent Living
- ◆ Economic Self-Sufficiency

Ann Turnbull discussed the importance of having “*Enviably lives*” or productive lives and inclusivity over the lifespan. Education is critical for students with disabilities if they are to eventually meet these four goals.

### **Slide 10—Equitable Outcomes**

The long-term goals outlined in the prior slide require that schools respond in ways that promote equitable outcomes for students with disabilities. A question important for leaders is how can we help students with disabilities achieve in our schools so they can achieve positive life outcomes? Leaders work within their schools to (McLaughlin, Krezmien, Zablocki, & Miceli, 2007):

Improve academic achievement, social competence, and self-sufficiency.

Promote access to productive adulthood through education, career readiness, employment, & independent living opportunities.

Over time, we should see improved achievement scores, higher graduation rates, and better post-secondary opportunities for students with disabilities.

### **Slide 11—Accountability Context & Students with Disabilities**

Students with disabilities must have opportunities to achieve the same standards as all students. This expectation is consistent with both Every Student Succeeds Act (2016) and IDEA 2004. This means that every student with a disability needs to be taught the general education curriculum. These standards may be the Common Core State Standards [CCSS] or other standards used by the state. The opportunity to achieve the same standards and participate in the same assessment system is also consistent with our democratic values to give every child an opportunity to learn. At the same time, students with disabilities represent a diverse population; with some basically progressing well, while others face greater impediments to their learning. Sometimes there are tensions between the expectations to teach to the same standards of all students and still meeting students’ individual needs. It is important to remember that students with disabilities are entitled to individual consideration in methods, content and content, methodology, or delivery of instruction as well as related services and assistive technology necessary to achieve their goals. For example, they may need special tools for learning, such as augmentative communication devices and other technologies and it is up to the school and district to assure that these are available.

Students with disabilities also participate in the same assessment system as students without disabilities. Therefore the vast majority of students with disabilities take the same assessments that are required of all students. However, it is important to note that a very small percentage of students with disabilities (e.g., those with significant cognitive disabilities) may take alternative assessments and these are described in their individualized education programs (IEP). It is important



to emphasize that these alternative assessments still address the same grade-level standards expected of all students, but these assessments vary in terms of at breadth, depth, and complexity (National Center on Educational Outcomes, 2013).

The performance of students with disabilities is disaggregated and this data about their performance let's educators know how students with disabilities are doing and allows them to strategically plan to improve the education of these students.

A challenge for leadership is to address the low expectations that have been a longstanding problem for students with disabilities and gain the commitment of all in the school to help put instructional programs in place that address the needs of these students.

**Slide 12—We need to “clarify how key stakeholders define the word ‘ALL’ in ‘success for all.’**

In addition to the expectations that students with disabilities will meet the same content standards as their peers without disabilities, students with disabilities are increasingly being educated in general education classrooms. Thurlow and colleagues (2012) stated we need to “clarify how key stakeholders define the word ‘ALL’ in ‘success for all.’ Sometimes these beliefs are not consistent with a truly inclusive system, and that affects all actions and outcomes” (p. 11).

Improving educational opportunities and improved quality of life for students with disabilities requires that both special education and general education work together to address the challenge of helping students with a range of needs success in (Boscardin & Lashley, 2012). Principals are key leaders and have an important impact on what happens for students with disabilities in in inclusive schools.

**Slide 13—Video: Principals Leading for All Students**

In this brief five minute video, watch how three Houston principals are leading the charge to ensure that every child on their campus has equity in access to high-quality educational programs and instruction. As you watch this video and identify key activities\_of principals in supporting students with disabilities.

After the video, I am going to ask you to share key activities they engaged in and phrases that they used that emphasize their roles in supporting students with disabilities.

*Start video*

[http://www.youtube.com/watch?v=0TJRg1\\_vEAc](http://www.youtube.com/watch?v=0TJRg1_vEAc) 4.40 min

*Stop video*

What did you observe?

*Preferably, record key ideas on a white board or large piece of paper and share ideas below if not identified by students.*

The importance of making sure the school community understand what special education is all about

Principal is involved and knows the kids

Makes it clear that students belong

High expectations and learning for all students

Making sure students with disabilities are educated to the maximum extent possible

Important to do “way more than compliance”

Systems are important for collaboration

### **Slide 14—Leadership for Students with Disabilities**

### **Slide 15—Promoting Collective Responsibility for Student Learning**

The last part of this introduction to school leadership we provide an overview of the content of the next six anchor presentations so you will see the big picture of the CEM. In the six subsequent sessions, we will review each of the areas on this slide in more detail. For example, the next two CEM powerpoints address understanding inclusion and facilitating an inclusive culture. Next we address principal activities in providing instructional leadership for all students, including students with disabilities. We also address the topic of facilitating collaboration and involving parents of students with disabilities in the school. The last powerpoint addresses the role of district leadership in supporting students with disabilities. All of these activities take place concurrently across district and schools with the goal of fostering positive and academic life outcomes for students with disabilities. These key ideas were drawn from IDEA, research and logic. Although these ideas apply to schools in general, we focus on leadership to address the unique needs of students with disabilities.

### **Slide 16—1. Facilitates an inclusive culture**

The first key dimension for leading for special education is to create an environment where all feel welcomed and are included. This includes students with disabilities, their parents and their teachers and related services personnel. In an ideal setting, students with disabilities and their families are welcome like any other student and their questions and concerns are addressed as well. In an inclusive culture, special and general education teachers are see their roles in teaching students with disabilities, with as little separation as possible. Students with disabilities also participate in the same ways that other students participate, by participating in assemblies, special events, extracurricular activities, etc. These students participate fully in all aspects of school life, including extracurricular activities and the school

and they are given the supports that they need to succeed academically, behaviorally, socially and personally.

### **Slide 17—Example**

This quote illustrates the Impact the principal can have in a school from the perspective of a special educator. Principals are key in how others in the school see inclusion—they may influence whether others see inclusion in a positive or a negative light.

### **Slide 18—2. Provides instructional leadership**

A key responsibility is providing instructional leadership that supports all teachers and learners. Principals work to create safe and orderly schools through clear discipline policies. They send a clear message that it is the responsibility of staff to make sure that all students have the best possible opportunities to work toward and achieve the state standards set for all students.

Principals are also in the position to emphasize the importance of a quality education, the efficient use of instructional time as well as evidence-based practices—those educational practices that have been shown by research to make a difference in the learning of students.

One way that principals can assure that all students are having their needs met is to create multi-tiered systems of support. These school-wide (sometimes district or state-wide systems) can be used to identify students who are not responding well to clear behavioral and academic expectations, by monitoring progress, differentiating instruction, and providing additional supports to students who need it. In the instructional leadership session, we will provide more detail about these systems.

### **Slide 19—Example**

In this example, we note that role of the principal in helping teachers use data to make instructional decisions across curricular areas. *Read example.*  
In a future part of this CEM we will study an example in more detail.

### **Slide 20—3. Supports teaching effectiveness**

Principals also have responsibilities in working to create the contexts that support effective teaching and student learning. Teachers need opportunities to teach without minimal interruptions, schedules that allow for teacher collaboration and learning, appropriate curricular and instructional materials, and technology supports. Principals have important roles in facilitating the conditions that support special educators' work. They need to work with special educators to clarify their roles and work to create schedules that allow them to teach and work effectively with others. Principals also work with central office to make sure that teachers have

appropriate curricular supports and that learning sequences are aligned within and across grades as well as assure that teachers have appropriate materials, resources and technology. Efficient data-systems allow all in the school to assess how students are doing and to use this data in planning instruction. Finally, it is essential that teachers and staff have opportunities to learn that is designed to increase student learning and achievement.

### **Slide 21—Examples**

All teachers need opportunities to teach, however, special education teachers have unique challenges. Here are five areas that negatively impact teachers' work.

Planning before the school year begins can help with creating teaching and collaboration schedules that support teachers' work. We will discuss solutions later in this CEM.

### **Slide 22—4. Facilitates collaboration**

In the earlier example at Hawk's Nest, teachers work together analyzing data and designing interventions for students and then monitoring how they do. Special educators are part of this collaboration as well and supporting general and special education teacher collaboration sends the message that all involved are part of planning for students with disabilities. More specifically, principals support special and general educator collaboration by structuring time, schedules, resources for planning and co-teaching. Often planning prior to the start of school is necessary to assure that time for collaboration and co-teaching are built into the schedule. By focusing on collaboration that supports student learning, principals help to create a culture focused on student learning.

### **Slide 23—Example**

In this example, a special educator discusses the importance of principal support for collaboration. *Read quote.*

### **Slide 24—Examples**

Planning for collaboration includes considering the specific activities that general and special education teachers play in supporting students with disabilities. Here are examples of collaborative work both in and out of class. *Read or paraphrase slide content.* Later in this CEM, more will be provided on how principals can support collaboration.

### **Slide 25—5. Involves parents & community**

Unfortunately, some administrators and parents of students with disabilities end up in disputes over aspects of their child's IEP or program. An effective way to work

effectively with parents and avoid in disputes is beginning your relationship with them by welcoming them and their child to the school, to get to know their child and their needs by sitting in IEP meetings, and to listen to their perspectives. Incorporating varied cultures into schools also provides a welcoming environment for students and families from diverse backgrounds.

Leaders also need to have knowledge about parent rights in special education, for example, assuring their participations in decisions affecting their child. Leaders can also encourage teachers to provide opportunities for parents to be engaged and support their child's learning.

### **Slide 26—Example**

Blue-Banning and colleagues did a study of parents of students with disabilities and here is a quote from a parent in this study. *Reading quote.*

### **Slide 27—PSEL (2015) Standards**

The Professional Standards for Educational Leaders, from here on referred to as the PSEL standards, were approved by the National Policy Board for Educational Administration (NPBEA). These replaced the earlier ISLLC standards. These new standards are “recast with a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21<sup>st</sup> century” (National Policy Board for Educational Administration, 2015, p. 2). The ten standards “reflect interdependent domains, qualities and values of leadership work” (p. 3) and are relevant to all levels of educational leadership. However, “the specific leadership activities that follow each Standard are cast more toward school-level leadership than district-level leadership” (p. 2).

### **Slide 28—PSEL 2015 Guidance Document**

There is also a guidance document for states, districts, and schools to use that relate each of the ten PSEL standards to principal leadership. This separate guidance document, *PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities* was developed by the Council for Chief State School Officers (CCSSO), CEEDAR and key stakeholders) to provide a foundation for principals as they exercise leadership on behalf of students with disabilities. The accompanying guidance document makes explicit connections between each PSEL standard, interpreting how that standard is relevant to leading for the success of students with disabilities.

### **Slide 29—Crosswalk Partner Activity**

*This activity takes approximately 40 minutes if time limits are followed.*

The purpose of this activity is to become familiar with the PSEL 2015 standards and what

these standards mean for principals as they lead for the success of students with disabilities. Please select a partner (*or a small group of 3 if there are more than 20 students or individual students in there are less than ten*) to study one standard in detail. Handout 2 provides a crosswalk between the ten PSEL standards and the guidance document (*distribute handout 2*).

On this slide, I summarized the directions which I will review now.

First review handout 2 showing the relationship between your assigned PSEL-15 standard and the guidance document elaborations. The first column has the PSEL standard and the second column has the guidance document interpretation for principals as they lead to address the needs of students with disabilities in their schools. Use the third column to record any key points you would like to make about your standard and you can also use it to take notes about the others as each group presents.

Next review both of the original documents in your folder. (*These are resources 1 and 2 and students can also pull these up online by using the google phrases PSEL 2015 and PSEL 2015 students with disabilities*). Remember you are just studying one standard and you have 15 minutes to review all of the information about your standard from both of the documents. After 12 minutes, I will let you know that you have three minutes to decide what you want to share with the group. You will have 2 minutes to share with the class.

*After the 15 minutes, begin having each group share what they learned and time each group to stay on schedule and record observations that you have to share at the end of the activity.*

We will now hear about Standard 1, Standard 2, etc.

*After the groups share, share notes your made during the presentation.*

### **Slide 30—Which of the five dimensions of leadership do you see included in this video?**

Please review this two-minute video as a wrap up to the session this evening and identify examples of leadership dimensions that reinforced what we discussed in this session. After the video, I will ask each of you to share one key thing that you learned about leadership for students with disabilities from this session.

### **References**

- Billingsley, B., McLeskey, J., & Crockett, J. B. (2014). Principal leadership: Moving toward inclusive and high-achieving schools for students with disabilities (Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:  
<http://cedar.education.ufl.edu/tools/innovation-configurations/>
- Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children, 70*(2), 167-184.

- Boscardin, M. L., & Lashley, C. (2012). Expanding the leadership framework: An alternate view of professional standards. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership and administration for special education* (pp. 37-51). New York, NY: Routledge.
- Council of Chief State School Officers, & Collaboration for Effective Educator Evaluation, Development, and Reform. (2017). PSEL 2015 and promoting principal leadership for the success of students with disabilities. Retrieved on March 17, 2017 from <http://www.ccsso.org/Documents/2017/PSELforSWDs01252017.pdf>
- Council for Chief State School Officers & National Policy Board for Educational Administration (2015). Draft national educational leadership preparation (NELP) standards for building level leaders. Retrieved on February 23, 2017 from <http://www.ucea.org/2016/05/01/comment-on-the-new-nelp-standards-for-leadership-preparation-today/>Council for Exceptional Children (2012). Advanced Preparation Standards with Elaborations (NCATE approved 2012), [www.cec.sped.org](http://www.cec.sped.org).
- Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement*, IRIS Module, Retrieved from <http://iris.peabody.vanderbilt.edu/module/esp/>
- Friend, M., & Shamberger, C. (2011). Inclusion. In T. L. Good (Ed.), *Twenty-first century education: A reference handbook* (Volume II, Part XI, Ch. 64; p. 124-131). Thousand Oaks, CA: Sage.
- Hitt, D.H. & Tucker, P.D. (2016). Systematic review of key leader practices found to influence student achievement: A unified framework. *Review of Educational Research*, 88(2), 531-569.
- Hoppey, D. & McLeskey, J. (2013). A case study of principal leadership in an effective inclusive school. *The Journal of Special Education*, 46(4), 245-256.
- Individuals and Disabilities Education Improvement Act (IDEA) (2004). Public Law 108-446 (2004). Retrieved from <http://idea.ed.gov/download/statute.html>.
- Louis, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Investigating the links to improved student learning: Final report of research findings*. Minneapolis: University of Minnesota.
- McLaughlin, M.J., Krezmien, M., Zablocki, M. & Miceli, M. (December, 2007). *The education of children with disabilities and interpretations of equity: A review of policy and research*. DRAFT. Paper developed for The Campaign for Educational Equity, Teachers College, Columbia University: New York, NY.

- McLeskey, J., Landers, E., Williamson, P., & Hoppey, D. (2012). Are we moving toward educating students with disabilities in less restrictive settings? *Journal of Special Education, 46*(3), 131-140. doi:10.1177/0022466910376670
- McLeskey, J., Rosenberg, M., & Westling, D. (2013). *Inclusion: Effective practices for all students*. Boston: Pearson Education.
- National Center on Educational Outcomes. (2013). Alternate assessments for students with disabilities. Retrieved from <http://www.cehd.umn.edu/nceo/topicareas/alternateassessments/altassesstopic.htm>
- National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders*. Reston, VA: Author.
- Sanford, C., Newman, L., Wagner, M., Cameto, R., Knokey, A. M., & Shaver, D. (2011). *The Post-High School Outcomes of Young Adults With Disabilities up to 6 Years After High School. Key Findings From the National Longitudinal Transition Study-2 (NLTS2)* (NCSE 2011-3004). Menlo Park, CA: SRI International.
- Silverstein, R. (2000). Emerging disability policy framework: A guidepost for analyzing public policy. *Iowa Law Review, 55*(5), 1757-1784.
- Thurlow, M. L., & Johnson, D. R. (2011). [\*The high school dropout dilemma and special education students\*](#). Report #18. Santa Barbara, CA: UC Santa Barbara, California Dropout Research Project. Retrieved from [http://www.cdrp.ucsb.edu/pubs\\_reports.htm](http://www.cdrp.ucsb.edu/pubs_reports.htm)
- Thurlow, M. L., Quenemoem, R. F., & Lazarus, S. S. (2012). Leadership for student performance in an era of accountability. In Crockett, J. B., Billingsley, B. S., & Boscardin, M. L. (Eds.), *Handbook of Leadership and Administration for Special Education* (pp. 3-16). New York, NY: Taylor & Francis.
- Turnbull, A. Envious Lives. <https://www.youtube.com/watch?v=yTlaHW1lyTo>
- York-Barr, J., Sommerness, J., Duke, K. & Ghere, G. (2005). Special educators in inclusive education programmes: reframing their work as teacher leadership. *International Journal of Inclusive Education, 2*(2), 193-215.