

A photograph of a smiling female teacher with long blonde hair, wearing a grey sweater over a white collared shirt, sitting on the floor and clapping her hands. She is surrounded by a group of diverse young students, including a girl with pigtails, a boy in a hoodie, and a boy in a plaid shirt, who are also sitting on the floor and clapping. They are in a library with bookshelves filled with books in the background. The entire image has a blue tint.

EVERY

STUDENT



CEEDAR
CENTER



**PREPARING PRINCIPALS TO DEVELOP AND SUPPORT
EFFECTIVE INCLUSIVE SCHOOLS FOR ALL STUDENTS**

PARTICIPANTS

- ✧ Jim Berry, Eastern Michigan U.
- ✧ James McLeskey, U. of Florida & CEEDAR Center
- ✧ Sheryl Cowart Moss, Georgia State University
- ✧ James Paul, Council of Chief State School Officers (CCSSO)



OVERALL PURPOSE

- Highlight initiatives that address the preparation of principals to support all students in effective inclusive schools



TOPICS ADDRESSED

- Describe CEEDAR's work related to leadership preparation
- Describe Georgia/CEEDAR work to improve leadership preparation
- Describe CCSSO's work on supporting inclusive principal leadership



LEADERSHIP PREPARATION FOR EFFECTIVE INCLUSIVE SCHOOLS

- CEDAR Center—who we are, what we do
- Resources related to inclusive principal leadership
- Work with states

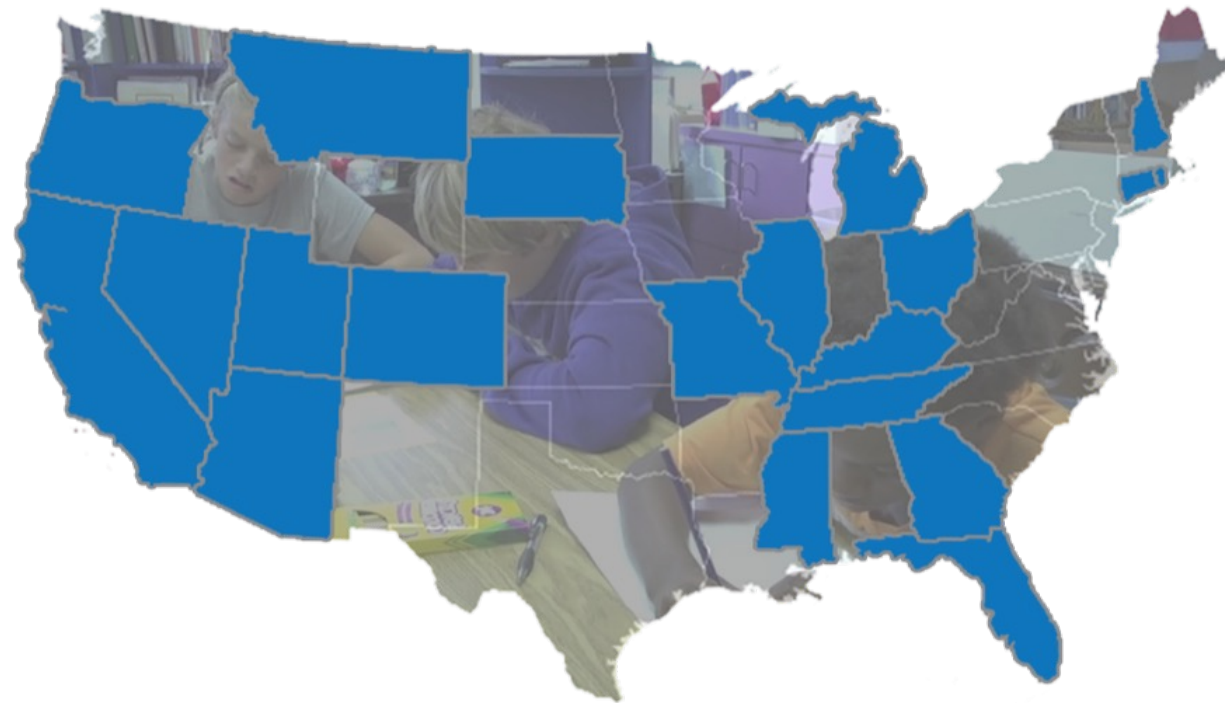


CEEDAR CENTER

- Mission: To create ***aligned*** professional learning systems that provide teachers and leaders effective ***opportunities to learn*** how to improve and support core and specialized instruction **in inclusive settings that enables** students with disabilities **to achieve** college and career readiness standards



CEDAR STATES



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)



LEADERSHIP PREPARATION AT PRESENT

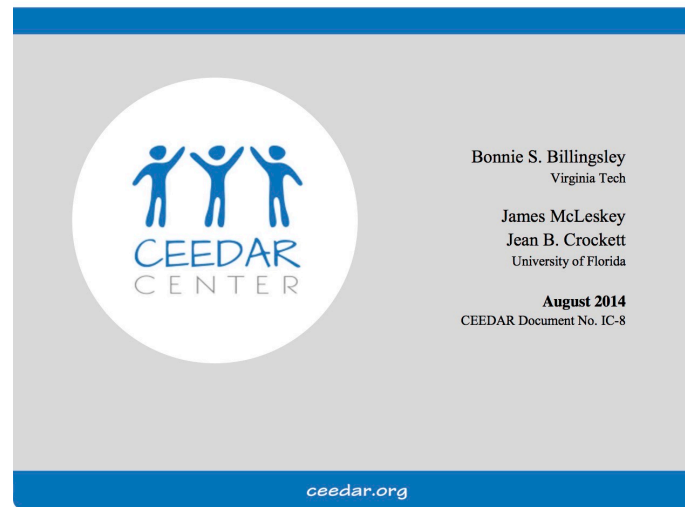
- Focuses mostly on compliance
- Very limited focus on other issues related to students with disabilities, inclusion, and improving outcomes



INNOVATION CONFIGURATION

Innovation Configuration

Principal Leadership:
Moving Toward Inclusive and
High-Achieving Schools for
Students With Disabilities



LEADERSHIP PREPARATION FOR EFFECTIVE INCLUSIVE SCHOOLS

1. Building a shared vision and core values that includes all students
2. Developing a community of professional learning built on collaboration
3. Cultivating a community of support for all students
4. Providing instructional leadership



COURSE ENHANCEMENT MODULE

- **School Leadership for Students with Disabilities**
- Find this information at
<http://cedar.education.ufl.edu/cems/leadership/>



COURSE ENHANCEMENT MODULES

[HTTP://CEDAR.EDUCATION.UFL.EDU/CEMS/LEADERSHIP](http://cedar.education.ufl.edu/cems/leadership)



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School Leadership for Students With Disabilities



SCHOOL LEADERSHIP FOR STUDENTS WITH DISABILITIES

CEM Overview



CEM NAVIGATION

Use this menu to navigate to other parts within this CEM

[Overview](#) [Learning Resources](#) [Multimedia](#) [Course and PD Outlines](#) [References and Resources](#) [How to Use](#)



CEM TOPICS

- Part 1: School Leadership for Students with Disabilities
- Part 2: What is Inclusion and Why is it Important?
- Part 3: The Principal's Role in Developing Effective Inclusive Schools
- Part 4: Instructional Leadership for Students with Disabilities



CEM TOPICS (CONT.)

- Part 5: Facilitating Collaboration
- Part 6: Partnering with Parents: Ensuring Successful Outcomes for Students with Disabilities
- Part 7: District Support for School Leaders



CEM COMPONENTS

- Instructor's Guide
- Anchor Presentation (PPT)
- Speaker Notes
- Activities
- Handouts
- Resources (e.g., links to videos)
- References



LEADERSHIP PREPARATION FOR EFFECTIVE INCLUSIVE SCHOOLS

- CEEDAR Center is working with leadership preparation programs in several states
- For example, creating online modules to support instruction across all leadership programs in Oregon (ORPEA)
- Another CEEDAR state engaged in notable work related to inclusive principal leadership--Georgia



LEADERSHIP PREPARATION FOR EFFECTIVE INCLUSIVE SCHOOLS

- Sheryl Cowart Moss from Georgia State University
 - Example of CEEDAR work related to leadership preparation in Georgia



GEORGIA'S VISION

- ✦ Teacher/Leader Preparation
- ✦ Certification/Licensure
- ✦ Program Evaluation



GEORGIA'S CONTEXT



- Six Universities (all public: CEEDAR Cohort II in 2017)
- Georgia Professional Standards Commission
- Georgia Department of Education
- University System Board of Regents
- University System Dean's Conference
- Georgia Induction Summit
- Professional Organizations (GAEL, GELFA)
- P-20 Collaboratives



GEORGIA'S CONCEPTUAL FRAMEWORK



CEEDAR support for review, revisions, and results





KEY AREAS OF INTEREST

Classroom Management &
Community Building

- ✧ Culturally Responsive
Pedagogy
- ✧ Technology
- ✧ Assessment
- ✧ Reading/Academic
Language
- ✧ Universal Design for
Learning

CEEDAR SUPPORT

- ✧ Align KEY AREAS of interest with
CEEDAR modules
- ✧ Access CEEDAR resources
 - IC'S
 - CEMS



CEEDAR RESOURCES SUPPORTED:

Development of “job-ready”
capstone/induction plan

Restructuring of signature courses



“JOB-READY CAPSTONE”

- Professional Learning Plan/Induction (PLP)
- Aligned with induction level requirements/State policies
- Frames feedback and coaching throughout program



RESTRUCTURING SIGNATURE COURSES

CEEDAR Tools:

- *Content enhancement modules
- *NIC syllabus reviews



RESTRUCTURING SIGNATURE COURSES

- Emerging Themes

1. Relevance of content and need for an inclusive focus
2. Need for a common language
3. Need to move beyond legalities
4. Need to equip leaders to support induction level teachers and inclusive student assessment

- Alignment Needs

1. High Leverage Practices
2. Changes in certification across college
3. Eliminate “the course” and embed content in all courses
4. Incorporate NCIPL resources



GEORGIA'S ACCOMPLISHMENTS

- Induction/ PLP Plan (Capstone)
- Syllabi Review by Educator Preparation Programs (EPP)
- EPP Program and Course Revisions
- Alignment and Communication of the Work
- Technical Assistance Modules to Support GaPSC and EPPs in Data Usage
- Mentoring for inclusive leadership development through the state Ed Leadership Faculty Association (GELFA)



GEORGIA'S COHORT II

- Dedicated mentors
- Monthly webinars
- Intensive support



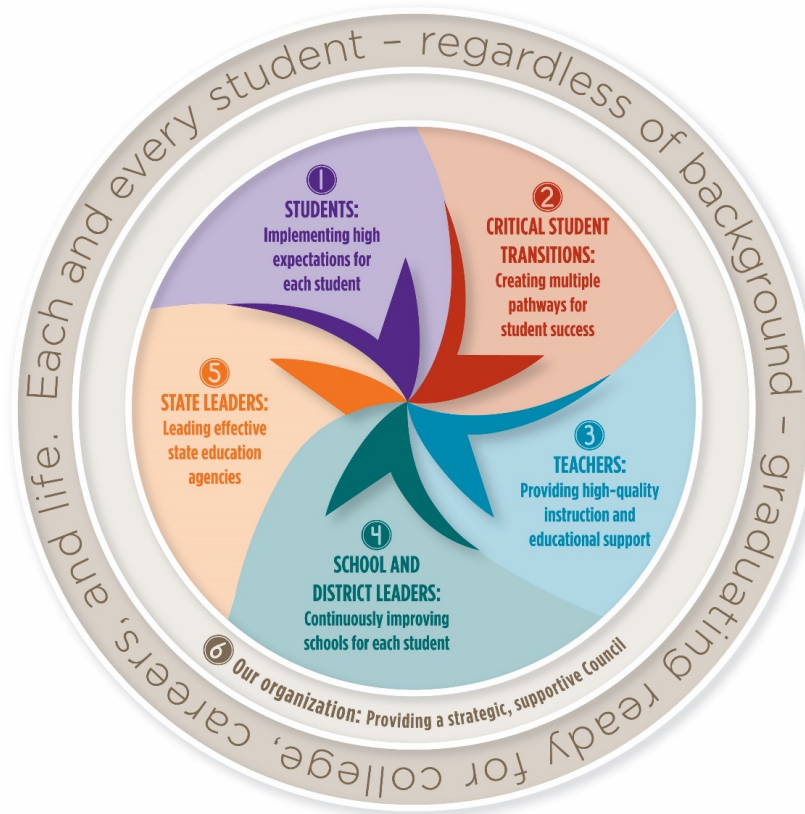
WHERE ARE WE HEADED IN GEORGIA?

- ✧ Documenting changes
- ✧ Sharing our work with others (State Stakeholders, Cohort II, and Cohort III)
- ✧ Maintaining momentum while scaling up
- ✧ Developing a formalized mentoring program for our state
- ✧ Targeted training for policy makers, part-time instructors, P-20 partners
- ✧ Branding and empowering the state leadership team
- ✧ Inclusion of non-traditional preparation programs for Cohort III



THANK YOU

Overview of CCSSO's 2017-2020 Strategic Plan



Strategy 1.2: Ensure Each Student Benefits from CCR Expectations



- ⌘ Support English learners (ELs) and students with disabilities (SWDs) to meet college- and career-ready standards through equitable access to rigorous courses, high-quality instruction, and appropriate supports.

Leading for Equity: Where We've Been

- ⌘ In February 2017, Aspen Institute Education & Society Program and CCSSO released *Leading for Equity*, a series of commitments to help state education chiefs take action to achieve **educational equity**
- ⌘ ***Educational Equity means*** that every student has access to the resources and educational rigor they need, at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

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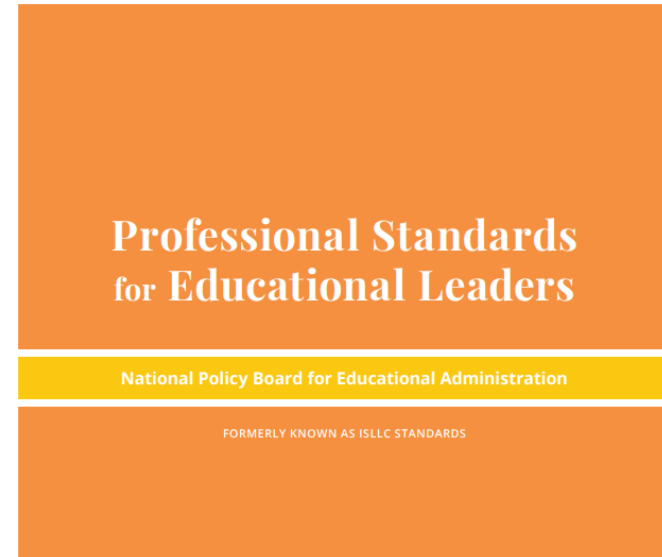
Leading for Equity: Opportunities for State Education Chiefs

THE ASPEN INSTITUTE
EDUCATION & SOCIETY PROGRAM

CCSSO
Council of Chief State School Officers

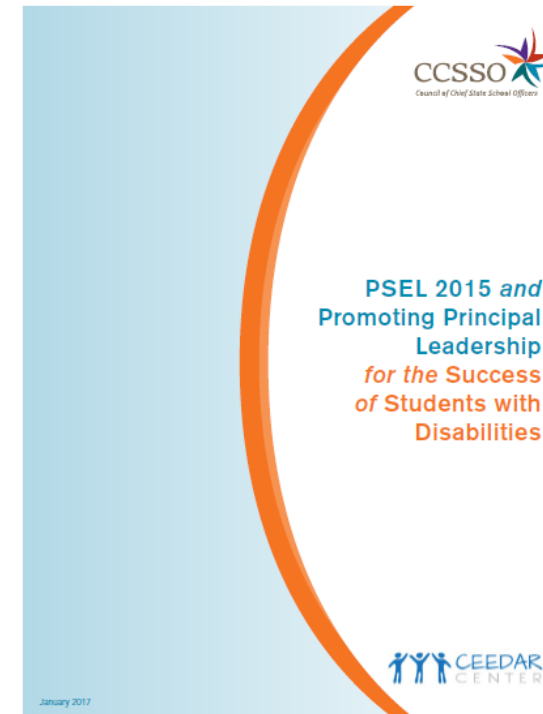
Inclusive Principal Leadership: Where We've Been

- ⌘ In 2015, the National Policy Board for Educational Administration (NPBEA) released the Professional Standards for Educational Leaders (PSEL)
 - PSEL better reflects the role of leaders today, both as building managers and instructional leaders who advance learning for an increasingly diverse group of students
- ⌘ CCSSO worked with NPBEA and educational leaders in the field to update the standards



Inclusive Principal Leadership: Where We've Been

- ⌘ In January 2017, CCSSO and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center released a supplementary guidance document for students with learning differences
 - Developed by an Advisory Group of principals, leaders from state and local education agencies, the higher education community, and professional associations
- ⌘ Outlines **key steps every state can take** to ensure all school **principals** are **prepared and supported** to lead learning environments that meet the needs of students with disabilities and others who struggle to learn in school



NCIPL: Where We Are

To develop this guide, CCSSO convened the National Collaborative on Inclusive Principal Leadership (NCIPL), a diverse alliance that includes the following principal associations, member organizations, technical assistance centers, researchers, educator preparation programs, and nonprofits:

- American Association of Colleges of Teacher Education
- CAST (formerly known as the Center for Applied Special Technology)
- Center on Great Teachers and Leaders, American Institutes for Research
- Center on Innovations in Learning
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center
- Council for the Accreditation of Educator Preparation
- Council of Administrators of Special Education
- Council of Chief State School Officers
- International Council of Professors of Educational Leadership
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Association of State Directors of Special Education
- National Center for Learning Disabilities
- National Center for Systemic Improvement, WestEd
- National Center for Special Education in Charter Schools
- National Implementation Research Network
- New Leaders
- New Teacher Center
- Relay Graduate School of Education
- Schoolwide Integrated Framework for Transformation Center
- SPAN Parent Advocacy Network
- University Council for Educational Administration

NCIPL: Where We Are

We released *Supporting Inclusive Schools for the Success of Each Child!*

(<https://ccssoinclusiveprincipalsguide.org>)



NCIPL: Where We Are

⌘ *Supporting Inclusive Principal Leadership for the Success of Each Child* contains 8 key strategies to support states in integrating inclusive principal leadership in policy and practice:

- Strategy 1: Set a Vision and Plan for Inclusive Principal Leadership
- Strategy 2: Cultivate Coherence and Collaboration
- Strategy 3: Transform Principal Preparation and Licensure
- Strategy 4: Promote Principal Development on Inclusive Practices
- Strategy 5: Provide Targeted Supports to Districts and Schools
- Strategy 6: Connect School Improvement and Principal Development Initiatives
- Strategy 7: Meaningfully Engage Stakeholders as Partners in the Work
- Strategy 8: Adopt Processes and Supports for Continuous Improvement

Strategy 3: Transform Principal Preparation and Licensure

- ⌘ Analyze assessments used for licensure and program approval to ensure they address the knowledge, skills, and dispositions inclusive school leaders need, and ensure district capacity for data collection around principal preparation efficacy in inclusive schools
- ⌘ Create or adapt leadership performance assessments to ensure they address the degree to which leaders foster productive collaboration among special education teachers, general education teachers, and related service providers
- ⌘ Establish and/or implement principal preparation program approval processes and standards/criteria that include the content, coursework, and the length and quality of field experiences necessary for effective inclusive principal leadership
- ⌘ Use the standards for school leader preparation programs such as the National Educational Leadership Preparation (NELP) Standards, which are aligned to the PSEL 2015 standards, to update program approval processes
- ⌘ Review CAEP requirements to determine if requiring that the leadership programs approved to operate in your state earn national accreditation will advance inclusive leadership practices

Related Resources

Strategy 3: Transform Principal Preparation and Licensure

- ⌘ [Course Enhancement Module: School Leadership for Students with Disabilities](#) can inform the integration of inclusive principal leadership practices into principal preparation program review and approval as well as principal licensure and certification.
- ⌘ [Innovation Configuration: Principal Leadership – Moving toward Inclusive and High-Achieving Schools for Students with Disabilities](#) can guide states' efforts to reform principal preparation programs to focus on preparing principals to lead inclusive and high-achieving schools for the success of students with disabilities.
- ⌘ [Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners](#) can be used by state leaders to ensure that their principal preparation programs prepare leaders to work effectively with all learners through reforms to program review and approval, licensure and certification, and data collection, analysis, and reporting.
- ⌘ [SEP³ Toolkit – State Evaluation of Principal Preparation Programs](#) can help states assess the extent to which state leaders have prioritized school leadership—especially school leader preparation—and the extent to which the state education agency is positioned as a resource to local education agencies.

NCIPL: Where We're Going

- ⌘ CCSSO is committed to providing short- and longer-term support to states, in partnership with the CEEDAR Center, focused on developing school principals who are well-prepared and supported to lead inclusive environments that meet the needs of students with disabilities
 - To support states in building upon, deepening, and refining current work on school leadership to have a greater focus on inclusive leadership practices

QUESTIONS OR COMMENTS?



CONTACTS

- Jim Berry, Eastern Michigan University, jberry@emich.edu
- James McLeskey, CEEDAR Center & University of Florida
mcleskey@ufl.edu
- Sheryl Cowart Moss, Georgia State University, smoss13@gsu.edu
- James Paul, CCSSO, James.Paul@ccsso.org



REFERENCES

- Billingsley, B., McLeskey, J., & Crockett, J. (2017). *Principal Leadership: Moving Toward Inclusive and High-Achieving Schools for Students with Disabilities*. Gainesville, FL: CEEDAR Center.
<http://cedar.education.ufl.edu/wp-content/uploads/2017/12/Principal-Leadership-IC-2017-Revision.pdf>
- CCSSO & CEEDAR Center (2017). *PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities*. Available at <https://cedar.education.ufl.edu/portfolio/pse1-2015-and-promoting-school-leadership-for-students-with-disabilities/>.



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