Inclusive Leadership with Intention:
An Embedded Model of HLP Integration

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After this presentation participants will be able to:

1. Identify Several HLPs from the Four Domains that can be used as topics within K-12 Professional Learning Communities (school meeting, etc.)
2. Make connections from several HLPs to their own leadership practice to model inclusive leadership for the larger school community.
3. Use several HLPs as connection points to scaffold mentoring and coaching initiatives

What do you think school leaders feel the least prepared for?

Inclusive Leaders

- School leaders often do not feel equipped to support teachers who work with students with diverse learning needs

- Preparation for school leaders focuses more on law and procedures than how to address the instructional and behavioral/social needs of students with disabilities

- Principals play a critical role in the development of effective inclusive schools

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CEEDAR Overview

- National technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs

- Develops collaborative networks between state education agencies (SEAs), institutes of higher education (IHEs), and local education agencies (LEAs) to ensure effective teachers and leaders for each student.

- Resources available at CEEDAR.ORG

CEEDAR Mission

To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).

Goal 1: Increase IHE capacity, in collaboration with SEA and LEAs, to offer high-quality instruction for teacher and leader candidates.

	General Education		Special Education		Education Leadership	
	Previous or Current Efforts	Future Commitment	Previous or Current Efforts	Future Commitment	Previous or Current Efforts	Future Commitment
Incorporation of high-quality instructional practices (e.g., evidence-based practices, high leverage practices, inclusive leadership practices)	☐	☐	☐	☐	☐	☐
High quality-field experiences	☐	☐	☐	☐	☐	☐
Virtual and hybrid pedagogy	☐	☐	☐	☐	☐	☐
Culturally and linguistically responsive practices	☐	☐	☐	☐	☐	☐
Alignment of programs with certification and program approval standards	☐	☐	☐	☐	☐	☐

High-Leverage Practices in Special Education

Domain Collaboration	Domain Assessment	Domain Social/Emotional and Behavioral Support	Domain Instruction
1.Collaborate with professionals to increase student success	4.Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs	7. Establish a consistent, organized, and respectful learning environment	11. Identify and prioritize long- and short-term learning goals 12.Systematically design instruction toward a specific goal 13. Adapt curriculum tasks and materials for specific learning goals 14.Teach cognitive and metacognitive strategies to support learning and independence
2.Organize and facilitate effective meetings with professionals and families	5.Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs	8. Provide positive and constructive feedback to guide students' learning and behavior	15.Provide scaffolded supports Resources: 16.Use explicit instruction 17.Use flexible grouping 18.Use strategies to promote active student engagement 19.Use assistive and instructional technologies
3.Collaborate with families to support student learning and secure needed services	6.Use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes	9.Teach social behaviors 10.Conduct functional behavioral assessments to develop individual student behavior support plans	20.Provide intensive instruction 21.Teach students to maintain and generalize new learning across time and settings 22.Provide positive and constructive feedback to guide students' learning and behavior

Context

Florida

Mississippi

Connecting the HLPs with State/School District Initiatives

Alachua County Public Schools System-School Administrator Evaluation System Proficiency Area Decision Making-Indicator 6.2 Problem Solving.	HLP Domain-Collaboration
the Alachua County Public Schools System-School Administrator Evaluation System Proficiency Area 5. Learning Environment-5.4 Achievement Gaps.	HLP Domain-Assessment
Alachua County Public Schools System-School Administrator Evaluation System-Proficiency Area 5. Learning Environment-Indicator 5.1- Student Centered	HLP-Domain-Social Emotional Behavioral Practices
Alachua County Public Schools System-School Administrator Evaluation System-Proficiency Area 5. Learning Environment-Indicator 5.1- Student Centered, 5.2-Success Oriented	HLP-Domain-Instruction

Alachua County Public Schools System-School Administrator Evaluation System-Proficiency Area 5. Learning Environment- Indicator 5.1- Student Centered	HLP-Domain-Social Emotional Behavioral Practices

- The information presented today can be incorporated within your school building/school district Professional Learning Communities!
- The Professional Learning Community meetings can center around High-Leverage Practices.

Important Message!

Moving Towards a Thriving Learning Community

Culturally relevant teachers appreciate the value of having a community of learners and student social interaction which has a positive impact on academic and behavioral outcomes (Ladson-Billings, 1992).

High Leverage Practices

High Leverage Practices are designed to improve student learning across content areas, grade levels, and student abilities and disabilities. High Leverage Practices can be used to teach evidence-based practices within a Multi-Tiered System of Supports (McLeskey et al., 2017).
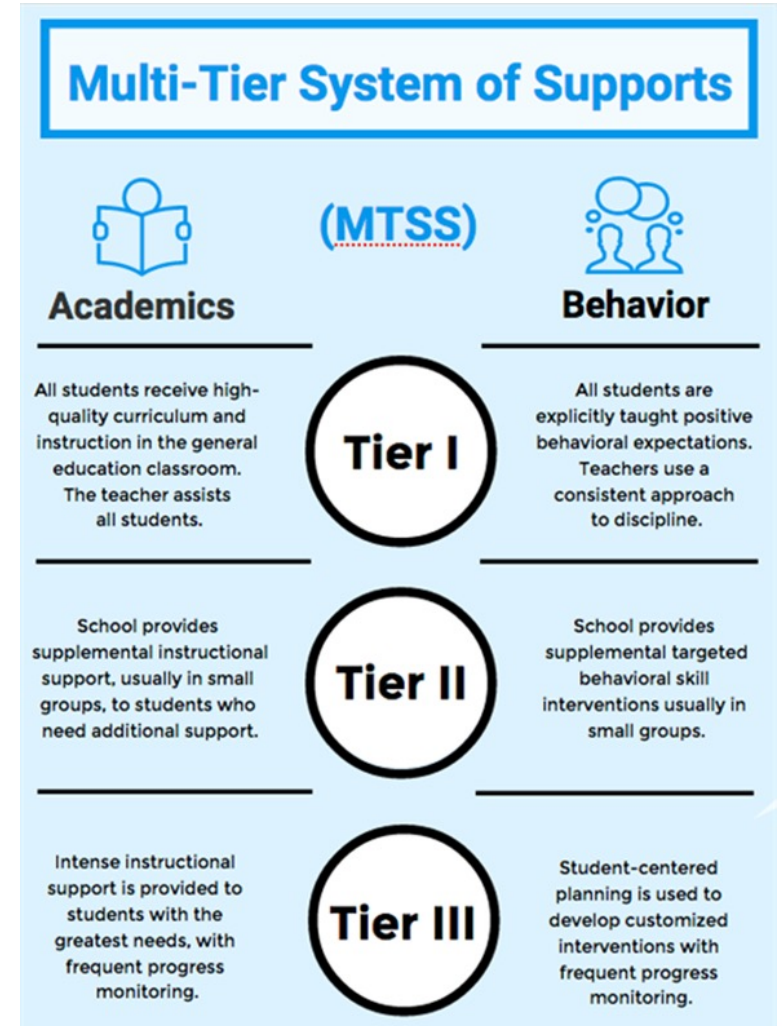
CEC High Leverage Practices

The Four Domains-

- Collaboration

- Assessment

- Social/Emotional/Behavioral Practices

- Instruction

Collaboration

HLP2: Organize and Facilitate Effective Meetings with Professionals and Families

Teachers lead and participate in a range of meetings (e.g., meetings with families, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes, They develop a meeting agenda, allocate time to meet the goals of the agenda, and lead in ways that encourage consensus building through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.

Grey's Story

- Please read Grey's story from the presentation files

- With partner, discuss what went wrong with this situation

- What connections can you make to HLP 2?

Assessment

HPL4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs

To develop a deep understanding of a student's learning needs, special educators compile a comprehensive learner profile through the use of a variety of assessment measures and other sources (e.g., information from parents, general educators, other stakeholders) that are sensitive to language and culture, to (a) analyze and describe students' strengths and needs and (b) analyze the school-based learning environments to determine potential supports and barriers to students' academic progress. Teachers should collect, aggregate, and interpret data from multiple sources (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavior assessment [FBA], school files, analysis of curriculum, information from families, other data sources). This information is used to create an individualized profile of the student's strengths and needs.

Segment of Inclusive Leadership Presentation-

Connections: The Professional Growth System Special Education Teacher Observation-Florida Rubric

- Domain I: Lesson Design
  - Standard 2:use of multiple data sources to diagnose student strengths and needs in collaboration with general and special education colleagues

- Domain II Student Understanding
  - Standard 3, Uses a variety of assessments to effectively monitor student learning and progress

- Domain IV Professional Responsibilities
  - Standard 9, Includes students in meetings (as appropriate) to develop IEP goals, including behavior goals, and encourages families/student to self-advocate

Social/Emotional/Behavioral Practices

HLP7: Establish a Consistent, Organized, and Respectful Learning Environment

To build and foster positive relationships, teachers should establish age-appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. When students demonstrate mastery and follow established rules and routines, teachers should provide age-appropriate specific performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students within the classroom, teachers will reduce the potential for challenging behavior and increase student engagement. When establishing learning environments, teachers should build mutually respectful relationships with students and engage them in setting the classroom climate (e.g., rules and routines); be respectful; and value ethnic, cultural, contextual, and linguistic diversity to foster student engagement across learning environments.

Segment of Inclusive Leadership Presentation

Structures support the *classroom* culture AND the *teaching* culture

Common language

Common planning

- academic and behavioral support

Delineated Roles

- responsibilities
- procedures

Communication loops

Shared PD

An explicit approach!

Instruction

HLP 8 & 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

Let's chat

- With your group, think about jobs that require feedback

- What kinds of feedback are helpful?

- What kinds of feedback are not helpful?

- If you had missed the mark on an important school report, what kinds of feedback would you want to receive?

Some considerations and connections

- Communication and relationships were critical

- PD Sessions: a community atmosphere that included
  - purposefully engaging music,
  - cocreated norms, and
  - opportunities to respond

- PDs were virtual and in-person

- PD's were explicitly connected to district/state initiatives:
  - Florida: Best Practices for Inclusive Education (BPIE)
  - Mississippi: SPED Mentor program
  - both states:
    - local experts and infrastructure
    - existing principal evaluation systems

Florida

- One district

- Separate sessions for elementary and secondary principals

- District officials chose the HLPs for our focus

- Ties to specific domains of the administrator evaluation system

- Deliverables: Best Practices for Inclusive Education

| Alachua County Public Schools System-School Administrator Evaluation System-Proficiency Area 5. Learning Environment-Indicator 5.1- Student Centered | HLP-Domain-Social Emotional Behavioral Practices |

Mississippi

- Entire State: two divisions

- Sessions by division

- Partner with Mississippi DOE

- Advisory team chose the HLPs for our focus

- Ties to the Mentor Guidebook and walkthrough protocol

Challenges Expressed by Mentors in Fall 202

- Staff shortages have resulted in special educators being required to cover other teachers' classes

- New special educators don't necessarily understand the importance of deadlines.

- Many mentors report struggling to find time with their mentees to observe, provide feedback, etc. (Would be helpful to have common planning when possible.)

- Many mentees do not see mentoring and the associated professional learning as important and believe participation is optional.

Mississippi Mentoring Pilot Program Beliefs

- Effective teaching practices can be taught and learned

- The collective efficacy of the faculty and staff is an often underused, powerful tool that can drive professional growth

- District and school leaders are key factors in establishing and maintaining school culture

- Employees who feel supported and report a positive working culture are happier and tend to stay in those positions

- New teachers feel more welcome and supported with effective induction and mentoring programs

Mississippi Educator & Administrator Professional Growth System

- Domain I - School Vision, Culture, Family Engagement

- Domain III Staff Development

- HLP Domain-Collaboration

- Domain IV, Strategic Planning

- Domain II, Teaching and Learning

- HLP-Domain-Instruction

Examples of strategies to make this work relevant for leaders

Self Assessment: HLP 1 Collaboration with Professionals to Increase Student Success

- I use verbal active listening skills such as paraphrasing and asking clarification questions.
- I use non-verbal active listening skills, such as smiling and making eye contact, when I am talking with my colleagues.
- I ask open-ended questions to encourage active participation and sharing of information from others.
- I make statements that are accurate and descriptive rather than vague and evaluative.
- I share resources with colleagues that provide guidance on strategies to support students with disabilities.
- I problem-solve with colleagues using data to make decisions about services and instructional approaches designed to meet the individual needs of students with disabilities.
- My colleagues and I have shared responsibility and accountability for the success of students with disabilities.

Questions to consider

- Is the teaching team successful with implementation of instructional methods?

- Do you have a specific program? How crucial is fidelity to the program? Is there room to accommodate learning differences?

- How does the teaching team feel about their pairing and assignment?

- How is the team situated within Professional Learning Communities?

Co-Teaching Assessment

- Describe the teaching culture in the classroom.

- Describe the learning culture in the classroom.

- What evidence exists to show high expectations in the teaching culture?

- What evidence exists to show shared responsibility and accountability (i.e. sharing ideas, active listening, questioning, planning, problem solving, negotiating)?

- Do I see evidence of responsible discretion and openness to feedback?

- What evidence exists to show collaboration in planning and instructional delivery?

- What can I discern about how this team manages tension and conflict?

- Strengths for this team:

- Growth opportunities for this team:

Conclusions and next steps for each state

Inclusive Leadership and High Leverage Practices Discussion Protocol and BPIE Plan

- <u>Group Activity #1 – HLP Discussion (30 minutes)</u>

• Using the **Round Robin Protocol**, school leaders take turns responding to the questions below. The purpose of this discussion is to reflect upon your learning and share inclusive practices being implemented in your schools.

1. Which HLP(s) informed your work this year?

2. How has your team been involved in this work? Did you have the right people?

3. How have you incorporated resources or learning from our sessions?

4. What have you found?

5. What did you include in your BPIE?

- Group Activity #2 – PD to Practice (30 minutes)

- Referring to your BPIE respond to the following:

1. What is the identified goal you will implement from analysis of your school's BPIE?

2. What are some issues for diverse learners related to this goal?

3. What is the related HLP Domain?

4. What HLP(s) will help with this problem?

5. What will your inclusive leadership guidance look like to support with implementation of your goal?

6. What is your plan for a Professional Learning Community next year?

7. What are your indicators of successful implementation and measurement?

  - *Three volunteers to share out with the group as a whole.* General Q&A and reflections on our learning for the year.

Inclusive Leadership and High Leverage Practices Conversation Protocol and Action Plan

School Name or District Department

Principal/Leader Name

Part One - Conversation

In our session, you will prepare a summary of these items:

- Which HLP(s) informed your work this year?

- How has your team been involved in this work? Did you have the right people?

- How have you incorporated resources or learning from our sessions?

- What have you found?

- What did you include in your plans for next year?

Share this with your small group

Inclusive Leadership and High Leverage Practices Conversation Protocol and Action Plan

School Name or District Department

Principal/Leader Name

In your small group, please use these prompts to respond to presenters:

- I notice…

- I wonder…

- I am curious about …

- Did you consider…

- My takeaway from this presentation is…

Inclusive Leadership and High Leverage Practices Conversation Protocol and Action Plan

School Name or District Department

Principal/Leader Name

Part Two – Action

You will complete this individually in our session.

- What is a problem of practice/goal for your school?

- What are some Issues for diverse learners within this problem?

- What is the related HLP Domain?

- What HLP(s) will help with this problem?

- What will your inclusive leadership guidance look like?

Inclusive Leadership and High Leverage Practices Conversation Protocol and Action Plan

School Name or District Department

Principal/Leader Name

- What is your plan for a Professional Learning Community next year?

- What will success look like for you?

- What are your indicators of successful implementation and measurement?

Conclusions and Lessons Learned

- Relationships are key

- Context is key

- Align to existing work

- Allow extensive input from your partners

- Be willing to adjust as needed

- Model inclusive leadership!