School and District Improvement Through Inclusive Principal Leadership

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NASDSE/CASE Joint Conference
October 27, 2019

Objectives - Participants will...

- ⌘ Understand CCSSO's strategy to ensure each student benefits from college and career ready expectations through a lens of equity.
  - ▪ Learn about NCIPL and the Advancing Inclusive Principal Leadership states initiative
- ⌘ Q&A
- ⌘ Hear from the Georgia Department of Education about strategies to integrate inclusive principal leadership into policy and practice
- ⌘ Q&A
- ⌘ Understand CEEDAR and other TA Center Supports and Resources

CCSSO STRATEGY
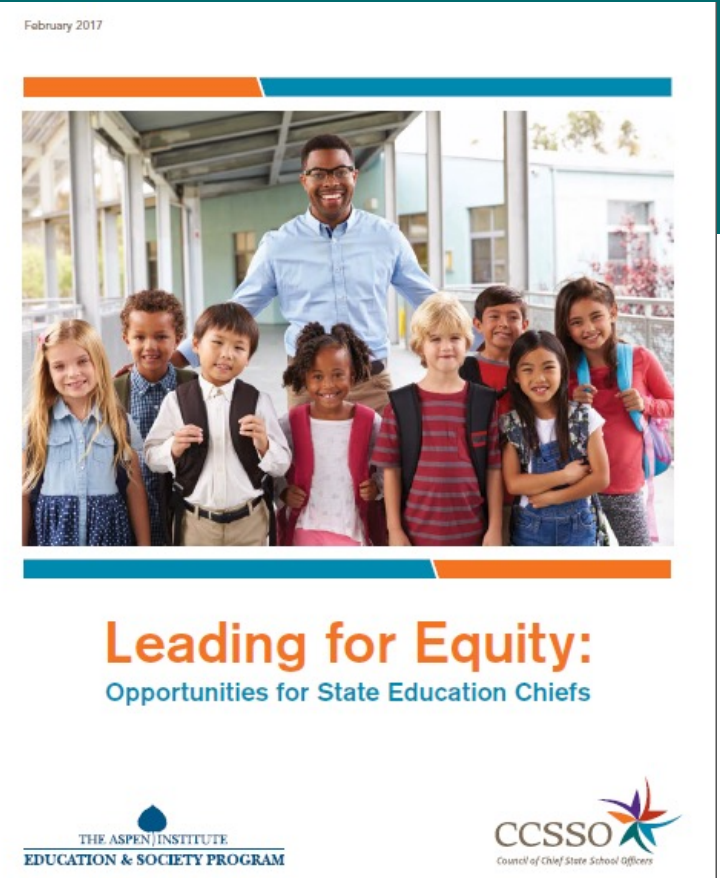
Kathleen Airhart

CCSSO Strategic Plan: Students

⌘ Each student deserves an education that prepares them for lifelong learning and success in the world today.

⌘ Ensure each student benefits from college and career ready expectations through equitable access to rigorous courses, high-quality instruction, and appropriate supports.

CCSSO:
States Leading for Equity

⌘ ***Leading for Equity***, a series of commitments to help SEAs take action to achieve **educational equity:**

- Prioritize equity – set a vision
- Start from within – focus on the SEA
- Measure what matters – create accountability
- Go local – support LEAs
- Follow the money – allocate resources
- Start early – early childhood focus
- Engage deeply – equitable access to standards and assessment
- Value people – support teachers and leaders
- Improve conditions for learning – culture, climate, SEL
- Empower student options – parent choice

February 2017

Leading for Equity:
Opportunities for State Education Chiefs

THE ASPEN INSTITUTE
EDUCATION & SOCIETY PROGRAM

CCSSO
Council of Chief State School Officers

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.
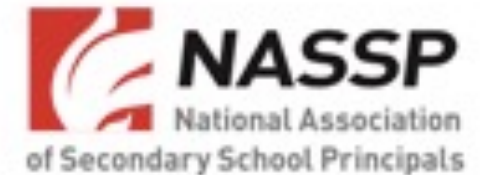
Inclusive Principal Leadership: PSEL standards

⌘ In January 2017, CCSSO and CEEDAR released a supplementary guidance document for students with learning differences

⌘ 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
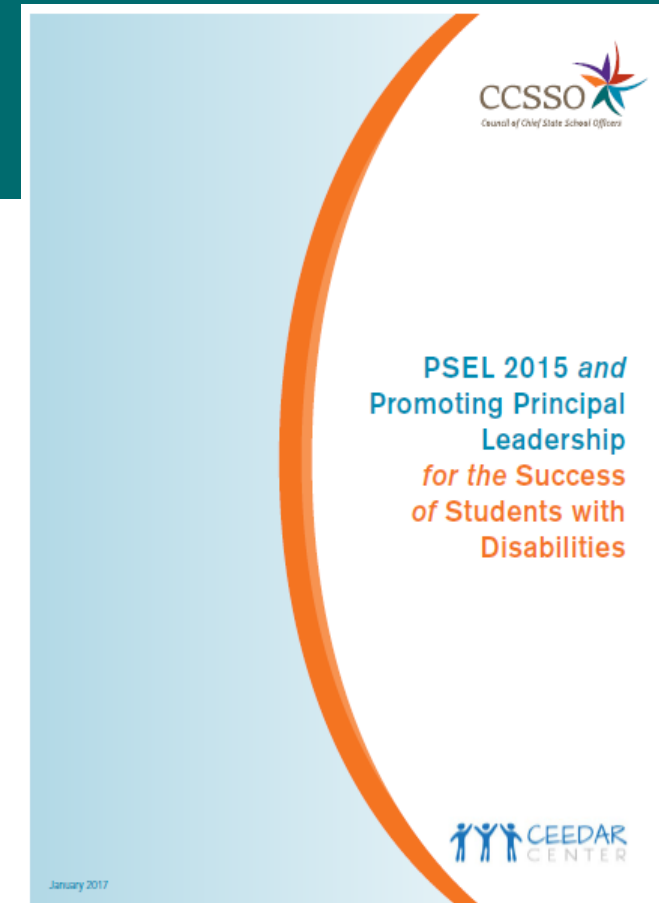
Developed by an Advisory Group of principals, leaders from state and local education agencies, the higher education community, and professional associations

Inclusive Principal Leadership:
Supporting Inclusive Schools for the Success of Each Child

CCSSO released *Supporting Inclusive Schools for the Success of Each Child*
(https://ccssoinclusiveprincipalsguide.org)

Inclusive Principal Leadership: State Strategies Designed to Support

⌘ *Supporting Inclusive Principal Leadership for the Success of Each Child* contains 8 strategies for 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

Advancing Inclusive Principal Leadership (AIPL): Our Goal

Create and implement principal leadership plans focused on improving outcomes for each and every student, with a focus on students with disabilities.

Photo Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action.

Advancing Inclusive Principal Leadership (AIPL): Expected Outcomes

⌘ Four States in the AIPL State Initiative: Arkansas, Georgia, Mississippi, Ohio

⌘ Completed **self-assessments and identified state-specific goals and objectives** around: Recruit and Prepare; Support and Retain; and School Improvement and Targeted Supports

⌘ All states in the AIPL State Initiative have developed a plan that is designed to advance inclusive principal leadership in policy and practice.

⌘ By **June 2020**, all states in the AIPL will have made **measurable progress** against two objectives.

Advancing Inclusive Principal Leadership (AIPL): Common Areas of Focus

	Adopt preparation guidelines aligned to PSEL and inclusive practices.	Revise professional development and leader evaluation systems focus on inclusive practices.	Implement professional learning opportunities focused on inclusive and high-leverage practices.	Create guidance to LEAs to expand leader diversity.	Determine gaps and needs for inclusive principal leadership in targeted support schools.	Coordinate and collaborate across the SEA to implement targeted supports.
Arkansas		x	x			
Georgia		x	x	x		
Mississippi	x		x			
Ohio			x		x	x

QUESTIONS, FEEDBACK AND IDEAS

GEORGIA COMMITMENT TO INCLUSIVE PRINCIPAL LEADERSHIP

Zelphine Smith-Dixon

2020 Vision Casting

Provide the necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.

Moving Forward 2020 Vision Link

Rationale

"If Every Student Succeeds, the commitment cannot be an Act. We must do what is right for the schoolhouse. All students matter! We must give each student the tools necessary to demonstrate readiness to learn, live and lead. We must offer high quality services and supports for teachers and leaders to address rigorous, diverse needs of students. We must prioritize an effective, engaging home-school partnership because families are partners in student success.

Theory of Action

IF we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, **THEN** student outcomes and school climate will improve resulting in increased quality of life and a workforce ready future!

Students FIRST

⌘ Specially Designed Instruction, IEP Services and Supports & Self Determination Skills

⌘ *As measured by:* Improved results for students for disabilities (e.g., graduation, dropout, assessment proficiency rate, young children outcomes, etc.)

⌘ *Data Fact:* >25% of students with disabilities exit as dropouts each year.

⌘ We believe that students who have access to good instruction, IEP Services and self-determination skills will be ready to live, learn and lead!
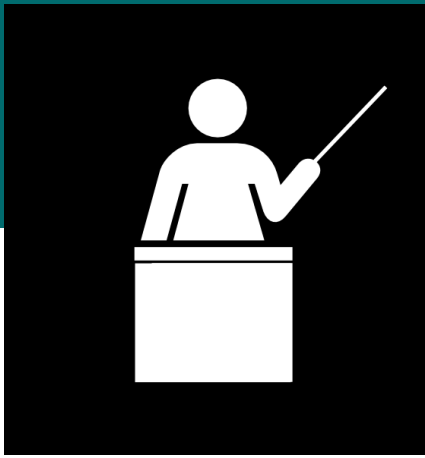
Teachers FIRST

⌘ Equity, Efficacy & Excellence

⌘ *As measured by*: Increased teacher retention and improved high-quality services and supports (e.g., teacher shortage/retention rate, school climate data, etc.)

⌘ *Data Fact:* Georgia demonstrated a sped teacher shortage of 3,496 (3.1).

⌘ We believe that teachers who have equitable access to high quality services/supports and supportive leadership will create classroom conditions for student success, remain in the profession and motivate others to teach as a career of first choice.

Leaders FIRST

⌘ INTENTIONAL (Data-driven decision making) and INCLUSIVE

⌘ **As measured by:** Improved systems of continuous improvement and increased inclusive leadership

⌘ **Data Fact:** Council for Exceptional Children Teacher Survey Data indicated the following needs: Adequate resources to meet IEP requirements for students (831 responses); Smaller class sizes/caseloads (637 responses); and Administrators who support the IEP process (538 responses).

⌘ We believe that inclusive leaders who leverage the flexibility to make intentional decisions create school-wide conditions for student success.

Families FIRST

- ⌘ Engaging & Effective Home-School Partnerships

- ⌘ **As measured by**: Improved parent satisfaction and supports such as the Special Ed. Help Desk and Parent Mentor Partnership

- ⌘ **Data Fact:** Georgia Parent Mentor Partnership demonstrated 99,521 contacts with families during FY19.

- ⌘ We believe that home-school partnerships must prioritize communication, capacity-building and consensus decision making.

Keeping Georgia's Students First

Students FIRST	Teachers FIRST	Leaders FIRST	Families FIRST
- ASPIREPlus	- IDEAS Conference	- Federal Programs Conference	- State Advisory Panel
- Transition Services	- CEEDAR Partnership/High Leverage Practices for Special Education (Teachers)	- Part B Data Resources	- Georgia Parent Mentor Partnership
- Assistive Technology	- Special Education Content Integration Specialist	- General Supervision and IDEA Implementation Trainings	- Statewide Facilitated IEP Process
- Georgia's Tiered System of Supports for Students	- Newsletter for Teachers of Students with Disabilities	- High Leverage Practices for Special Education (Leaders)	- Academic Parent Teacher Teams Partnership
- Dyslexia Supports	- Teacher Resources for Students with Significant Cognitive Disabilities (GAA)	- Advancing Inclusive Leadership for Principals	- GaDOE Sped Help Desk
- Georgia Instructional Materials Center (GIMC)		- Georgia Learning Resources System (GLRS)	- Parent 2 Parent Partnership
- State Systemic Improvement Plan (SSIP)		- Special Education Leadership Academy (SELDA)	- Dispute Resolution Supports
- Georgia Network for Educational and Therapeutic Supports (GNETS)		- Georgia Online-IEP	
- Results-driven Accountability Monitoring and Oversight		- Fiscal/Consolidation of Funding	
- Check and Connect		- School Completion Toolkit	

QUESTIONS, FEEDBACK AND IDEAS

OUR MISSION

CEEDAR (the Collaboration for Effective Educator Development, Accountability, and Reform) 2.0's mission is to **build 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).**

CEEDAR REALIZES

- Attempts to prepare highly effective general and special education teachers will be futile if they enter school environments that do not have the infrastructure or support system to facilitate shared ownership over all students' learning and provide multiple opportunities to collaborate and leverage teacher strengths.

SCHOOL PRINCIPALS ARE ESSENTIAL TO:

- Developing the vision and capacity for inclusive practice

- Fostering teacher collaboration and use of effective instruction

- Retaining high quality teachers

- Promoting student achievement and other critical outcomes
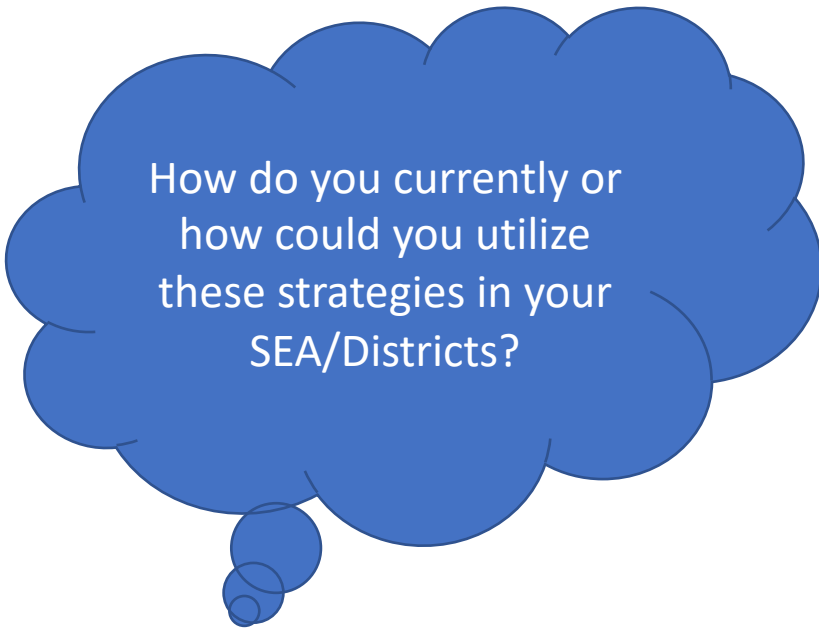
QUESTIONS, FEEDBACK AND IDEAS

QUESTIONS, FEEDBACK, AND IDEAS

- Strategy 1: Set a Vision and Plan for Inclusive Principal Leadership
- Strategy 2: Cultivate Coherence and Collaboration
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How do you currently or how could you utilize these strategies in your SEA/Districts?

COMPETENCIES AND PROFESSIONAL LEARNING

Innovation Configuration

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

Bonnie S. Billingsley
Virginia Tech

James McLeskey
Jean B. Crockett
University of Florida

June 2017 (revision)
CEEDAR Document No. IC-8

ceedar.org
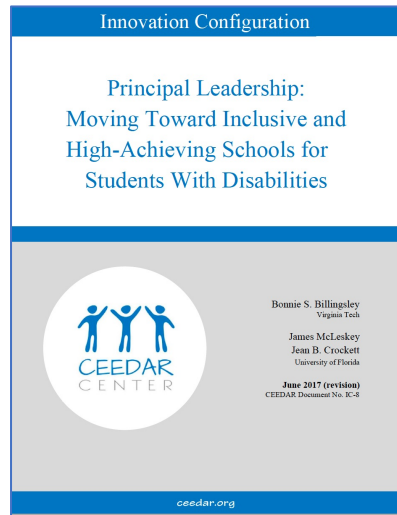
Essential Components	Implementation Levels				
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/ demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
2.0 Strengthening Principal Leadership for Inclusive Schools: All principals are committed to developing inclusive schools that value and support all students, including those with disabilities.					
2.1 - Builds a shared vision for inclusive schools that focuses on high expectations and improved achievement for all students, including those with disabilities; fosters the acceptance of group goals; and communicates the vision to all stakeholders.					
2.2 - Builds a school-wide commitment to inclusive schools, working with teachers, students, and parents to include all students as valued members of the school community.					
2.3 - Builds a professional community that shares responsibility for improving the learning of all students, providing high-quality professional development (PD) and the necessary work context to ensure that all students have opportunities to achieve in inclusive settings.					

Mathematics

PAPERS FOR MATHEMATICS

- Innovation Configuration for Mathematics

Essential Components	EDU 497B	EDU 497R	M 171
TEACHER READINESS: MATHEMATICS CONTENT: Core, Supplemental, and Intensive (Level 3)			
M 1.1	L 3 ✱	L 1 ✱	L 1 ✱
M 1.2	L 2 ✱	L 1 ✱	
M 1.3	L 1 ✱	L 3 ✱	
M 1.4	L 2 ✱	L 2 ✱	
TEACHER READINESS: STUDENT LEARNING: Core, Supplemental, and Intensive (Level 2)			
M 2.1	L 2 ✱	L 2 ✱	
M 2.2			
M 2.3			
PLANNING INSTRUCTION: DECIDING WHAT TO TEACH: Core (Level 3)			

http://ceedar.education.ufl.edu/wp-content/uploads/2017/12/Principal-Leadership-IC-2017-Revision.pdf

COMPETENCIES AND PROFESSIONAL LEARNING

http://ceedar.education.ufl.edu/cems/leadership/

COMPETENCIES AND PROFESSIONAL LEARNING

Learning to Teach
Practice-Based Preparation
in Teacher Education

Special Issues Brief

Center on
GREAT TEACHERS
& LEADERS
at American Institutes for Research

CEEDAR
CENTER

IDEAs
that Work
U.S. Office of Special
Education Programs

Modeling

Space Learning

Varied Learning

Coaching and Feedback

Analyzing and Reflecting

Scaffolded

COMPETENCIES AND PROFESSIONAL LEARNING

Strong and Engaged Site Leadership

Strong and Engaged Site Leadership is the foundation for implementing, transforming, and sustaining systems throughout a school. The principal and leadership team empower educators and families to contribute to core school decisions to improve teaching and learning.

This film shows how strong and engaged site leadership is a foundation for transforming systems throughout a school, empowering the entire faculty to support student success.

IN-DEPTH

Discussion Guide: Strong and Engaged Site Leadership

Use this discussion guide along with the SWIFT in 60 video to talk with school stakeholders about what strong and engaged site leadership could look like at your school.

▶ **View Guide**

Introduction to Strong and Engaged Site Leadership

Use this PowerPoint to introduce the SWIFT feature: Strong and Engaged Site Leadership. The PowerPoint provides guidance on why the feature is essential for inclusive school reform. It also introduces implementation steps and examples.

▶ **View Intro**

Steps to Get You Started: Strong and Engaged Site Leadership

Your school can take specific action steps to develop strong and engaged site leadership.

▶ **View Steps**

Every Student Succeeds Act (ESSA)

- Allows state educational agencies (SEAs) to reserve up to **three percent** of the Title II subgrant funds (i.e., "set-aside" funding) to (Section 2101(c)(3))

- Twenty-two states indicated they planned to leverage the three-percent funding option to provide professional learning support for principals (Education Commission of the States, 2017).

- Nine states specifically mentioned *Leadership Academies*

EDUCATION POLICY Center
at American Institutes for Research ■

Principal Professional Development
New Opportunities for a Renewed State Focus

By Cortney Rowland

FEBRUARY 2017

■AIR
AMERICAN INSTITUTES FOR RESEARCH®
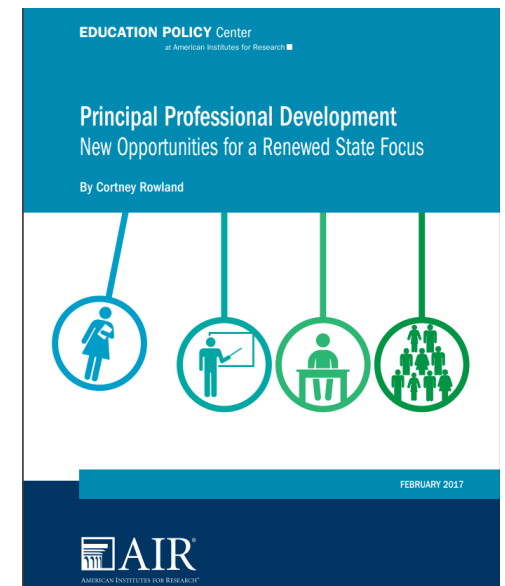
Leadership Academies

- Formal professional learning opportunities for leaders
- Enroll cadre of principals typically engaged for 1 year
- Uses a mix of learning methods by acquiring and applying knowledge:
  - Weekend or week-long workshops
  - Monthly webinars and online convenings
  - Coaching
  - Inquiry-based learning (i.e., to determine if changes in practice have the desired effects)
  - Networked learning communities to exchange knowledge among peers

-AIR Subject Matter Experts, 2019

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

Considerations

- Align the content and focus on leadership academies to the inclusive principal leadership standards and competencies

- Leverage the peer cohort approach to promote peer learning

- Provide regular engagement with expert principals in establishing and maintaining inclusive buildings

- Consider use of leadership academies to develop specialized practices, like inclusive leadership

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INSTRUCTIONAL LEADERSHIP

Introducing

High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders

- 1. Getting to know HLPs
- 2. Sharing HLPs
- 3. Reflecting on HLPs

www.highleveragepractices.org

Welcome to our new series on High-Leverage Practices

- Welcome to our new series on High-Leverage Practices
- HLP #7: Establish a Consistent, Organized and Respectful Learning Environment
- HLPs #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior
- HLP #12: Systematically Design Instruction Towards Learning Goals
- HLP #13: Make Adaptations Final
- HLP #16: Use Explicit Instruction
- HLP #18: Use Strategies to Promote Active Student Engagement
- HLP #20: Provide Intensive Instruction

- **How the videos are designed:**
  - Introduction and definition of each HLP
  - Brief review of the research
  - Several brief videos of general education and special education teachers implementing the practice

INSTRUCTIONAL LEADERSHIP

High-Leverage Practices

Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document High-Leverages Practices in Special Education.

This interactive alignment tool, developed in collaboration with CEEDAR, identifies which IRIS resources provide information on HLPs.

Assessment (16)

Collaboration (10)

Instruction (43)

Social/Emotional/Behavioral (26)

High Leverage Practices – Why should leaders be interested?

- District leaders can prioritize widespread implementation
- School leaders can support building- and classroom-level implementation
- Teachers can use HLPs to implement EBPs to meet the various needs of learners in their classrooms

www.highleveragepractices.org

INSTRUCTIONAL LEADERSHIP

WestEd
ncsi
national center for systemic improvement

Transforming State Systems to Improve Outcomes
for Children with Disabilities

Effective Coaching: Improving Teacher Practice and Outcomes for All Learners

Figure 2. Coaching Strategies to Build Alliance with Teachers

Interpersonal Skills: Effective communication. Building trust. Nonevaluative & nonjudgmental language.	• **Summarize:** "What I hear from your comments is…" • **Open-ended questions:** "Can you tell me more about that?" • **Affirm difficulty of change:** "This is really hard!" • **Nonevaluative language:** "Coaching is about supporting your teaching practice, not about evaluating how you teach."
Collaboration: Meeting needs and goals. Conveying that improving teaching is teamwork.	• **Refer to past accomplishments:** "This week you hoped to accomplish…" • **Refer to current goal:** "Your goal for this week is…." • **Help teacher progress toward goal:** "Let's talk about what we'll do to meet that goal. I can…. What do you think you will try to do."
Expertise: In teaching in the content area.	• **Refer to effective teaching practices:** "Learners who struggle to show mastery benefit from explicit and systematic instruction. Explicit means…" • **Convey deep content-area knowledge:** "We know that effective reading instruction focuses on the five pillars of reading. These include…" • **Explain complex concepts succinctly:** "The Tier 3 learner may show challenging behavior because…"

Source: Pierce, 2015, p. 138.

https://ncsi.wested.org/wp-content/uploads/2016/06/NCSIEffectiveCoachingBrief.pdf

ESTABLISHING A VISION

Defining Our Core
Sharing Your Driving Purpose Simply with Others

Leading by Convening: Doing the Work Together

DEFINING OUR CORE

We are _____

who are united in _____.

To accomplish this we _____

_____.

We know we are having an impact when _____

_____

_____.

Leading by Convening: A Blueprint for Authentic Engagement
(c) 2014 IDEA Partnership

DISCLAIMER

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IDEAs
that
Work

U.S. Office of Special
Education Programs

Professional Learning Modules
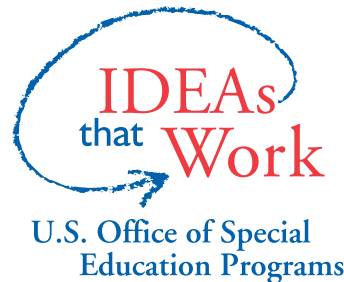
https://gtlcenter.org/technical-assistance/professional-learning-modules
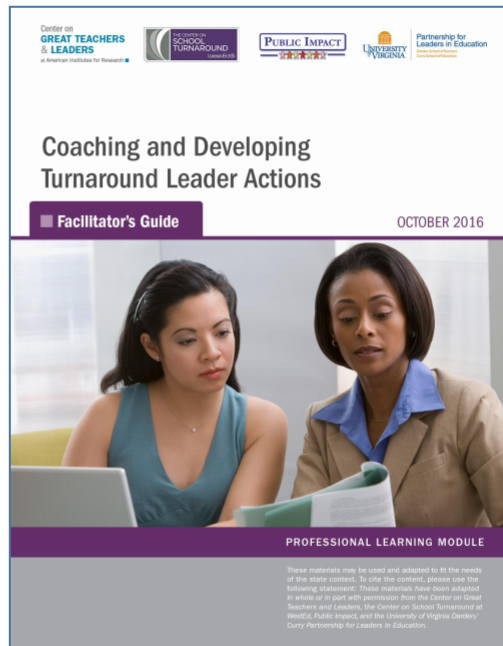
National Governors Association School Leadership Podcast

Episode 1: Principal Pipelines

Episode 2: Principal Turnover and Teacher Shortages
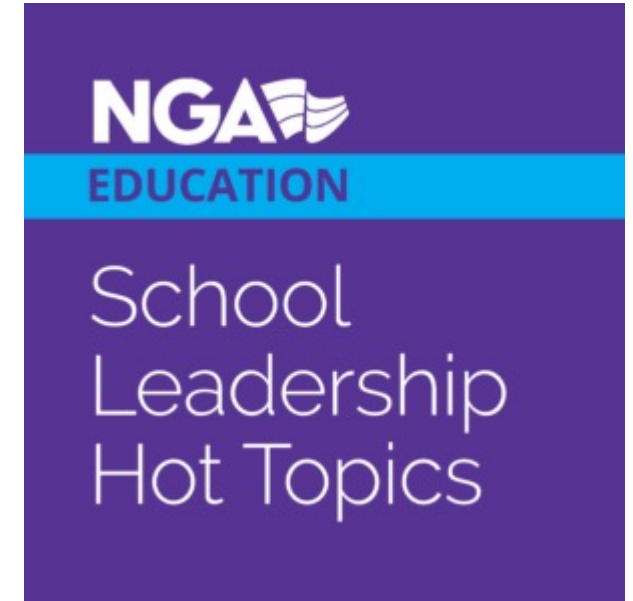
Episode 3: Research and Impact of Effective Principals

Episode 4: Principal Preparation

Episode 5: Policy Levers for Advancing School Leadership

Episode 6: Leveraging ESSA

Episode 7: Principal Professional Development

Episode 8: International Exemplars

https://www.nga.org/center/issues/education-issues/school-leadership-hot-topics-podcast/