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
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.
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

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.
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.
Inclusive Principal Leadership:
National Collaborative on Inclusive Principal Leadership (NCIPL)
CCSSO released *Supporting Inclusive Schools for the Success of Each Child*  
([https://ccssoinclusiveprincipalsguide.org](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
Create and implement principal leadership plans focused on improving outcomes for each and every student, with a focus on students with disabilities.
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

<table>
<thead>
<tr>
<th></th>
<th>Adopt preparation guidelines aligned to PSEL and inclusive practices.</th>
<th>Revise professional development and leader evaluation systems focus on inclusive practices.</th>
<th>Implement professional learning opportunities focused on inclusive and high-leverage practices.</th>
<th>Create guidance to LEAs to expand leader diversity.</th>
<th>Determine gaps and needs for inclusive principal leadership in targeted support schools.</th>
<th>Coordinate and collaborate across the SEA to implement targeted supports.</th>
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Arkansas and Georgia, Mississippi, Ohio.
QUESTIONS, FEEDBACK AND IDEAS
GEORGIA COMMITMENT TO INCLUSIVE PRINCIPAL LEADERSHIP

Zelphine Smith-Dixon
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
“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.”
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

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

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Each section highlights key initiatives and resources aimed at supporting students, educators, leaders, and families. The image organizes these resources under specific categories to emphasize their alignment with the overall goal of keeping students first.
Leveraging National Resources for State and Local Impact

2020 vision
Keeping Students First
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).
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
- 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

How do you currently or how could you utilize these strategies in your SEA/Districts?
### COMPETENCIES AND PROFESSIONAL LEARNING

**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.**

1. **Builds a shared vision for inclusive schools that focus on high expectations and improved achievement for all students, including those with disabilities.**

2a. **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.**

2b. **Builds an ownership community that shares responsibility for improving the learning of all students, providing high-quality professional development (PD) and the necessary work centers to ensure that all students have opportunities to achieve in inclusive settings.**

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**Essential Components**

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<th>Implementation Levels</th>
<th>Level 0</th>
<th>Level 1</th>
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<th>Level 3</th>
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**Mathematics**

**PAPERS FOR MATHEMATICS**

- Innovation Configuration for Mathematics

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**PLANNING/INSTRUCTION: DECIDING WHAT TO TEACH: Core (Level 3)**

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COMPETENCIES AND PROFESSIONAL LEARNING

http://ceedar.education.ufl.edu/cems/leadership/
COMPETENCIES AND PROFESSIONAL LEARNING

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.

- **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.

- **Steps to Get You Started: Strong and Engaged Site Leadership**
  Your school can take specific action steps to develop strong and engaged site leadership.
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**
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
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
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

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

www.highleveragepractices.org
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
Effective Coaching: Improving Teacher Practice and Outcomes for All Learners

INSTRUCTIONAL LEADERSHIP

- 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!”
- Non evaluative 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...”

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
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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/