

INNOVATIVE APPROACHES FOR PREPARING INCLUSIVE LEADERS FOR ALL STUDENTS



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OHIO



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GETTING STARTED: Participatory Governance

- Context – You are asked to speak to the school board, a group of lead teachers, or Title II Designated personnel.
- Considering the direction and curriculum in your school(s), think about the pushback you have encountered related to Critical Race Theory (CRT) and the teaching of relevant historical content.
- **ASK:** What is diversity today? How do we make decisions or avoid making decisions? What is achievement and motivation?
- **ASK:** When we think about how Diversity Equity and Inclusion (DEI) is sometimes positioned as divisive, how do we support educator empowerment in a way that contributes to inclusion and motivation? Where is our power and self-determination in such contexts?

Becoming a Transformative Equity Oriented Leader with Value-Driven

OHIO – Session Outcomes

Outcome #1 – Given a brief description of the UC EDD Leadership program, Participants will be able to list 3-4 of their own core non-negotiables in the context of supporting all learners.

Outcome #2 – Given the dual populations of the EDD program at UC (K12 & HE), participants will be able to identify one policy area/issue that is shared across K12 and HE leadership.

Our Progress: Where we have been and where we are now

- Rundown of what we have been able to accomplish over the past 5 years
- Internal challenges, institutional politics, every other year admissions to allow us to address and improve the quality and efficiency of the program for a better student experience (e.g., Professional Practice Communities)
- Focusing on our core values
- Couple of things we have experienced
- Our scaffolding work

CONNECTICUT



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Develop Quality Clinical Practice Opportunities for Aspiring Administrators

- **Who?** Aspiring administrators in preparation programs
- **What?** Focus on students with disabilities and English learners
- **When?** Consider summer and after-school programs
- **Where?** Create/Strengthen APP/District Partnerships
- **Why?** Challenge to engage in quality administrator clinical internships while also having teaching responsibilities
- **Rationale?** Developing an understanding of students with disabilities and English learners will inform aspiring and future administrators in their decisions as school leaders to improve student outcomes and support teachers who work with these students.



CSDE CEEDAR Center Partnerships



- Talent Office
- Bureau of Sp. Ed.
- Academic Office - ELL

Additional Stakeholders:

- CT Parent Advocacy Center
- Recent Graduates from CCSU and SHU Programs
- CAPSS (Superintendents)
- CONNCASE (Sp. Ed. Administrators)



Sacred Heart
UNIVERSITY



CENTRAL
CONNECTICUT STATE UNIVERSITY

CT School
Districts



District-Preparation Program Partnerships

- **Benefit to district** (having administrators with knowledge/understanding of students with disabilities and English learners will inform budget, resources and teaching and learning decisions to support these students and their teachers)
- **Continuous improvement for preparation programs** (partnerships facilitate discussions about what is needed in districts, how preparation programs can address in coursework and clinical experiences, and collaboration to achieve inclusive principal leadership)
- **Flexible options for aspiring administrators** (intensive focus during summer and after-school programs allows for aspiring administrators to engage in clinical experiences that aren't in conflict with their teaching responsibilities)

Pilot Clinical Internship Experiences

- Standards-based
- Connection to Existing Courses
- What informed proposed options
- Process to engage districts with summer/after-school programs
- Professional learning for coaches/supervisors/mentor principals (essential to develop mind shift of inclusive leadership)

Playbook for Inclusive Leadership

Inclusive leaders should:

- be aware of their own beliefs, skills and perceptions.
- analyze and develop systems that allow for an inclusive environment.
- have systems for keeping abreast of current legal issues and policies related to students.
- possess cognitive skills, interpersonal skills, and organizational management skills.
- have tools for auditing their practice.
- be resourceful and committed to developing community and professional partnerships.

Digital Resources to Support Aspiring and New Administrators

- [CSDE Resource Guide for New Administrators](#) (2018)
 - 2023 Update from CSDE colleagues - in progress
 - Topics identified by faculty from multiple CT Administrator Preparation Programs – in draft/review
 - Teacher Leadership
 - Inclusive Leadership Practices
 - School Safety (Physical and Mental Health)
 - Diversity, Equity, Inclusion, and Belonging
 - Early Childhood Leadership
 - Leadership for Economically Disadvantaged Children
 - Leadership for Parent Engagement
 - LGBTQ+ (pending)
 - Leadership for Refugee Education (pending)

SCAN ME



Digital Resources Template

Theme/Topic Template

Statutes and/or Standards: Include Statutes (CT General Statute § where applicable) and/or Professional Standards for Educational Leaders, National Educational Leadership Preparation Standards, CT School Leadership Standards, and the Leadership Competencies for Learner-Centered and Personalized Education.

Introduction: Include a description/narrative/brief introduction to the theme/topic (perhaps, a brief literature review, including relevance of the topic, key ideas, definitions, etc. *500 words or less*):

Things to Know/Key Questions: Include the most immediate, relevant information a new administrator needs to know or do and/or key questions new leaders should be asking.

For More Information: Include URLs/hyperlinks relevant to the topic/additional resource links.

Practical Application: Include a tool, rubric, or another practical application resource, if applicable.

Engaging Other Stakeholders: Include information about how to include other stakeholders in work about the topic (i.e., families, community assets, higher education, state and regional entities, etc.).

CONNECTICUT LEADER EVALUATION AND SUPPORT RUBRIC

Domain #:
Indicator #:

Rubric Attribute(s)	Description of practice and performance of:	
	A PROFICIENT leader...	An EXEMPLARY leader (in addition to Proficient)...

Suggestions for Clinical Experiences: Include a short list of possible ideas for administrative clinical experiences for aspiring administrators.

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BREAKOUTS

Essential Questions

OHIO

#1 – What are the defining characteristics and observable behaviors of inclusive leadership?

#2 – What are significant ways in which inclusive leadership is different or the same as inclusive management?

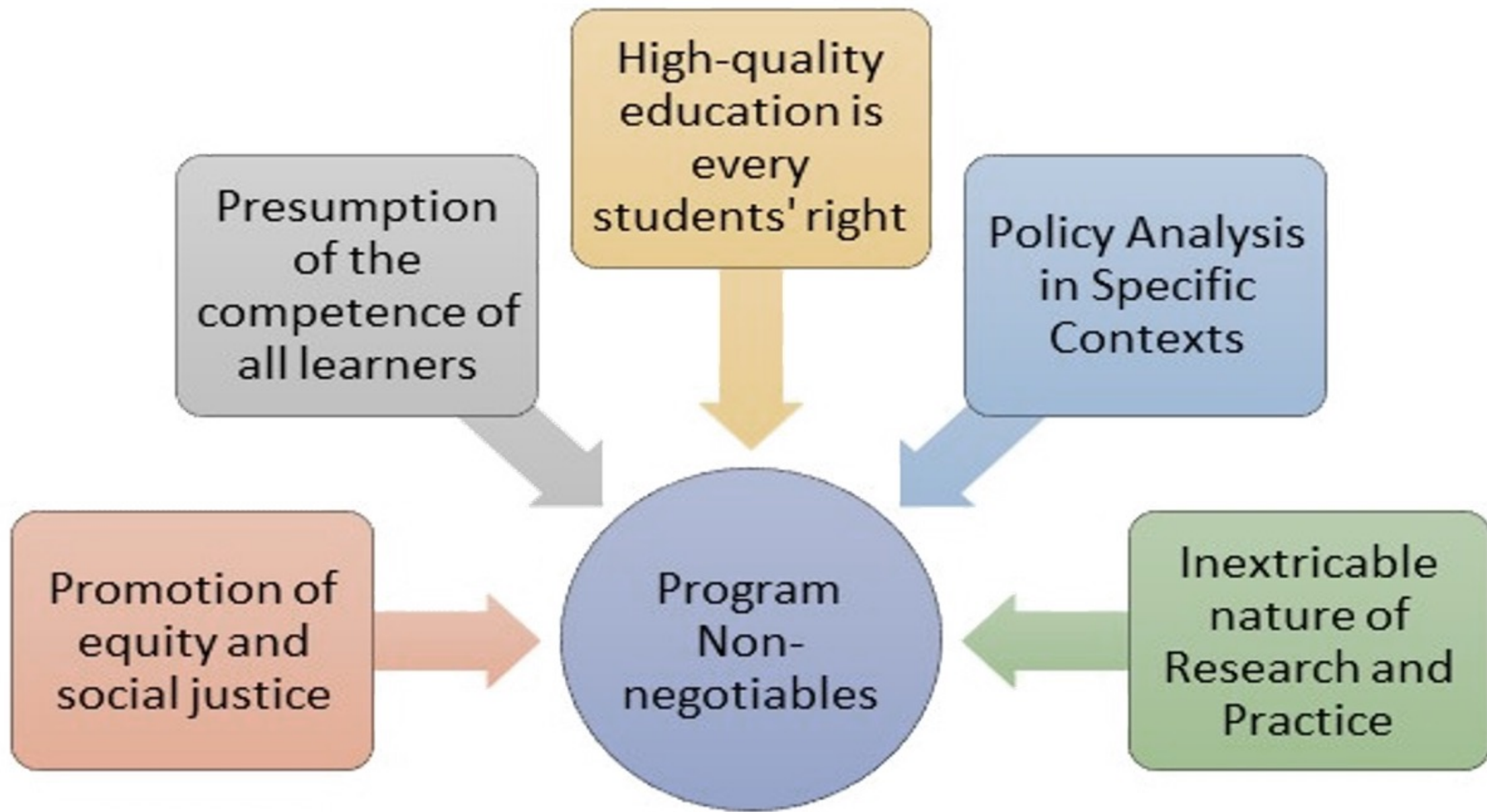


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#1 - What resonates with you about how to address challenges in your states to prepare and support inclusive school leaders?

#2 - Where have you found opportunities for innovative strategies to improve clinical internship experiences for aspiring administrators?





Whole Group Debrief & Closing Connections

- What is important to share with my team that helps with context, lessons learned, or things to avoid?
- Who should I connect with later and when should I follow up?

CEEDAR's Winning Aspiration

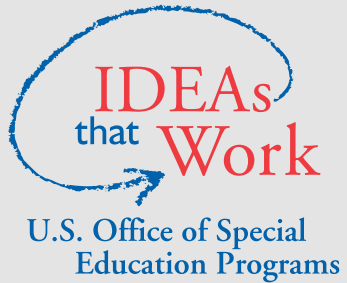
Every student with a disability has an equitable opportunity to achieve.

Our 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).



Disclaimer



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