ENGAGING KEY STAKEHOLDERS, PREPARATION PROGRAMS, AND THE STATE DEPARTMENT OF EDUCATION IN COMMUNICATING INCLUSIVE LEADERSHIP
OBJECTIVES FOR TODAY

• establish the need for inclusive leadership preparation and practice

• describe how multiple agencies can collaborate in creating a shared vision to encourage and support inclusive leadership

• engage participants in thinking about how they might encourage and collaborate on inclusive preparation and practice in their own contexts
OUR TEAM

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ADVANCING INCLUSIVE PRINCIPAL LEADERSHIP (AIPL)
STATE INITIATIVE OVERVIEW
THE NEED FOR INCLUSIVE LEADERSHIP

State leaders have committed to ensuring that each student has an equitable opportunity to be successful in college, career, and life.

States face challenges in supporting their students with disabilities given the data on:

- Academic performance / learning gaps
- Disproportionate disciplinary referrals
- Teacher shortages in special education
- Current status of teacher and leader preparation programs
- Targeted support and improvement schools
Create and implement principal leadership plans focused on improving outcomes for each student, with a focus on students with disabilities.
AIPL STATE INITIATIVE: HOW DID WE GET HERE?

• CCSSO, in partnership with the **National Collaborative on Inclusive Principal Leadership**, CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities.

• Together, we released **Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership** (www.ccssoinclusiveprincipalsguide.org)
AIPL STATE INITIATIVE – WHERE WE’VE BEEN (PHASE 1)

- Arkansas
- Georgia
- Mississippi
- Ohio
AIPL STATE INITIATIVE – WHERE WE ARE (PHASE 1)

- All 4 states are in the process of implementing their plans

- In July 2020, CCSSO released two case studies on Georgia’s and Ohio’s work

- CCSSO also released a policy/practice brief in partnership with CEEDAR and AIR

- Each state presented on CCSSO’s Inclusive Leadership Webisode Series; a link to the recording can be found here
AIPL STATE INITIATIVE – WHERE WE’RE GOING (PHASE 2)

• In Phase 2, CCSSO will support AIPL states to:
  • Continue implementing principal leadership plans focused on improving outcomes for students with disabilities
  • Connect the work with state strategic priorities (e.g., improving literacy outcomes) and adapt plans to support leaders in new learning environments
  • Re-examine and focus measures of success
  • Partner with national experts from the Relay Graduate School of Education, Maryland Coalition on Inclusive Education, Lead for Literacy, National TA Center on PBIS, and National Center on Intensive Intervention
GEORGIA ADVANCING INCLUSIVE PRINCIPAL LEADERSHIP (AIPL) OBJECTIVES

- **Objective 1:** Create guidance and/or toolkits for local education agencies on how to pursue, develop and retain inclusive leaders.

- **Objective 2:** Develop professional learning opportunities, face-to-face and virtual, to address the behaviors and practices critical to meeting the needs of each learner by race, ethnicity, economic status, ability, and English language learner status.
AIPL EFFORTS IN GEORGIA

• Realign inclusive leadership focus
• Engage a strategic Communication Plan to share what has already been done in Georgia and why inclusive leadership matters
• Develop a self-assessment rubric and roadmap for schools/districts to self-evaluate
WHY INCLUSIVE LEADERSHIP MATTERS
INCLUSIVE LEADERSHIP

• Inclusive leaders in education may matter now more than ever. Education leaders are under more pressure to create effective and practical distance learning opportunities to meet the needs of all students during the COVID-19 pandemic. Leaders must prioritize what’s important and inclusion must be at the top of their priority lists.

• All district and school staff can benefit when inclusive principals have been established. Inclusive principals distribute leadership across staff and encourage all learners to serve and ensure all students feel safe, supported, and valued.

• The GaDOE has developed several resources including an Inclusive Leadership video, graphic, fact sheet and communications plan to help school systems address the behaviors and practices critical to inclusive leadership and meeting the needs of ALL learners.

• Visit Inclusive Leadership Matters for more information.
AIPL EFFORTS IN GEORGIA

• Excited to look to the future

• Building the toolkit around “Georgia’s System of Continuous Improvement”
  • Equity Checklists
  • Self-Assessment Rubric
  • Video Series
  • Leader’s Summit

• Continue sharing the stories of successful leadership in schools throughout Georgia

• Continue to leverage the momentum of our efforts
CONTACT INFORMATION FOR STATE LEAD

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COLLABORATING WITH EPPS: GEORGIA STATE UNIVERSITY
WHAT DO WE KNOW ABOUT PRINCIPAL PREPARATION FOR INCLUSIVE SCHOOLS? (BILLINGSLEY, MCLESKEY & CROCKETT, 2017)

- Coursework typically addresses the legal aspects of special education
- Minimal preparation about inclusion and effective programs
- Principals are often uncertain about what special education teachers do
- Have concerns about general educators’ readiness to teach students with disabilities
- In summary, there is a lot of work to do in preparing principals for inclusive schools
WHERE IS INCLUSIVE REFORM INITIATED & SUPPORTED?
(BILLINGSLEY, 2019)
LET’S STEP BACK TO 2016: WHAT IS INCLUSION?

• noun [U] /ɪnˈkluːzən/ …the act of including something or someone as part of something (OED)

Inclusion is not a program or a strategy. It is a mindset and world view.

It is both simple and complex.
Berry and Cowart Moss, 2019
### Themes

1. Relevance of content and need for an inclusive focus
2. Movement beyond legalities
3. Preparation of leaders to support induction level teachers, mid-level career teachers, and late-career teachers
4. Preparation of leaders to support inclusive instruction and assessment

### Alignment Needs

1. High Leverage Practices
2. Eliminate “the course” and embed content in all courses
3. Increase the emphasis on using theory to inform practice – see the people behind the data
4. Shift the focus from compliance to the needs of P-12 students
RE-IMAGINING OUR WORK

Key concepts of inclusive leadership in EVERY course
EXAMPLES OF RESTRUCTURED COURSES

• Curriculum Design and Analysis – action research

• Advanced Law, Policy, and Governance – language in state policies

• Advanced Instructional Leadership – high leverage practices

• Leadership for Change in a Diverse Society – funds of knowledge

• Psychological Aspects of Leadership – constructs of inclusive leadership
Looking is not the same as....

seeing.....and seeing is not the same as...

knowing..... And knowing is not the same as...

UNDERSTANDING....

...it is impossible to truly understand when we are detached.....
MODEL OF SOCIAL INCLUSION

COWART MOSS, 2021

- Ignored
- Acknowledged
- Included
- Integrated
BACK TO 2021: GEORGIA’S FOCUS

• Inclusive Leadership Matters:

  • *Inclusive leaders create strong school cultures and distribute leadership across staff to serve all learners and ensure all students feel safe, supported, and valued in school.*

  • *In promoting equity for “all,” inclusive leaders must respond effectively to the potential and needs of each student.*

  • *Inclusive leaders ensure high expectations and appropriate supports so that each student - across race, gender, ethnicity, language, disability, sexual orientation, family background, and / or family income - can excel in school.*

[Image of Reality, Equality, and Equity]
## NEXT STEPS

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"The heart and soul of school culture is what people believe, the assumptions they make about how school works."

“(We need) leadership that is tough enough to demand a great deal from everyone, and leadership that is tender enough to encourage the heart.”

Thomas Sergiovanni
HOW CAN YOU USE TOOLS IN YOUR CONTEXT TO IMPROVE INCLUSIVE LEADERSHIP?

All available at ceedar.org
COLLABORATING WITH NATIONAL CENTERS:
INCLUSIVE LEADERSHIP TOOLS

ALL AVAILABLE AT CEEDAR.ORG
INNOVATION CONFIGURATION

• Identifies and describes the major components of inclusive principal leadership

• Matrix that can guide principal leadership professionals toward inclusive and high-achieving schools for students with disabilities.
COURSE ENHANCEMENT MODULE: INCLUSIVE EDUCATION

• Compilation of resources intended for use in the development and enhancement of teacher and leadership education courses as well as for professional development (PD) programs for practitioners.

• Designed for those who support and instruct students with disabilities and others who struggle with learning to meet college- and career-readiness standards.
COURSE ENHANCEMENT MODULE: SCHOOL LEADERSHIP FOR STUDENTS WITH DISABILITIES

• Describes school leadership that supports the learning of students with disabilities within effective inclusive schools so that they have opportunities to achieve positive life outcomes.

• Addresses varied dimensions of school and collaborative leadership necessary to foster collective responsibility for students with disabilities, including:
  • partnerships with parents and families
  • the role of district leaders in supporting effective instruction for students with disabilities.
PSEL 2015 AND PROMOTING PRINCIPAL LEADERSHIP FOR THE SUCCESS OF STUDENTS WITH DISABILITIES

• Purpose: to help State Education Agency personnel facilitate building inclusive school districts within the Professional Standards for Educational Leaders (PSEL) 2015 framework
BRIEF: THE ROLE OF INCLUSIVE PRINCIPAL LEADERSHIP IN ENSURING AN EQUITABLE EDUCATION FOR STUDENTS WITH DISABILITIES

1. Strengthen instructional leadership.
2. Provide principals with virtual coaching and feedback opportunities to improve teaching practice and ensure all students can access a rigorous grade-level curriculum.
3. Evaluate existing principal standards and engage in program review and revision to promote inclusive principal leadership.
4. Use data to gauge students’ access to effective instruction.
5. Prioritize inclusive leadership to lead systems in times of uncertainty.

https://ceedar.education.ufl.edu/
QUESTIONS?

Reach out to the team!

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