



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



Meg Kamman
Co-Director
CEEDAR Center



Kaylan Connally
Program Manager
CCSSO



Sheryl Cowart-Moss
Clinical Associate
Professor
GSU



Wina Low
Program Manager Senior
GADOE



Amy Colpo
Research Associate AIR
CEEDAR Center



COLLABORATING NATIONALLY

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



ADVANCING INCLUSIVE PRINCIPAL LEADERSHIP (AIPL) STATE INITIATIVE: OUR GOAL

Create and implement principal leadership plans focused on improving outcomes for each 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



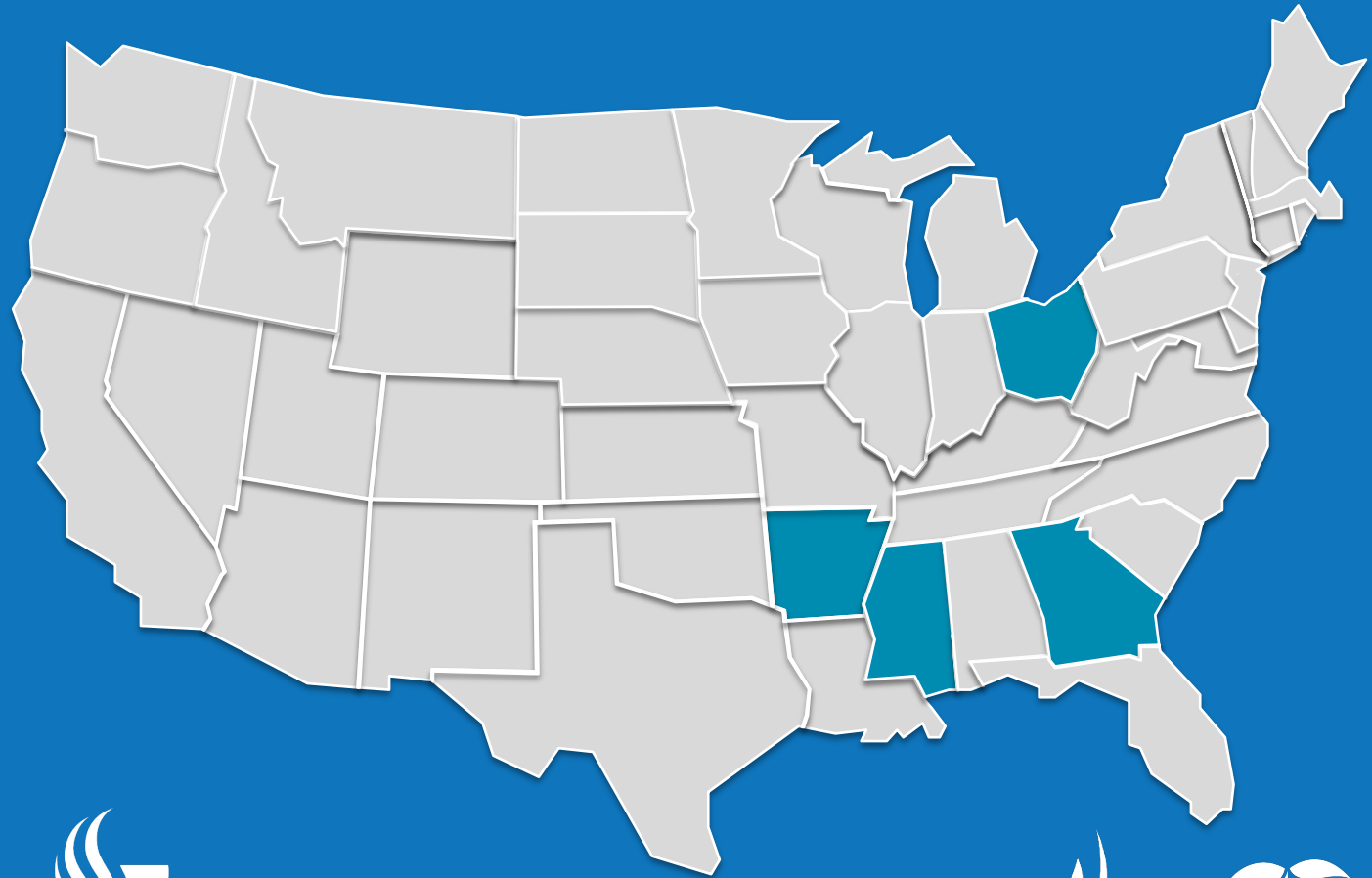
AIPL STATE INITIATIVE: HOW DID WE GET HERE?

- 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





STATE COLLABORATION : GEORGIA



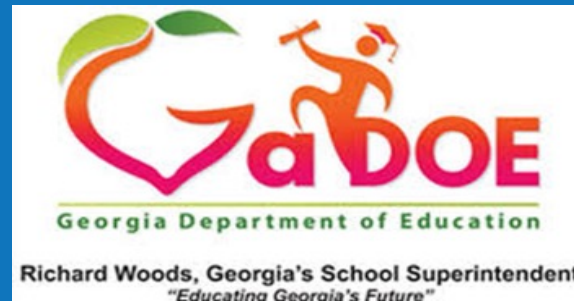


GEORGIA ADVANCING INCLUSIVE PRINCIPAL LEADERSHIP (AIPL) OBJECTIVES

- **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.



PARTNERING FOR SUCCESS



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

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

Dr. Zelfphine Smith-Dixon

State Director of Special Education Services and Supports

Georgia Department of Education

zsmith@doe.k12.ga.us



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?

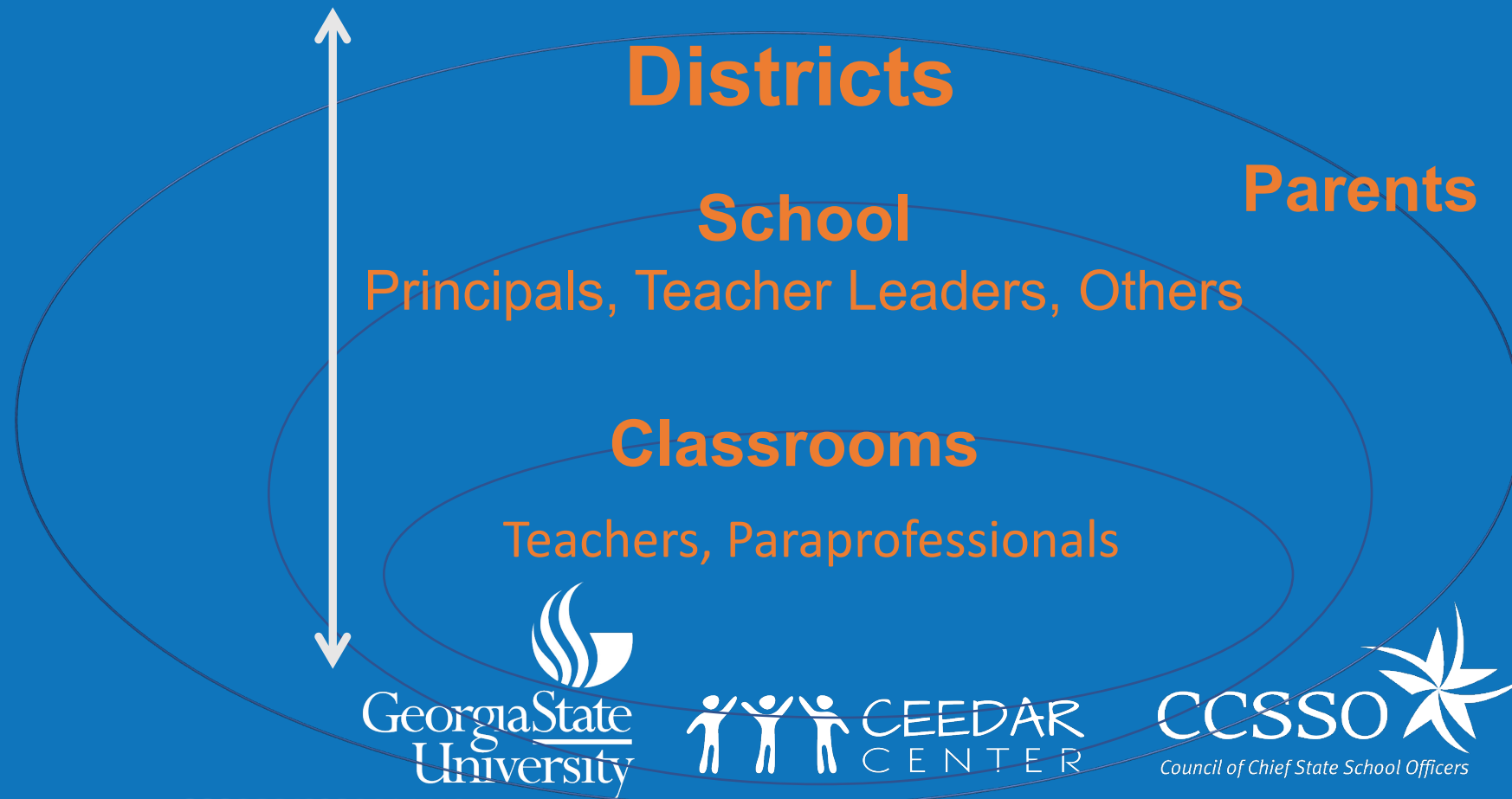
(BILLINGSLEY, 2019)

Office of Special Education

States

Universities

Courts



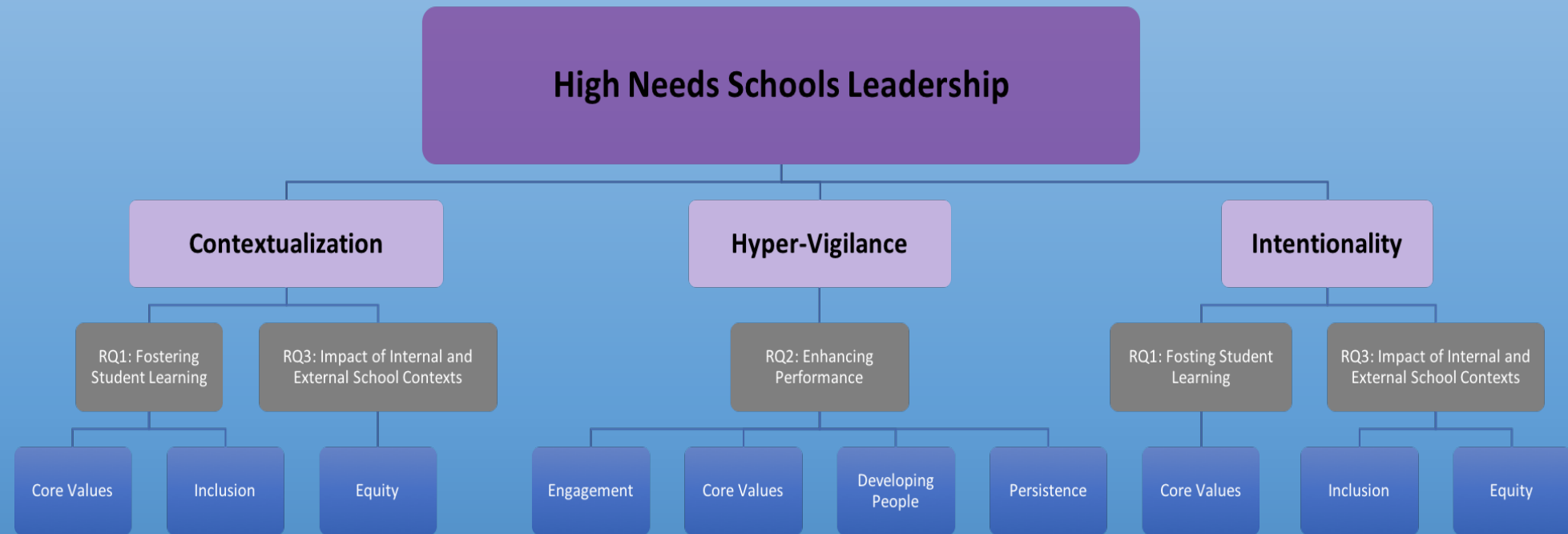
LET'S STEP BACK TO 2016: WHAT IS INCLUSION?

- **noun** [U] /ɪnˈkluːʒən/ ...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

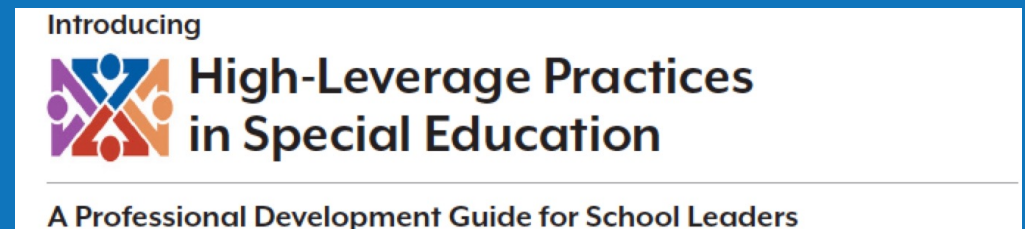
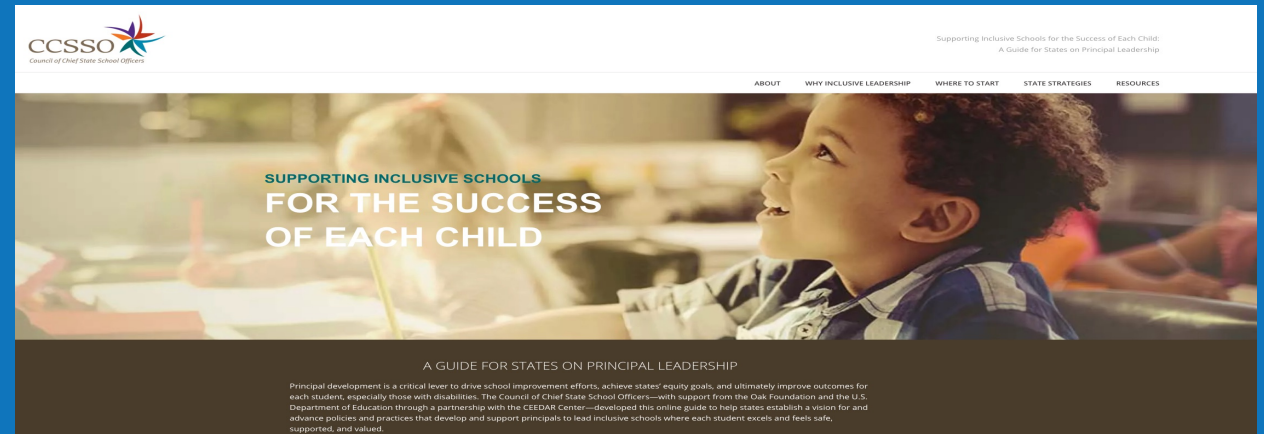
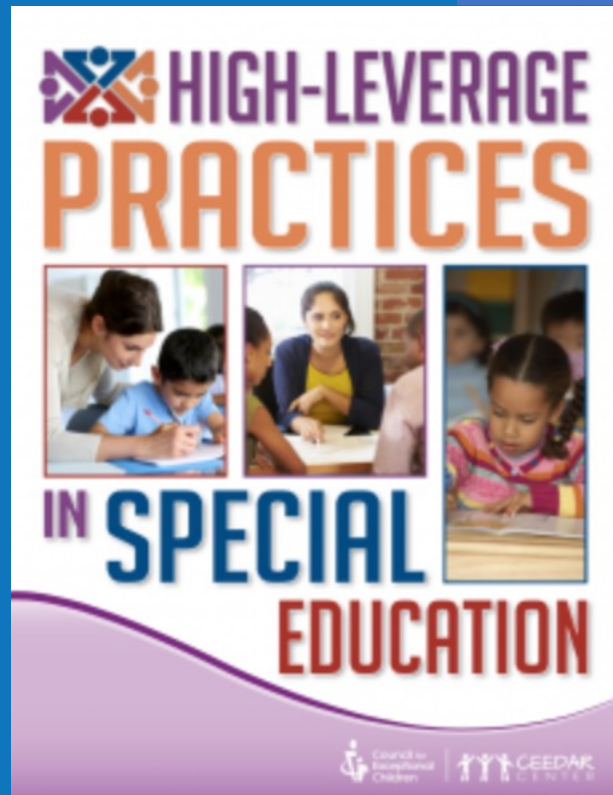
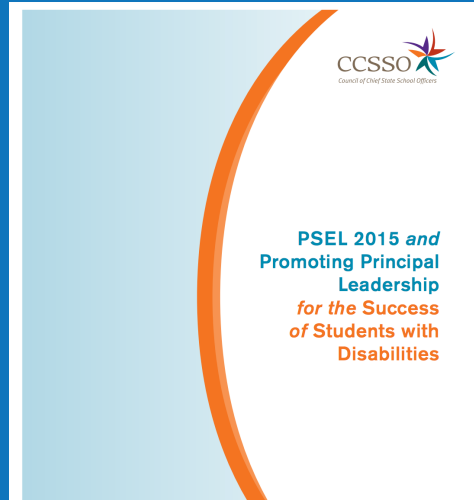
1. Relevance of content and need for an inclusive focus
2. Movement beyond legalities
3. Preparation of leaders to support induction level teachers, mid-level career teachers, and late-career teachers
4. Preparation of leaders to support inclusive instruction and assessment

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

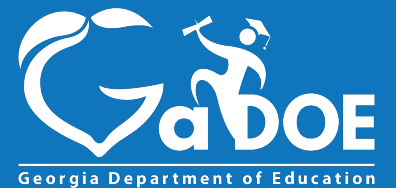
Looking is not the same as....

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

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

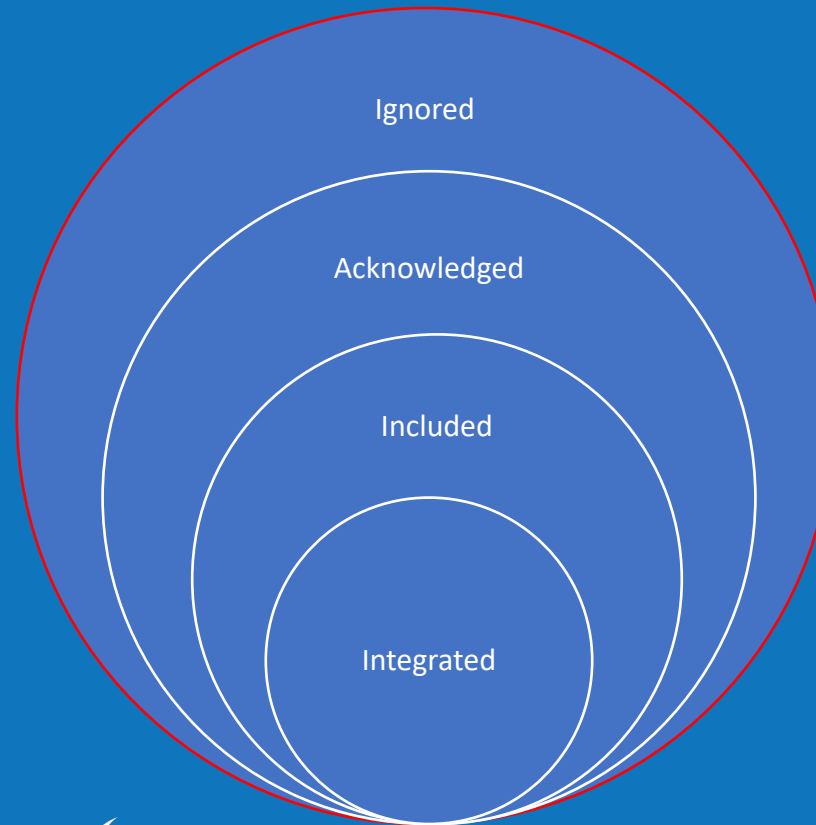
UNDERSTANDING....

...it is impossible to truly understand when we are detached.....



MODEL OF SOCIAL INCLUSION

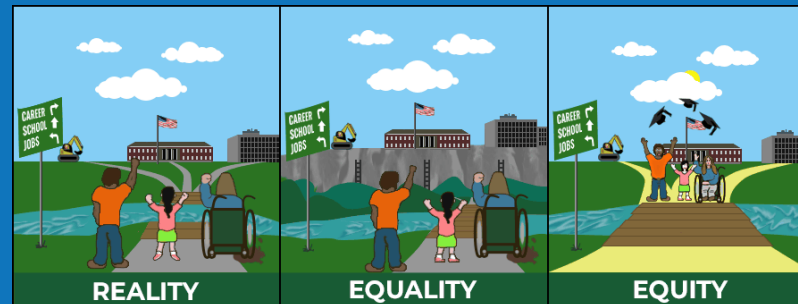
COWART MOSS, 2021



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.*



NEXT STEPS

LAPS	PSEL
1. Instructional leadership	4. Curriculum and Instruction
2. School Climate	5. Communities of Care and Support
3. Planning and Assessment	1. Mission, Vision and Core Values
4. Organizational Management	9. Operations and Management
5. Human Resources Management	7. Professional Community for Teachers and Staff
6 Teacher and Staff Evaluation	6. Professional Capacity of School Personnel
7 Professionalism	2. Ethics and Professional Norms
8. Communication and Community Relations	8. Meaningful Engagement of Families and Community
1-8	10. School Improvement
PSEL 3 Equity and Cultural Responsiveness	



"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 cedar.org



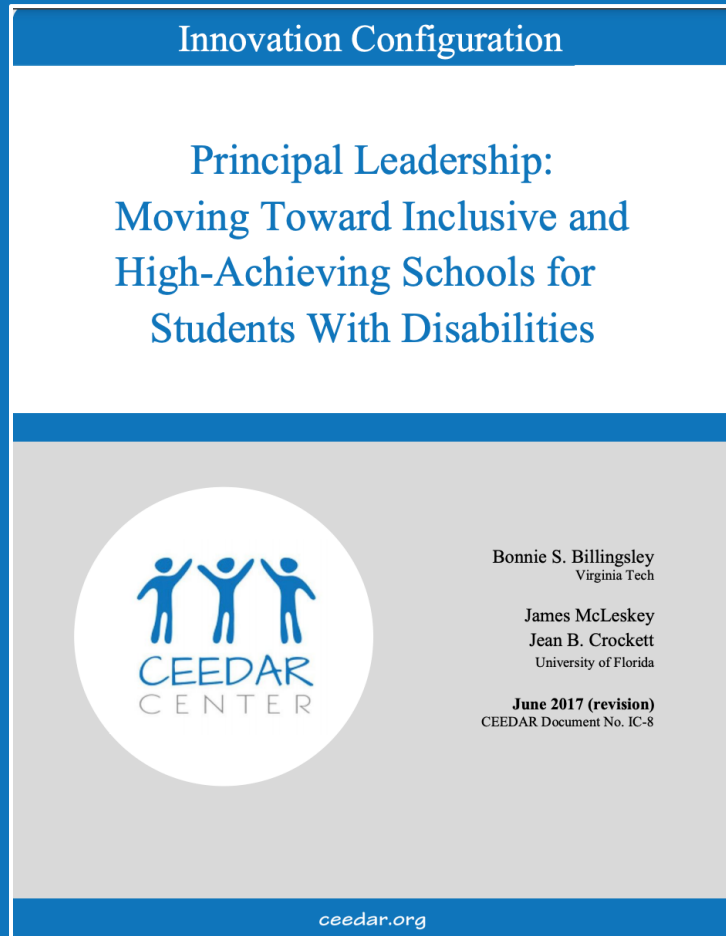


COLLABORATING WITH NATIONAL CENTERS: INCLUSIVE LEADERSHIP TOOLS

ALL AVAILABLE AT [CEDAR.ORG](https://cedar.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.

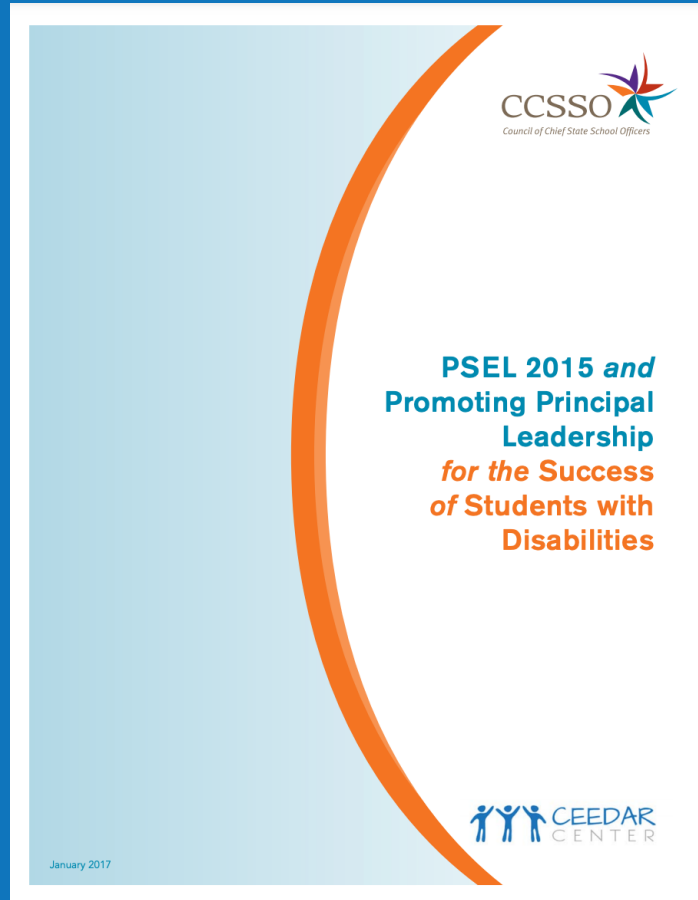


COURSE ENHANCEMENT MODULE: SCHOOL LEADERSHIP FOR STUDENTS WITH DISABILITIES

- 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.



QUESTIONS?

Reach out to the team!

Meg Kamman: mkamman@coe.ufl.edu

Kaylan Connally: Kaylan.Connally@ccsso.org

Wina Low: wlow@doe.k12.ga.us

Sheryl Cowart-Moss: smoss13@gsu.edu

Amy Colpo: acolpo@air.org

