



National Collaboration for Inclusive Leaders: UCEA and CEEDAR

Mónica Byrne- Jiménez, David DeMatthews,
Erica McCray, & Meg Kamman

Who We Are



Mónica Byrne-
Jiménez



David DeMatthews



Erica McCray



Meg Kamman

CEEDAR Overview

- ✧ National Technical Assistance Center
- ✧ Provides assistance to collaborating teams of state departments of education, institutes of higher education, and local education agencies to ensure effective teachers and leaders for each student.
- ✧ Currently partnering with 22 states
- ✧ Resources available at [CEEDAR.ORG](https://cedar.org)

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).





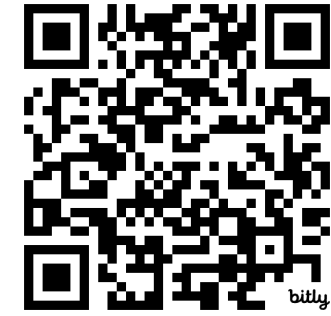
UCEA and CEEDAR Center Partnership



UCEA and CEEDAR Webinar Series – Past Webinars

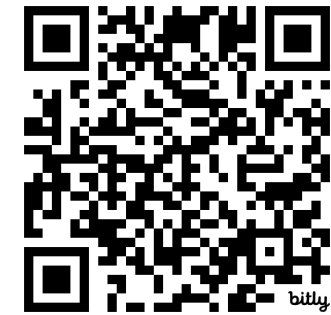
Eyes Wide Open Leadership Overview of National Issues Impacting the Principalship

Meg Kamman, Erica McCray, David DeMatthews,
& Mónica Byrne-Jiménez



Representation matters: Recruiting and sustaining a diverse and culturally responsive educator workforce

Shelby Cosner, Kofi Lomotey, Kimberly White-Smith, Mónica Byrne-
Jiménez, & Erica McCray



UCEA and CEEDAR Webinar Series – Upcoming Webinar

Next Webinar...

**Improving en loco parentis: Engaging families and
communities in culturally responsive ways**

Jan 24th at 1pm ET

Presenters:

Gerardo Lopez, PH.D., Michigan State University

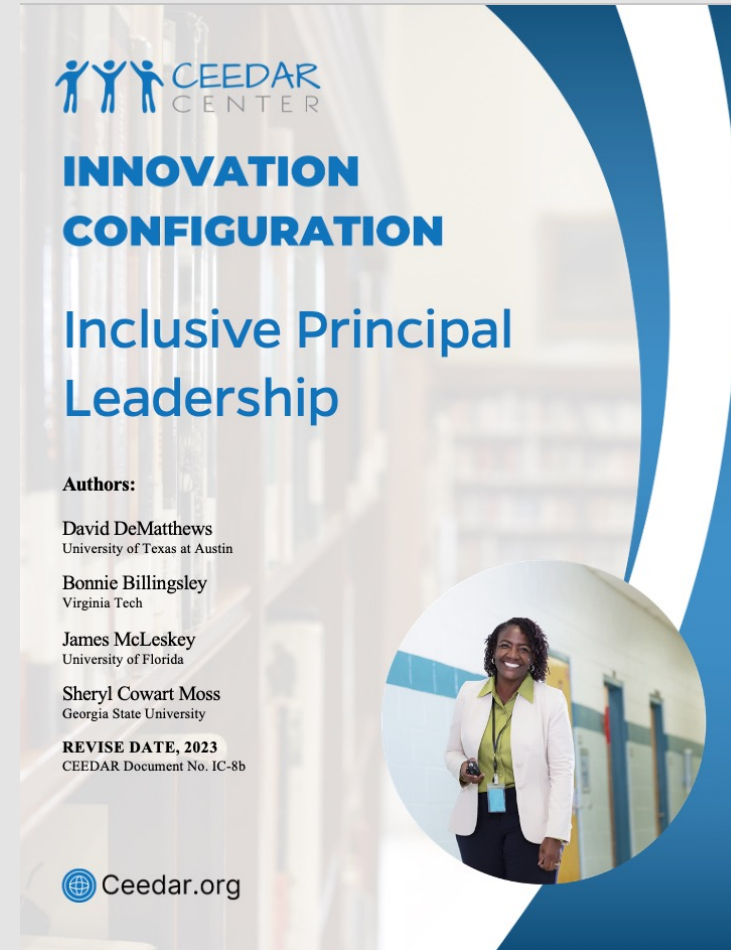
Katherine Rodela, PH.D., Washington State University

Terri Watson, PH.D., City College of New York



Registration

Inclusive Leadership Innovation Configuration



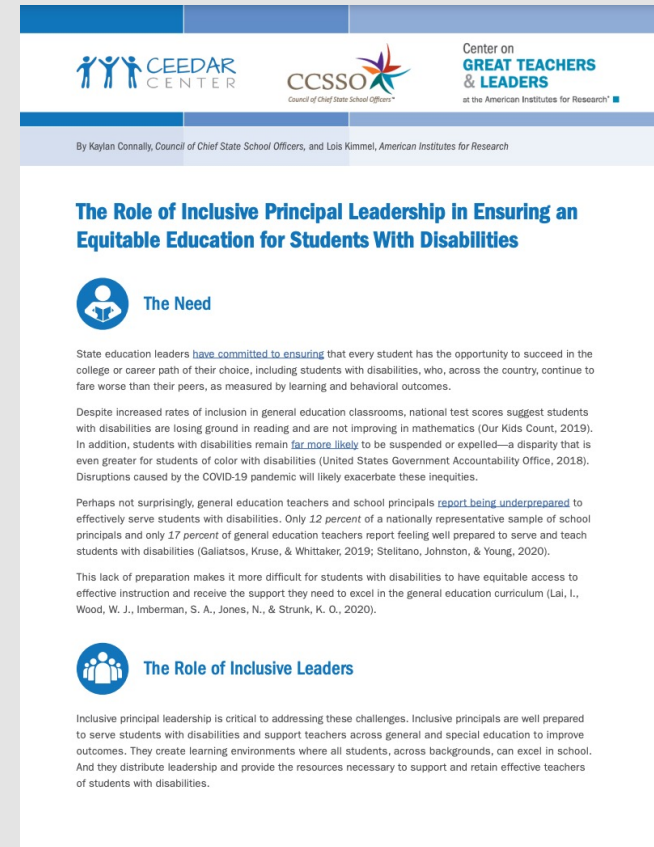
Inclusive Principal Guide



HLP Leadership Guide



Brief: The Role of Inclusive Principal Leadership in Ensuring an Equitable Education for Students With Disabilities





Mississippi: Statewide Systems for Strengthening Principal Preparation

Meg Kamman, Debbie Burson, and Paula Tharp

Who We Are



Meg Kamman

University of Florida,
CEEDAR Co-Director



Debbie Burson

Mississippi Department of
Education, State Director for
Educator Preparation



Paula Tharp

Mississippi State University,
Assistant Professor Ed
Leadership Chair of MELFA

State Board of Education STRATEGIC PLAN GOALS



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated "C" or Higher

6



CEEDAR Mississippi Teaching and Leading Solutions Group TLSG



CEEDAR TA Partner since 2016



CCSSO-CEEDAR-OAK Foundation

Advancing Inclusive Principal Leadership

WHY INCLUSIVE PRINCIPAL LEADERSHIP MATTERS

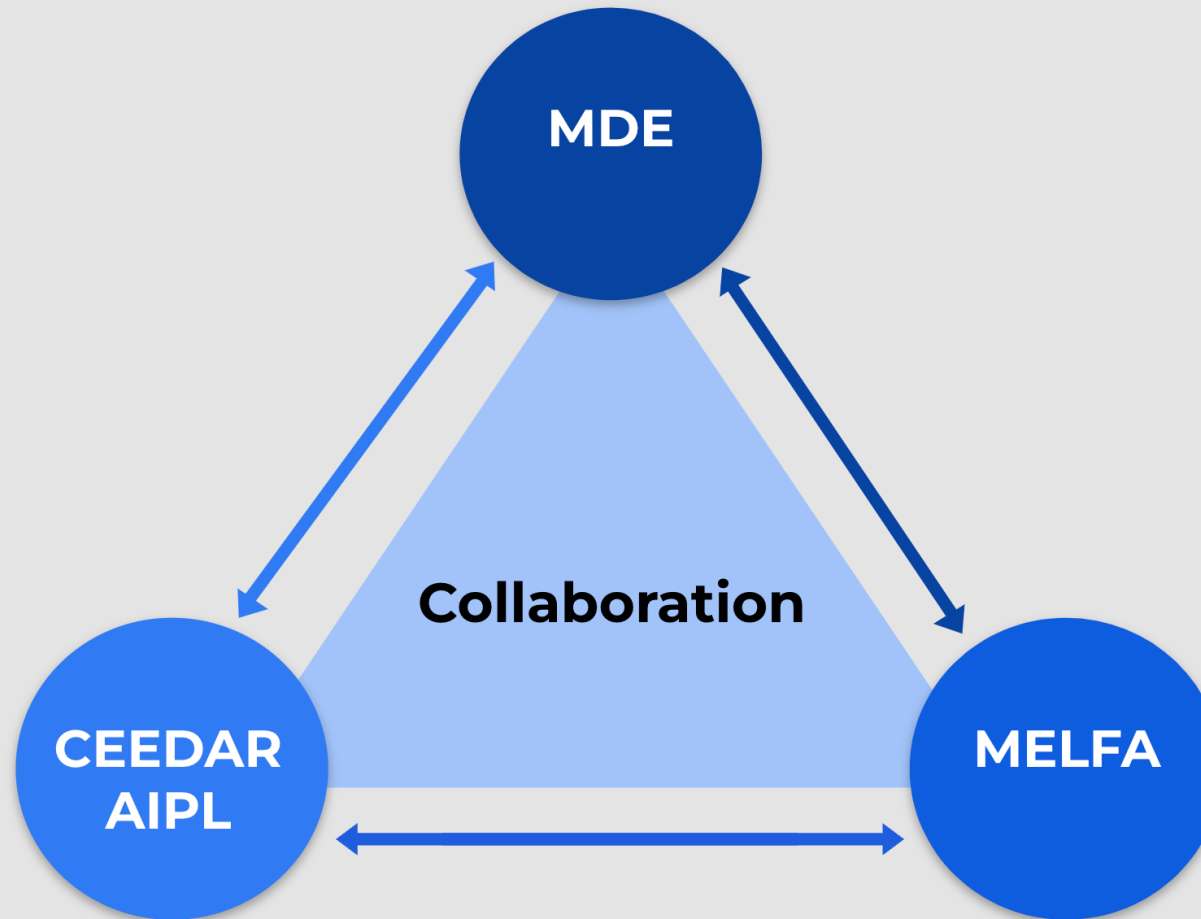


Inclusive Leadership Guide

The MDE's Office of Special Education developed the Access for All Leadership Guide. This guide supports principal development in aligning systems of support to ensure all students' learning needs are met.



Collaboration is Key



Mississippi Educational Leadership Faculty Association

MELFA'S MISSION

To support personal and professional growth of educational leaders to impact teaching, leading, and learning in Mississippi.

MELFA'S VISION

To provide a mechanism for collaboration among educational leadership faculty across the state of Mississippi in order to present a collective voice to advocate for policy and practice yielding highly effective P-16 educational programs.

MEMBERSHIP is open to faculty from MDE approved educational leadership preparation programs .

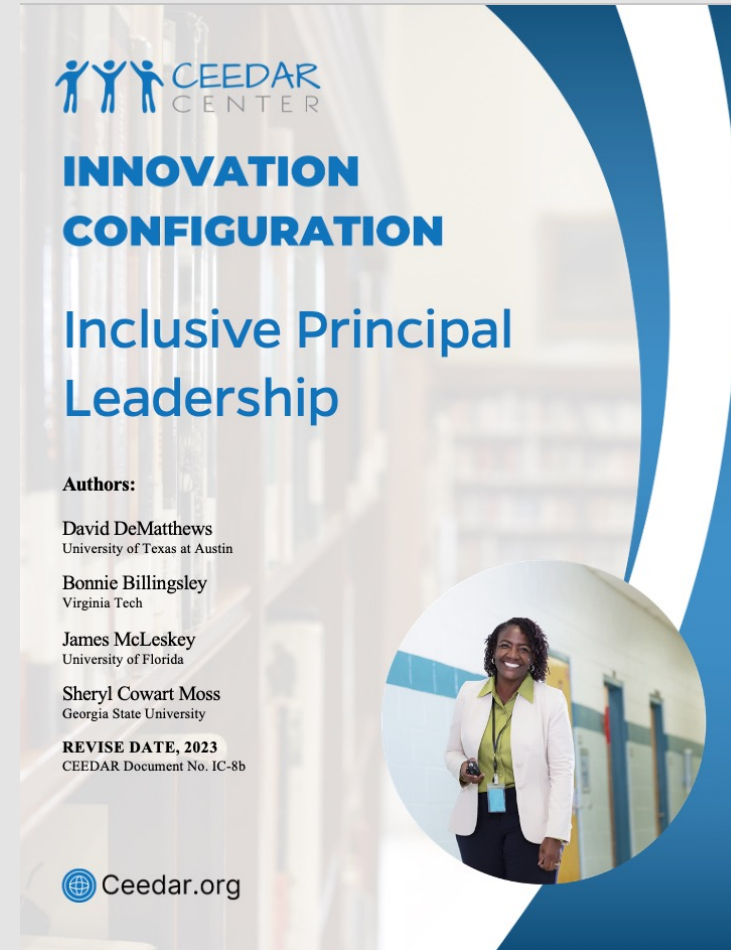


Belhaven, DSU, JSU, MC,MSU, MUW,UM, USM, WCU

Coherence Phase I: Common Assessment Development and Deployment



Inclusive Leadership Innovation Configuration



Inclusive Leadership Practices Aligned with PSEL

| |
|---|
| Inclusive Principal Practices aligned with PSEL Standard #1: Mission, Vision, and Core Values |
| Work collaboratively to develop an mission and vision for their inclusive school that supports the success of <u>all students</u> , including students with disabilities. |
| Ensure a shared understanding of and mutual commitment to this inclusive mission and vision among faculty and staff, and shape practice accordingly. |
| Involve parents, including parents of students with disabilities, and other external stakeholders in the visioning process and consistently engage them as partners in this work. |

Inclusive Leaders



How can you leverage statewide systems and efforts to focus on inclusive leadership?





Colorado: Convening Faculty for Equity-Driven Leadership

Lindsey Hayes, American Institute of Research

Margaret Scott, University of Colorado-Colorado Springs

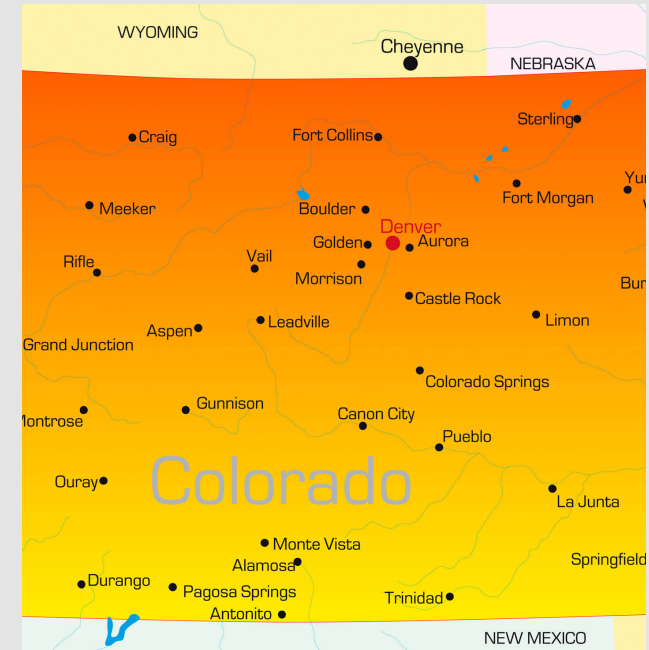
Amie Cieminski, University of Northern Colorado

Our Community and Journey

| | |
|--------------------|---|
| What we are | Professional Learning Community--Exploring Educational Leadership Preparation with an Equity Mindset |
| Who | Faculty or Administrative Representatives from most Colorado Principal Preparation Programs |
| What we do | Discussions about inclusive, equity-driven leadership practices Discussions about state-level policy and implications for preparation programs Networking Resource sharing |
| When | Quarterly via Zoom 2021-22 School Year 2022-23 School Year 2023-24 School Year February 2023 Face-to Face Convening |

Participants

- ✧ Adams State University, Southern Colorado
- ✧ Colorado Christian University, Denver Metro & Online
- ✧ Mesa University, Grand Junction/West Central & Online
- ✧ Colorado State University, Fort Collins/North Central
- ✧ Fort Lewis College, Online
- ✧ Regis University, Denver Metro
- ✧ University of Colorado-Colorado Springs, Southeast, Southwest, & Online
- ✧ University of Colorado-Denver Metro & Online
- ✧ University of Denver, Denver Metro & Online
- ✧ University of Northern Colorado, Greeley, Northern Colorado, & Online
- ✧ Western Colorado University, Online



Our Project: Inclusive Practice Crosswalk

- ✧ Analysis of
 - ✧ Principal preparation program course syllabi
 - ✧ Colorado Quality Principal Standards
 - ✧ CEEDAR Innovation Configuration (IC) for Inclusive Principal Leadership

| Standard Description | CEEDAR Inclusive Principal Leadership Innovation Configuration Essential Elements |
|---|---|
| 6.01 Quality Standard I: Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement. | IPL 1.1 Work collaboratively to develop a mission and vision for their inclusive school that supports the success of all students, including students with disabilities. IPL 1.2 Ensure a shared understanding of and mutual commitment to this inclusive mission and vision among faculty and staff, and shape practice accordingly. IPL 1.3 Involve parents, including parents of students with disabilities, and other external stakeholders in the visioning process and consistently engage them as partners in this work. IPL 10.4 Ensure that the particular needs of students with disabilities are intentionally addressed within the school’s broader plans for improvement. |
| 6.01(1) ELEMENT A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community. | IPL 1.3 Involve parents, including parents of students with disabilities, and other external stakeholders in the visioning process and consistently engage them as partners in this work. IPL 7.3 IPL 7.4 IPL 8.1 IPL 8.2 Engage families to provide insight about their children’s specific disabilities that allows teachers to better understand their needs, make educationally sound instructional decisions, and assist in interpreting and assessing student progress. IPL 10.1 IPL 10.2 Provide learning opportunities for teachers and staff to equip them to participate in strategic processes of improvement, and to take part in implementing effective programs and practices for students with disabilities. IPL 10.3 |
| 6.01(2) ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes. | IPL 10.4 Ensure that the particular needs of students with disabilities are intentionally addressed within the school’s broader plans for improvement. |

What is an Innovation Configuration?

Tool to:

- ✧ Define and quantify implementation of a new program or practice (Hall & Hord, 2001)
- ✧ Align current practices with evidence-based practices
- ✧ Identify gaps and overlaps in a program related to a specific focus

Level Descriptors:

- ✧ **Level 1** Must contain at least one of any of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz
- ✧ **Level 2** Must contain at least one item from level 1, plus at least one of the following: observation, projects/activity, case study, lesson plan study
- ✧ **Level 3** 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, whole group internship



Statewide Results



- Strong foundation and common language for a productive discussion of inclusive principal preparation **within** and **among** programs
- Opportunities for **revision** and **alignment** of coursework
 - To inclusive practices
 - To evidence-based materials
 - To high-quality pedagogy
- Revision of field experiences/internship

| Inclusive Leadership (New) | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| Essential Components | ELPS 605 | ELPS 670 | ELPS 601 | ELPS 603 | ELPS 604 | ELPS 605 |
| Level 2 1.0 Inclusive Principal Practices aligned with PSEL Standard #1: Mission, Vision, and Core Values | | | | | | |
| | | ★ | ★ | | | |
| | ★ | ★ | ★ | ★ | | |
| | | | | | | |
| Level 3 ✓ 2.0 Inclusive Principal Practices aligned with PSEL Standard 2: Ethics and Professional Norms | | | | | | |
| | ★ | ★ | ★ | | ★ | |
| | | | | | | |
| | ★ | ★ | ★ | ★ | | |
| Level 3 ✓ 3.0 Inclusive Principal Practices aligned with PSEL Standard 3: Equity and Cultural Responsiveness | | | | | | |
| | ★ | ★ | ★ | | | |
| | ★ | ★ | ★ | ★ | | |








Story and Revisions

Discovery of...

-  One course without any documented inclusive practices
-  One standard with minimal documented inclusive practices

Which led to...

-  International documentation of the work we are already doing
-  Alignment of syllabi across instructors
-  Stronger presence of inclusive practices across all courses
-  Ongoing discussions with our faculty and our collaborative leadership group about regional needs for building leaders
-  More intentional practicum opportunities for inclusive leadership



Story and Revisions

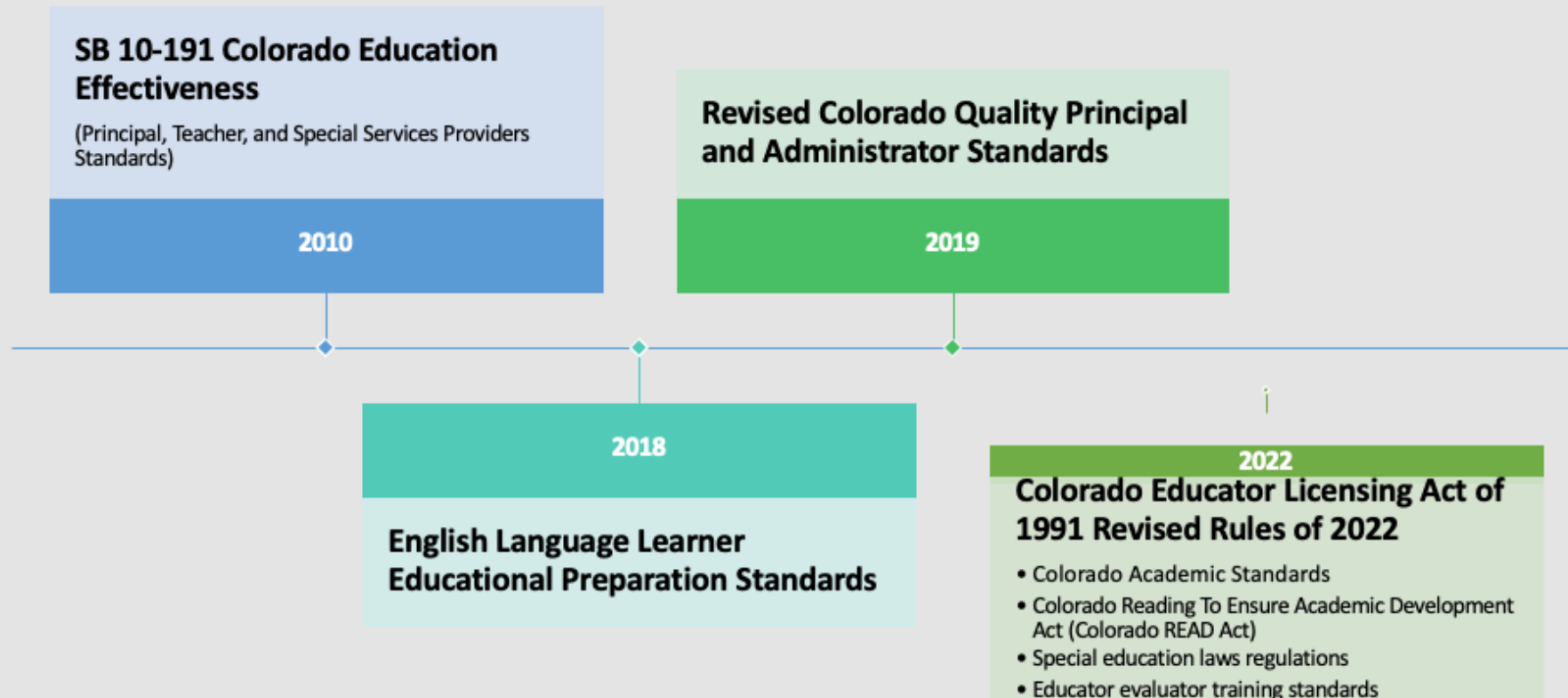
✧ **Discovery of...**

- ✧ Strength of key assessments for each course
- ✧ Attention to aspects of diversity, equity, and inclusion across program
- ✧ Student choice in assignments—honors context & learning needs
- ✧ Unintentional learning gaps for some students around students with disabilities, special educators, or leadership for inclusion

✧ **Which led to...**

- ✧ More intentionality around special education leadership and students with disabilities in terms of materials, cases, & assignments.
- ✧ Continued search for high-quality resources.
- ✧ Revision of internship activities with specific requirements to observe and participate in leadership for inclusive leadership (e.g. attending IEP, manifestation, or parent meetings, observing co-taught classes, analyzing data for SWD, etc.).

Colorado State Policy Affecting Principal Preparation Programs



Next Steps -- Focus for 2023-24

- ✧ Discussion, networking, and resource sharing
 - ✧ Colorado Reading To Ensure Academic Development Act (Colorado READ Act)
 - ✧ Educator evaluator training standards





Ohio Advancing Inclusive Principal Leadership

Connecting Preservice and Inservice Leader Development



Inclusive Leadership Doctoral Program

Dr. Everett Smith,
Associate Professor &
Program Coordinator

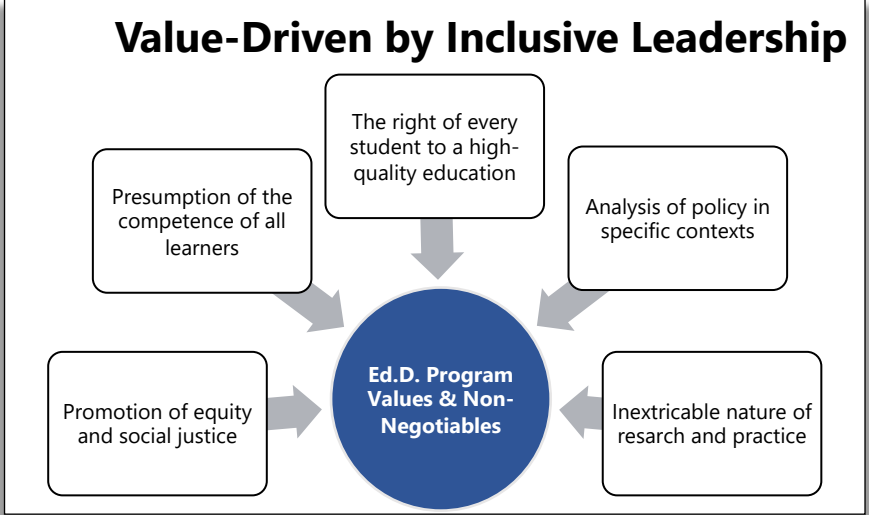


About the Program:

- Innovative, practice-embedded, and *inclusive*
- 21st century leaders in K-12 and higher education serving *all* students
- Designed around the following six principles



- 1. Practice-embedded**, with a focus on the real-world challenges facing educational leaders today
- 2. Value-driven** and designed around principles of research-practice partnerships, equity, justice, and inclusive leadership
- 3. Flexible** for working professionals via online coursework with meaningful opportunities for professional learning and collaboration
- 4. Rigorous**, with a scaffolded course sequence to develop deep expertise in leadership, policy, and research methods, and taught by outstanding faculty and scholar-practitioners
- 5. Research-intensive**, with a culminating 3-article dissertation experience embedded in coursework and supported by noted scholars in their disciplines
- 6. Connected** to a leading public urban university in a thriving city; UC is an innovative top 100 public university according to U.S. News & World Report



Research-Intensive & Applied Dissertation

- **Dissertation is a hurdle for full-time working professionals.**
- **Three articles submitted for publication**
- **Prepared in a course sequence**

| Year 1 | | | Year 2 | | |
|---|---|---|--|--|--|
| U | F | S | U | F | S |
| Core Reading and Writing in Research | Core Leadership & Management | Core Foundations and Policy | Specialization -Leadership 8w -Policy 8w 2c/2c | Specialization -Finance 8w -Law 8w 2c/2c | Specialization -Equity 8w -HLPs 8w 2c/2c |
| Practitioner Inquiry Introduction | Practitioner Inquiry Data Literacy | Practitioner Inquiry Foundations of Inquiry | Practitioner Inquiry Research Specialization | Practitioner Inquiry Study Design | Dissertation Literature Review |
| Professional Practice Community #1 (1c) | Professional Practice Community #2 (1c) | Professional Practice Community #3 (1c) | Professional Practice Community #4 (1c) | Professional Practice Community #5 (1c) | Professional Practice Community #6 (1c) |

OH-AIPL Model

- ✧ Focused on **vertical teams** as “test” teams to learn about, try out, and scale the use of *inclusive instructional and organizational leadership practices* across the system
- ✧ Vertical teams are ad hoc teams, teams that support (not compete with) aligned collaborative leadership teams—your DLT-BLTs-TBTs.
- ✧ Vertical teams from **partner** districts will improve district improvement efforts based on their lessons learned and also provide feedback so that PD efforts can be strengthened in future years



OH-AIPL Vertical Terms

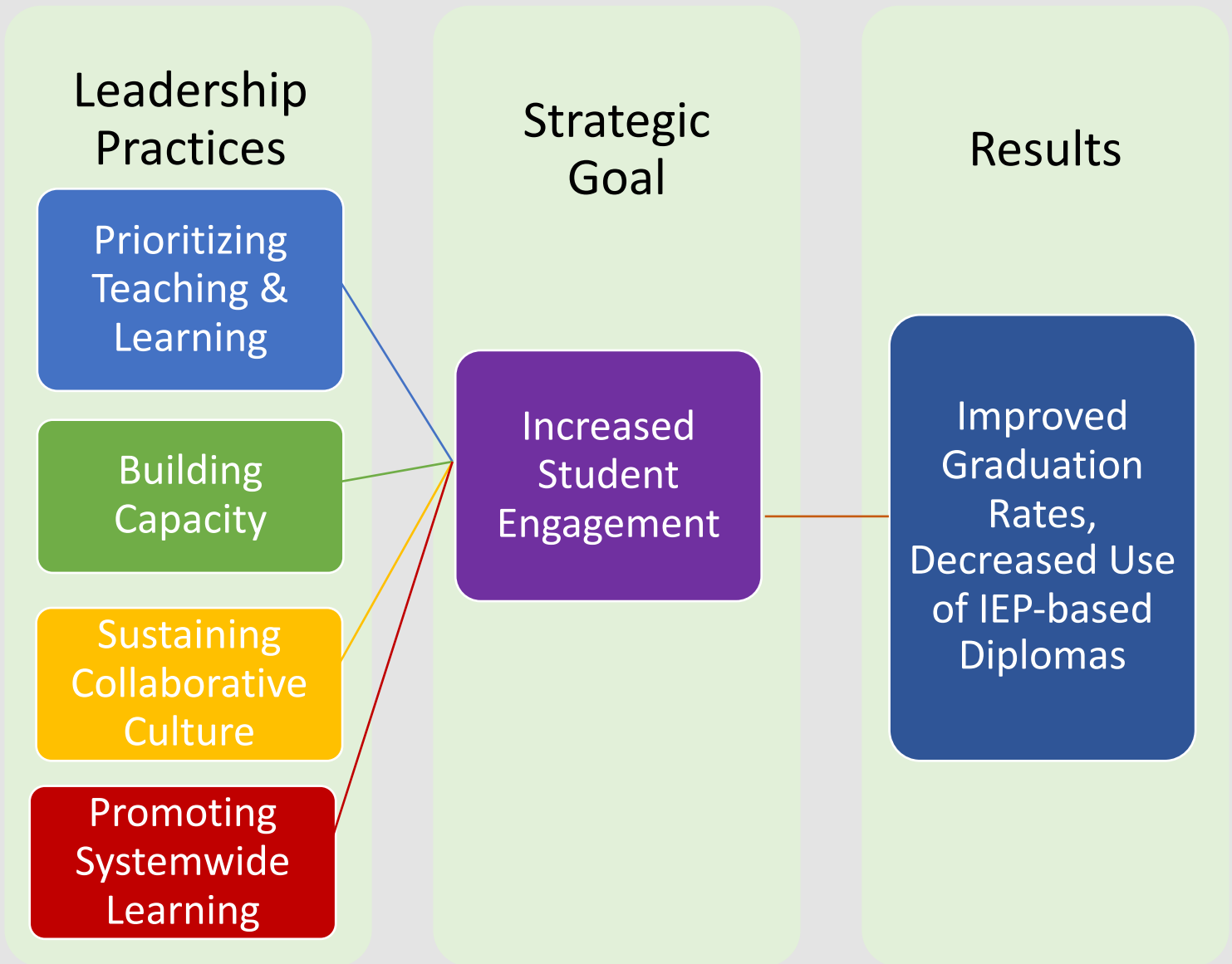
3 PD Components

COMPONENT 1:
Synchronous PD
(6 Sessions)

COMPONENT 2:
Asynchronous
Self-directed
Learning

COMPONENT 3:
Coaching Support
*from an assigned
coach dedicated to
the district*

The AIPL Theory of Action





Georgia: Assessing Current Practice to Ensure Effective Inclusive Leaders

Sheryl Cowart Moss, Georgia State University

Karen Bryant, The University of Georgia

Meg Kamman, University of Florida

What is Inclusive Leadership?

- ✧ Inclusive education is a schoolwide culture and practice of valuing each student as a learner across general education classrooms, rather than a particular program or place.
- ✧ Inclusion provides students with disabilities equitable access and opportunity in the general education curriculum and ensures that each student receives the educational resources and rigor they need at the right moment in their education.
- ✧ In inclusive schools, educators' roles are restructured for shared accountability and responsibility. Learners who need differentiated support and additional intervention receive it.
- ✧ School leaders use schedules, teacher teams, and data to ensure the academic progress and success of each student. (Adopted by 2020 Council of Chief State School Officers)

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

CEEDAR Georgia



**CEEDAR TA Partner
since 2014**



A reform state of mind: Approaches to improve educator preparation in Georgia

RELATED BLUEPRINT GOALS

Evidence-Based Practices/High Leverage Practices

Review our data

Talk to our own experts

CEEDAR Resources

OUTCOMES & SUCCESSES

Review and revision of EPP programs

Talk to stakeholders

Review course syllabi

Revise programs

NEXT STEP/SCALING UP

Scale up: collaboration and sustainability

Share the work

Mentor others

Continue the work



Georgia's team in action



Georgia University Partners



Leadership Knowledge and Understanding

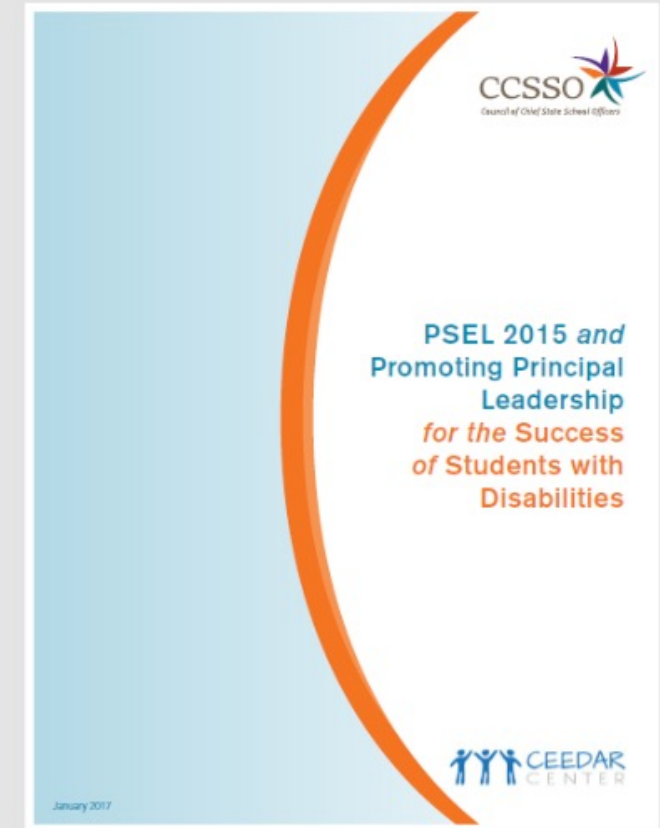
Knowledge of Self

Knowledge of Content

Knowledge of Procedures

Inclusive Principal Leadership: PSEL Standards

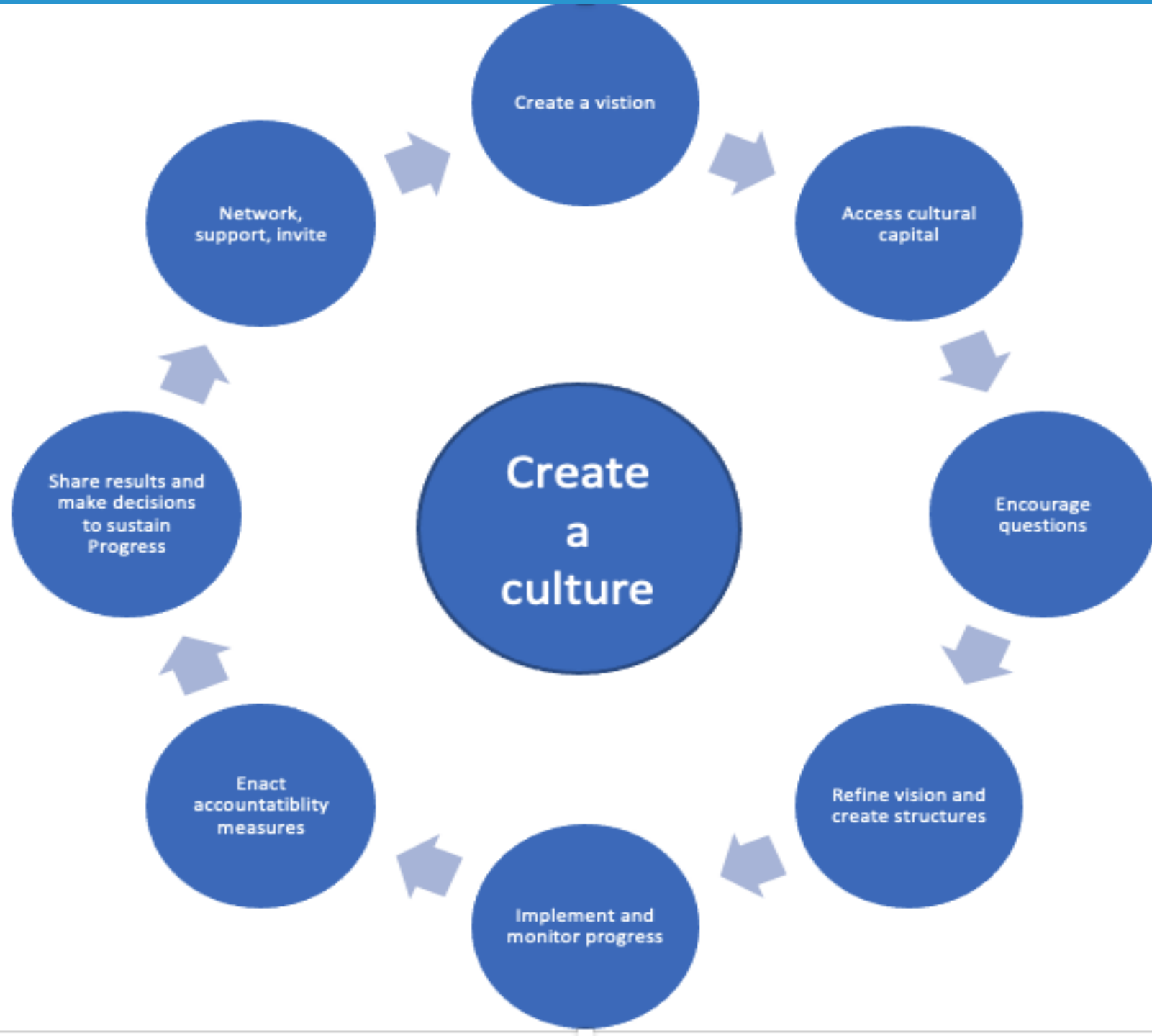
- ✧ In 2015, the National Policy Board for Educational Administration (NPBEA), of which CCSSO is a member, released the Professional Standards for Educational Leaders (PSEL)
- ✧ In January 2017, CCSSO released PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities jointly with CEEDAR
- ✧ The document highlights those aspects of the PSEL standards that are particularly important for preparing and supporting principals to create and lead inclusive learning environments for students with disabilities



CEC High Leverage Practices

The Four Domains





Aligning LAPS and PSEL - A protocol for reflection and growth

| LAPS | PSEL |
|--|--|
| 1. Instructional Leadership | 4. Curriculum & Instruction |
| 2. School Climate | 5. Communities of Care & Support |
| 3. Planning and Assessment | 1. Mission, Vision, & 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 & Community Relations | 8. Meaningful Engagement of Families & Community |
| 1-8. | 10. School Improvement |
| | 3. Equity and Cultural Responsiveness |

An example from the protocol...

- ✧ Aligned to PSEL 4
- ✧ A formative approach
- ✧ Links to resources
- ✧ Evidence from practice requested

| Leader Assessment on Performance Standards (LAPS) & Professional Standards for Educational Leaders (PSEL) | | | | | |
|---|---|--|---|---|---|
| LAPS 1 - Instructional Leadership / PSEL 4 - Curriculum and Instruction | | | | | |
| Indicator 1: <i>I communicate and look for high academic expectations for each student by: promoting and implementing high-quality intellectually challenging curricula and instruction and providing opportunities for each student to achieve within the general education curriculum using a multi-tiered system of supports (MTSS)</i> | | | | | |
| Rating: FI/ PI/D/ NP | Fully integrated (I have extensive evidence) | Partially Integrated (I have adequate evidence) | Developing (I have limited evidence) | Not present (I have little or no evidence) | Resources/Links |
| Evidence (List under the appropriate rating) | | | | | High Leverage Practices: Leader Guide |
| Indicator 2: <i>I work collaboratively with classroom teachers to help them develop and improve their capacity for effective instruction.</i> | | | | | |
| Rating: FI/ PI/D/ NP | Fully integrated (Extensive evidence) | Partially Integrated (Adequate evidence) | Developing (Limited evidence) | Not present (Little or no evidence) | Resources/Links |
| Evidence (List under the appropriate rating) | | | | | Mentoring and Induction Toolkit |

Protocol Findings to Date

We see patterns, but we have more questions!

- ✧ The curriculum focus impacts the self-efficacy perceptions of graduates
- ✧ The evidence participants share helps to illuminate their degree of capacity
- ✧ There seem to be regional trends
- ✧ We wonder about the presence of the Dunning-Kruger effect , especially among participants who did not share evidence.

Lessons Learned

Relevance, Reliability and Accountability

- ✧ Tie the protocol to something participants already know or have to do
- ✧ HLPs are great connections for leaders
- ✧ Remember to update resources and links frequently
- ✧ Use other assignments or artifacts to triangulate
- ✧ Choose your team carefully
- ✧ Consider positionality

Georgia State University Student Perceptions – six years of data

The overall themes for the data review for EPSF 8440 are as follows:

- ✧ Increased understanding and confidence to actively engage in instructional leadership and instructional supervision
- ✧ Increased understanding of inclusive leadership and the needs of people behind the data
- ✧ Increased capacity to coach, equip, and support teachers

Georgia State University Student Perceptions – six years of data

The overall themes for the data review for EdD dissertations are as follows:

- ✧ Increased use of language related to inclusive leadership
- ✧ Increased focus on understanding lived experiences in dissertation studies
- ✧ Increased focus on advocacy and change in dissertation studies

University of Georgia Findings

Overall Themes from UGA Data Review

- ✧ Organizational Management and Developing the Professional Capacity of School Personnel were self-assessed by educational leadership candidates as the areas for greatest growth related to Inclusive Leadership.
- ✧ Candidates reported an increased awareness of the importance of organizational structures to support access and opportunity for each student and all students.
- ✧ The increased capacity of candidates to lead professional development for teachers to enhance inclusive classroom and co-curricular opportunities for all students was a key result.

Next Steps

- ✧ Continued data collection with leadership candidates and graduates in Georgia
- ✧ Continued data analysis
- ✧ Publishing our findings
- ✧ Revising the protocol and adding new resources

Thanks for your participation

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Meg Kamman, PhD

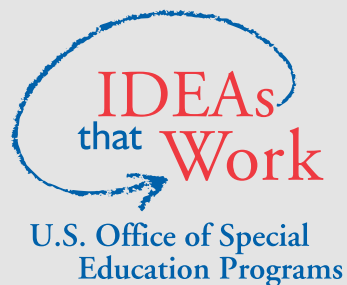
mkamman@coe.ufl.edu



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- The CEEDAR Center. (2021). [HLP leadership guides : High-leverage practices highleveragepractices.org](https://highleveragepractices.org/).
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