



CEC
2024
SPECIAL EDUCATION
CONVENTION & EXPO
SAN ANTONIO

Inclusive Leadership: Colorado's Statewide Principal Preparation Learning Community

Council for Exceptional Children Annual Conference

March 14, 2024

Who We Are



Wendy Barnes
Colorado State
University, Associate
Professor, School
Leadership and
Center for Educator
Preparation



Jerry Goings
Regis University,
Program Director,
Educational
Leadership

CEEDAR Overview

- National technical assistance center
- Fosters collaborative teams consisting 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 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).





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



By Kaylan Connally, Council of Chief State School Officers, and Lois Kimmel, American Institutes for Research

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

The Need

State education leaders [have committed to ensuring](#) that every student has the opportunity to succeed in the college or career path of their choice, including students with disabilities, who, across the country, continue to fare worse than their peers, as measured by learning and behavioral outcomes.

Despite increased rates of inclusion in general education classrooms, national test scores suggest students with disabilities are losing ground in reading and are not improving in mathematics (Our Kids Count, 2019). In addition, students with disabilities remain [far more likely](#) to be suspended or expelled—a disparity that is even greater for students of color with disabilities (United States Government Accountability Office, 2018). Disruptions caused by the COVID-19 pandemic will likely exacerbate these inequities.

Perhaps not surprisingly, general education teachers and school principals [report being underprepared](#) to effectively serve students with disabilities. Only 22 percent of a nationally representative sample of school principals and only 17 percent of general education teachers report feeling well prepared to serve and teach students with disabilities (Galiatsos, Kruse, & Whittaker, 2019; Stelitano, Johnston, & Young, 2020).

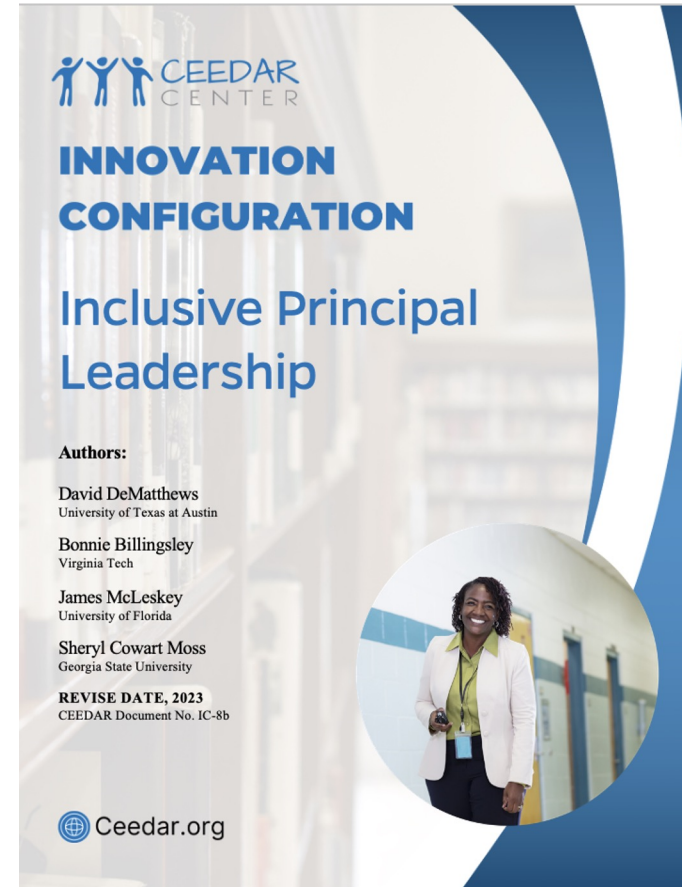
This lack of preparation makes it more difficult for students with disabilities to have equitable access to effective instruction and receive the support they need to excel in the general education curriculum (Lai, I., Wood, W. J., Imberman, S. A., Jones, N., & Strunk, K. O., 2020).

The Role of Inclusive Leaders

Inclusive principal leadership is critical to addressing these challenges. Inclusive principals are well prepared to serve students with disabilities and support teachers across general and special education to improve outcomes. They create learning environments where all students, across backgrounds, can excel in school. And they distribute leadership and provide the resources necessary to support and retain effective teachers of students with disabilities.



Inclusive Leadership Innovation Configuration



Inclusive Principal Guide



HLP Leadership Guide



UCEA and CEEDAR Webinar Series

Eyes Wide Open Leadership Overview of National Issues Impacting the Principalsip

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



Representation Matters: Recruiting and Sustaining a Diverse and Culturally Responsive Educator Workforce

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





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Colorado: Convening Faculty for Equity-Driven Leadership

Inclusive Leadership Practices Aligned with PSEL-Professional Standards for Educational Leaders

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 all students, 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.

The 4 Dimensions of School Leadership

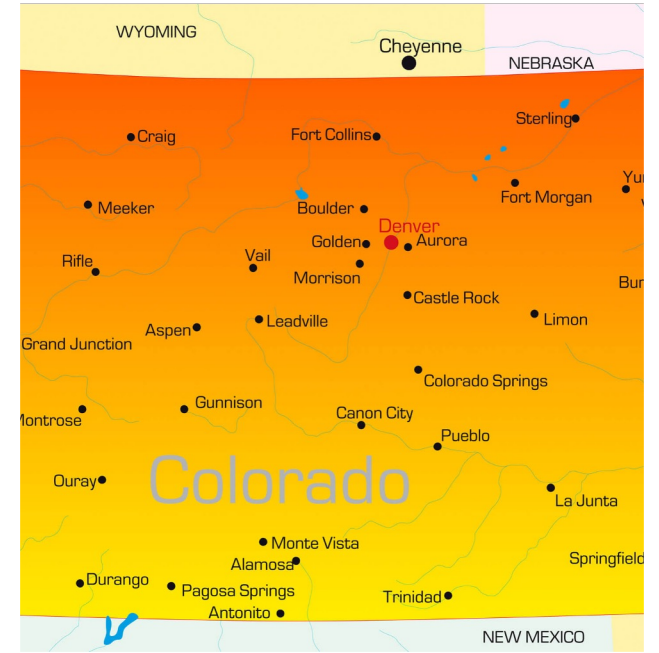
Vision Mission- Empower students, staff, families and community to own a vision and mission that reflects a commitment to equity and the aspirations of each student

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	<ul style="list-style-type: none">• 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 Monthly via Zoom 2023-24 School Year

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 Northern Colorado, Greeley, Northern Colorado, & Online
- University of Denver, Denver Metro & Online
- Western Colorado University, Online





Discuss and Engage

• Revise Programs

• Identify Strengths and Gaps

Our Project: Inclusive Practice Crosswalk

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.	
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 1.1 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(2) ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.	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 IPL 10.4 Ensure that the particular needs of students with disabilities are intentionally addressed within the school's broader plans for improvement.

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



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

Inclusive Leadership (New)

Essential Components	ELPS 605	ELPS 670	ELPS 601	ELPS 603	ELPS 604	ELPS 605
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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

	★	★	★			
	★	★	★	★		

- 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



Colorado State University

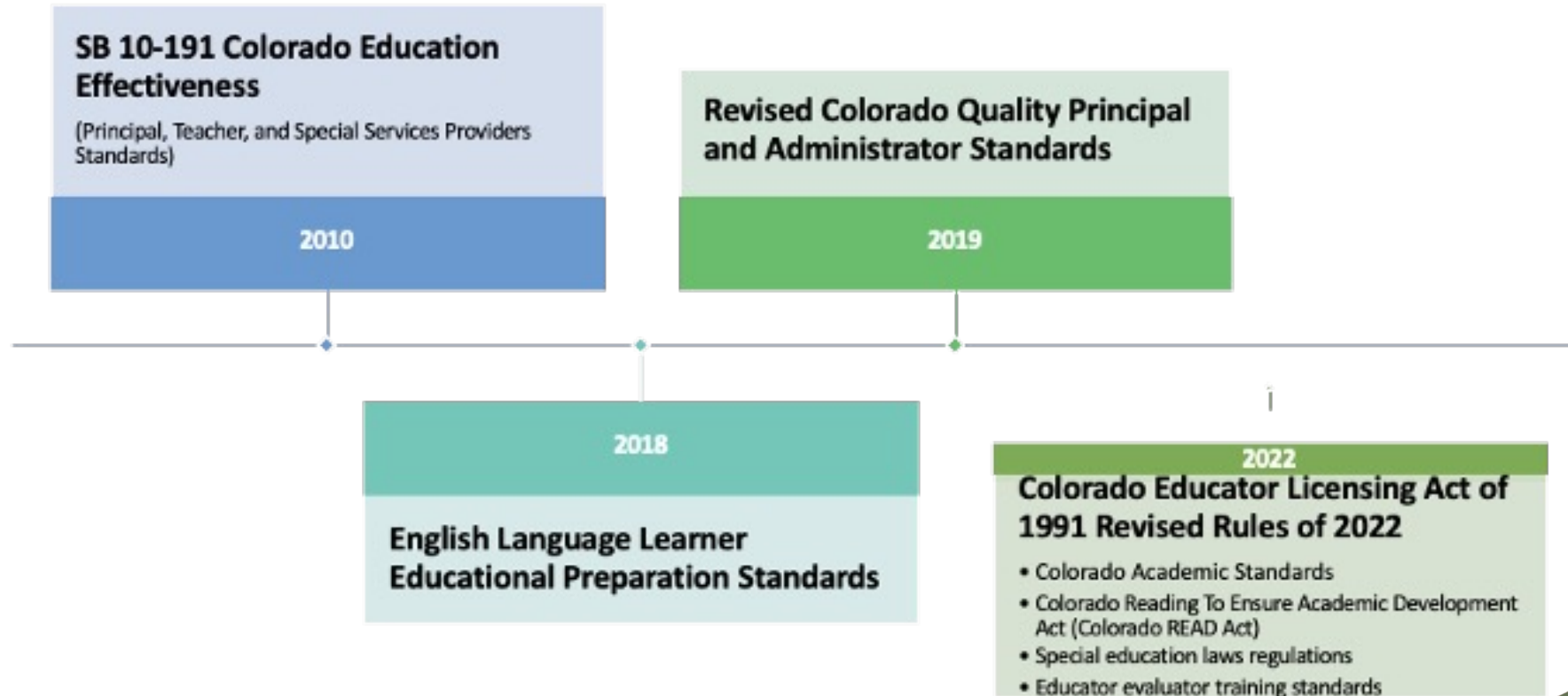
Story and Revisions

- **Discovery of...**
 - Problem based learning scenarios needed diverse components
 - Internship needed required targeted activities
- **Which led to...**
 - Documentation of the work we are already doing
 - Alignment of syllabi
 - 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...**
 - Courses are indirectly aligned to effective Inclusive Leadership Practices. We have gaps in the assessment and accountability - direct alignment.
 - Overall we are aligned to Inclusive Leadership Practices Standards- Gaps in Level of Implementation- Need more Level 2-Observation, Projects/Activities and Level 3-Internship Requirements.
- **Which led to...**
 - Major Course Revision- To include a focus on Inclusive and Culturally Responsive Leadership. Leading systems for effectively meeting the need for Special Populations.
 - Revision of internship activities with specific requirements to observe, participate, and reflect in leadership for inclusive leadership (e.g. attending IEP, manifestation, or parent meetings, observing co-taught classes, attending Student Support Meetings)

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



References

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Disclaimer

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