

Strengthening Leader Preparation for All: A Workshop Using CEEDAR Leadership Tools and Resources

Corey D. Pierce, Ph.D.



Objectives

1. Learn about the Inclusive Leadership Resources and Tools available through the CEEDAR Center.
2. Learn about the Inclusive Leadership IC and its alignment with PSEL standards. May be used to enhance program alignment with inclusive leadership competencies.
3. Learn about the CEEDAR Leadership Guides and how to use the Principal Navigator tool.
4. Explore opportunities for collaboration between IHEs and districts using the CEEDAR resources.

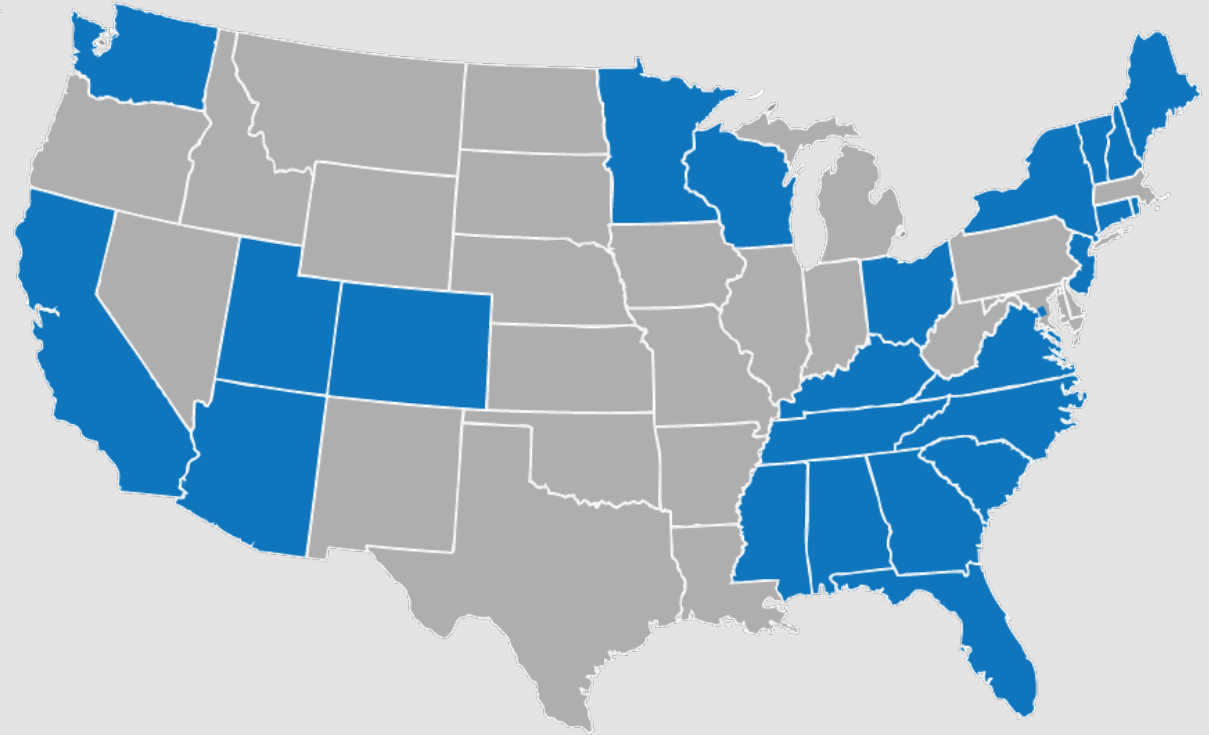
CEEDAR Overview

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- National technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs.
- Develops collaborative networks between state education agencies (SEAs), institutes of higher education (IHEs), and local education agencies (LEAs) to ensure effective teachers and leaders for each student.
- Resources available at the [CEEDAR website](https://cedar.org)

CEEDAR Mission

To support students with disabilities 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 within multi-tiered systems of support.





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

NCES National Teacher and Principal Survey

PERCENTAGE OF PUBLIC SCHOOL PRINCIPALS WHO AGREED WITH STATEMENTS ABOUT THEIR POSITION AS A PRINCIPAL, BY STATE:
2020–21



13.2%

The stress and disappointments involved in being a principal at this school aren't really worth it



15.4%

If I could get a higher paying job I'd leave this job as soon as possible



21.1%

I think about transferring to another school



36.4%

I don't seem to have as much enthusiasm now as I did when I began this job



11.6%

I think about staying home from school because I'm just too tired to go

The Teacher Workforce

In 2020-21, there were **3.8 million full- or part- time public school teachers** in the US.

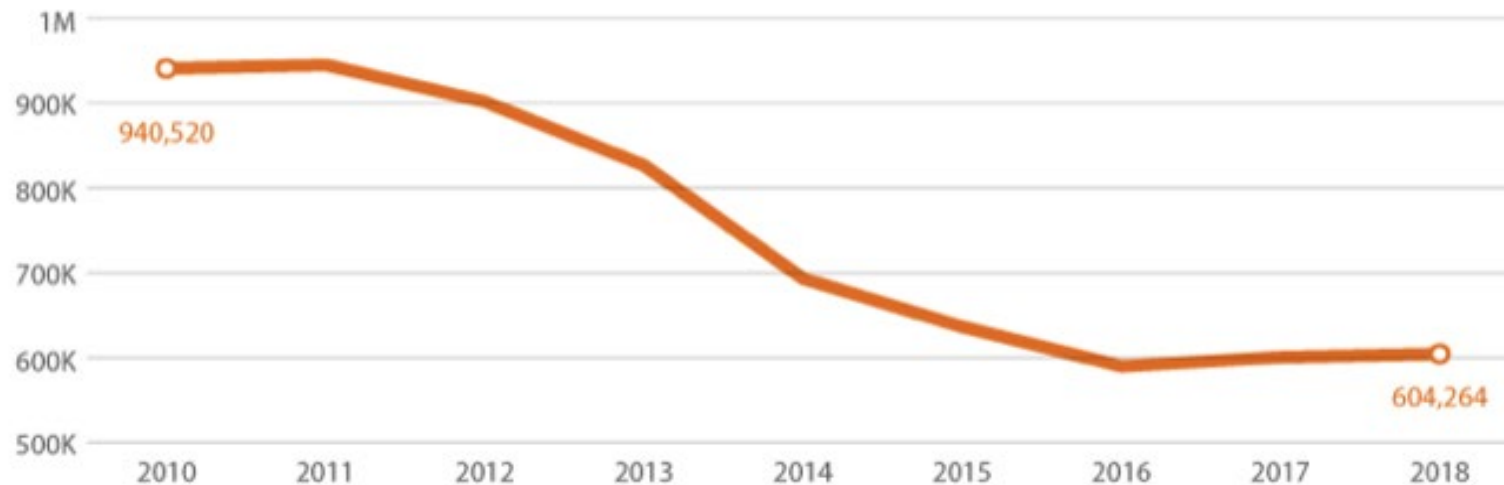
- **541,000 were special education teachers.**
- Eight-and-a-half percent of these teachers left the profession entirely with 9.5% having changed schools.
- As a result, **public schools were faced with replacing about 96,000 special education teachers in 2021-22.**

(Adelman, 2024; NCES, 2023)

Ongoing Concerns about Future of Workforce

Teacher preparation program enrollment has declined

Teacher preparation program enrollment by year, 2010–2018

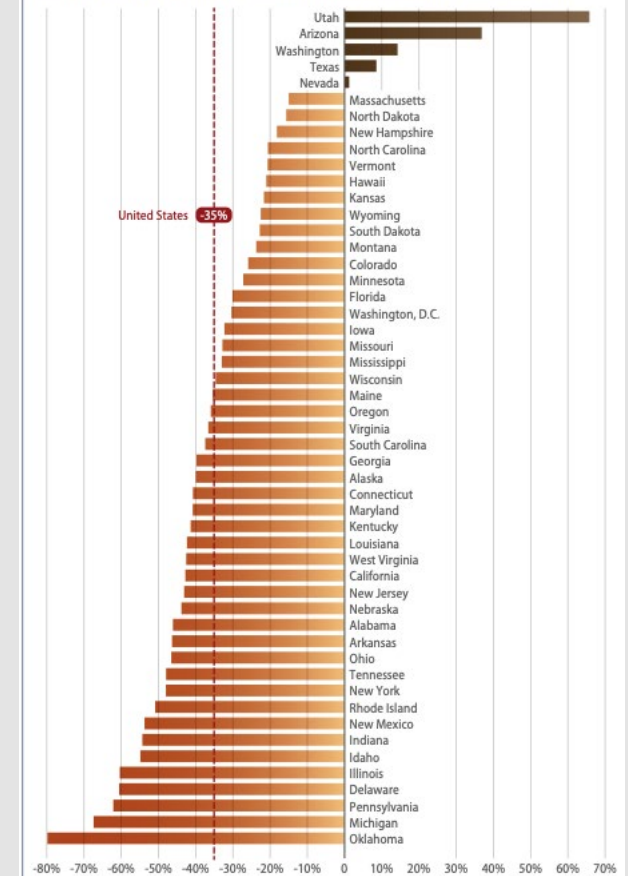


Source: Author's calculations based on U.S. Department of Education, "Title II Reports," available at <https://title2.ed.gov/Public/Home.aspx> (last accessed October 2019).



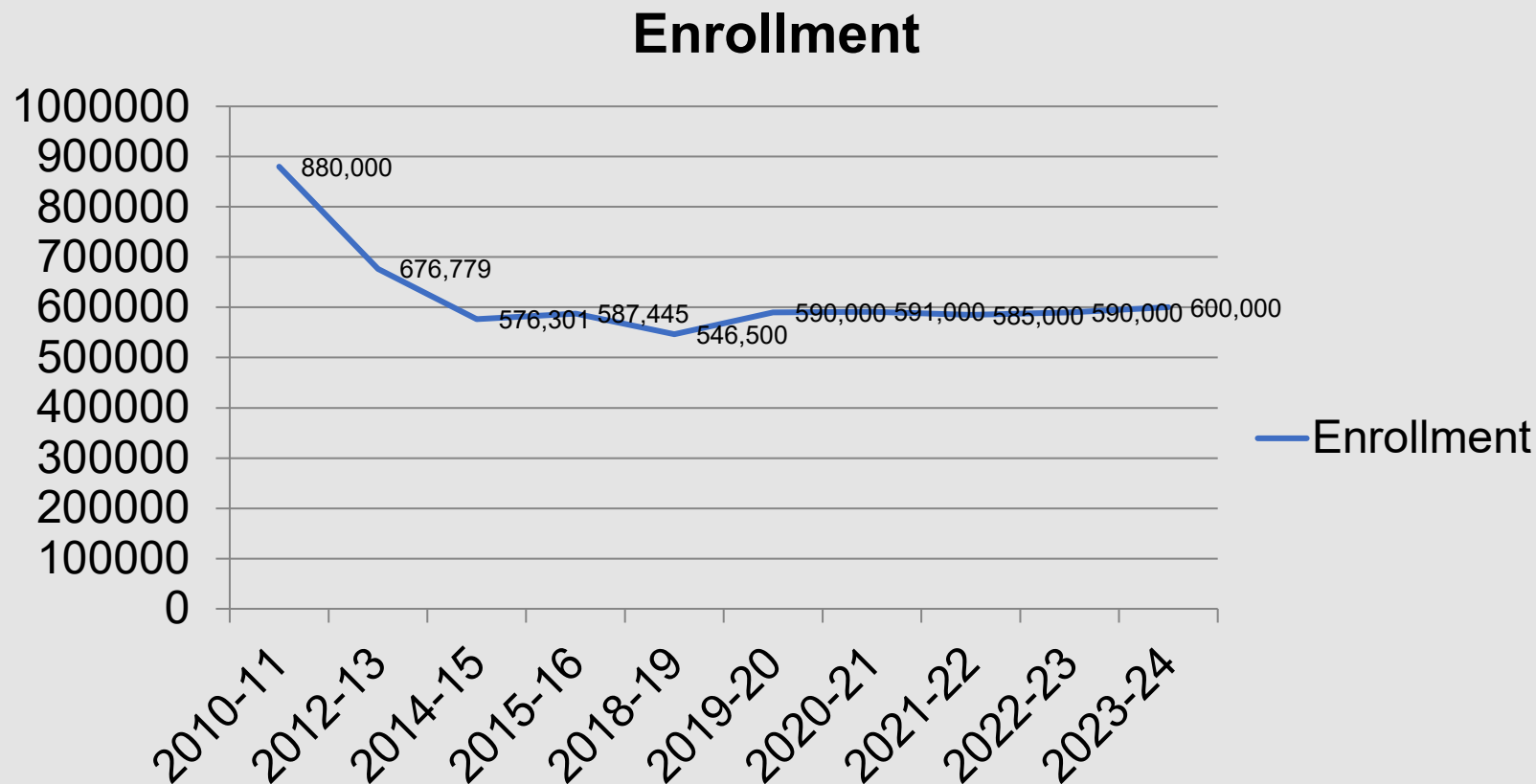
Teacher preparation program enrollment is declining in most states

Percentage change in teacher preparation program enrollment by state, 2010–2018



Source: Author's calculations based on U.S. Department of Education, "Title II Reports," available at <https://title2.ed.gov/Public/Home.aspx> (last accessed October 2019).

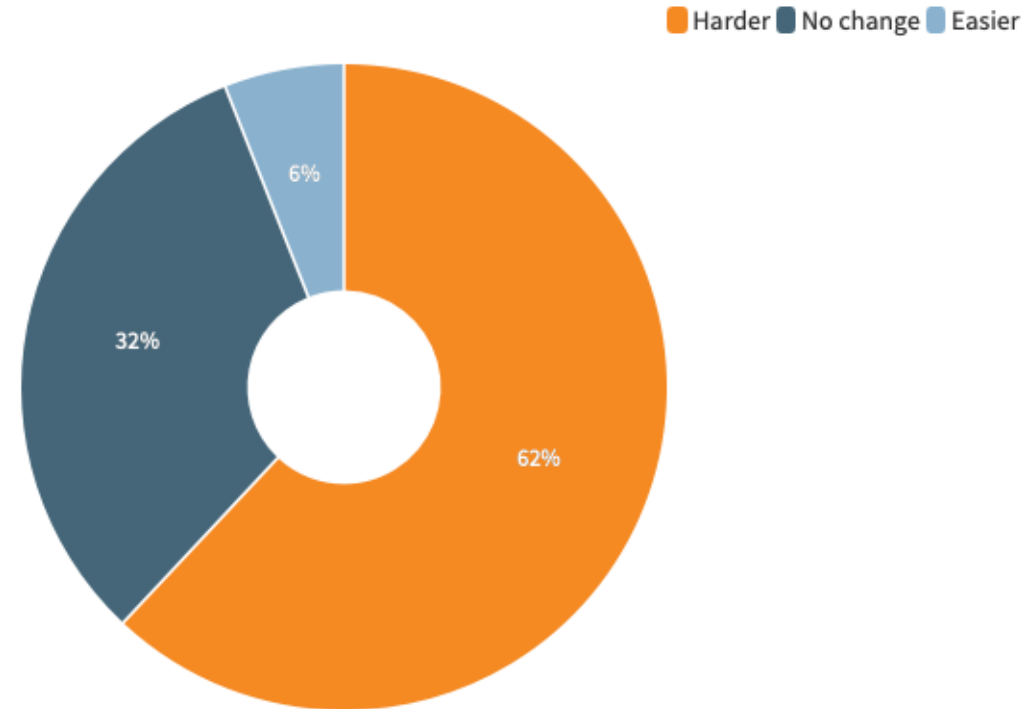
Teacher Preparation Enrollment (2010–2024)



NCES Title II Reports (2010–2021); NCTQ (2023); Estimated values for 2022–2024 based on trend analyses.

Special Education Vacancies

Compared to 2021-22, how challenging has it been this school year for you to fill special education teaching openings in your district or school?



*Results show responses from principals and district leaders.

SOURCE: EdWeek Research Center survey, April 2024



* A Flourish chart

SET's Concerns and Issues

Figure 15: Percentage of Respondents Who Rated Supervisors and Administrators as Well-Prepared to Support IEP Goals

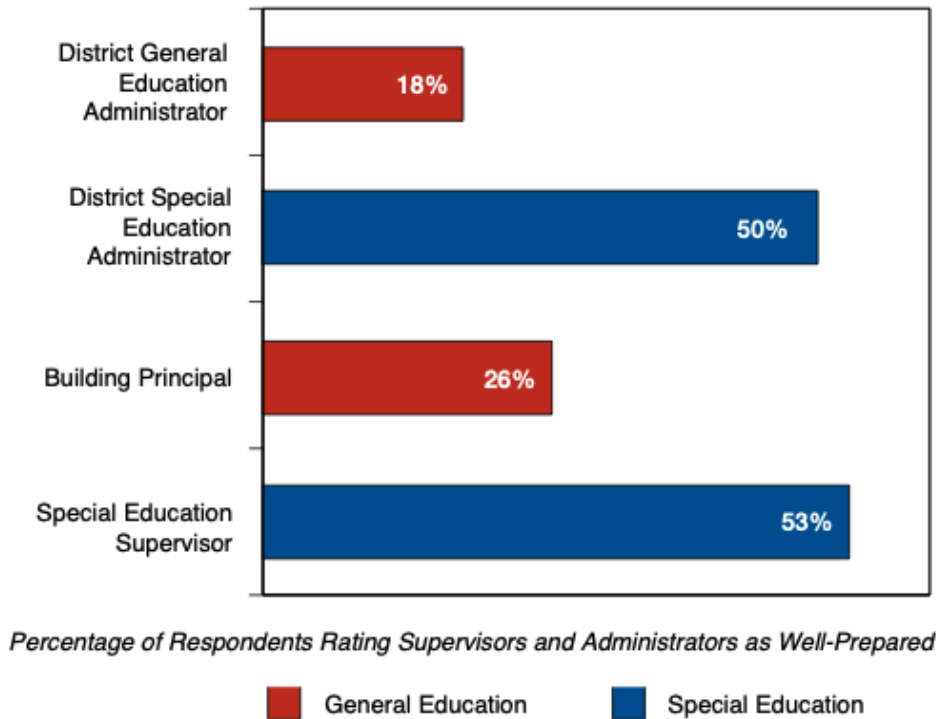
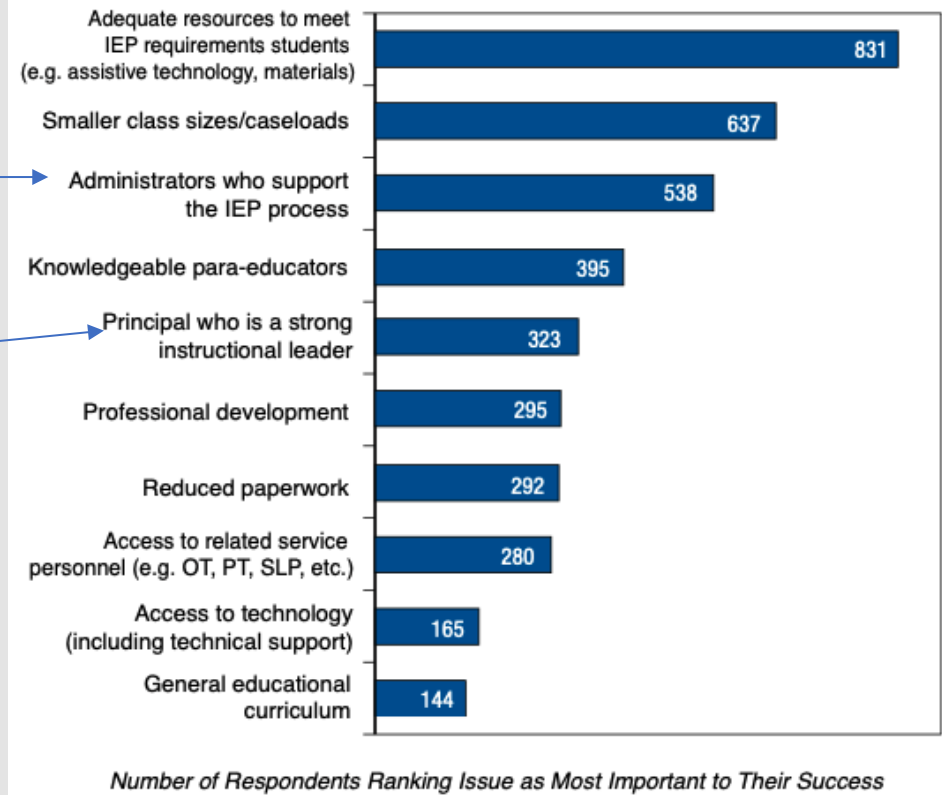


Figure 17: Issues Ranked by Respondents as Most Important to Their Success

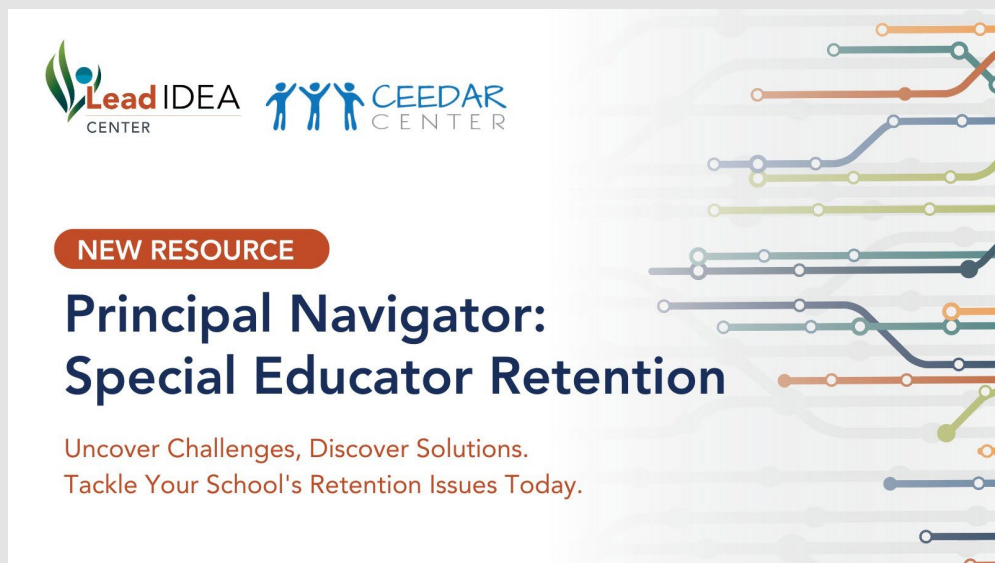


Takeaways

- Principals are working in challenging contexts where fewer teachers may be adequately prepared.
- Special educators continue to be a harder position to recruit and retain.
- Special educators express concern about the lack of support from administrators.
- Effective principal leadership can foster a school-community environment that supports all teachers in ways that cultivate healthy working conditions and high levels of student achievement.

CEEDAR Tools and Resources for School Leaders

- *Innovation Configurations*
- *Leadership Guides*
- *Principal Navigator*





Overview of ICs and their Components

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



IC Components

- Effective Principal Leadership Practices
Aligned to PSEL
- Review their level of application across a
program
- Implications for SEAs, LEAs, and IHEs

IC Format for Program Review

Essential Components



Essential Components	Implementation Levels				
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.	Level 0	Level 1	Level 2	Level 3	Rating
	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	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, or whole-group internship.	Rate each item as the number of the highest variation receiving an X under it.
Essential Components of the Evidence-Based Practice 					

Implementation Levels



Essential Components: Inclusive Leadership Practices Aligned with PSEL Standards

Inclusive Principal Practices Aligned With PSEL Standard 1: Mission, Vision, and Core Values					
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.					
1.2 Ensure a shared understanding of and mutual commitment to this inclusive mission and vision among faculty and staff and shape practice accordingly.					
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.					

Implementation Levels

- **Level 1: Instruction** focuses on knowledge acquisition
- **Level 2: Observation** requires candidates to utilize knowledge they have learned through application-oriented assignments
- **Level 3: Application** focuses on candidates applying their knowledge and skills in real or simulated settings

Implementation Levels: How Might This Look for Leaders?

Level 0	Level 1: Instruction	Level 2: Observation	Level 3: Application
No evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, lecture/presentation, discussion, modeling/demonstration, or assessment.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 and at least one item from Level 2, plus at least one of the following: tutoring, small-group student teaching, or whole-group internship.

IC Content Review

- General Review: [Inclusive Principal IC](#)
- Highlights, Questions
- 10 minutes to review

CEEDAR Innovation Configurations

 Inclusive Principal Leadership	 Assessment Practices Within a Multi-Tiered System of Supports	 Culturally Responsive Teaching	 Evidence-Based Practices For Classroom and Behavior Management: Tier 2 And Tier 3 Strategies
 Evidence-Based Practices for English Language Learners	 Evidence-Based Practices For Improving Challenging Behaviors Of Students With Severe Disabilities	 Evidence-Based Practices for Mathematics	 Evidence-Based Practices For Students With Severe Disabilities

Overview of HLP Leadership Guides

HLP Leadership Guides

[HLP Leadership Guide Link](#)



HLP Leadership Guides are intended for school leaders (Administrators, Teacher Coaches, Mentors, etc.) to support their teams in effectively implementing the High Leverage Practices in the classroom.



Overview of the Principal Navigator

Principal Navigator

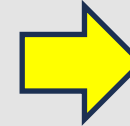
[Principal Navigator Link](#)



NEW RESOURCE

Principal Navigator: Special Educator Retention

Uncover Challenges, Discover Solutions.
Tackle Your School's Retention Issues Today.



CEEDAR Leadership Resources

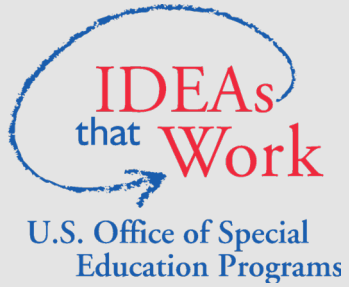
- [Resources Link](#)





Thank you!

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