CCSSO Inclusive Leadership Webisode #8: Distributed Principal Leadership: Leveraging School-Based Teams for Inclusive Education

Beulah McLoyd, New Leaders
Brenda Neuman-Sheldon, New Leaders
Sarah Rosenberg, New Leaders

Thursday, January 9th 1-2PM ET

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail kizzy.blackwell@ccsso.org
**Tech Norms**

- Log in to the WebEx system
- Engage camera (helps with understanding in virtual meetings)
- Upon entering, please share your name, role, and organization in the chat pod
- Be in control… mute and unmute yourself
- Please ask questions either via chat pod (at any time) or by raising your hand in WebEx (hand icon during discussion pieces)
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<thead>
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<td><strong>Thursday, January 9th:</strong></td>
<td>Distributed Principal Leadership: Leveraging School-Based Teams for Inclusive Education</td>
<td>This webisode will focus on distributive leadership to advance inclusive schools. Beulah McLoyd, Brenda Neuman-Sheldon, and Sarah Rosenberg of New Leaders will present.</td>
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<td><strong>Wednesday, February 12th:</strong></td>
<td>Forward Together: Policies and Practices to Support Students Who Learn Differently</td>
<td>This webisode will focus on findings from NCLD’s <em>Forward Together: Helping Educators Unlock the Power of Students Who Learn Differently</em> report and an associated school leader’s guide. Meghan Whittaker of NCLD and Trynia Kaufman of Understood for Educators will present.</td>
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Agenda

- **Overview and Framing** – James M. Paul and Kaylan Connally, CCSSO (5 mins)
- **Background on Distributed Leadership Project** – Sarah Rosenberg, New Leaders (5 mins)
- **Inclusive, Distributed Leadership in Action** – Beulah McLoyd, New Leaders (10 mins)
- **Question and Answer I** – Moderated by James M. Paul, CCSSO (5 mins)
- **Distributed Leadership Project Findings** – Sarah Rosenberg and Brenda Neuman-Sheldon, PhD, New Leaders (20 mins)
- **Question and Answer II** – Moderated by James M. Paul, CCSSO (15 mins)
- **Closing** – James M. Paul, CCSSO (5 mins)
Supporting Inclusive Schools for the Success of Each Child

- We, in partnership with the National Collaborative on Inclusive Principal Leadership (NCIPL), CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities and other diverse learners.

- Together, we released *Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership* (www.ccssoinclusiveprincipalsguide.org)
Strategy 4: Promote Principal Development on Inclusive Practices

- Articulate a clear set of practices that advance inclusive and learner-centered leadership as guidance to augment current principal development work

- Provide and promote effective systems of in-service support, evaluation, and professional development for principals at the state and local levels using those practices

- Establish incentives for principal mentoring, coaching and induction programs to include a deliberate focus on supporting the skills leaders need to establish optimal inclusive learning environments

- Ensure that all leaders are knowledgeable of evidence-based and high-leverage practices teachers need to advance positive outcomes for students with disabilities

- Consider developing and using micro-credentials to ensure principals pursue professional development opportunities that hone their skills to support students with disabilities
Background: New Leaders

3,000 LEADERS TRAINED
500,000 STUDENTS REACHED ANNUALLY

The RAND Corporation recently cited New Leaders as the principal preparation program with the strongest evidence of positive impact.
Background: The Need for Inclusive, Distributed Leadership

70 percent principals indicate their responsibilities have changed dramatically over the past five years

75 percent principals now report the job is too complex

Teachers want to have a greater voice in decision-making within their schools and school systems, and they want more career growth opportunities, especially as teacher leaders.
DISTRIBUTED LEADERSHIP │ A DEFINITION FOR POLICYMAKERS

Distributed leadership refers to a range of flexible approaches to school organization, management, and operations that expand traditional conceptions of leadership to include a wide range of both formal and informal leadership roles and activities.

While the specifics may vary by context, all models include an effective principal who fosters a trusting culture and organizes, taps, and marshals school resources (including through staffing, scheduling, and other structures and strategies) to help build the leadership and overall capacity of teachers, students, parents, and the school community as a whole.

When these elements are in place, distributed leadership approaches can yield important improvements to school and student outcomes that may exceed the sum of individual contributions.
Inclusive, Distributed Leadership in Action

- **ADMINISTRATION TEAM**

- **INSTRUCTIONAL LEADERSHIP TEAM (ILT)**
  - Department Heads
  - Case Manager

- **INDIVIDUAL COACHING AND PD**
  - Strengths and Growth Areas
  - Leadership Interests and Opportunities

- **STUDENT AND COMMUNITY ENGAGEMENT**
Inclusive, Distributed Leadership in Action

Tapping Expertise of Case Manager to Support a Student, at School and at Home

Using Data to Identify—and Effectively Address—Instructional Gaps for Students with Disabilities
Discussion, Reflection, and Moving Forward – Part I

Discussion and Reflection

• What questions or comments do you have for Beulah?

• What additional questions did her reflections spark for you?
Distributed Leadership: Project Goals

- To understand the distributed leadership policy landscape;
- To present a research- and practice-based definition of distributed leadership;
- To highlight school and student outcomes associated with effective distributed leadership approaches; and
- To support policymakers in taking action to support distributed leadership and improve school and student outcomes.
Distributed Leadership: State ESSA Plans

Eighteen states proposed distributed leadership approaches in their ESSA plans.
Distributed Leadership: 6 Key Elements

1) An Effective Principal

2) Collaborative Learning, Problem-Solving, and Decision-Making

3) Strategic Opportunities for Engagement

4) Empowered Staff and Community Members, Especially Teacher Leaders

5) A Culture of Trust

6) A Focus on Capacity-Building
Distributed Leadership: 5 School & Student Outcomes

1) Promotes Collaboration

2) Fosters Teacher Leadership

3) Supports Instructional Improvement

4) May Increase Teacher Job Satisfaction and Foster Stronger Organizational Commitment

5) May Contribute to Increased Student Achievement
Inclusive, Distributed Leadership: State Actions

State leaders and staff can encourage district and charter network leaders to create more-supportive local conditions for principals to enact distributed leadership approaches in their schools, with a particular focus on inclusive leadership.

- Raise awareness about the value of distributed leadership.
- Use data collection to enhance and make the case for distributed leadership.
- Provide technical assistance, models, and other resources on distributed leadership.
- Promote balanced autonomy and remove regulatory hurdles that hinder distributed leadership.
- Create and fund statewide distributed leadership initiatives.
Coming soon! Distributed Leadership Policy Toolkit

- Distributed Leadership Policy Primer
- Distributed Leadership Research Resources
  - Detailed explanations and citations of definition, key elements, and school and student outcomes
  - Other research and policy considerations
- Distributed Leadership in Action Vignettes
  - Mini case studies of school, district, charter, and state strategies and initiatives

www.newleaders.org/research-policy
Discussion, Reflection and Moving Forward, Part II

Discussion and Reflection

- What questions or comments do you have for Sarah and Brenda?
- What additional questions did the presentations spark for you?

Moving Forward

- How could the findings and resources Sarah and Brenda shared be applied in your context?
- Do you have resources or work underway that aligns to this work that could help peers?
Thank you for joining us. Please reach out to James M. Paul at james.paul@ccsso.org with any questions about the webisode series. Please join us for upcoming webisodes.

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