

# **CCSSO Inclusive Leadership Webisode #1: Inclusive Education: Developing a Common Language Among States**

**Toni Barton**, Relay Graduate School of Education  
**Kaylan Connally**, Council of Chief State School Officers  
**Carol Quirk**, Maryland Coalition for Inclusive Education

Monday, July 15<sup>th</sup>, 2019 1-2PM ET

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail: [kizzy.blackwell@ccsso.org](mailto: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)

# Introduction to Inclusive Leadership Webisode Series

Date/Time	Title	Description
<b>Monday, July 15<sup>th</sup>:</b> 1-2PM ET	Inclusive Education: Developing a Common Language Among States	This webisode will focus on defining inclusive schools and inclusive principal leadership. Toni Barton of the Relay Graduate School of Education, Kaylan Connally of CCSSO, and Carol Quirk of the Maryland Coalition for Inclusive Education will present.
<b>Thursday, August 1<sup>st</sup>:</b> 2-3PM ET	Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities	This webisode will focus on CCSSO's new resource on individualized education programs <i>Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities</i> . Kathleen Airhart of CCSSO, David Bateman of Shippensburg University, and James M. Paul of CCSSO will present.
<b>Wednesday, August 21<sup>st</sup>:</b> 12-1PM ET	Preparing Inclusive Principals: Leadership for Inclusive Schools	This webisode will focus on inclusive school leader preparation. Amy Farley of the University of Cincinnati, Sheryl Cowart Moss of Georgia State University, and Michelle Young of UCEA will present.
<b>Monday, September 9<sup>th</sup>:</b> 12-1PM ET	Braided Federal Funding: How Blending Federal Funds Can Advance Inclusive Principal Leadership	This webisode will focus on how to blend federal funds to advance inclusive principal leadership. Kathleen Airhart of CCSSO, Sheara Krvaric of Federal Education Group, PLLC, Peter Zamora of CCSSO, and Dean Zajic of the Kansas Department of Education will present.
<b>Thursday, October 10<sup>th</sup>:</b> 1-2PM ET	High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders	This webisode will focus on high-leverage practices in special education. Lynn Holdheide of the Center on Great Teachers and Leaders, Erica McCray of the CEEDAR Center, and Deborah Ziegler of the Council for Exceptional Children will present.



# Agenda

- ⌘ Introduction
- ⌘ History of this Work at CCSSO  
(Kaylan Connally, CCSSO)
- ⌘ Defining Inclusive Education and Inclusive Principal Leadership  
(Carol Quirk, MCIE)
- ⌘ Discussion and Reflection
- ⌘ Preparing Leaders to Lead Inclusive School Cultures  
(Toni Barton, Relay GSE)
- ⌘ Discussion, Reflection, and Conclusion

# Inclusive Principal Leadership: Where We've Been

## Professional Standards for Educational Leaders

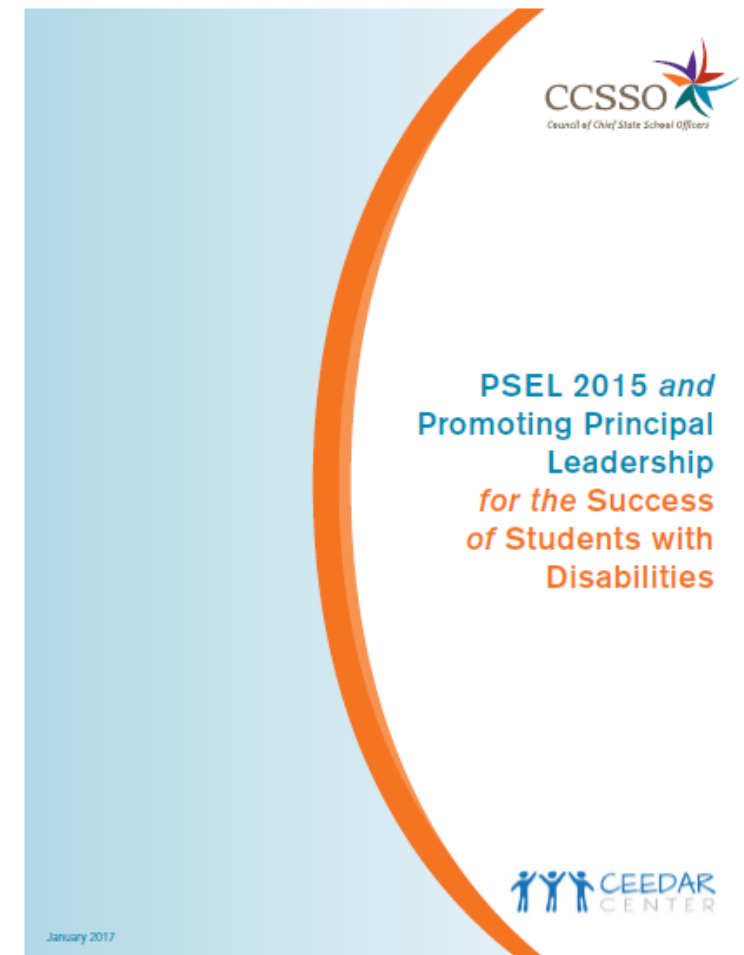
National Policy Board for Educational Administration

FORMERLY KNOWN AS ISLLC STANDARDS

- ⌘ In 2015, the National Policy Board for Educational Administration (NPBEA) released the Professional Standards for Educational Leaders (PSEL)
  - PSEL better reflects the role of leaders today, both as building managers and instructional leaders, who advance learning for an increasingly diverse group of students
- ⌘ CCSSO worked with NPBEA and educational leaders in the field to update the standards

# Inclusive Principal Leadership: Where We've Been

- ⌘ In January 2017, CCSSO and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center released a supplementary guidance document for students with learning differences
  - Developed by an Advisory Group of principals, leaders from state and local education agencies, the higher education community, and professional associations
- ⌘ Outlines **key steps every state can take** to ensure all school **principals** are **prepared and supported** to lead learning environments that meet the needs of students with disabilities and others who struggle to learn in school





# The National Collaborative on Inclusive Principal Leadership

To develop this guide, CCSSO convened the National Collaborative on Inclusive Principal Leadership (NCIPL), a diverse alliance that includes the following principal associations, member organizations, technical assistance centers, researchers, educator preparation programs, and nonprofits:

- American Association of Colleges of Teacher Education
- CAST (formerly known as the Center for Applied Special Technology)
- Center on Great Teachers and Leaders, American Institutes for Research
- Center on Innovations in Learning
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center
- Council for the Accreditation of Educator Preparation
- Council of Administrators of Special Education
- Council of Chief State School Officers
- International Council of Professors of Educational Leadership
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Association of State Directors of Special Education
- National Center for Learning Disabilities
- National Center for Systemic Improvement, WestEd
- National Center for Special Education in Charter Schools
- National Implementation Research Network
- New Leaders
- New Teacher Center
- Relay Graduate School of Education
- Schoolwide Integrated Framework for Transformation Center
- SPAN Parent Advocacy Network
- University Council for Educational Administration

# Supporting Inclusive Schools for the Success of Each Child

*We released **Supporting Inclusive Schools for the Success of Each Child:  
A Guide for States on Principal Leadership!***

*(<https://ccssoinclusiveprincipalsguide.org>)*



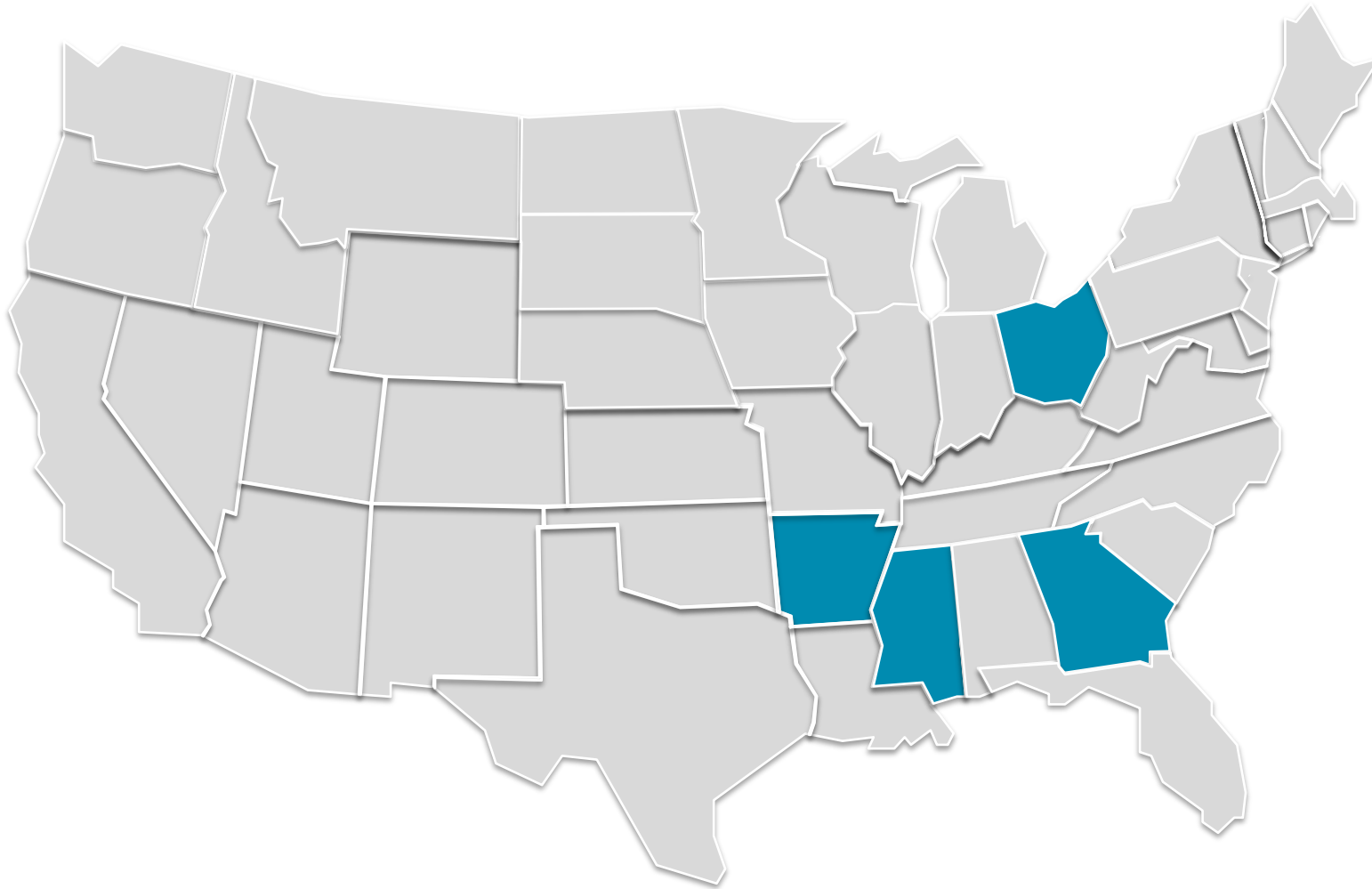


# Supporting Inclusive Schools for the Success of Each Child

⌘ *Supporting Inclusive Principal Leadership for the Success of Each Child* contains 8 key strategies to support states in integrating inclusive principal leadership in policy and practice:

- Strategy 1: Set a Vision and Plan for Inclusive Principal Leadership
- Strategy 2: Cultivate Coherence and Collaboration
- Strategy 3: Transform Principal Preparation and Licensure
- Strategy 4: Promote Principal Development on Inclusive Practices
- Strategy 5: Provide Targeted Supports to Districts and Schools
- Strategy 6: Connect School Improvement and Principal Development Initiatives
- Strategy 7: Meaningfully Engage Stakeholders as Partners in the Work
- Strategy 8: Adopt Processes and Supports for Continuous Improvement

# Advancing Inclusive Principal Leadership (AIPL) State Initiative



- Arkansas
- Georgia
- Mississippi
- Ohio

Three states will also build upon CEEDAR state goals and plans.



# A IPL State Initiative Expected Outcomes

- ⌘ By **June 2019**, all states in the AIPL State Initiative **have developed a plan** that is designed to advance inclusive principal leadership in policy and practice.
- ⌘ By **June 2020**, all states in the AIPL will **make measurable progress** against two of their objectives included in their plans.



# A IPL State Initiative Progress

⌘ **All states** have committed to advancing plans to support inclusive principal leadership and have

- Completed **self-assessments**
- Identified **state-specific goals** and **objectives** around:
  1. Recruit and Prepare
  2. Support and Retain
  3. School Improvement and Targeted Supports
- Finalized **state plans**
- Scheduled stocktakes for **collective problem-solving and discussion of progress**

# Inclusive Education

## Inclusive Principal Leadership

Equity and Inclusion: Learning Together to Live Together

Carol Quirk, Ed.D.

Maryland Coalition for Inclusive Education



# There is no place called “inclusion”

There is no subject called “special education”

## Educators teach children and youth:

- *Behavior routines and rituals*
- *Reading, writing, and math skills*
- *Content knowledge, problem-solving, analytic skills (science, history, geography, psychology, etc.)*
- *Creative visual and performance arts skills*
- *Social and communication skills*
- *Fine motor and gross motor skills*

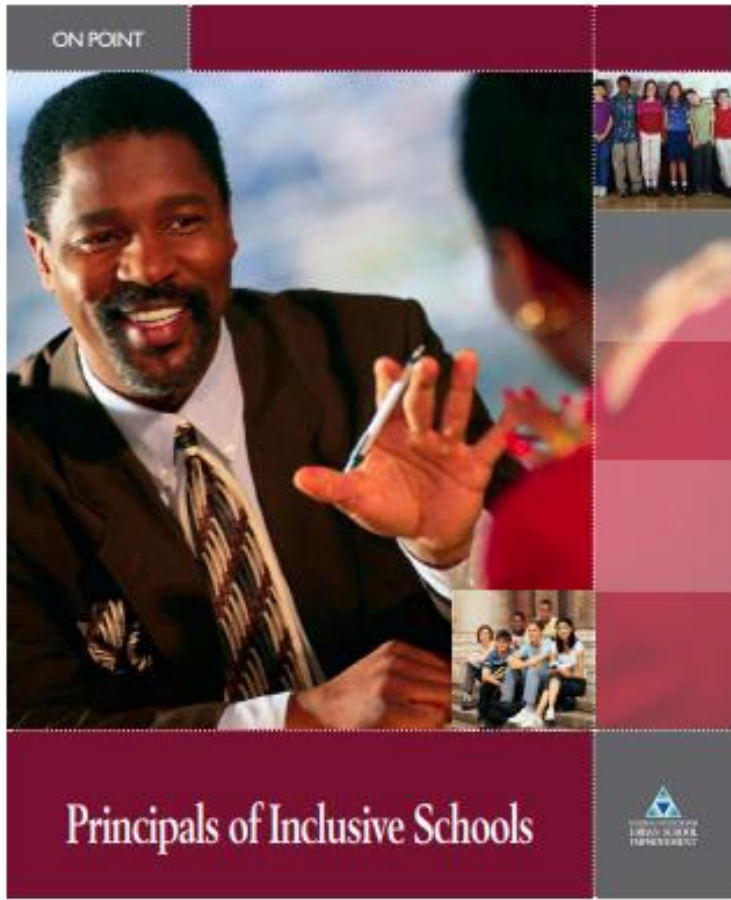


# LEADERS PROMOTE EQUITY FOR ALL

- ⌘ 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.
- ⌘ And school leaders use **schedules, teacher teams, and data** to ensure the academic progress and success of each student.

<https://ccssoinclusiveprincipalsguide.org/why-inclusive-leadership/>

# CCSSO Resources for 8 Strategies



## Strategy 1: Set a Vision and Plan for Inclusive Principal Leadership

*Prioritizing Leadership: Opportunities in ESSA for Chief State School Officers* supports states in strategically prioritizing and investing in effective, locally tailored leadership strategies, such as inclusive principal leadership.

*School Leadership Interventions under the Every Student Succeeds Act: Evidence Review* can guide state and district education leaders on using research-based school leadership interventions and help identify examples of improvement activities allowable under ESSA.

*School Leadership: A Primer for State Policymakers* serves as an introduction to policies related to school leadership — which is particularly useful to newly elected or appointed officials as they consider policies to more effectively support great school leaders.

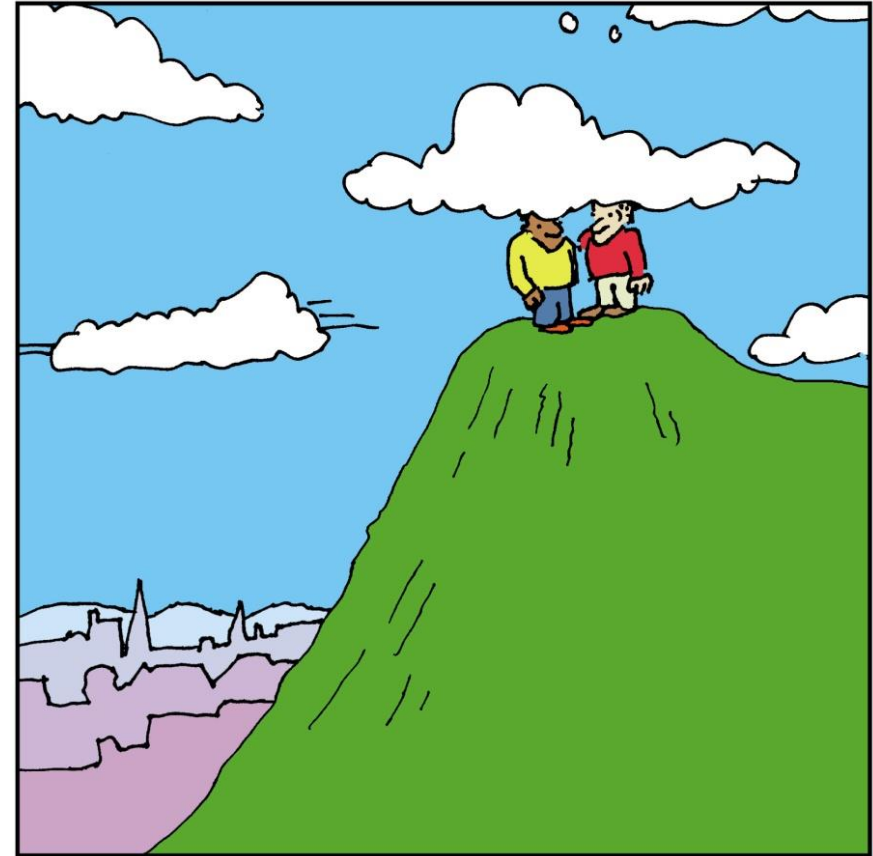
*First 100 Days as a Chief State School Officer: Building a Strong Foundation* is a resource not only for new state leaders, but helps all leaders engage stakeholders, set a vision, and empower staff to execute upon that vision.

<https://ccssoinclusiveprincipalsguide.org/resources/>

# Vision

**A society** where neighborhood schools welcome all children, engage them in learning, and form the foundation for inclusive communities.

**Neighborhood schools** where learners with disabilities benefit from meaningful instruction, have friends, and are full members of their school communities.



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## INCLUSIVE EDUCATION:

PROVING YOU CAN DREAM WITH YOUR HEAD IN THE CLOUDS AND STILL HAVE YOUR FEET FIRMLY ON THE GROUND.





# Inclusive Education is...

- **Membership**
- **Participation**
- **Learning**



Jorgensen, 2018:  
*It's More Than Just Being In*

Jorgensen, McSheehan, & Sonnenmeir  
(2010) *The Beyond Access Model*

# Membership: Sense of Belonging





# Membership: Sense of Belonging

- ❑ General education class & activities
- ❑ Same schedule
- ❑ Equally acknowledged
- ❑ Socially valued





# Participation and Engagement

- ❑ Whole class discussions
- ❑ Projects
- ❑ Cooperative learning groups
- ❑ Transitions with classmates
- ❑ Class and school activities



# Participation and Engagement





# Learning Grade Level and Functional Skills

- ❑ Reading, writing, speaking, listening: aligned to grade level standards
- ❑ Adding, subtracting, multiplying, dividing, algebraic and geometric functions: aligned to grade level standards
- ❑ Communication for social interaction and learning
- ❑ Independent & interdependent skills



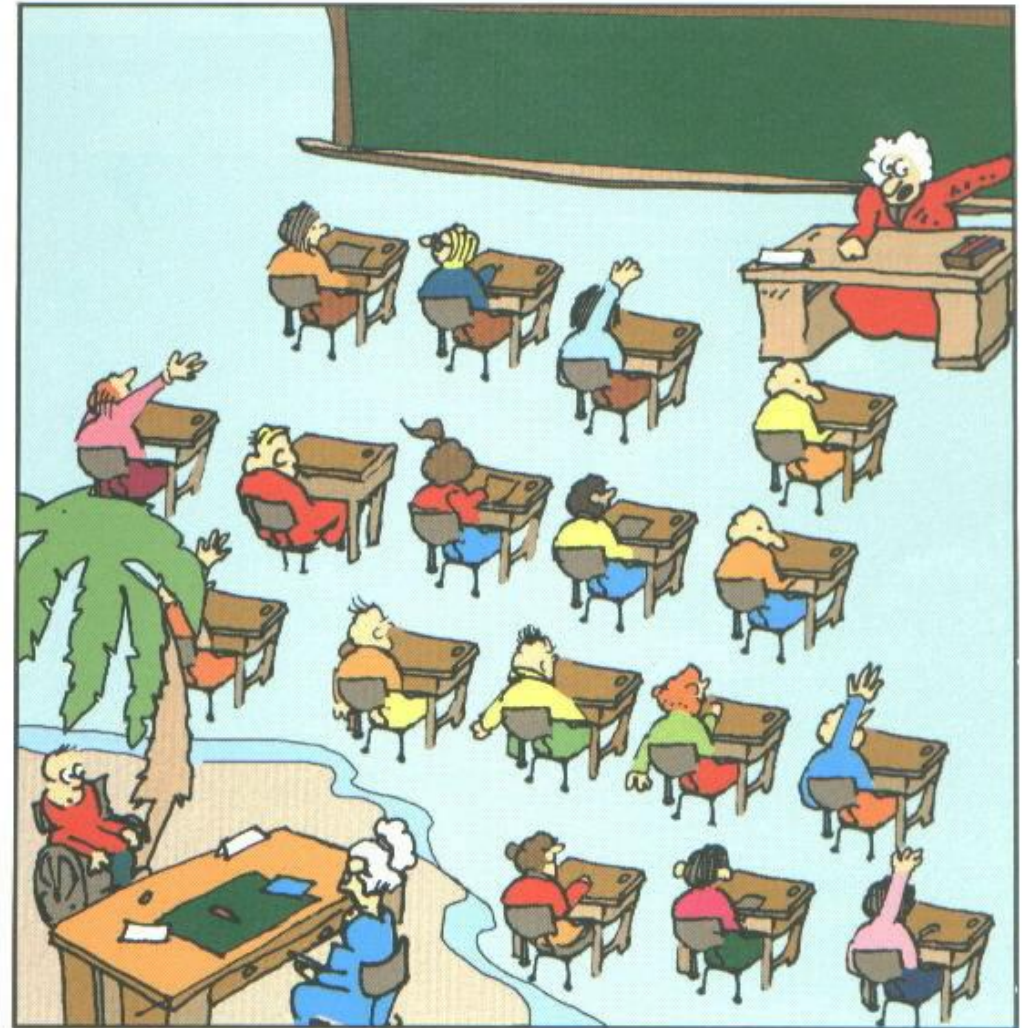
# Learning Grade Level and Functional Skills





# Inclusive Education means...

- ✓ Natural proportions
- ✓ No “inclusion” classes
- ✓ Intentional support for extracurricular activities
- ✓ Adapted materials
- ✓ Cooperative and collaborative learning
- ✓ Changing teaching roles/relationships



ISLAND IN THE MAINSTREAM  
MRS. JONES AND MRS. COOPER ARE  
STILL TRYING TO FIGURE OUT WHY FRED  
DOESN'T FEEL LIKE PART OF THE CLASS.

# School Transformation Framework

	<b>BEHAVIOR</b>	<b>ACADEMIC</b>	<b>INTER-DISCIPLINARY COLLABORATION</b>
<b>School Wide Systems</b>	School-wide, behavior support system with tiered interventions	Effective research-based core curricula and system of tiered interventions	Co-Planning TIME and Effective collaborative planning STRUCTURES
<b>Classroom Instruction</b>	Positive, clearly defined, culturally responsive, behavior support and instruction plans	Strong student engagement in culturally responsive, differentiated lessons based on principles of UDL	<b>SPECIALLY DESIGNED INSTRUCTION</b> Co-planned, Co-taught (ELL, disability-specific, culturally responsive)
<b>Interventions</b>	Tier 2 group interventions and (Tier 3) Individual behavior plans are implemented with fidelity	Tier 2 and 3 academic interventions and specialized instruction within general ed settings	Teams collaborate to use DATA for planning interventions and evaluating effectiveness



# School Transformation Framework

LEADERSHIP & SUPPORT TO STAFF	<b>Community &amp; Family Partnerships</b> <b>Distributed and Adaptive Leadership</b> <b>Professional Learning with Embedded Coaching</b>		
<b>School Wide Systems</b>	Culturally responsive, school-wide, behavior support system with tiered interventions	Effective research-based core curricula and system of tiered interventions	Co-Planning TIME and Effective collaborative planning STRUCTURES
<b>Classroom Instruction</b>	Positive, clearly defined, culturally responsive, behavior support and instruction plans	Strong student engagement in culturally responsive, differentiated lessons based on principles of UDL	<b>SPECIALLY DESIGNED INSTRUCTION</b> Co-planned, Co-taught (ELL, disability-specific, culturally responsive)
<b>Interventions</b>	Tier 2 group interventions and (Tier 3) Individual behavior plans are implemented with fidelity	Tier 2 and 3 academic interventions and specialized instruction within general ed settings	Teams collaborate to use DATA for planning interventions and evaluating effectiveness

# Discussion, Reflection and Moving Forward

## Discussion and Reflection

- ⌘ What questions or comments do you have for Kaylan or Carol?
- ⌘ What additional questions did the presentations spark for you?

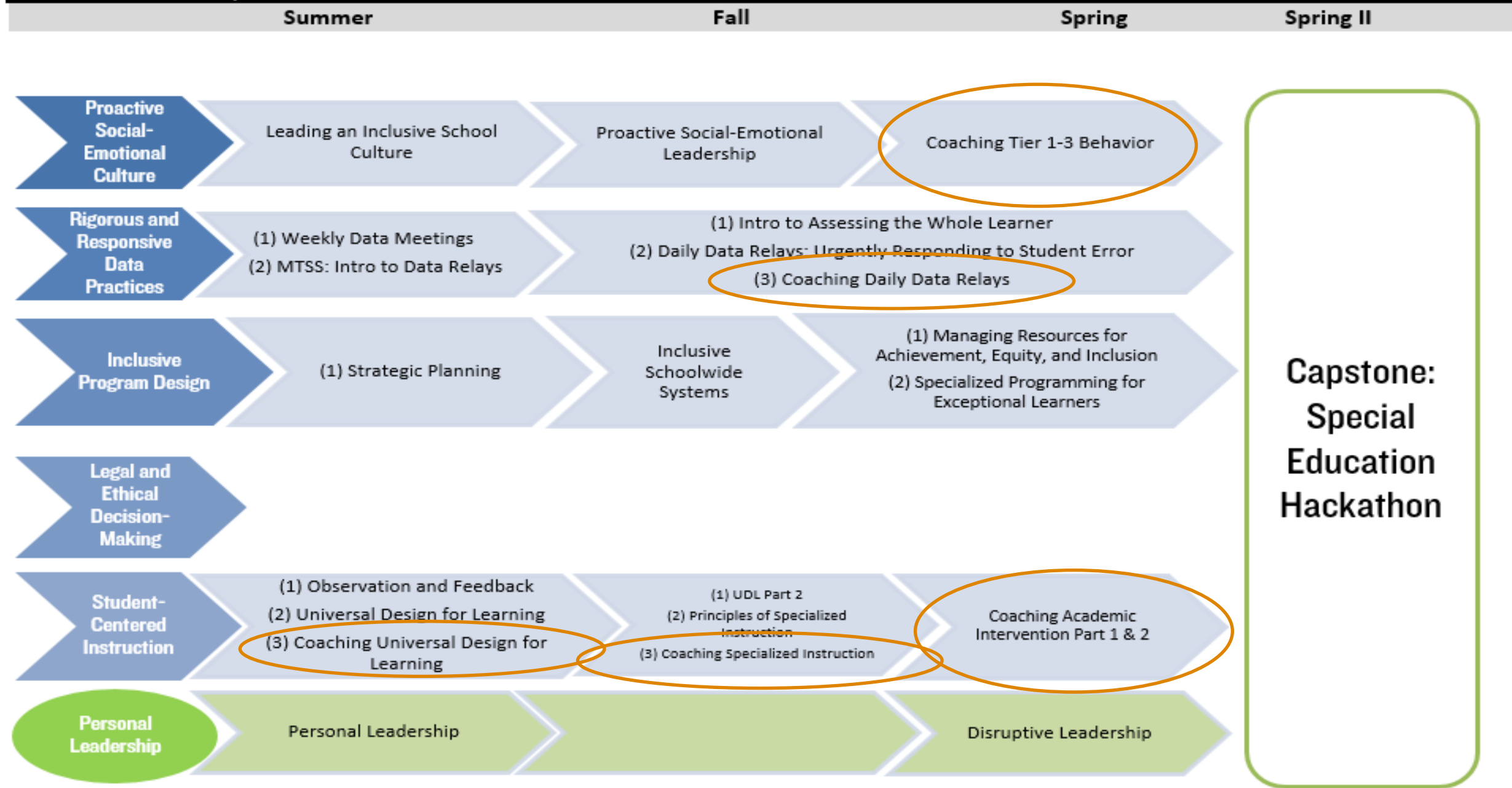
## Moving Forward

- ⌘ How could the work and resources Kaylan and Carol shared be applied in your context?
- ⌘ Do you have resources or work underway that aligns to Kaylan and Carol's presentations that could help peers?

# Inclusive Values & Practices in Relay's Curriculum

- 1. Collective Responsibility.** Exceptional learners are the collective responsibility of the whole
- 2. Rigorous Academic Opportunities.** Exceptional learners have the right to learn at the highest level and achieve optimal academic success (on grade level content)
- 3. Respect Difference.** Student differences are respected and valued by all
- 4. Inclusive Professional Development.** All staff deserve the supports (time, training, and resources) needed to effectively support exceptional learners
- 5. Inclusion-First Instruction.** Exceptional learners are given meaningful opportunities to receive their primary instruction in an inclusive setting

# Curriculum Overview, Cont.



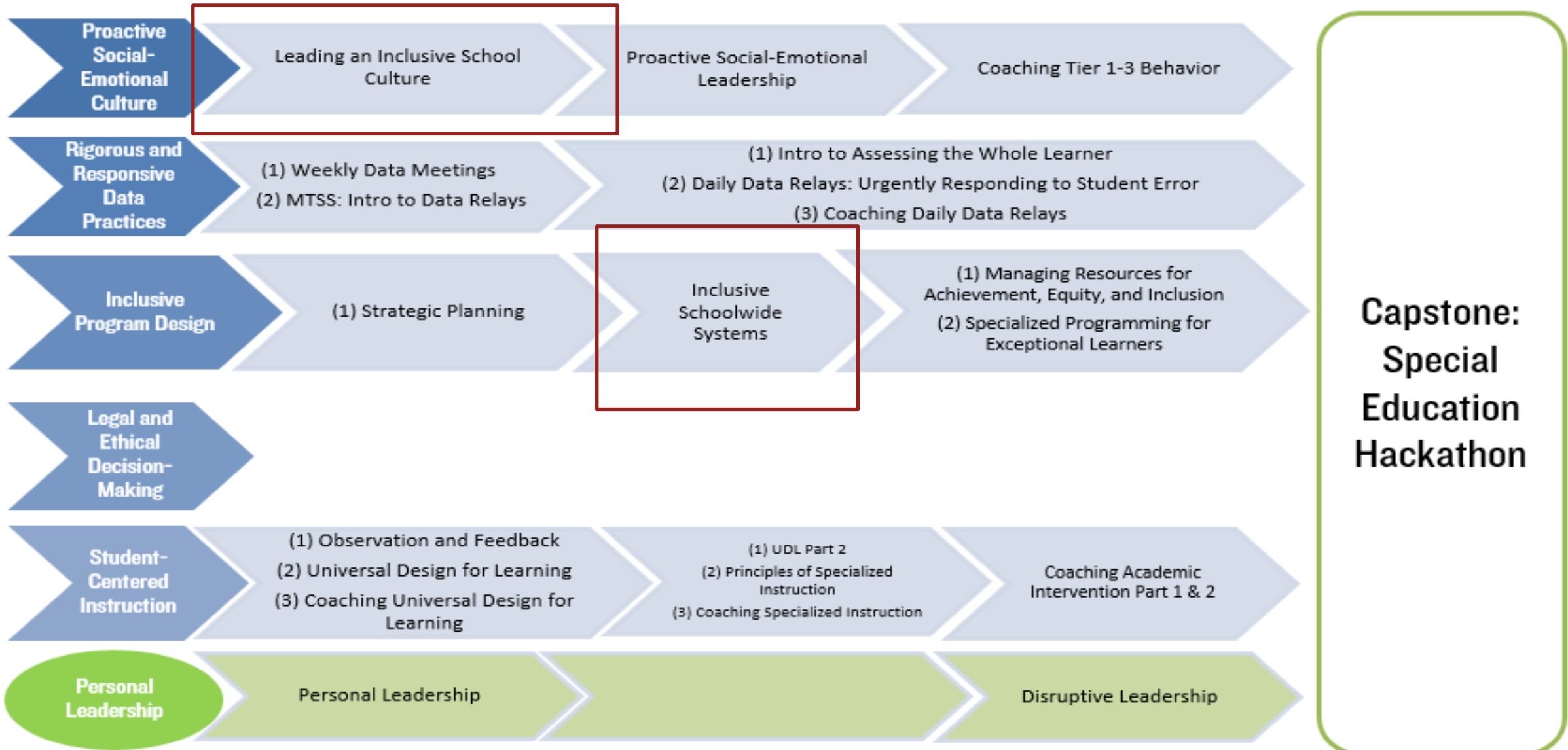
# Curriculum Overview, Cont.

Summer

Fall

Spring

Spring II



INCLUSIVE VALUES

## Inclusive School-Wide Systems Checklist

**Values-Driven.** System is rooted in a set of clearly defined inclusive values.\*

- Each participant in the system models and is unapologetic about aligning the system to a shared set of inclusive values.
- Student strengths are leveraged to support decision-making.
- Leaders celebrate and reinforce those who embody inclusive values.
- There is no student group who is disadvantaged because of the system.
- The needs of exceptional learners are proactively addressed in the system.

*\*\*Review each inclusive value, consider how the system exemplifies each value*

**Intentional Accountability.** All individuals, who teach and coach teachers who support exceptional learners, are held accountable for effectively supporting and driving growth for exceptional learners.

- Effective practices and strategies are implemented with fidelity.\*
- Teams track progress of exceptional learners and meet regularly to discuss.
- Leaders support inclusive practices through supervision, support, and professional development in this system.

**Collaboratively-Owned.** The system is rooted in collaborative relationships and shared accountability between general and special educators.

- All members in the system take collective responsibility for supporting all learners.
- Leaders and/or teachers of exceptional learners are not excluded from systems/teams in a way that negatively impacts exceptional learners.
- Meetings that target the needs of exceptional learners include general educators and non-sped leaders.

**Needs-Based Innovation.** When academic or behavior systems are not meeting the needs of exceptional learners, the team approaches the challenge as an opportunity to innovate or improve the system.

- Data is used to drive innovation
- The team seeks to make the most rigorous learning opportunities available to exceptional learners by considering how to innovate or improve a system that is not working for a student

**Fosters Student Independence.** The structure of the system intentionally promotes and drives toward increased student independence.

- Students receive scaffolded levels of academic or behavioral support  
Teams intentionally plan to strategically reduce intensity of scaffolds or supports

**Student-Focused Resource Allocation.** Resources are allocated based upon meeting the needs of all students. (Hiring practices, classroom resources, staffing decisions/assignment)

- Resources are allocated to ensure that students with the most significant need receive high-quality resources aligned with their needs (e.g. goal-aligned scheduling, instruction from content experts, physical resources, environment).
- Exceptional learners receive supports/practices selected are proven to effectively support exceptional learners.\*

## ⌘ Inclusive School-Wide Systems

- Intro Checklist
- Build understanding of criteria through **video case study** of inclusive school – Thasya (*Google her name*)

## ⌘ Apply in subsequent sessions

- Proactive Social-Emotional Culture
- Managing Resources
- Data Analysis



## Inclusive School-Wide Systems Checklist

How to Use: This tool outlines the criteria for an inclusive school-wide system. Use this sheet to reflect on the systems in your school.

What System is Being Analyzed: Behavior Intervention Plan Coaching and Support

Criteria for Success	Meets Criteria Yes, No, Partially?	Evidence	Impact on Students and Teachers	What actions/adjustment need to be made to strengthen??
<p><b>Values-Driven.</b> System is rooted in a set of clearly defined inclusive values.*</p> <ul style="list-style-type: none"> <li>Each participant in the system models and is unapologetic about a shared set of inclusive values.</li> <li>Student-first language is used to describe students.</li> <li>Student strengths are leveraged to support decision-making</li> </ul> <p>**Review each inclusive value, consider how the system exemplifies each value</p>	No	<ul style="list-style-type: none"> <li>During teacher check-ins when behavior plans are discussed, student-first language is not used to describe students, Academic Dean refers to students with behavioral concerns using negative language</li> <li>The team only focuses on student needs</li> <li>Leaders do not advocate for inclusive values, specifically around collective responsibility and inclusion-first instruction</li> </ul>	<ul style="list-style-type: none"> <li>When students are seen through deficit-based lens, this impacts expectations, which impacts how leaders coach</li> </ul>	<ul style="list-style-type: none"> <li>When SEL hears AP refer to students as the ED kid or other similar language, the AP should name the appropriate way to refer to students with disabilities and say why</li> <li>All leaders should name and model the values that support an inclusive culture, specifically around – (1) maximal opportunities to participate in GE setting and (2) collective responsibility</li> </ul>
<p><b>Leader Models the Way.</b> An inclusive vision has been clearly articulated by the school leader.*</p> <ul style="list-style-type: none"> <li>Leader celebrates and reinforces inclusive vision.</li> <li>Leader supports inclusive practices through supervision, support, and professional development in this system.</li> </ul>	Partially	<ul style="list-style-type: none"> <li>The principal reminds the team of the school's core values during every PD session. One of those values is Right is Right: We hold ourselves and each other to uncommonly high standards. We do what's right for our students – even if it's difficult to do.</li> <li>The team does not consistently reinforce these values through actions, e.g. celebrating those who model this value</li> <li>Leaders who participate in leadership meeting where we are discussing student behavior have not had training on effectively supporting students with social-emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers get inconsistent messages from leaders</li> <li>ELs are not included</li> <li>ELs are not seen as the responsibility of all</li> <li>Leaders over-rely on SEL to support ELs</li> </ul>	<ul style="list-style-type: none"> <li>SEL leads PD with school leadership team on effective behavior supports</li> <li>SEL identifies invites teacher leaders to participate in that training as an effort to build their own skills (trickle-down effect)</li> <li>Principal and SEL celebrates other members of leadership team who models inclusive values</li> <li>During whole group opportunities leaders shouts out staff for embodying inclusive values</li> </ul>
<p><b>Intentional Accountability.</b> All individuals, who teach and coach teachers who support exceptional learners, are held accountable for effectively supporting and driving growth for exceptional learners.*</p> <ul style="list-style-type: none"> <li>Practices/Strategies are implemented with fidelity.*</li> <li>Teams track progress of exceptional learners and meet regularly to discuss.</li> </ul>	No	<ul style="list-style-type: none"> <li>Implementation of behavior plans is not being monitored by individuals who directly coach teachers</li> <li>The only person accountable for implementation of behavior plans is the SEL</li> <li>Teacher is not being coached around implementation of behavior plan</li> <li>Lack of accountability for growth of ELs, Jaylen is being moved to a lower-performing group that will impact his learning</li> </ul>	<ul style="list-style-type: none"> <li>Students with behavioral needs are not making growth because the teacher isn't receiving an adequate amount of coaching</li> <li>GETs are not building their skills in supporting ELs</li> </ul>	<ul style="list-style-type: none"> <li>SEL will coach APs around behavior plan implementation</li> <li>AP who coaches teachers should support teachers around implementation of behavior plan</li> <li>GET should receive frequent coaching around behavior plan and implement with fidelity before changing Jaylen's group</li> </ul>
<p><b>Collaboratively-Owned.</b> The system is rooted in collaborative relationships amongst its members.</p> <ul style="list-style-type: none"> <li>All members in the system take collective responsibility for supporting all learners.</li> </ul>	Partially	<ul style="list-style-type: none"> <li>SEL is a part of leadership team meetings</li> <li>There is an indirect expectation that that students with IEPs are the responsibility of SEL and SETs</li> <li>When SEL is observing a co-taught classroom, they only observe SET</li> </ul>	<ul style="list-style-type: none"> <li>GETs see ELs as the SETs responsibility</li> <li>GETs are not building their skills in supporting ELs</li> </ul>	<ul style="list-style-type: none"> <li>All leaders are responsible for coaching their teachers in all areas, including BIP implementation, this means all leaders need training and coaching in this area</li> </ul>

⌘ Analyze Case Study on Discipline/ Behavior Practices

⌘ Apply Criteria from Checklist

- Where is it evident?
- What is the impact on students?
- What adjustments need to be made?

**How to Use:** This tool outlines the criteria for an inclusive school-wide system. Use this sheet to reflect on the systems in your school.

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Criteria for Success	Meets Criteria Yes, No, Partially?	Evidence
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<b>Impact on Students and Teachers</b>	<b>What actions/adjustment need to be made to strengthen??</b>	
<ul style="list-style-type: none"> <li><i>GETs see ELs as the SETs responsibility</i></li> <li><i>GETs are not building their skills in supporting ELs</i></li> </ul>	<ul style="list-style-type: none"> <li><i>All leaders are responsible for coaching their teachers in all areas, including BIP implementation, this means all leaders need training and coaching in this area</i></li> </ul>	

## ⌘ Collaboratively Owned

- the only individuals held accountable for the behavior concerns of students with social-emotional needs are the SET and SEL AND
- The root cause → the GET and non-sped leaders don't have expertise in supporting students with social-emotional needs

**INCLUSIVE PROGRAM DESIGN**

Implement a multi-tiered data response system where all leaders and all teachers are accountable for the growth of all students.

Element	Indicators		Action Steps
	What does it look like when this element is strong?	What does it look like when this element needs growth?	
<b>Inclusive School-Wide Systems</b> Systems and structures are created with the needs of ELs at the forefront and are designed to maximize learning for all students (e.g. schedules, classroom management systems, duty schedules, instructional time of special educators is protected)	<b>Enabling Structures</b> 1. Principal is the owner and messenger of inclusive values 2. Inclusive values are reinforced during every collaborative meeting 3. Flexible schedule, schedule can be changed on a cyclical basis as dictated by student needs) 4. Schedule is designed in collaboration with teachers and leaders of ELs 5. Schedule is designed to ensure the needs of ELs are met (e.g. time for supplemental instruction, teachers of ELs provide support during planned times of content area instruction)	<b>Enabling Structures</b> 1. Staff that support ELs primarily own the messaging around inclusive values 2. Teacher and leaders use language or make decisions that are not aligned to inclusive values 3. Schedule is fixed and staff mindsets reflect a lack of willingness to modify schedule	1. Model inclusive values by: a. Principal names and defines values and expected behaviors at all staff orientation and re-orientation (e.g. professional development, staff orientation, school-wide events) activities b. Create intentional structures that reinforce values i. Add inclusive systems checklist as agenda item in all meetings
	6. The schedule ensures that all leaders and teachers of ELs are expected to and can consistently attend relevant collaborative meetings (e.g. grade level team meetings, data meetings, leadership team meetings)		
	7. Leadership team meeting protocol that includes reflection on inclusive systems		

**PROACTIVE SOCIAL EMOTIONAL CULTURE**

Effective leaders intentionally create environments that foster the social-emotional well-being of all students. In environments where schools focus on core social-emotional skills, students thrive academically and behaviorally.

Element	Indicators		Action Steps
	What does it look like when this element is strong?	What does it look like when this element is an area of growth?	
<b>Positive Discipline Culture</b> Positive and proactive practices drive school-wide and classroom management systems	<b>School Practices</b> 1. Classroom rules are developmentally appropriate manner and applied in a way that support social-emotional well-being of students o Rules do not single out students o Students with specific learning needs are not expected to exhibit behaviors that conflict with their disability or need 2. Corrections support student engagement with content 3. Teachers respond to student behavioral needs using a graduated system of reinforcement and consequences 4. Teacher delivers consequences that are natural and logical responses to student behavior (e.g. student throws food in cafeteria, teacher asks students to clean up vs. student serving detention) 5. Positive reinforcement are used more frequently than negative consequences o Teachers proactively provide specific praise to students with social-emotional needs who are exhibiting desired behaviors 6. Non-intrusive behavior strategies are used before implementing negative consequences (e.g. reminder, redirection, non-verbal correction, private correction) 7. Teacher delivers negative consequences that meet the following criteria: o Applied in a way that educates the student o Administered calmly and consistently o Applied alongside positive consequences o Logical to the undesirable behavior o Applied immediately	<b>School Practices</b> 1. Classroom rules are not aligned with developmental expectations (see Yardsticks) o Students with ADD (e.g. fidgety, difficulty with remaining on task, sitting for long periods of time, sustaining focus, managing emotions, shifting focus, getting started, managing time) are expected to exhibit those behaviors and are given consequences for not displaying those behaviors with rules 2. Corrections are focused solely on compliance with rules 3. Teachers respond to student behavioral needs arbitrarily or only by delivering consequences 4. Consequences are not aligned to student behavior or don't support deterring student behavior 5. Negative consequences are overused or used more frequently than positive consequences 6. Teachers and staff levy consequences in way that publicly ostracizes student in a way that exacerbates behavior or disengages students 7. Negative consequences are applied and do one or more of the following: o Do not educate the students o Are administered angrily and arbitrarily o Do not align with positive consequences o Are not logical o Are often applied well after the offense o Embarrass the student	e. Provide real-time coaching and feedback to teachers on their ability to implement preventative interventions <b>School Practices</b> 1. Build classroom/school rules that are compatible with diverse learner profiles a. Adapt rules to accommodate for learner profiles and developmental profiles of students i. Use learner profiles as a reference when building classroom rules (See Understood.Org for disability fact sheets) ii. Reference development profiles for various grade levels when building classroom/school rules b. Crosswalk existing classroom/school discipline policies with learner profiles and developmental profiles for students in a given grade/classroom 2. Deliver corrections in a respectful manner that are designed to maximize engagement 3. For students with social-emotional needs, create a structured plan that identifies specific positive reinforcements to be delivered in a graduated format before administration of consequences a. Create the plan in conjunction with a team of individuals (e.g. special educators, psychologist) b. Leaders provide real-time coaching and feedback to teachers on their ability to implement preventative interventions 4. Create a discipline plan that outlines natural and logical 5. Deliver 3-5 positive reinforcements (e.g. friendly conversation, non-verbal acknowledgement, praise) for every 1 negative consequence a. Script into lessons or daily planning tool 3-5 positive reinforcements for every 1 negative reinforcement into lessons 6. Before administering a negative consequence, administer the least invasive intervention a. Remind student of expected behavior

☞ **Use the Action Guide for *Inclusive Program Design* and *Proactive Social-Emotional Culture* to identify key next steps**

- **Needs-Based Innovation**
  - Ask ourselves “**how can we improve the system to meet the needs of the student?**”
- **Collaboratively-Owned**
  - **Build GET and other leaders skills** in effectively responding to behavior, hold them **accountable** for doing so through **coaching/support**
- **Intentional Accountability**
  - **Shift from only sped leader/behavior specialist** supporting teachers, but they are **coaching other leaders** so they can build their own capacity in coaching



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# Desired Outcomes

## ⌘ By the end of the year

- Build a shared understanding of what it means to have an authentically inclusive culture
  - Inclusive values are a part of their regularly vocabulary
- Build skills and knowledge in the core areas that define that culture
  - *Instruction* – UDL, Intervention, Specialized Instruction, Coaching
  - *Data* – RTI, Weekly Data Analysis, Error Analysis, Understanding the Whole Learner
  - *Social-Emotional Culture* – Tier 1-3 Behavior Systems
- Lead with an inclusive lens, thinking about systems with the six criteria at the forefront

# Discussion, Reflection and Moving Forward, Part II

## Discussion and Reflection

- ⌘ What questions or comments do you have for Toni?
- ⌘ What additional questions did the presentations spark for you?

## Moving Forward

- ⌘ How could the work and resources Toni shared be applied in your context?
- ⌘ Do you have resources or work underway that aligns to Toni's presentations that could help peers?

# Conclusion

Thank you for joining us. Please reach out to James M. Paul at [james.paul@ccsso.org](mailto:james.paul@ccsso.org) with any questions about the webisode series. Please join us for upcoming webisodes.

Date/Time	Title	Description
<b>Thursday, August 1<sup>st</sup>:</b> 2-3PM ET	Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities	This webisode will focus on CCSSO's new resource on individualized education programs <i>Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities</i> . Kathleen Airhart of CCSSO, David Bateman of Shippensburg University, and James M. Paul of CCSSO will present.
<b>Wednesday, August 21<sup>st</sup>:</b> 12-1PM ET	Preparing Inclusive Principals: Leadership for Inclusive Schools	This webisode will focus on inclusive school leader preparation. Amy Farley of the University of Cincinnati, Sheryl Cowart Moss of Georgia State University, and Michelle Young of UCEA will present.
<b>Monday, September 9<sup>th</sup>:</b> 12-1PM ET	Braided Federal Funding: How Blending Federal Funds Can Advance Inclusive Principal Leadership	This webisode will focus on how to blend federal funds to advance inclusive principal leadership. Kathleen Airhart of CCSSO, Sheara Krvaric of Federal Education Group, PLLC, Peter Zamora of CCSSO, and Dean Zajic of the Kansas Department of Education will present.
<b>Thursday, October 10<sup>th</sup>:</b> 1-2PM ET	High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders	This webisode will focus on high-leverage practices in special education. Lynn Holdheide of the Center on Great Teachers and Leaders, Erica McCray of the CEEDAR Center, and Deborah Ziegler of the Council for Exceptional Children will present.