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 15th, 2019 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)
## Introduction to Inclusive Leadership Webisode Series

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<td>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.</td>
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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

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

- Arkansas
- Georgia
- Mississippi
- Ohio
AIPL 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.
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/](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.
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
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<th>ACADEMIC</th>
<th>INTER-DISCIPLINARY COLLABORATION</th>
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<td>Effective research-based core curricula and system of tiered interventions</td>
<td>Co-Planning TIME and Effective collaborative planning STRUCTURES</td>
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<td>Strong student engagement in culturally responsive, differentiated lessons based on principles of UDL</td>
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<td>Tier 2 and 3 academic interventions and specialized instruction within general ed settings</td>
<td>Teams collaborate to use DATA for planning interventions and evaluating effectiveness</td>
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## School Transformation Framework

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<th>Community &amp; Family Partnerships</th>
<th>Distributed and Adaptive Leadership</th>
<th>Professional Learning with Embedded Coaching</th>
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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.

Summer

Proactive Social-Emotional Culture
- Leading an Inclusive School Culture

Rigorous and Responsive Data Practices
- (1) Weekly Data Meetings
- (2) MTSS: Intro to Data Relays

Inclusive Program Design
- (1) Strategic Planning

Legal and Ethical Decision-Making

Student-Centered Instruction
- (1) Observation and Feedback
- (2) Universal Design for Learning
- (3) Coaching Universal Design for Learning

Personal Leadership

Fall

Proactive Social-Emotional Leadership

Rigorous and Responsive Data Practices
- (1) Intro to Assessing the Whole Learner
- (2) Daily Data Relays: Urgently Responding to Student Error
- (3) Coaching Daily Data Relays

Inclusive Schoolwide Systems

Inclusive Program Design

Legal and Ethical Decision-Making

Student-Centered Instruction
- (1) UDL Part 2
- (2) Principles of Specialized Instruction
- (3) Coaching Specialized Instruction

Coaching Academic Intervention Part 1 & 2

Spring

Coaching Tier 1-3 Behavior

Inclusive Schoolwide Systems

Legal and Ethical Decision-Making

Student-Centered Instruction
- (1) UDL Part 2
- (2) Principles of Specialized Instruction
- (3) Coaching Specialized Instruction

Coaching Academic Intervention Part 1 & 2

Spring II

Capstone: Special Education Hackathon

INCLUSIVE VALUES
### Inclusive School-Wide Systems Checklist

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<th><strong>Intentional Accountability.</strong> All individuals, who teach and coach teachers who support exceptional learners, are held accountable for effectively supporting and driving growth for exceptional learners.</th>
</tr>
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<td>- Effective practices and strategies are implemented with fidelity.*</td>
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<tr>
<td>- Teams track progress of exceptional learners and meet regularly to discuss.</td>
</tr>
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<td>- Leaders support inclusive practices through supervision, support, and professional development in this system.</td>
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<th><strong>Collaboratively-Owned.</strong> The system is rooted in collaborative relationships and shared accountability between general and special educators.</th>
</tr>
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<td>- All members in the system take collective responsibility for supporting all learners.</td>
</tr>
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<td>- Leaders and/or teachers of exceptional learners are not excluded from systems/teams in a way that negatively impacts exceptional learners.</td>
</tr>
<tr>
<td>- Meetings that target the needs of exceptional learners include general educators and non-sped leaders.</td>
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<th><strong>Needs-Based Innovation.</strong> 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.</th>
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<td>- Data is used to drive innovation</td>
</tr>
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<td>- 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</td>
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<th><strong>Fosters Student Independence.</strong> The structure of the system intentionally promotes and drives toward increased student independence.</th>
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<td>- Students receive scaffolded levels of academic or behavioral support</td>
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<tr>
<td>- Teams intentionally plan to strategically reduce intensity of scaffolds or supports</td>
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<th><strong>Student-Focused Resource Allocation.</strong> Resources are allocated based upon meeting the needs of all students. (Hiring practices, classroom resources, staffing decisions/assignment)</th>
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<td>- 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).</td>
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<tr>
<td>- Exceptional learners receive supports/practices selected are proven to effectively support exceptional learners.*</td>
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### 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**
### Analyze Case Study on Discipline/Behavior Practices

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

### Apply Criteria from Checklist

<table>
<thead>
<tr>
<th>Criteria for Success</th>
<th>Evidence</th>
<th>Impact on Students and Teachers</th>
<th>What actions/adjustments need to be made?</th>
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<tr>
<td><strong>Values-Driven</strong></td>
<td>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. The team only focuses on student needs. Leaders do not advocate for inclusive values, specifically around collective responsibility and inclusion-first instruction.</td>
<td>When students are seen through deficit-based lens, this impacts expectations, which impacts how leaders coach.</td>
<td>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. 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.</td>
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<td><strong>Leader Models the Way</strong></td>
<td>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. The team does not consistently reinforce these values through actions, e.g. celebrating those who model this value. Leaders who participate in leadership meeting where we are discussing student behavior have not had training on effectively supporting students with social-emotional needs.</td>
<td>Teachers get inconsistent messages from leaders. ELS are not included. SELs are not seen as the responsibility of all. Leaders over-rely on SEL to support ELS.</td>
<td>SEL leads PD with school leadership team on effective behavior supports. SEL identifies teacher leaders to participate in that training as an effort to build their own skills (trickle-down effect). Principal and SEL celebrates other members of leadership team who models inclusive values. During whole group opportunities leaders shows out stuff for embodying inclusive values.</td>
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<td><strong>Intentional Accountability</strong></td>
<td>Implementation of behavior plans is not being monitored by individuals who directly coach teachers. The only person accountable for implementation of behavior plans is the SEL. Teacher is not being coached around implementation of behavior plan. Lack of accountability for growth of ELS. Jaylen is being moved to a lower performing group that will impact his learning.</td>
<td>Students with behavioral needs are not making growth because the teacher isn't receiving an adequate amount of coaching. GEIs are not building their skills in supporting ELS.</td>
<td>SEL will coach APs around behavior plan implementation. AP who coaches teachers should support teachers around implementation of behavior plan. GEIs should receive frequent coaching around behavior plan and implement with fidelity before changing Jaylen's group.</td>
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<td><strong>Collaboratively-Owned</strong></td>
<td>SEL is a part of leadership team meetings. There is an indirect expectation that that students with IEPs are the responsibility of SEL and SETS. When SEL is observing a co-taught classroom, they only observe SETS.</td>
<td>GETs see ELS as the SETs responsibility. GETs are not building their skills in supporting ELS.</td>
<td>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.</td>
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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.

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<th>Meets Criteria Yes, No, Partially?</th>
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**Impact on Students and Teachers**

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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


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 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?
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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