

CCSSO Inclusive Leadership Webisode #3: Preparing Inclusive Principals: Leadership for Inclusive Schools

Amy Farley, University of Cincinnati
Sheryl Cowart Moss, Georgia State University
Michelle Young, University of Virginia

Thursday, August 21st, 2019 12-1 PM 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

Date/Time	Title	Description
Monday, July 15th: 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 presented.
Thursday, August 1st: 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 <u><i>Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities</i></u> . Kathleen Airhart of CCSSO, David Bateman of Shippensburg University, and James M. Paul of CCSSO will present.
Wednesday, August 21st: 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.
Monday, September 9th: 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.
Thursday, October 10th: 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 Deb Ziegler of the Council for Exceptional Children will present.



Agenda

- ⌘ Introductions (Kaylan Connally and James M. Paul, CCSSO)
- ⌘ NCIPPL Preparation Work Group: Standards, Strategies & Resources (Michelle Young, University of Virginia)
- ⌘ Resources, Policies and Practices – the University of Cincinnati Story (Amy Farley, University of Cincinnati)
- ⌘ Question & Answer, Part I
- ⌘ Resources, Policies and Practices – the Georgia State University Story (Sheryl Cowart Moss, Georgia State University)
- ⌘ Question & Answer, Part II and Conclusion

Supporting Inclusive Schools for the Success of Each Child

We released Supporting Inclusive Schools for the Success of Each Child!

(<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

Dr. Michelle Young

Executive Director, UCEA and NCIPL Preparation Work Group Co-Chair

NCIPL PREPARATION WORK GROUP: STANDARDS, STRATEGIES & RESOURCES



Photo Courtesy of Allison Shellen, The Verbatim Agency for American Education:
Images of Teachers and Students in Action.

Strategy 3: Transform Principal Preparation and Licensure



Suggestions for Supporting Strategy Three

- ⌘ Analyze assessments used for licensure and program approval
- ⌘ Create or adapt leadership performance assessments
- ⌘ Establish principal preparation program approval processes and standards that include quality content, coursework, and field experiences
- ⌘ Use the standards for school leader preparation programs such as the forthcoming National Educational Leadership Preparation (NELP) Standards
- ⌘ Consider whether CAEP's national accreditation will advance inclusive leadership practices



Photo Courtesy of Allison Shelley/The Verbatim Agency for American Education:
Images of Teachers and Students in Action.

Resources to Support the Transformation of Principal Preparation and Licensure



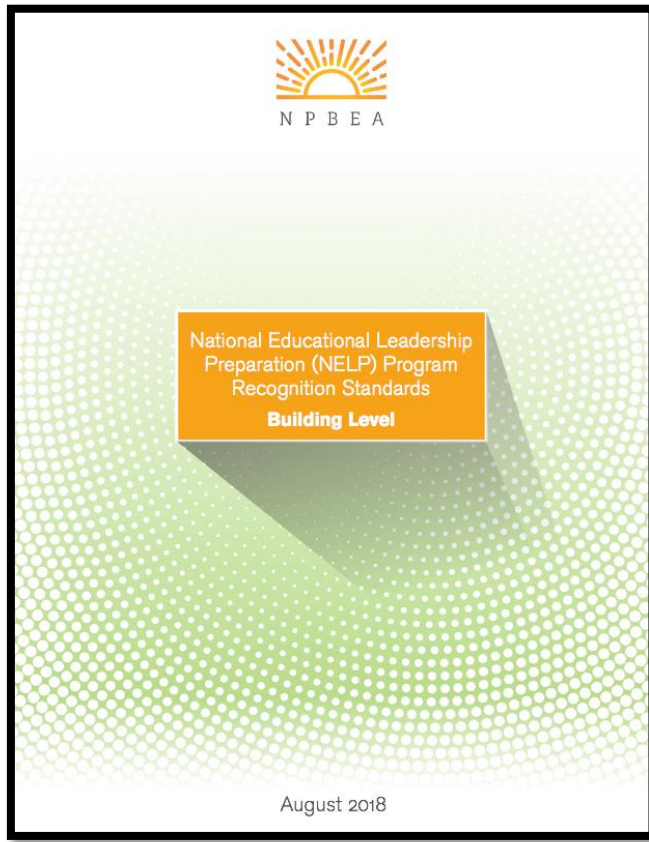
Resources for Supporting Strategy Three

- ⌘ **Course Enhancement Module: School Leadership for Students with Disabilities**
- ⌘ **Innovation Configuration: Principal Leadership – Moving toward Inclusive and High-Achieving Schools for Students with Disabilities**
- ⌘ **Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners**
- ⌘ **SEP³ Toolkit – State Evaluation of Principal Preparation Programs**
- ⌘ **50-State Comparison: School Leadership Certification and Preparation Programs**

The National Educational Leadership Preparation (NELP) Standards



National Ed Leadership Prep (NELP) Standards



- 1. Mission, Vision and Improvement**
- 2. Ethics and Professional Norms**
- 3. Equity, Inclusiveness and Cultural Responsiveness**
- 4. Learning and Instruction**
- 5. Community and External Leadership**
- 6. Operations and Management**
- 7. Building Professional Capacity**
- 8. (The Internship)**

Important Facts About NELP

- **Aligned** to the PSEL
- Specifies the **level of performance** (beginning leader)
- Specifies **the role** (building or district level)
- Grounded in **current research** and the **real-life experiences** of educational leaders
 - 600 empirical studies
 - Over 1000 interviews and focus groups with practitioners
- Articulate the leadership preparation content and skill development **leaders need and students deserve.**
- Emphasize **inclusive school leadership** throughout
- Includes a standard focused on the **internship**
- Approved by the Council for the Accreditation of Educator Preparation (**CAEP**)

Example: Equity, Inclusiveness and Cultural Responsiveness (NELP Standard 3)

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by **applying the knowledge, skills, and commitments** necessary to **develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.**

NELP Standard 3 Components

- ⌘ **Component 3.1** Program completers understand and demonstrate capacity to evaluate, design, cultivate, and advocate for a supportive and **inclusive school culture**. (PSEL 3.a)
- ⌘ **Component 3.2** Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student. (PSEL 3.c, e, g, h)
- ⌘ **Component 3.3** Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, **inclusive** and culturally responsive **instruction and behavior support practices** among teachers and staff. (PSEL 3.b, d, g, h)



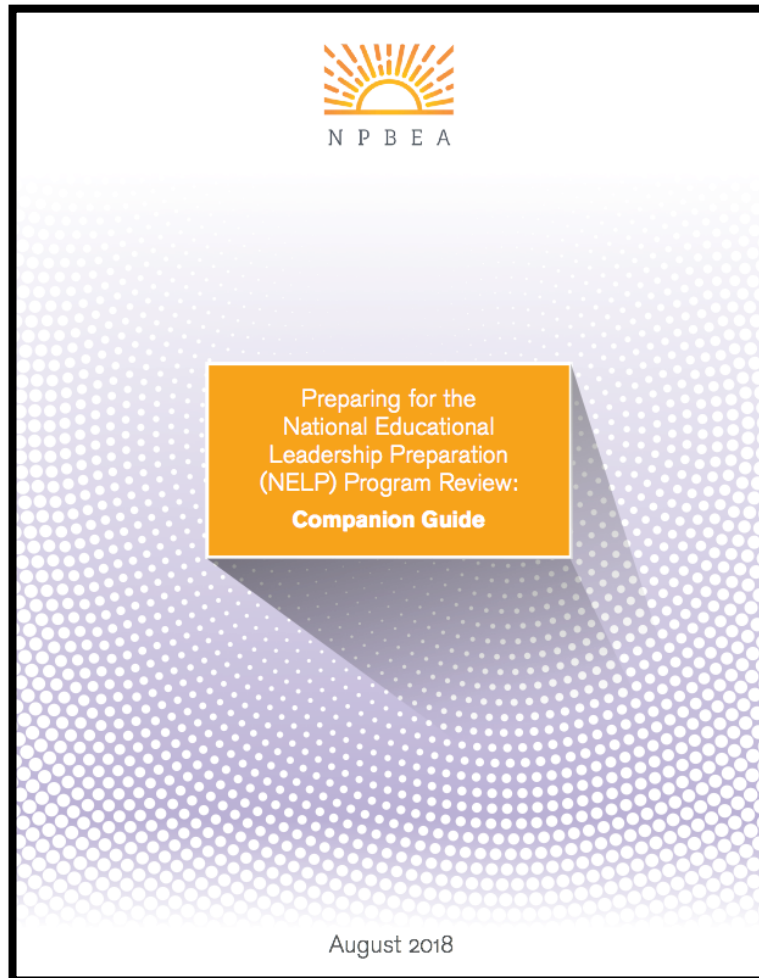
Resources to Support the Adoption of the NELP Standards



NELP Resources

- ⌘ Background on NELP and their development
- ⌘ How to use NELP for program evaluation
- ⌘ NELP program evaluation rubrics
- ⌘ Examples of evidence for determining candidate competence
- ⌘ Rubric Guidance for Candidate Assessment
- ⌘ Overview of the research base supporting the standards
- ⌘ CAEP Policies and Principles
- ⌘ Program Reviewer Selection and Training
- ⌘ Provides crosswalks to the PSEL and ELCC standards
- ⌘ Glossary
- ⌘ **NEW: NELP Companion Guide**

The NELP Companion Guide



Worksheets:

1. Getting Started
2. Mapping and Aligning Your Curriculum to the NELP Standards
3. Writing and Aligning Your Assessment Directions
4. Aligning Your Assessments to the Standards and Your Curriculum Developing and Aligning Your Rubric
5. Developing and Aligning Your Data Charts
6. Assessing the Quality of the Internship
7. Using Assessment Results for Program Improvement
8. Submitting Program Reports

Dr. Amy N. Farley

Assistant Professor, Educational Leadership & Policy Studies, University of Cincinnati

**PREPARING INCLUSIVE SCHOOL LEADERS AT THE
UNIVERSITY OF CINCINNATI**

Educational Leadership at the University of Cincinnati

⌘ More about UC

- Urban, public research university
- More than 40,000 students

⌘ Principal preparation at UC

- Online program with 7 core courses, plus electives for M.Ed.
- Meets the requirements for Ohio licensure
- Accredited by the ODE and CAEP



EDLD Program Mission and Vision

The program “seeks to prepare excellent leaders for excellent schools and to seek, generate, test, and share new knowledge for the transformation and improvement of the profession”

EDLD Program Mission and Vision

The program “seeks to produce excellent leaders for our community, generate, to prepare candidates for the transition to the next level of education, to seek, to edge, to of

Do we embody this mission and vision in our program? Do we preparing candidates to serve all students, particularly those most often underserved in our public schools?

These Questions Sparked An Opportunity to Innovate

- ⌘ Two-year collaboration between EDLD and SPED programs to redesign principal licensure at UC
- ⌘ Funded by the Ohio Deans Compact for Exceptional Children
- ⌘ Intended outcome: Create well-prepared graduates to lead schools and meet the instructional needs of all students, especially students with disabilities

**Unified framework
linking various
standards of the
profession**

**Redesigned
courses and
internship
experiences**

**Creation of
inclusive leaders
and improved
principal
preparation**

**Outcomes
improved for all
leaders, teachers,
and students**

Simplified Theory of Action for Revised UC Principal Preparation Program

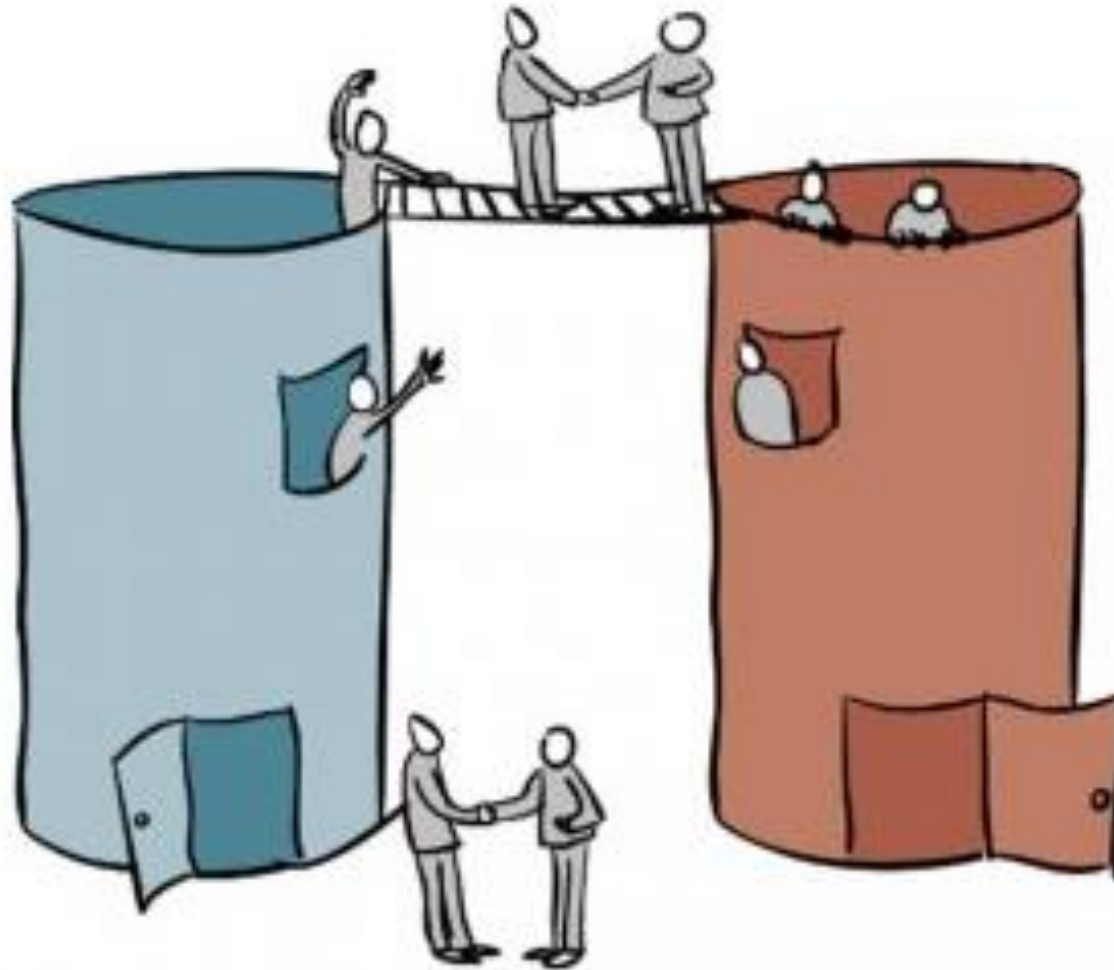
Specific Program Redesign Goals

- ⌘ Incorporate evidence-based practices into redesigned course syllabi and embedded internship experiences
- ⌘ Develop new faculty competencies using a community-of-practice model
- ⌘ Align curriculum and clinical experiences so essential aspects of student diversity are integrated across the program
- ⌘ Produce educational leaders prepared to address the needs of all students, including students with disabilities and all traditionally marginalized, minoritized, or underserved students

Key Elements of Program Redesign Approach & Potential Aligned Resources

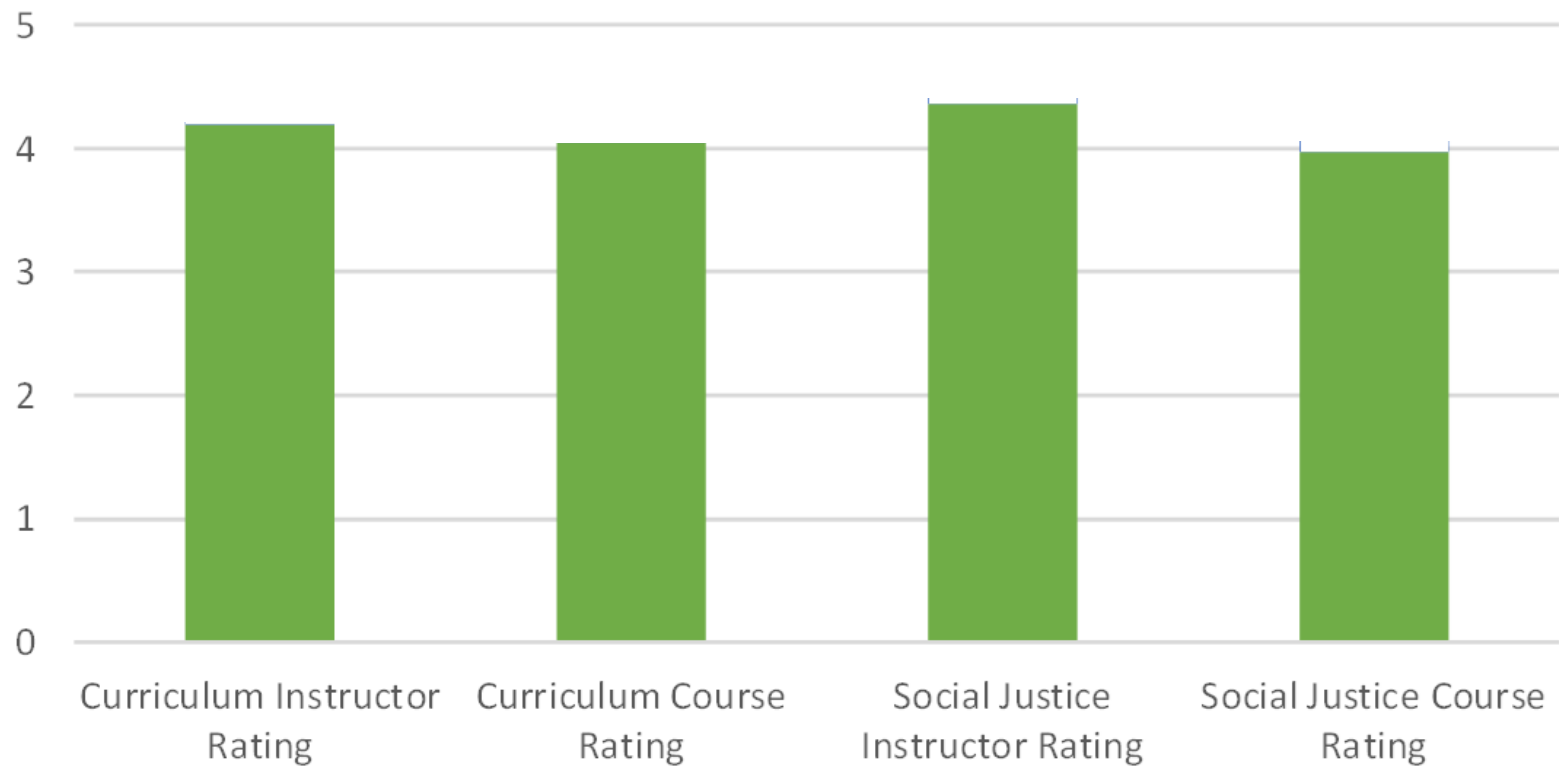
Program Redesign Feature	Relevant Resources for SEAs/Principal Preparation
Linked to NELP, PSEL, CEC, and Ohio principal standards	CCSSO: PSEL 2015 & Promoting Principal Leadership for the Success of Students with Disabilities
Built upon deep collaboration between educational leadership and special education faculties to increase expertise of all faculty	CEEDAR: Innovation Configuration: Principal Leadership
Relied on external resources and current modules to support principal candidates	CEEDAR: Course Enhancement Modules IRIS: Module

The Power of Collaboration



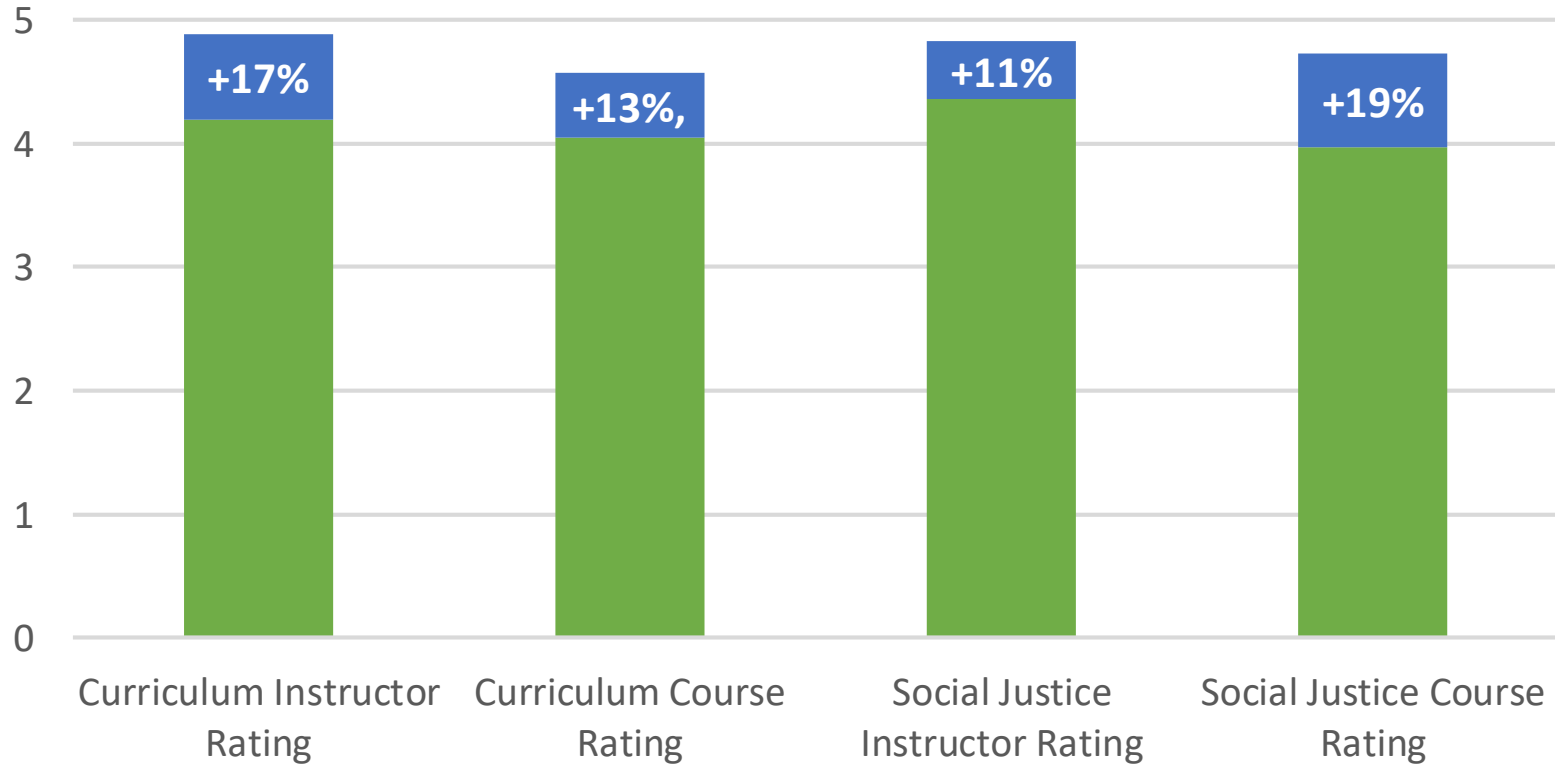
Program Outcomes & Impact on Faculty

Changes in Overall Student Ratings
Between Year 1 and Year 2



Program Outcomes & Impact on Faculty

Changes in Overall Student Ratings
Between Year 1 and Year 2



Discussion, Reflection and Moving Forward

Discussion and Reflection

- ⌘ What questions or comments do you have for Michelle and Amy?
- ⌘ What additional questions did the presentation spark for you?

Moving Forward

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

Partnerships in Georgia



Innovation Configurations

Course Enhancement Modules



Emergent Themes

1. Relevance of content and need for an inclusive focus
2. Move beyond legalities
3. Need to equip leaders to support induction level teachers and inclusive assessment

Alignment Needs

1. High Leverage Practices
2. Changes in certification across college
3. Eliminate “the course” and embed content in all courses

Informing our practice

Professional Standards for Educational Leaders

National Policy Board for Educational Administration

2015



**PSEL 2015 and
Promoting Principal
Leadership
for the Success
of Students with
Disabilities**

EDC Learning transforms lives. Quality Measures 10th Edition

Principal Preparation Program Self-Study Toolkit

(For use in developing, assessing, and improving principal preparation programs)

- Candidate Admissions
- Course Content
- Pedagogy-Andragogy
- Clinical Practice
- Performance Assessment
- Graduate Performance Outcomes


Re-imagining our work



CCSSO
Council of Chief State School Officers

PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities

HIGH-LEVERAGE PRACTICES



IN SPECIAL EDUCATION

Council on Exceptional Children | CEEDAR CENTER

CCSSO
Council of Chief State School Officers

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

ABOUT WHY INCLUSIVE LEADERSHIP WHERE TO START STATE STRATEGIES RESOURCES

SUPPORTING INCLUSIVE SCHOOLS FOR THE SUCCESS OF EACH CHILD

A GUIDE FOR STATES ON PRINCIPAL LEADERSHIP

Principal development is a critical lever to drive school improvement efforts, achieve states' equity goals, and ultimately improve outcomes for each student, especially those with disabilities. The Council of Chief State School Officers—with support from the Oak Foundation and the U.S. Department of Education through a partnership with the CEEDAR Center—developed this online guide to help states establish a vision for and advance policies and practices that develop and support principals to lead inclusive schools where each student excels and feels safe, supported, and valued.

Introducing

High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders

Key concepts of inclusive leadership in EVERY course

Examples of restructured courses



- ⌘ Curriculum Design and Analysis
- ⌘ Advanced Law, Policy, and Governance
- ⌘ Advanced Instructional Leadership
- ⌘ Leadership for Change in a Diverse Society
- ⌘ Psychological Aspects of Leadership

2019 Georgia Practitioner Showcase

Sharing the work

Empowering Georgia Educators for Equity and Inclusion: Meeting the Needs of Georgia's Students Through High Leverage Practices

CEEDAR.org/GA-HLPs



Georgia Educational Leadership Faculty Association



Discussion, Reflection and Moving Forward, Part II

Discussion and Reflection

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

Moving Forward

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

Conclusion

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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