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)
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, July 15th: 1-2PM ET</td>
<td>Inclusive Education: Developing a Common Language Among States</td>
<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 presented.</td>
</tr>
<tr>
<td>Thursday, August 1st: 2-3PM ET</td>
<td>Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities</td>
<td>This webisode will focus on CCSSO’s new resource on individualized education programs <em>Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities</em>. Kathleen Airhart of CCSSO, David Bateman of Shippensburg University, and James M. Paul of CCSSO will present.</td>
</tr>
<tr>
<td>Wednesday, August 21st: 12-1PM ET</td>
<td>Preparing Inclusive Principals: Leadership for Inclusive Schools</td>
<td>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.</td>
</tr>
<tr>
<td>Monday, September 9th: 12-1PM ET</td>
<td>Braided Federal Funding: How Blending Federal Funds Can Advance Inclusive Principal Leadership</td>
<td>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.</td>
</tr>
<tr>
<td>Thursday, October 10th: 1-2PM ET</td>
<td>High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders</td>
<td>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.</td>
</tr>
</tbody>
</table>
Agenda

- Introductions (Kaylan Connally and James M. Paul, CCSSO)
- NCIPL 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
We released Supporting Inclusive Schools for the Success of Each Child!

(https://ccssoinclusiveprincipalsguide.org)
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
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
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)
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.
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
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 prepare excellent leaders for excellent schools and to seek, generate, and share new knowledge for the transformation and improvement of the profession.”

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

<table>
<thead>
<tr>
<th>Program Redesign Feature</th>
<th>Relevant Resources for SEAs/Principal Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linked to NELP, PSEL, CEC, and Ohio principal standards</td>
<td>CCSSO: PSEL 2015 &amp; Promoting Principal Leadership for the Success of Students with Disabilities</td>
</tr>
<tr>
<td>Built upon deep collaboration between educational leadership and special education faculties to increase expertise of all faculty</td>
<td>CEEDAR: Innovation Configuration: Principal Leadership</td>
</tr>
<tr>
<td>Relied on external resources and current modules to support principal candidates</td>
<td>CEEDAR: Course Enhancement Modules</td>
</tr>
<tr>
<td></td>
<td>IRIS: Module</td>
</tr>
</tbody>
</table>
The Power of Collaboration
Program Outcomes & Impact on Faculty

Changes in Overall Student Ratings Between Year 1 and Year 2

- Curriculum Instructor Rating
- Curriculum Course Rating
- Social Justice Instructor Rating
- Social Justice Course Rating
Program Outcomes & Impact on Faculty

Changes in Overall Student Ratings Between Year 1 and Year 2

- Curriculum Instructor Rating: +17%
- Curriculum Course Rating: +13%
- Social Justice Instructor Rating: +11%
- Social Justice Course Rating: +19%
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
Program Redesign

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

2015

National Policy Board for Educational Administration

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

Principal Preparation Program Self-Study Toolkit
- Candidate Admissions
- Course Content
- Program Assessment
- Program Operations
- Performance Assessment
- Graduate Performance Outcomes
Re-imagining our work

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

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

CEEDAR.org/GA-HLPs
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?
Thank you for joining us. Please reach out to James M. Paul at james.paul@ccssso.org with any questions about the webisode series. Please join us for upcoming webisodes.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 9th:</td>
<td>Braided Federal Funding: How Blending Federal Funds Can Advance Inclusive Principal Leadership</td>
<td>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.</td>
</tr>
<tr>
<td>12-1PM ET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, October 10th:</td>
<td>High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders</td>
<td>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.</td>
</tr>
</tbody>
</table>