

CCSSO Inclusive Leadership Webisode #5: High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders

Lynn Holdheide, Center on Great Teachers and Leaders

Erica McCray, CEEDAR Center

James McLeskey, CEEDAR Center

Thursday, October 10th, 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)

Date/Time	Title	Description
Monday, July 15th: 1-2PM ET	Inclusive Education: Developing a Common Language Among States	Toni Barton of the Relay Graduate School of Education, Kaylan Connally of CCSSO, and Carol Quirk of the Maryland Coalition for Inclusive Education presented on defining inclusive schools and inclusive principal leadership.
Thursday, August 1st: 2-3PM ET	Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities	Kathleen Airhart of CCSSO, David Bateman of Shippensburg University, and James M. Paul of CCSSO presented 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>
Wednesday, August 21st: 12-1PM ET	Preparing Inclusive Principals: Leadership for Inclusive Schools	Amy Farley of the University of Cincinnati, Sheryl Cowart Moss of Georgia State University, and Michelle Young of UCEA presented on inclusive school leader preparation
Monday, September 9th: 12-1PM ET	Braided Federal Funding: How Blending Federal Funds Can 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 presented on how to blend federal funds to advance inclusive principal leadership.
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.
Monday, November 4th: 3-4PM ET	Universal Design for Learning: Advancing Inclusive Leadership to Support All Learners	This webisode will focus on universal design for learning. Allison Posey and Bill Wilmot of CAST will present.
Thursday, December 12th: 12-1PM ET	<i>IRIS Modules: The Principal’s Role in High-Quality IEP Development and Implementation</i>	This webisode will focus on the principal’s role in high-quality IEP development and implementation. Naomi Tyler and Tanya Collins of The IRIS Center will present.
Thursday, January 9th: 1-2PM ET	<i>Distributed Principal Leadership: Leveraging School-Based Teams for Inclusive Education</i>	This webisode will focus on distributive leadership to advance inclusive schools. Sarah Rosenberg and Alexandra Broin of New Leaders will present.

Agenda

- ⌘ Introduction/Framing – Kaylan Connally, CCSSO (5 min)
- ⌘ HLPs Overview – James Mcleskey, CEEDAR/UF (10 min)
- ⌘ HLP School Leader PD Guide + video clip – Erica McCray, CEEDAR/UF (13 min)
- ⌘ Q&A/Discussion – James Paul, CCSSO (10 min)
- ⌘ Mentoring and Induction Resource – Lynn Holdheide, AIR (12 min)
- ⌘ Q&A/Discussion/Wrap-Up – James Paul, CCSSO (10 min)

Supporting Inclusive Schools for the Success of Each Child

- ⌘ We, in partnership with the National Collaborative on Inclusive Principal Leadership (NCIPL), CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities and other diverse learners
- ⌘ Together, we released *Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership* (www.ccssoinclusiveprincipalsguide.org)



Strategy 4: Promote Principal Development on Inclusive Practices

- ⌘ Articulate a clear set of practices that advance inclusive and learner-centered leadership as guidance to augment current principal development work
- ⌘ **Provide and promote effective systems of in-service support, evaluation, and professional development for principals at the state and local levels that emphasize inclusive principal leadership practices**
- ⌘ Establish incentives for principal mentoring, coaching and induction programs to include a deliberate focus on supporting the skills leaders need to establish optimal inclusive learning environments
- ⌘ **Ensure that all leaders are knowledgeable of evidence-based and high-leverage practices teachers need to advance positive outcomes for students with disabilities**

HIGH-LEVERAGE PRACTICES



OVERVIEW

- What is a high leverage practice (HLP)?
- Why should we focus on HLPs to establish inclusive learning environments?
- What is the role of the principal in supporting HLP use among all educators?
- What additional resources are available to help educators implement HLPs?



EVERYBODY IS TALKING ABOUT HLPs



But what are
they?

To be an HLP: The practice must

- ✓ Be fundamental to effective teaching
- ✓ Used frequently by teachers
- ✓ Cut across instructional content
- ✓ Apply to many age levels
- ✓ Apply to different types of learners
- ✓ Improve student outcomes



HLPS CREATION: A COLLABORATIVE PROCESS

- Partnership between:
 - Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center
 - Council for Exceptional Children (CEC)
 - CEC's Teacher Education Division (TED)



PROCESS FOR DEVELOPING THE HLPS FOR SPECIAL EDUCATORS

➤ Professional Standards and Practice Committee approved proposal to develop High Leverage Practices September 2014



➤ CEC Board approved the proposal and commissioned a High Leverage Practices Work Group (HLP Writing Team) November 2014

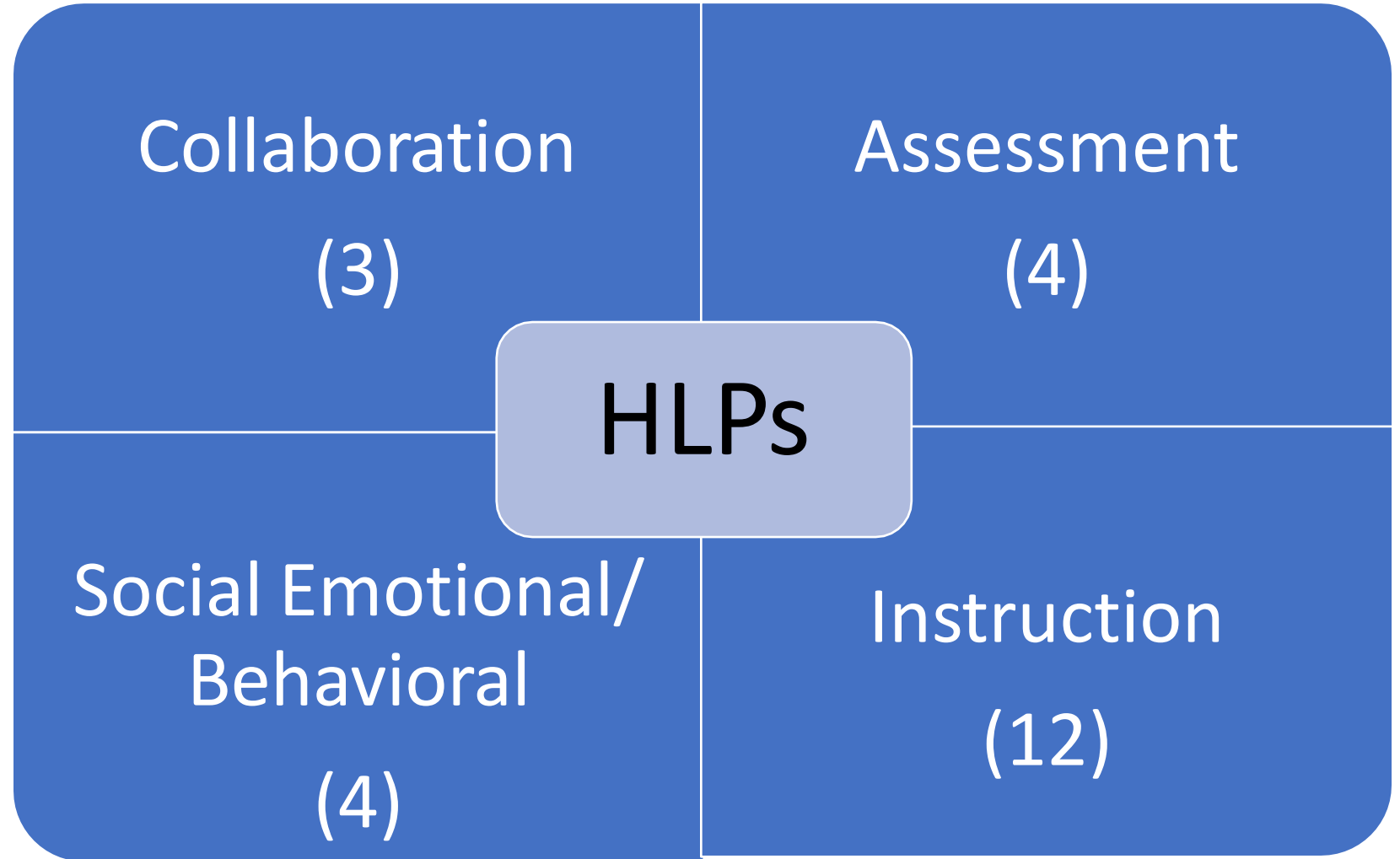
➤ Writing Team:

- James McLeskey, Chair, UF & CEEDAR Center
- Mary-Dean Barringer, CCSSO and First CEC Teacher of the Year
- Bonnie Billingsley, Virginia Tech
- Mary Brownell, University of Florida & CEEDAR Center
- Dia Jackson, American Institutes for Research
- Michael Kennedy, University of Virginia
- Tim Lewis, University of Missouri
- Larry Maheady, SUNY, Buffalo State
- Jackie Rodriguez, College of William and Mary
- Mary Catherine Scheeler, Pennsylvania State University
- Judy Winn, University of WI – Milwaukee
- Deb Ziegler, CEC Staff



HLP CONTENT

22 HLPs
Across Four
Domains



HLPS: COLLABORATION



1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.



HLPS: ASSESSMENT



4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.



HLPS: SOCIAL/EMOTIONAL/BEHAVIORAL



7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.



HLPS: INSTRUCTION



11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goals.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.



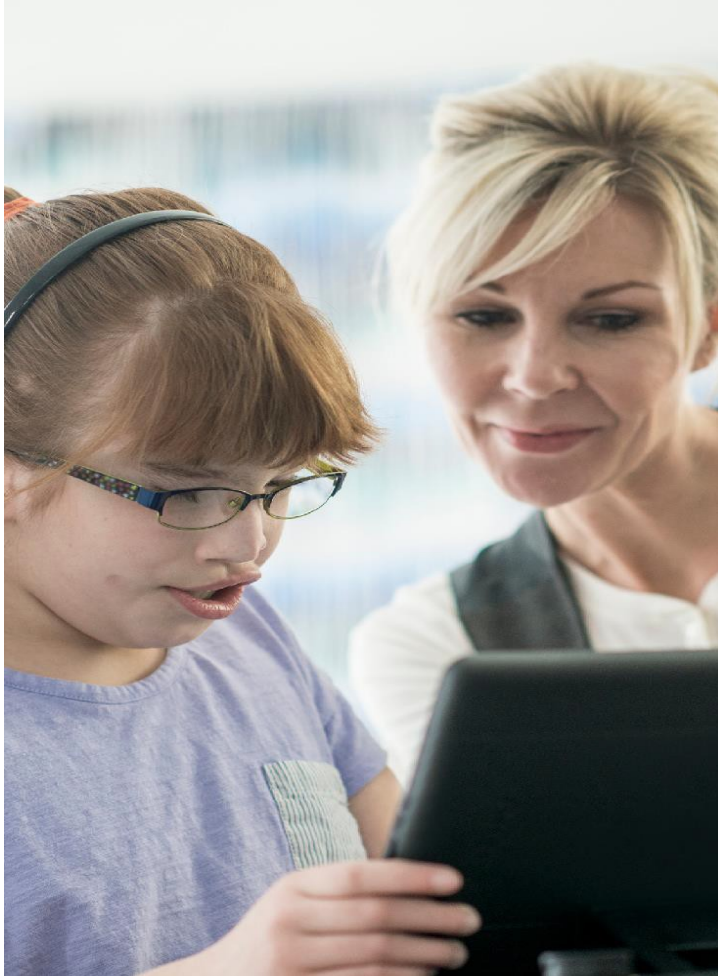
HLPS: INSTRUCTION (*CON'T*)



15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.



HLPS: INSTRUCTION



20. Provide intensive instruction
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.



WHY SHOULD WE FOCUS ON HLPS?

- Many competing agendas leave teachers confused and overwhelmed
- Every student deserves access to excellent teachers
- A seamless system of instructional expectations from preservice to inservice will advance educator quality
- High-quality core instruction is essential
- Students who struggle and/or students with disabilities can get the level of support/instruction needed
- Skilled teaching can be decomposed and taught
- We can define effective practice for teachers, assess it, and then improve it!



HIGH-LEVERAGE PRACTICES: THE ROLE OF THE LEADER



WHY SHOULD LEADERS BE INTERESTED?

- District leaders can prioritize widespread implementation
- School leaders can support building- and classroom-level implementation
- Teachers can use HLPs to implement EBPs to meet the various needs of learners in their classrooms



Introducing



High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders

1. Getting to know HLPs

2. Sharing HLPs

3. Reflecting on HLPs



HOME

ABOUT THE HLPs

K-12 PRACTICES

BIRTH-5 PRACTICES

RESOURCES

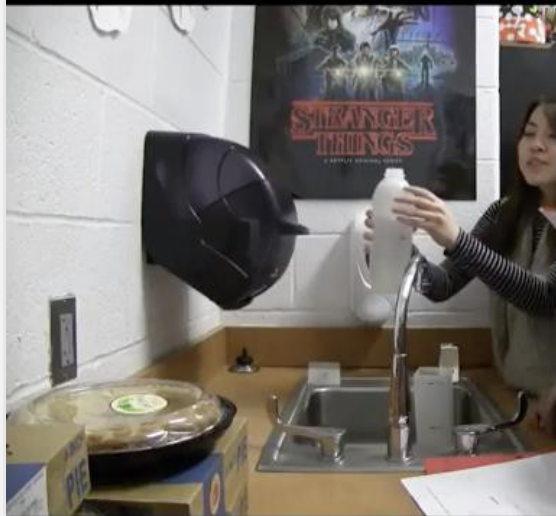
VIDEOS

Defining skills.

Preparing teachers.

Improving student outcomes.

highleveragepractices.org



HLP # 18:

Use strategies to promote active student engagement

AN ADDITIONAL RESOURCE

High-Leverage Practices







Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document [High-Leverages Practices in Special Education](#).



iriscenter.com

This interactive alignment tool, developed in collaboration with CEEDAR, identifies which IRIS resources provide information on HLPs.

- Assessment (16) 
- Collaboration (10) 
- Instruction (43) 
- Social/Emotional/Behavioral (26) 



Discussion, Reflection and Moving Forward

Discussion and Reflection

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

Moving Forward

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



MENTORING & INDUCTION TOOLKIT 2.0

Supporting Teachers in High-Need Contexts

Module Components

- **Anchor Presentation:** Summarizes research and best practices related to the topic.
- **Handouts:** Provide information to supplement the anchor presentation.
- **Team Tools:** Help teams plan, design, and implement the components of a comprehensive mentoring and induction program.

<https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit>

1 INTRODUCTION
TO THE TOOLKIT



2 MENTOR
RECRUITMENT, SELECTION
& ASSIGNMENT



3 MENTOR
PROFESSIONAL LEARNING,
DEVELOPMENT &
ASSESSMENT



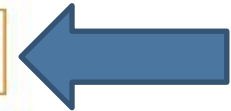
4 BEGINNING TEACHER
PROFESSIONAL LEARNING
& DEVELOPMENT



5 THE PRINCIPAL'S ROLE
IN MENTORING &
INDUCTION



6 M&I SUPPORTS FOR
EDUCATORS OF STUDENTS
WITH DISABILITIES



7 COLLECTING EVIDENCE OF
PROGRAM SUCCESS



8 DATA-DRIVEN
CONVERSATIONS FOR
EQUITABLE ACCESS



Module 6: Mentoring and Induction for Educators of Students with Disabilities

The Opportunity

- Mentoring and induction can be used to:
 - ✓ Facilitate partnerships among SEAs, LEAs, and EPPs
 - ✓ Establish consistent expectations of instructional practice from preservice to inservice
 - ✓ Provide multiple, practice-based opportunities to move teachers from novices to experts
 - ✓ Help low-performing schools exit targeted status



Aims to establish local mentoring & induction programs that reinforce all teachers' capacity to implement HLPs.

[Download the Anchor Presentation \(PowerPoint\)](#)



Handouts

- Handout 1: High Leverage Practices in Special Education (CEEDAR')



Team Tools

- Workbook 1: Instructional Practice Expectations Alignment Activity
- Workbook 2: Induction for Beginning Teachers of Students with Disabilities Needs Assessment—High Leverage Practices Supplement

The Challenge

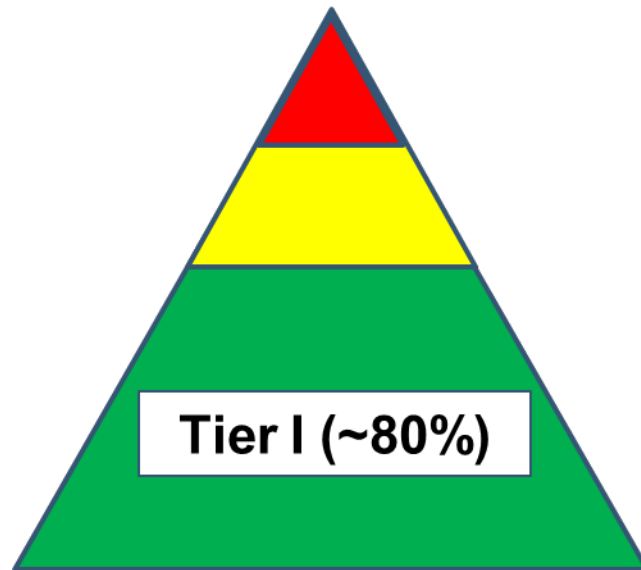
- General education teachers play a primary role in the education of SWDs, but often report feeling unprepared to take this role (Cameron & Cook, 2007).
- Special educators frequently cite a lack of shared ownership of students with disabilities and role ambiguity as reasons for leaving the profession (Holdheide & DeMonte, 2016).
- Leaders are not prepared to establish inclusive buildings and classrooms, and often fail to set up an infrastructure that facilitates collaboration and shared ownership.

Module 6 Objectives

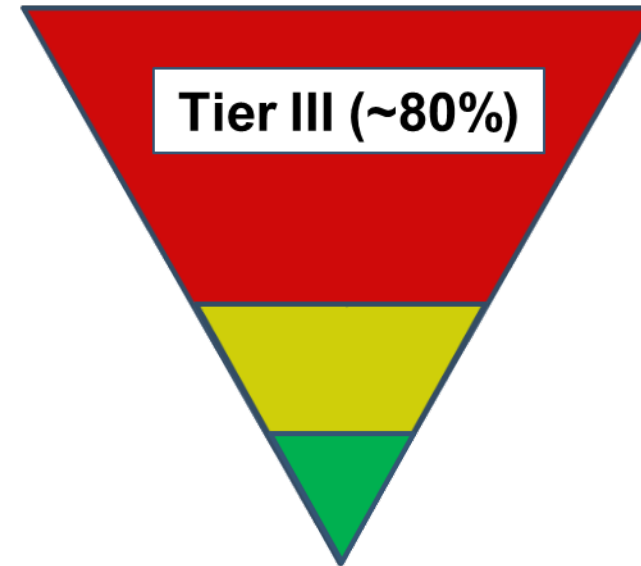
- Strengthen collaboration and shared investment between SEAs, LEAs, and educator preparation programs (EPPs) in M&I programs that span across preservice and inservice.
- Establish consistency in expectations of instructional practice that offer all students equitable access to the general education curriculum.
- Promote evidence-based/high-leverage instructional practices and provide teacher candidates and novice teachers with practice-based opportunities to advance their practice.

Equitable Access to Effective Instruction

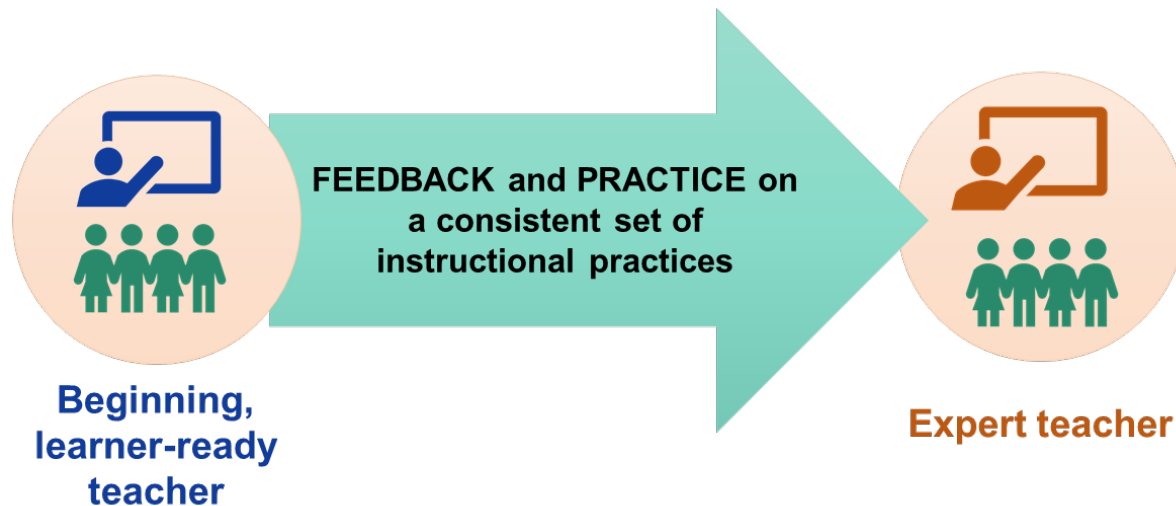
**Effective
Core Instruction**



**Ineffective
Core Instruction**



Mentoring and Induction Program Design

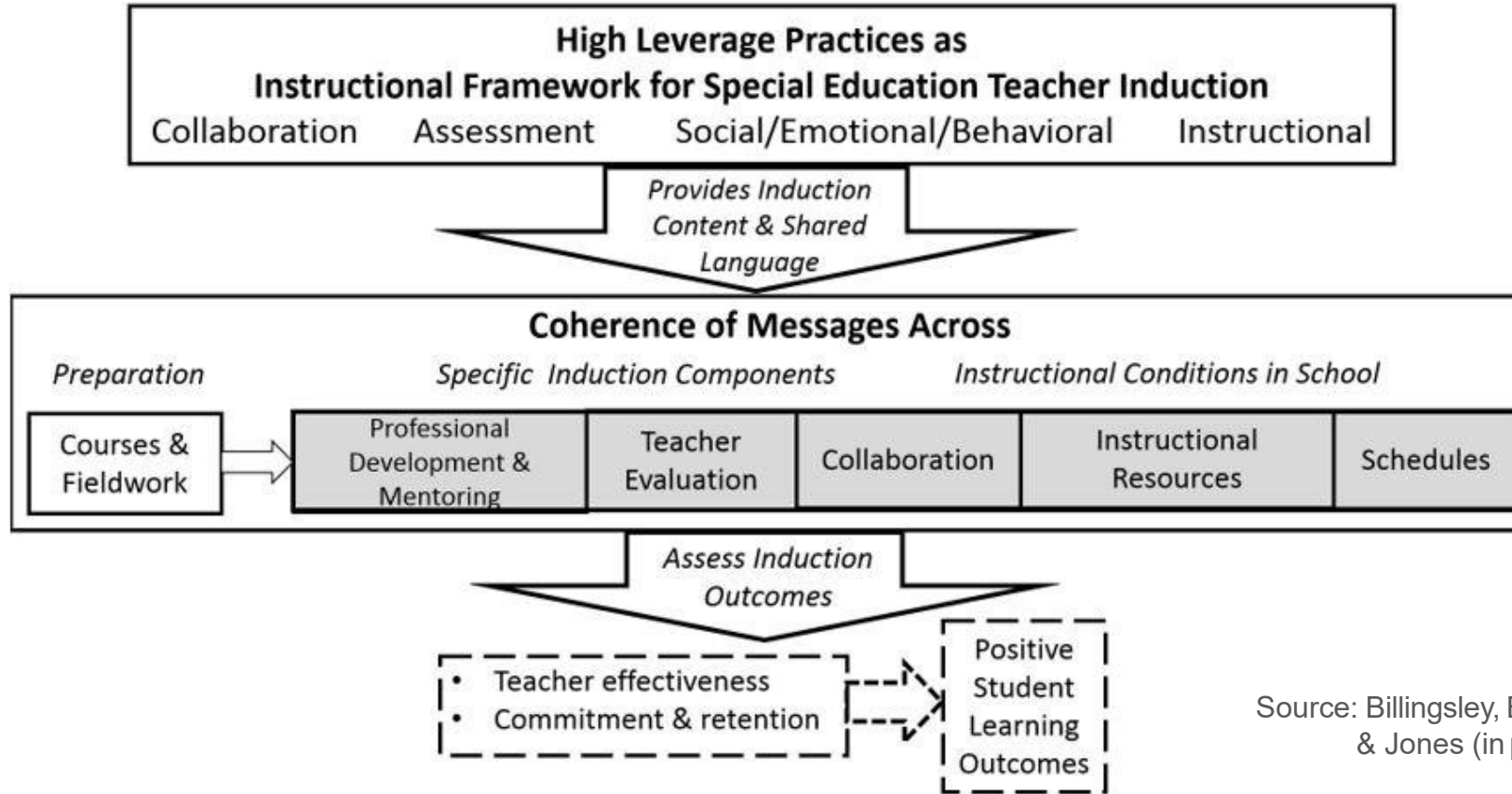


- ✓ Provide experiences that are spaced, varied, and scaffolded
- ✓ Include frequent opportunities for modeling and observation
- ✓ Provide consistent coaching and feedback
- ✓ Feature opportunities for analysis and reflection

Why should we focus on HLPs?

- Many competing agendas leave teachers confused and overwhelmed
- Every student deserves access to excellent teachers
- A seamless system of instructional expectations from preservice to inservice will advance educator quality
- High-quality core instruction is essential
- Students who struggle and/or students with disabilities can get the level of support/instruction needed
- Skilled teaching can be decomposed and taught
- We can define effective practice for teachers, assess it, and then improve it!

A Common Language for Core Instruction



Source: Billingsley, Bettini, & Jones (in press).

Principal Roles and Responsibilities

- **Establish** an inclusive environment by promoting co-mentoring by general and special educators.
- **Create** an infrastructure that supports time for collaboration, time for mentors to observe novice teachers in classrooms, time for mentors to provide feedback, and time for novice teachers to reflect upon their practice.
- **Ensure** that mentors have protected time to perform their duties and are provided professional learning and support.

Discussion, Reflection and Moving Forward, Part II

Discussion and Reflection

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

Moving Forward

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