

Advancing Inclusive Principal Leadership: The Georgia Initiative

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Inclusive Principal Leadership

What is Inclusion?

- ⌘ 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.

What is Inclusive Principal Leadership?

- ⌘ Inclusive principals create strong school cultures and distribute leadership across staff to serve all learners well and ensure all students feel safe, supported, and valued in school.
- ⌘ In promoting equity for “all,” inclusive principals must respond effectively to the potential and needs of **each** student.
- ⌘ Inclusive principals ensure high expectations and appropriate supports so that each student—across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income—can excel in school.

Leadership for Inclusive Schools

- ⌘ What is inclusion?
- ⌘ Where is inclusive reform initiated and supported?
- ⌘ Why is principal leadership important?
- ⌘ What do inclusive principals do?
- ⌘ What do we know about principal preparation for inclusive schools?
- ⌘ What resources are available to support leaders in learning about inclusive schools?

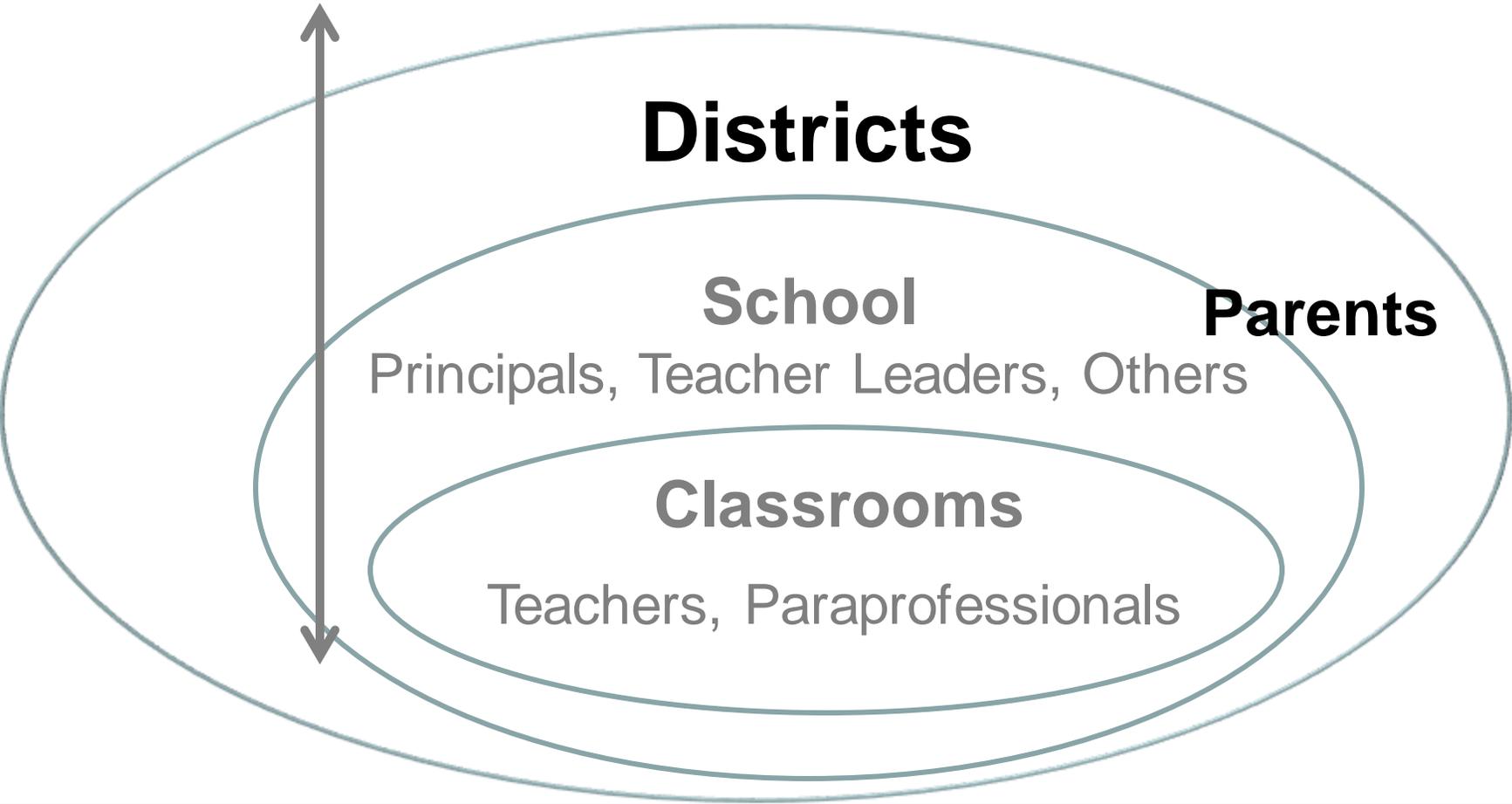
Where is Inclusive Reform Initiated & Supported? (Billingsley, 2019)

Office of Special Education

States

Universities

Courts



Why is principal leadership important?

*“Schools that function inclusively do so for a reason. ... [and] the principals in these schools were the reason”
(Salisbury, 2006, p. 79)*

Principals play important roles in creating the culture and supports necessary for inclusive programs for students with disabilities

What do inclusive principals do?

1. Support a shared vision for inclusion
 - Articulate support to varied constituents
 - Help others see why inclusion is important
2. Foster a culture of high expectations and collective responsibility
3. Share decision-making with others
 - Solicit broad input from others
 - Create planning teams
 - Teacher leaders, parents, critical friends, others

What do inclusive principals do? (cont.)

4. Support teacher learning

- Help staff understand what inclusion means and looks like
- Focus on instructional practices
- Formal and informal learning (e.g., Professional Learning Communities)

5. Create working conditions and structures that support inclusion

- Teachers' roles
- Supporting teacher collaboration/co-teaching
- Schedules & resources

What do inclusive principals do? (cont.)

6. Monitor progress

- Progress toward inclusion
- Student progress (e.g., RTI, MTSS)
- Problem-solve and celebrate successes

7. Plan for sustaining inclusion over time

- New hires
- On-going PD

8. Encourage questions, expect resistance, listen to concerns, & problem-solve

What do we know about principal preparation for inclusive schools?

(Billingsley, McLeskey & Crockett, 2017)

- ❖ Coursework typically addresses the legal aspects of special education
- ❖ Minimal preparation about inclusion and effective programs
- ❖ Principals are often uncertain about what special education teachers do
- ❖ Have concerns about general educators' readiness to teach students with disabilities
- ❖ In summary, there is a lot of work to do in preparing principals for inclusive schools

Partnerships in Georgia



EVERY
STUDENT



CEEDAR CENTER

GaDOE
Georgia Department of Education

Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA



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

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

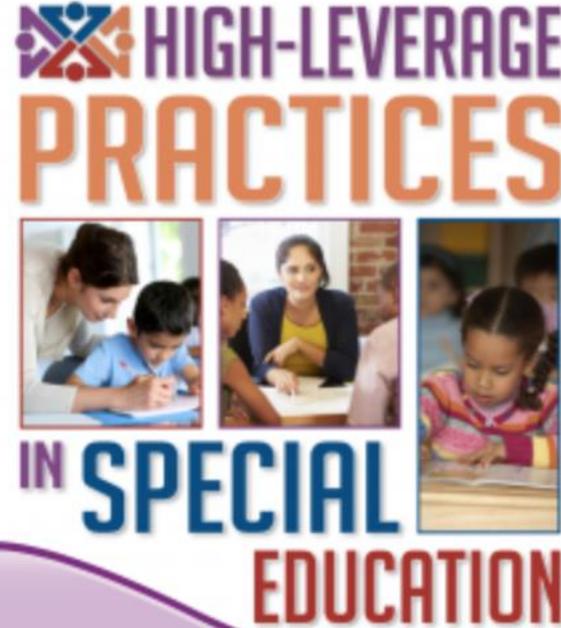
(For use in developing, assessing, and improving principal preparation programs)

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

Re-imagining our work




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



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 CEDAR 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



Examples of restructured courses



- ⌘ Developing, Supporting and Sustaining a Positive, Inclusive Learning Community
- ⌘ Leadership in a Diverse Society
- ⌘ Educational Leadership in High-needs Schools
- ⌘ Educational Leadership for Instructional Improvement and Change
- ⌘ Action Research Dissertation

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



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Ensuring Bright Futures"



Chancellor Erik M. Hackley
"Creating a Strong Educational Georgia"



Georgia Professional Standards Commission
"Ensuring Georgia's Higher Standard of Learning"



Policy Structures

⌘ Preparation

- Teacher
- Leader

⌘ Certification

- Induction
- Tiered approach

Implementation Partnerships

- ⌘ A collaborative team is working to ensure alignment across multiple sectors:
 - P-12 practitioners
 - EPPs
 - GaDOE
 - GaPSC
 - USG
- ⌘ CCSSO's Advancing Inclusive Principal Leadership (AIPL) initiative is providing support to this collaborative team

Advancing Inclusive Principal Leadership (AIPL)

⌘ State Core Team

⌘ State Advisory

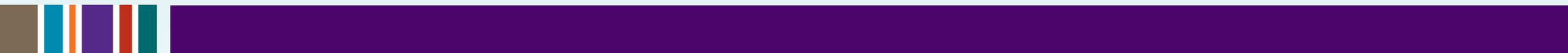
⌘ GA's AIPL team will provide

- Guidance
- Resources

⌘ Three Goals:

- Toolkit
- Preparation program content
- Ongoing professional learning

Resource Links



Guidance Document for Inclusive Leadership: Elaborating on the PSEL Standards

- ⌘ Council of Chief State School Officers & Collaboration for Effective Educator Evaluation, Development, and Reform (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities*. Retrieved on February 18, 2017 from <http://www.ccsso.org/Documents/2017/PSELforSWDs01252017.pdf>

Supporting Inclusive Schools for the Success of Each Child

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

(<https://ccssoinclusiveprincipalsguide.org>)



CEEDAR Principal Resources

<http://cedar.education.ufl.edu/cems/leadership/>

Innovation Configuration

Principal Leadership:
Moving Toward Inclusive and
High-Achieving Schools for
Students With Disabilities



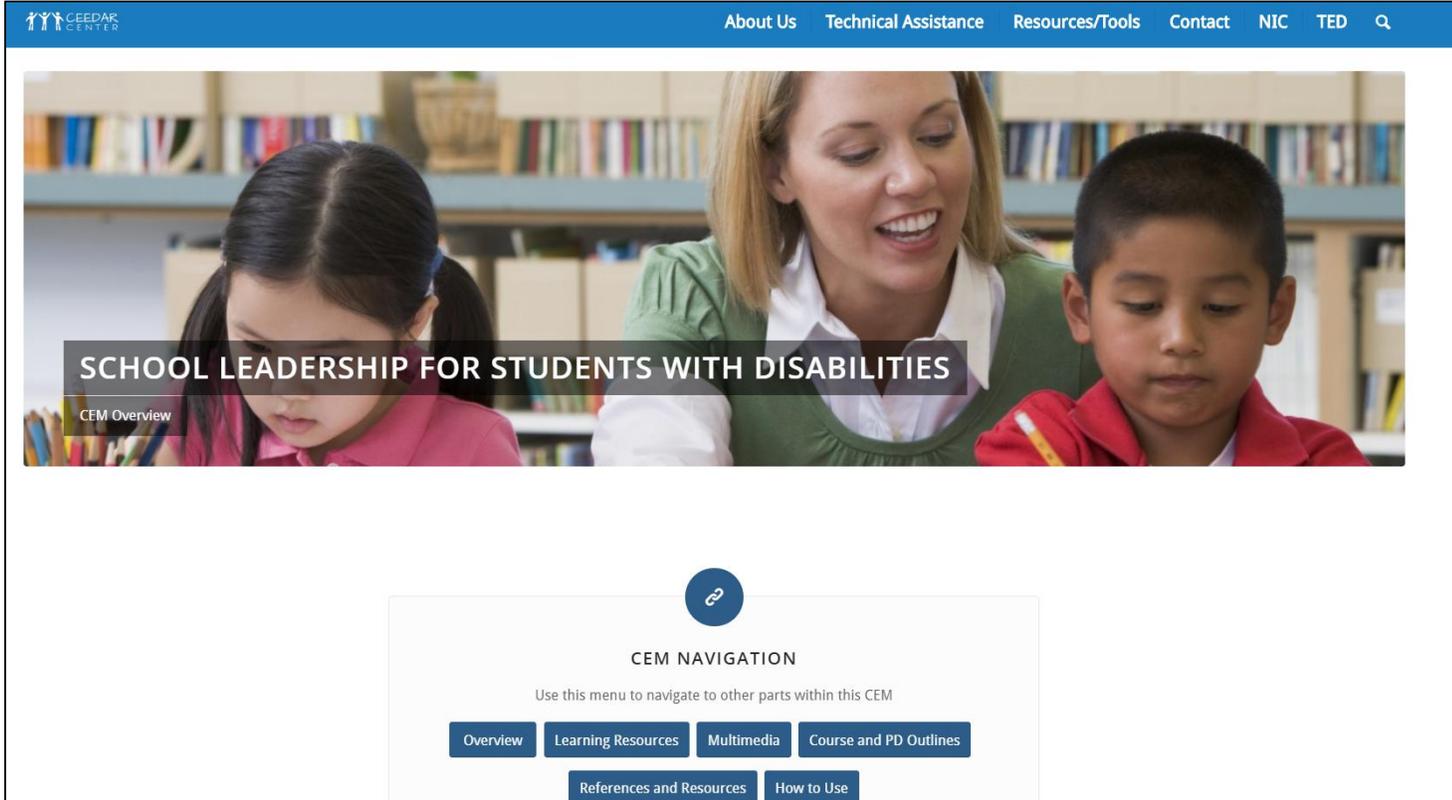
Bonnie S. Billingsley
Virginia Tech

James McLeskey
Jean B. Crockett
University of Florida

June 2017 (revision)
CEEDAR Document No. IC-8

cedar.org

This CEM provides a syllabus and 7 lectures,
with activities and resources for 21 hours of instruction



CEEDAR CENTER

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SCHOOL LEADERSHIP FOR STUDENTS WITH DISABILITIES

CEM Overview

CEM NAVIGATION

Use this menu to navigate to other parts within this CEM

Overview Learning Resources Multimedia Course and PD Outlines

References and Resources How to Use

IRIS Resources: School Improvement/Leadership

⌘ Examples of Modules

- IEPs: How administrators can support the development and implementation of high-quality IEPs
- RTI: Considerations for school leaders
- Teacher retention: Reducing the attrition of special educators
- Differentiated instruction: Maximizing the learning of all students
- Effective school practices: promoting collaboration and monitoring students' academic achievement



<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

QUESTIONS?

Thank you!

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