BEING AN INCLUSIVE LEADER
Webinar Logistics

Questions: Use the chat box to type questions or comments throughout the presentation. We will monitor the chat box and will ask you to raise your hand to be interactive during this webinar.

Feedback: We ask all participants to complete the feedback survey at the close of the session.

Recording: A link to the session recording will be emailed. The recording will also be available on the TLSD Professional Learning Website.
No doubt, there are many tough decisions still ahead, but we will get through them – together. But one choice is clear – the health and safety of students and school staff, the true heroes of this on-going crisis, must remain paramount. We will continue to choose compassion over compliance.

- State School Superintendent
  Richard Woods
• What is your role in education?

  o District Leader
  o Building Leader
  o Instructional Coach
  o Teacher Leader
  o Other (Please respond in the chat.)
• **Agenda**

Inclusive Leadership Defined
Digging Deeper - What do we mean by EACH and ALL?
Why Inclusive Leadership Matters
Building Coalitions and Creating a Shared Vision
Advancing Inclusive Principal Leadership in Georgia (AIPL)
A Guide for Inclusive Leadership
Where to Start
Georgia Teacher Provider Intervention Program
Resources
Georgia’s Systems of Continuous Improvement

Coherent Instruction
1. Planning for Quality Instruction
2. Delivering Quality Instruction
3. Monitoring Student Progress
4. Refining the Instructional System

Effective Leadership
1. Cultivating and Distributing Leadership
2. Ensuring High Quality Instruction in All Classrooms

Professional Capacity
1. Developing Staff
2. Ensuring Staff Collaboration
What is Inclusive Leadership?

The Council of Chief State School Officers’ (CCSSO’s) National Collaborative on Inclusive Principal Leadership (NCIPL) defines Inclusive 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.” (CCSSO, 2020)
DIGGING DEEPER

The Council of Chief State School Officers’ (CCSSO’s) National Collaborative on Inclusive Principal Leadership (NCIPL) defines EACH/ALL:

“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.” (CCSSO, 2020)
Inclusive Practices as a Leader

Impact:

Students & Families
Community
Teachers & Staff
District Level Support
Teacher Preparation Programs
State Level Support
Others?

Aristotle: We are what we repeatedly do. Excellence, then, is not an act, but a habit.
Why Inclusive Leadership Matters

Creating a learning environment that prepares ALL students for the college or career path of their choice.
Building Coalitions and Creating a Shared Vision

“Georgia has laid important groundwork for its ongoing efforts to strengthen principals’ capacity to lead inclusive schools, in which all students, including those with disabilities, have an equitable opportunity to succeed. It was necessary to make critical connections between inclusive leadership and its positive impact on the teacher pipeline, as well as student outcomes.”

Dr. Zelphine Smith-Dixon, State Director, Div. of Special Education Services & Supports; AIPL Team Leader

BREAKING DOWN THE SILOS FOR INCLUSIVE WORK
AIPL Efforts in Georgia

- Realign inclusive leadership focus
- Engage a strategic Communication Plan to share what has already been done in Georgia and why inclusive leadership matters
- Develop a self-assessment rubric and roadmap for schools/districts to self-evaluate
A Guide for Inclusive Leadership

The Council for Chief State School Officers (CCSSO)- in partnership with the CEEDAR center and Oak Foundation- developed this on-line guide to help states establish a vision for and advance policies and practices that support principals to lead inclusive schools where each student excels and feels safe, supported and valued.

https://ccssoinclusiveprincipalguide.org/
Where to Start?

Changing policy and practice that result in stronger inclusive principal leadership takes intentional coordination across departments within state education agencies, as well as collaboration with educator preparation programs and districts. Everyone has a stake in this important work, and it requires working in partnership.

https://ccssoinclusiveprincipalsguide.org/where-to-start/
Georgia’s P-20 Collaboratives

Vision: Communities united to empower educators to maximize student success.

Mission Statement: Utilizing shared resources to provide ongoing and reciprocal learning opportunities for all stakeholders, guided by need.

www.gapsc.com/P20.aspx
Georgia Teacher/Provider Retention Program

The purpose of this project is to improve the retention of special education teachers and early intervention providers in Georgia. Project will address retention in Georgia’s Part B and Part C systems to ensure that children with disabilities and their families have teachers and providers with the necessary skills, knowledge, and support to be successful and happy in their positions.

- USED Office of Special Education Programs
- Awarded $500,000 per year for up to five years
Highlights of Proposed Services for K-12

• Professional Learning
• Great Teachers and Leaders Center to develop a model induction program for K-12 special education teachers to support induction and retention
• Coaching Component for new Special Education Teachers
• Mixed Reality Simulation to support practice for new special education teachers in a safe environment with constructive feedback for professional growth.
• Mixed Reality Simulation to support practice for building and district leaders in a safe environment to support inclusive practice.
Highlights of Proposed Services for K-12 (continued)

• Mixed Reality Simulation to support practice for **special education leaders** in a safe environment with feedback for professional growth.

• Coaching component for new Special Education Directors for 1st year directors.

• Develop a comprehensive personnel network to support birth-five for children with disabilities.
For More Information on the Georgia Teacher/Provider Retention Program:

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Georgia Department of Education
Division of Special Education Services and Supports
wlow@doe.k12.ga.us
GADOE Website: www.gadoe.org
Inclusive Leadership Resources

The Georgia Department of Education has developed several resources including an Inclusive leadership video, graphic, fact sheet, and communications plan to help school systems address the behaviors and practices critical to inclusive leadership and meet the needs of all learners.

- **Video**
- **Fact Sheet**
- **Communications Plan**

- **Georgia Case Study**
  - Inclusive Principals matter now more than ever. Learn about work that @georgiadeptofed is leading to bolster principals’ capacity to support continuity of learning for students with disabilities here: [Case Study: Georgia](#)

- **Additional Resources**
  - [The Role of Inclusive Principal Leadership in Ensuring an Equitable Education for Students with Disabilities](#)
  - [Case Study: Georgia - CCSSO Inclusive Principals Guide](#)
Resources:
Promoting Principal Development on Inclusive Practices

Iris Resource Site: Creating an Inclusive School Environment Module can support states in promoting professional learning systems on inclusive principal leadership practices. Leadership Competencies for Learner-Centered, Personalized Education can support states in communicating a compelling vision for the role of the principal in ensuring the success of each student, including students with disabilities, through inclusive learning environments that meet the academic and social needs of each learner. Principal Professional Development: New Opportunities for a Renewed State Focus highlights the state’s role in professional learning for school principals and highlights what quality professional development can look like and how states can support it. UDL Guidelines can support states’ awareness and understanding of the principles of Universal Design for Learning (UDL) and help them integrate UDL into principal professional learning. The Culturally Relevant Education Course Enhancement Module can be used by states to support the school leader’s role in advancing culturally relevant education. Forward Together: Helping Educators Unlock The Power of Students Who Learn Differently and the accompanying school leaders guide includes research and action steps to assist school leaders in developing more inclusive learning environments.
Resources: Providing Targeted Supports to Districts and Schools

*Educator Effectiveness Guidebook for Inclusive Practice* from the Massachusetts Department of Elementary and Secondary Education provides districts and schools a set of tools highlighting professional development options, frameworks, rubrics, and case studies to promote inclusive practice at the classroom, school, and district levels. *Positive Behavior Interventions and Supports Center resources for districts and schools* provides resources on building capacity, district action planning, self-assessment resources, and an interconnected systems framework for state and local education agencies. *Roadmap for School & District Leaders* and *Roadmap for Systems Change* provide an overview of potential strategies to increase the efficacy of personalized learning programs—specifically as it impacts students with disabilities. *RTI Implementer Series Training Modules*, *RTI Implementer Series Self-Paced Learning Modules*, and the *RTI Fidelity of Implementation Rubric* provide training resources on establishing and evaluating Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) within a school setting. *Strong and Engaged Site Leadership* describes the role of the principal in promoting an inclusive culture and can help states and local education agencies reimagine principal professional development.
Resources: Connecting School Improvement and Principal Development Initiatives

*Moving toward Equity and Access through Inclusive Schooling: Considerations for School Administrators* provides an overview of considerations school leaders should consider when building an inclusive culture. *Principals of Inclusive Schools* can be used by state and local education agencies to think about principal selection and professional development. *Toolkit for Inclusive School Improvement* provides a toolkit about pursuing inclusive cultures as a school improvement strategy. *High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders* can assist school leaders in planning and implementing professional development about high-leverage practices to K–12 educators.
Resources: Meaningfully Engaging Stakeholders as Partners in the Work

Center for Parent Information and Resources, which provides English and Spanish resources to parents, could help states design parent-friendly resources and connect with state centers. The Engagement Playbook: A Toolkit for Engaging Stakeholders around the Four Domains of Rapid School Improvement can be used by SEAs, LEAs, and schools in developing effective stakeholder engagement strategies. Leading by Convening: A Blueprint for Authentic Engagement can be used by states to help design or improve a stakeholder engagement strategy. Let’s Get This Conversation Started provides states with strategies, tools, examples, and resources about stakeholder engagement. Parent Toolkit: How to Ask for Schoolwide Teacher Training to Help Kids With Learning and Attention Issues can support parents and families of students with disabilities in advocating for high-quality teacher development that meets the needs of diverse learners. 

https://ccssoinclusiveprincipalsguide.org/resources/
In Closing…

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This is WHY Inclusive Leadership is Important!

Each student across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income can excel in school.” (CCSSO, 2020)
For Additional Questions

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Webinar Survey

Please complete the survey at the link below. Thank you for your participation. It has been a pleasure.

https://www.surveymonkey.com/r/S3DW3HG