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## **National Collaborative on Inclusive Principal Leadership**

### **High-Level Key Message:**

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. CCSSO's National Collaborative on Inclusive Principal Leadership (NCIPL) will help states advance policies that support the preparation and practice of effective inclusive principal leadership—particularly in our nation's lowest-performing schools. States have the opportunity to leverage effective inclusive principal leadership as a key strategy in those schools targeted for improvement under the Every Student Succeeds Act (ESSA) as well as in *all* schools. Now is the time for states to deepen and refine their principal development efforts to ensure an intentional focus on supporting the academic and social success of *each* student, including those with disabilities. The school principal is critical to their success.

### **What is the Challenge?**

- State leaders [have committed to ensuring](#) that each student has an equitable opportunity to be successful in college, careers, and life. Unfortunately, in many states, the academic performance of students with disabilities lags far behind their peers. Students with disabilities tend to experience lower [standardized test scores](#), [graduation rates](#), and [post-secondary participation](#).
- Schools [are far more likely](#) to suspend or expel students with disabilities. African-American students with disabilities in particular account for nearly 36 percent of students with disabilities referred for disciplinary action. And students with disabilities typically have [access to less effective teachers](#) and [less rigorous coursework](#).
- Indeed, almost all states [face teacher shortages](#) in special education, which can result in placing unprepared teachers in classrooms. And general education teachers [frequently lack the knowledge, skill, and support](#) they need to work effectively with students with disabilities, who [spend most of their days in general education classes](#).
- Compounding this, low educator expectations [can lead](#) to students of color and culturally and linguistically diverse students being disproportionately represented in special education.
- These outcomes underscore the critical capacity needed to raise expectations and strengthen supports for students with disabilities.

### **What is the Opportunity?**

- CCSSO and the National Collaborative on Inclusive Principal Leadership (NCIPL) believe that principals are vital to address these challenges. But states need more coordinated support to understand the foundational knowledge, skills, and dispositions necessary for principals to lead in a more inclusive way and to integrate inclusive leadership into policy and practice.
- For more on NCIPL, see below.
- CCSSO and the NCIPL have worked together to develop an online guide that identifies strategies states can take to advance effective inclusive principal leadership, along with useful resources.
- This online guide builds on two fundamental documents produced by CCSSO and the Collaboration on Effective Educator Development, Accountability, and Reform (CEEDAR) Center:

the 2015 [Professional Standards for Educational Leaders \(PSEL\)](#) and [PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities](#).

- As states implement their ESSA plans, and many also update their professional standards for school leaders and their preparation, states have an opportunity to deepen and refine their principal development priorities to focus on inclusion. Using the online guide, CCSSO and the NCIPL will provide a more coordinated aligned approach to support their efforts to do so.
- CCSSO has worked with state chiefs to develop aligned and coherent workforce pipelines that re-conceptualize the ways school leaders are attracted, prepared, developed and retained and has convened diverse organizations around the critical role principals play in supporting teachers to improve outcomes for students with disabilities.

### **CCSSO's National Collaborative on Inclusive Principal Leadership**

CCSSO's National Collaborative on Inclusive Principal Leadership is a diverse alliance of organizations dedicated to supporting states in their efforts to ensure principals have the skills, knowledge, and mindsets to advance learning outcomes for *each* student, including those with disabilities. The NCIPL includes the following principal associations, member organizations, technical assistance centers, researchers, educator preparation programs, advocacy organizations, and nonprofits:

- American Association of Colleges of Teacher Education
- CAST
- Center on Great Teachers and Leaders, American Institutes for Research
- Center on Innovations in Learning
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center
- Council for the Accreditation of Educator Preparation
- Council of Administrators of Special Education
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Association of State Directors of Special Education
- National Center for Systemic Improvement, WestEd
- National Center for Special Education in Charter Schools
- International Council of Professors of Educational Leadership
- National Implementation Research Network
- New Leaders
- New Teacher Center
- Relay Graduate School of Education
- Schoolwide Integrated Framework for Transformation Center
- Statewide Parent Advocacy Network
- University Council of Educational Administration

The ultimate goal of NCIPL is to improve the educational opportunities of students with disabilities in part by elevating nationally the attention needed on effective inclusive principal leadership and by providing deep-dive support to a subset of states in implementing in policy and practice. This work will build from CCSSO's efforts to support states in ensuring high expectations for each student and developing leaders to continuously improve schools.

### **Contact information**

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