

CHAPTER 19

INCLUSIVE SCHOOL LEADERSHIP

Preparing Principals

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The Ohio Leadership for Inclusion, Implementation and Instructional Improvement (OLi⁴) provides a two-year professional development (PD) program for practicing school principals, assistant principals, and other school leaders in Ohio. The program aims to develop these educators' competence as inclusive instructional leaders, defined in terms of six key practices. OLi⁴ began with its first cohort, of 51 principals from 25 districts, in August 2014. Since then, two cohorts of principals have completed the two-year training; the program currently enrolls a further four cohorts. Thus far, the program has worked with over 300 principals from more than 75 districts across the state. The grant that initially supported the development of the program came from the Ohio Department of Education's (ODE) Office of Exceptional Children (OEC); current funding comes from the OEC and another office, the Office of Improvement and Innovation.

Promoting instructional leadership for equity and social justice is OLi⁴'s chief purpose. As the discussion below shows, however, its grounding—in both mainstream and critical research on school leadership—supports an approach to instruction that welcomes diverse perspectives. Participants need not be devotees of any particular social justice model in order to feel welcome in the OLi⁴ community of practice. OLi⁴ uses PD methods that have strong research-grounded evidentiary support. Notably, it combines didactic instruction in centralized training sessions with small group discussion in regional cadre meetings and one-on-one leadership coaching sessions. In addition, the program asks participants to complete activities within their schools and districts and to use online tools to reflect on these experiences.

The discussion that follows examines OLi⁴'s theory of action, the research evidence supporting its curriculum, the six practices it fosters, and the two areas of work through which principals implement the six practices. Then the focus turns to the PD strategies that OLi⁴ uses and, finally, evidence of program impact to date.

THEORY OF ACTION

The educators who developed OLi⁴ aligned it with Ohio's improvement model—the Ohio Improvement Process (OIP).¹ This model engages educators in systemic work to improve the quality and equity of instruction for all students. Its primary innovation is a nested set of data teams at the district, school, and teacher-team levels. These teams support collegial dialog about instruction and undertake action research that tests the effectiveness of teachers' implementation of evidence-based instructional practices, schools' use of effective PD and support mechanisms, and districts' use of promising organizational structures and leadership strategies. As Barr (2012, p. 2) noted, the OIP focuses on “consistent structures,” “a culture of shared accountability,” and “a redefinition of leadership” as a set of essential practices that are supported consistently within a statewide system.

According to OLi⁴'s theory of action, when principals use a set of inclusive practices within OIP structures and alongside ongoing instructional discussions with teachers, their teacher teams will adopt instructional strategies that will lead to improved inclusiveness and student engagement as well as to improved student achievement. Figure 19.1 illustrates the theory of action.

The theory of action also posits that OLi⁴'s instructional improvement and social justice aims and practices complement one another. The program's emphasis on the inclusion of all students in general education classrooms, and the consistent use of effective strategies for instructing

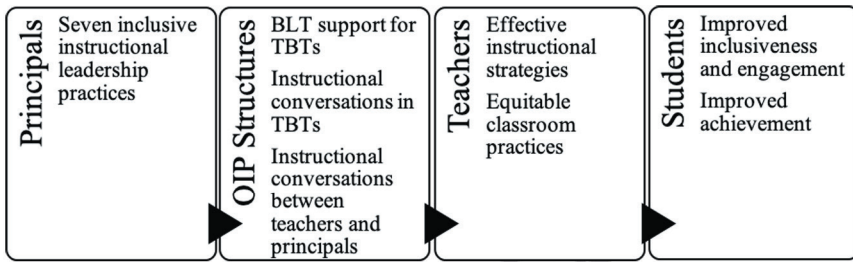


Figure 19.1. OLi⁴ theory of action.

them, treats social justice as a set of practices rather than the simple adherence to a certain set of beliefs. As the discussion below demonstrates, the OLi⁴ program does not subscribe to any one perspective on instructional leadership or social justice; rather, it draws on insights from many research traditions that focus on leadership for school improvement and social justice.

RESEARCH UNDERGIRDING THE CURRICULUM

The first work in developing the OLi⁴ curriculum was to identify intersecting practices in the theoretical and empirical literatures on *instructional leadership* and *inclusive leadership*. Next, we organized the findings from the literature into a coherent framework. An important part of this process was to create a grid showing, on one side, domains of practice supported by the two bodies of literature and, on the other, the major theorists and researchers who contributed to our current understanding of the practices within each domain and the impact of those practices. The Appendix presents the final version of this grid.

A second step involved identifying researchers with a sufficiently broad conception of inclusive instructional leadership—the criterion we used to justify using their work as the foundation for the project’s curriculum. Scholarship on school leaders as lead learners, improvement through collaborative inquiry, and inclusiveness as a social justice strategy proved particularly salient.

Leaders as Lead Learners

OLi⁴ drew inspiration from Viviane Robinson’s (2011) research on student-centered leadership. Her meta-analytic study identified the impact of

principals' leadership practices on school outcomes, particularly student achievement. According to Robinson, the practices with the largest impact included (a) leading teacher learning and development, (b) establishing goals and expectations, and (c) ensuring quality teaching. OLi⁴ operationalized these practices in two areas of principals' work: work with teacher-based teams (TBTs) and building leadership teams (BLTs) and work observing teaching and providing feedback. Through work in both areas, principals establish the vision for school improvement (framed as a set of ("non-negotiables")), cultivate shared leadership, encourage the ongoing use of relevant data, support dialog about evidence-based instructional practices, coach teachers in the use of effective practices, and model reflectiveness.

AU: "non-negotiables" is one word in Webster's dictionary.
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Improvement Through Collaborative Inquiry

With the OIP as a central vector for educational improvement in the state, the OLi⁴ development team also sought to ground the curriculum in literature on collaborative inquiry. Work by Seashore (2009) and Leithwood and Seashore-Louis (2012) proved especially germane. These researchers found that leaders in high-performing districts engaged school staff in collaborative inquiry about student learning and teacher performance. They also tailored the district's support for improvement to each school's specific needs. This view of collaborative inquiry fit with the OIP's strategy of using a combination of collaborative structures and processes to expand shared (or "distributed") leadership. With OIP, all educators are accountable to one another and, most importantly, to their students and families. This perspective reflects theoretical and empirical insights from the work of Michael Fullan (2002, 2006, 2011, 2013) and James Spillane (2006).

According to Fullan (2002, p. 20), "an organization cannot flourish—at least not for long—on the actions of the top leader alone. Schools and districts need many leaders at many levels. Learning in context helps produce such leaders." "Learning in context," moreover, builds "professional capital"—the expanding capacity of a school district and its schools for team learning, evidence-based instructional practice, and coherent organizational support (Fullan, 2013). OLi⁴'s curriculum team also drew on related ideas in the work of several leadership experts (DuFour, 2004; Elmore, 2006; Leithwood & Jantzi, 2008; Marzano, Pickering, & Pollock, 2001; Marzano, Waters, & McNulty, 2005; McNulty & Besser, 2001; Reeves, 2000, 2006, 2008; Schmoke, 2001).

Inclusiveness as a Social Justice Strategy

One other body of literature provided important grounding for the OLi⁴ program—literature on leadership for social justice. This literature documents the policies and practices used by districts and schools that have closed persistent achievement gaps (Frattura & Capper, 2009; Telfer, 2011). According to Johnson and LaSalle (2010), these districts and schools close gaps by challenging conventional views of what is normal. For example, they plan strategic improvement efforts while considering that all learners—including those from traditionally marginalized groups (e.g., students with disabilities, English learners, African American students)—should participate in the general education curriculum.

One major initiative that has influenced the work of OLi⁴ is *Moving Your Numbers* (MYN), a research and development project sponsored by the National Center on Educational Outcomes (Telfer, 2011). The first MYN study investigated the practices of five school districts across the United States that successfully improved the academic achievement of students with disabilities. The study identified six strategies common to the five districts (Telfer, 2011):

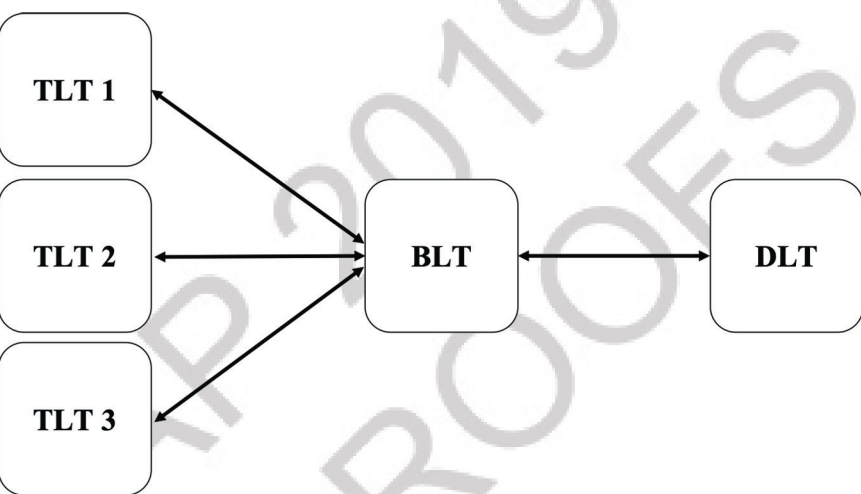
- They used data strategically.
- They created and adhered to a focused set of goals.
- They selected and implemented a shared set of instructional practices.
- Their implementation of the shared instructional practices was deep and widespread.
- They monitored the implementation of the shared instructional practices and provided feedback and support to enable teachers to use the practices well.
- And they created organizational cultures in which inquiry and learning were highly valued.

A follow-up study with an additional five districts confirmed the salience of these practices (Tefs & Telfer, 2013). Other work on social justice leadership also provided similar insights (e.g., Frattura & Capper, 2007; Gorski, 2013; Theoharis, 2009).

TWO AREAS OF WORK AND SIX INCLUSIVE LEADERSHIP PRACTICES

To focus participants' attention on these salient practices, the OLi⁴ curriculum developers identified two areas of principals' work: guiding and

supporting leadership teams and coaching instruction. The program refers to these two areas colloquially as “buckets.” The first bucket of work involves principals’ efforts to build the capacity of leadership teams at their schools. Within the OIP, each district uses a nested set of teams to examine data, set goals, identify promising strategies, implement shared strategies, and monitor the implementation and impact of those shared strategies. Figure 19.2 illustrates the connections between these teams.



Source: Retrieved from <https://ohioleadership.org>.

PLACE FIGURE 19.2 HERE

The second bucket of work focuses on principals’ efforts to help educators learn about and use effective instructional practices in their schools. In this area, principals first engage in activities to help them learn about instruction by observing teachers in their buildings, and then they engage in activities that give them opportunities to practice skills needed for coaching teachers in the use of effective instructional practices. Their coaching of teachers involves asking questions to prompt teachers’ reflection about their instructional practices—especially the practices that the principal observed.

Through work in these two areas, OLi⁴ intends for principals to improve their use of the following six leadership practices:

1. *Visioning*: The principal uses district and school non-negotiables, including those focusing on equity, to set specific achievement targets for all classrooms and students.

2. *Using data well*: The principal uses data to make effective decisions.
3. *Using research and evidence to guide instruction*: The principal guides teachers in their selection of evidence-based instructional practices for diverse learners.
4. *Sharing leadership*: The principal shares leadership with teachers based on their expertise.
5. *Coaching teaching*: The principal monitors teaching for effectiveness.
6. *Reflecting on practice*: The principal reflects on his or her own practice.

The curriculum offers a variety of opportunities for principals to develop competence with the six practices, and a rubric helps them measure their progress. Principals access an interactive version of the rubric several times a year to document their growth and set goals for continued growth.

THE PD MODEL

The OLi⁴ curriculum developers used principles of effective PD (e.g., Trivette, Dunst, Hamby, & O'Herin, 2009) to design job-embedded learning opportunities for participating principals. The resulting program combines four aligned types of PD: centralized training, regional training, coaching, and in-school activities accompanied by online reflection.

Centralized Training

During the two-year program, principals participate in six centralized training sessions (i.e., three sessions each year). Facilitators of the training are nationally recognized experts in fields such as school improvement, systems change, curriculum and instruction, and data-based decision making. Coaches also attend these sessions to guide small group discussions, and superintendents attend part of each session to learn alongside their principals and show support for the effort.

Each centralized training session provides between 8 and 12 hours of face-to-face training focused on one or two inclusive leadership practices. Over the course of each year, the centralized training sessions cover all of the OLi⁴ practices in considerable depth. Facilitators present information and teach skills relating to each practice by using an informal lecture method coupled with pair sharing and small group discussion. These activities enable participants to process what they are learning and to begin applying it to problems of practice within their own schools.

Regional Cadre Sessions

Regional cadre sessions take place six times a year and offer participating principals opportunities for deeper exploration of (a) OLi⁴ leadership practices, (b) the challenges associated with implementing these practices, and (c) the impact of the practices on improvement efforts underway at their schools. Each cadre includes principals from the same geographic region to reduce travel time to and from the meetings. A facilitator—typically a consultant from one of Ohio’s state support teams—leads the regional meetings with assistance from the coaches who work with each cadre’s principals. Training sessions are two and a half hours long. During winter months, some of these sessions are held virtually using an online conferencing platform such as Adobe Connect.

During each regional session, the facilitator helps principals adapt and apply the ideas and skills presented in centralized training sessions to improvement work in schools. Facilitators also encourage the principals to reflect on and discuss changes in their leadership practices and to share insights relating to problems of practice that occur in their schools. Although facilitators use a common agenda across cadres, locally generated problems of practice make the regional sessions relevant to the concerns of the principals who attend.

Principal Coaching Sessions

The OLi⁴ coaching component, based on Elle Allison’s (2011) leadership performance model, provides support to participating principals on a monthly basis. Each principal works with a trained coach in 60- to 90-minute sessions that enable the principal and coach to discuss the principal’s work in the two OLi⁴ areas of focus (leadership teams and teacher observation with coaching) as well as to discuss the principal’s emerging competence with inclusive instructional leadership practices. Providing support while ensuring confidentiality is the cornerstone of the principal-coach relationship.

Coaching sessions also focus on principals’ reflections and responses to 12 sets of readings and in-school activities: principals complete one set of readings and activities prior to each regional training session. Principals record their reflections in an online “Principal-Coach Notebook,” which tracks their progress toward mastering the program’s six leadership practices. In three coaching sessions each year, principals also use an online rubric to rate their levels of mastery of these practices.

In-District Progress Checks

These meetings, which bring together participating principals, their coaches, and their superintendents, serve as an additional opportunity for superintendents to provide district-level support as principals learn to use OLi⁴'s inclusive instructional leadership practices. Guided by a common agenda written by OLi⁴'s curriculum developers, each meeting focuses on the district-wide values (“nonnegotiables”), structures, and processes that support equity and inclusivity on behalf of all students. Items from a district equity audit—the MYN *District Self-Assessment Guide for Moving Our Numbers* (Telfer & Glasgow, 2012)—facilitate this discussion. Over the course of the two-year project, facilitators of centralized training sessions ask the principals and their superintendents to discuss the changes they have made to improve district-wide equity and inclusivity and then share these changes with the cohort as a whole.

Online Readings and In-School Activities

The fourth component of the OLi⁴ program includes activities centered on guided readings, practical assignment in schools, and reflection prompts. Participants access these activities via the OLi⁴ website. The program provides various ways for principals to reflect on these readings and activities: the online Principal-Coach Notebook, an online blog available to multiple cohorts, individual discussions with coaches, and small-group discussions in regional cadre meetings.

PROGRAM IMPACT

OLi⁴ sets an ambitious agenda, especially considering the dramatic inequity of schooling provided in the United States (e.g., Glass, 2008; Riehl, 2000; Theoharis & Causton-Theoharis, 2008). In fact, the magnitude of the inequities (not to mention the structural and ideological forces keeping them in place) almost ensures that any social justice agenda will tend to overtax those PD efforts that hope to advance it (e.g., Erevelles, 2000; Miller & Martin, 2014; Rigby, 2014). A PD program that works to improve instruction and, through it, achievement—and which also embraces a social justice agenda (like OLi⁴)—might seem so overtaxed as to be doomed to fail. Nevertheless, OLi⁴ has shown some modest evidence of effectiveness. This is, perhaps, because it deploys several provisions that characterize excellent PD (e.g., Trivette et al., 2009), including:

- long term effort (two-year program),
- regular training,
- job-embedded training (coaching at the principals' schools), and
- rigorous evaluation.

Evaluation, moreover, is participant-oriented: the lead evaluator joins the OLi⁴ planning team at its regular meetings, both to present formative evaluation reports and to discuss the implications of findings with the curriculum team. In other words, evaluation data and collaboration that draws on the experience and wisdom of team members inform any changes to the program.

Such features are positioned to improve program quality and, perhaps, the odds that the PD will produce the intended improvements. To date, three research-based efforts, all of which occurred (or continue to occur) under the auspices of program evaluation, provide data relevant to OLi⁴'s impact: (a) evaluations of participants' satisfaction with program features and their self-rated performance of the six leadership practices, (b) a quasi-experiment based on participants' self-reported data, and (c) a study of collective efficacy at the participants' schools, based on data from teachers. Brief discussions of each follow.

Participant Satisfaction and Self-Ratings of the Use of Inclusive Practices

OLi⁴ administrators rely on an established survey form to evaluate the quality, relevance, and usefulness of every PD opportunity (including centralized trainings, regional trainings, coaching, in-school activities, and online reflection and discussion). Six Likert-scaled items, based on the work of Trivette and colleagues (2009), evaluate quality, while the relevance and usefulness portions of the survey each use three items. The evaluation gathers data during (or shortly after) each session. Results have been consistently high for each dimension, with small and irregular variations across the different PD opportunities as well as across cohorts. Notably, participants rate coaching near the top of the scale.

On the same survey form, participants also give self-ratings of their use of the six inclusive leadership practices that the program cultivates. Altogether, cohort members have three opportunities to rate themselves each year. Thus far, changes (i.e., improvement) following one year of PD have been recorded for three cohorts. Although the self-reported growth varied across practices and cohorts, all changes were in a positive direction.

Quasi-Experiment

Howley and colleagues (2018) conducted a quasi-experiment in 2017 using data from Cohort 2. The study included two dependent measures: data from (a) an instrument measuring attitudes toward inclusion and (b) an instrument measuring OLi⁴ practices. The study used propensity score matching to compare the ratings of 56 OLi⁴ principals to a very similar group of 56 principals with no experience of OLi⁴. Findings favored the OLi⁴ principals' attitudes ($d = .47$) and showed that OLi⁴ principals believed themselves to be more effective at working collaboratively with teachers on instruction ($d = .38$). The other practice items showed non-significant differences. However, no scores at the item level—on either instrument—favored the comparison group, and all but one (which had no difference) favored the treatment group.

Collective Efficacy Study

Another study used collective efficacy to measure school faculties' belief in their own capacity to manage instruction. Using a collective efficacy instrument with 21 well-validated items (Goddard, Hoy, & Hoy, 2000), the study compared scores at both the start and end of Cohort 3's participation in OLi⁴. Evaluators designed this study as a trial effort to help guide subsequent use of the instrument with Cohorts 4 and 5 (in 2018–2019). According to a review of the relevant literature, the instrument had not been used previously to judge program effects. In fact, the literature described collective efficacy as a stable characteristic of schools; the measure is often used as an intervening variable. In the collective efficacy study, results proved to be statistically non-significant.

Impact Take-Aways

According to the routine evaluation work and the quasi-experiment, participants perceived an impact from OLi⁴. But, self-reported data may be a questionable indicator of program effects, especially given the possible influence of social desirability bias. For that reason, the program undertook its study of collective efficacy by surveying teachers who were under the supervision of OLi⁴ principals. That research is ongoing, and the results from the trial collective efficacy study are being used to modify the iterations with Cohorts 4 and 5.

Overall the evidence is inconclusive, which is a common result according to the research literature on the effectiveness of PD for principals (Herman

et al., 2017). In this case, with an instructional leadership PD program focused on social justice, one might prudently forecast limited aggregate impact. Effective instructional leadership proves rare enough (May & Supovitz, 2011; Urick & Bowers, 2014), and social justice efforts meet with on-going opposition in the United States (Rigby, 2014). Their combination in one program remains daunting. Nevertheless, some evidence from the OLi⁴ program evaluation suggests that principals who are deeply engaged in the program learn more than their less-engaged counterparts; on-going efforts to study this phenomenon systematically are still underway.

SUMMARY AND CONCLUSIONS

This chapter described OLi⁴'s comprehensive two-year leadership development program, designed for principals and other school leaders. The discussion showed the program's grounding in the relevant literature on instructional leadership and inclusive practice (i.e., equity and social justice) and its use of evidence-based and job-embedded PD methods. So far, there is some evidence that the program effectively changes principals' attitudes toward inclusive practice, and efforts are underway to determine the program's impact on the collective efficacy of teachers in participating schools.

NOTES

1. The OIP is the framework that Ohio's State System of Support (SSoS) uses to promote improvement in school districts that perform inadequately, either in terms of low student achievement levels (in general) or because of low sub-group performance. In the 2001 No Child Left Behind Act, one of the requirements for each State Education Agency was to provide a SSoS for districts and their schools so they would be able to meet targets for Adequate Yearly Progress (Lloyd, McNulty, & Telfer, 2009). Confronting statewide achievement gaps in Ohio's schools, ODE, under the leadership of Superintendent Susan Zelman, established a team of educators to collaborate with the Great Lakes East Comprehensive Center to build Ohio's SSoS, which included the development of a leadership framework and a statewide school improvement process (Buckeye Association of School Administrators, 2013).

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APPENDIX

Table 19.1.
OLi⁴ How Principals Support Inclusive Instructional Practice:
Knowledge Base to Inform a Practice Profile

Principal Practices Identified in the Literature	Research Base
Shaping the discourse about school <i>[Maintain Focus]</i>	
<ul style="list-style-type: none">• Holding positive attitudes toward inclusive schooling• Articulating clear statements about the value of inclusiveness• Modeling inclusiveness in actions relating to matters such as employment of personnel, showcasing of student and staff accomplishments, and so on• Challenging assumptions• Speaking out against school practices that do not work on behalf of inclusiveness• Encouraging productive conflict and effective conflict resolution	Avisar, Reiter, & Leyser, 2003; Ball & Green, 2014; Guzman, 1997; Harpell & Andrews, 2010; Hoppey & McLeskey, 2013; Kugelmass, 2006; Kugelmass & Ainscow, 2004; Leo & Barton, 2006; Lindqvist & Nilholm, 2014; Little, 1990; Mamblin, 1999; Mayrowetz & Weinstein, 1999; McGlynn & London, 2013; McMaster, 2013; Muijs, Ainscow, Dyson, Raffo, Goldrick, Kerr, Lennie & Miles, 2010; Parker & Day, 1997; Pazey & Cole, 2012; Rice, 2006; Riehl, 2000; Ryan, 2010; Salisbury & McGregor, 2002; Sindelar, Shearer, Yendol-Hoppey, & Liebert, 2006; Sperandio & Klerks, 2007; Theoharis & O'Toole, 2011
Establishing and maintaining a clear focus on learning <i>[Cultivate Instructional Effectiveness; Maintain Focus]</i>	
<ul style="list-style-type: none">• Communicating up-to-date knowledge about effective instructional strategies	Fink & Silverman, 2014; Gallimore, Ermeling, Saunders & Goldenberg, 2009; Hallinger, 2008; Hallinger & Murphy, 1987, 1986, 1985; Hargreaves & Fullan, 2012; Louis, Leithwood, Wahlstrom & Anderson, 2010; Robinson, 2011, 2007; Wahlstrom, Seashore, Leithwood & Anderson, 2010; Robinson, Lloyd & Rowe, 2008
Encouraging and supporting professional learning communities (PLCs) <i>[Support Educator Teams]</i>	
<ul style="list-style-type: none">• Fostering trust• Building and supporting norms of collaboration• Building collaborative teams• Promoting collaboration among teachers• Structuring time and resources to promote collaboration• Supporting peer coaching and other methods of teacher-to-teacher feedback and support• Monitoring teacher teams• Supporting teacher teams	Conrad & Brown, 2011; Guzman, 1997; Harpell & Andrews, 2010; Hoppey & McLeskey, 2013; Kugelmass, 2006; Kugelmass & Ainscow, 2004; Little, 1990; Mayrowetz & Weinstein, 1999; McGlynn & London, 2013; Parker & Day, 1997; Pazey & Cole, 2012; Salisbury & McGregor, 2002; Smith & Leonard, 2005; Sperandio & Klerks, 2007; Theoharis & O'Toole, 2011

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Table 19.1.**OLI⁴ How Principals Support Inclusive Instructional Practice: Knowledge Base to Inform a Practice Profile (Continued)**

Principal Practices Identified in the Literature	Research Base
Distributing leadership [<i>Distribute Leadership; Foster Culture of Inquiry</i>]	
<ul style="list-style-type: none"> • Sharing responsibility • Fostering shared accountability • Treating leadership as a function, not a role • Expanding opportunities for instructional leadership 	Angelides, 2011; Hoppey & McLeskey, 2013; Kugelmass & Ainscow, 2004; Mamblin, 1999; Mayrowetz & Weinstein, 1999; McGlynn & London, 2013; Muijs, Ainscow, Dyson, Raffo, Goldrick, Kerr, Lennie & Miles, 2010; Mullick, Deppeler, & Sharma, 2012; Rice, 2006; Ryan, 2010; Salisbury & McGregor, 2002; Theoharis & O'Toole, 2011
Connecting to parents and community members, even those who are from traditionally marginalized groups [<i>Connect to the Community</i>]	
<ul style="list-style-type: none"> • Empowering students and parents • Communicating effectively across multiple stakeholder groups • Engaging parents and community members in educational decision-making • Cultivating partnerships and coordinated services 	Angelides, 2011; Fleming & Love, 2003; Guzman, 1997; Hoppey & McLeskey, 2013; Kugelmass & Ainscow, 2004; Muijs, Ainscow, Dyson, Raffo, Goldrick, Kerr, Lennie & Miles, 2010; Pazey & Cole, 2012; Rice, 2006; Riehl, 2000; Ryan, 2010; Theoharis & O'Toole, 2011
Managing school structures and resources on behalf of inclusive practice [<i>Ensure Implementation, Monitoring, and Evaluation</i>]	
<ul style="list-style-type: none"> • Directing resources to support inclusion • Encouraging innovation • Monitoring implementation of agreed-upon instructional strategies • Arranging teaching assignments in ways that promote inclusion (e.g., co-teaching, limited "clustering" of students with disabilities) • Seeking useful supports from district leaders 	Guzman, 1997; Kugelmass, 2006; Leo & Barton, 2006; Lindqvist & Nilholm, 2014; Mayrowetz & Weinstein, 1999; Messinger-Willman & Marino, 2010; Parker & Day, 1997; Riehl, 2000; Salisbury & McGregor, 2002; Smith & Leonard, 2005; Sperandio & Klerks, 2007
Creating a culture of inquiry [<i>Foster Culture of Inquiry; Use Data Effectively</i>]	
<ul style="list-style-type: none"> • Using data effectively • Supporting collaborative problem-solving • Using data to identify inequitable circumstances and practices • Fostering evidence-based planning • Providing opportunities for problem-solving • Modeling and encouraging self-reflection 	Kugelmass & Ainscow, 2004; Guzman, 1997; Hoppey & McLeskey, 2013; Leo & Barton, 2006; Lindqvist & Nilholm, 2014; Parker & Day, 1997; Pazey & Cole, 2012; Rice, 2006; Salisbury & McGregor, 2002; Theoharis & O'Toole, 2011

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Table 19.1.
OLi⁴ How Principals Support Inclusive Instructional Practice:
Knowledge Base to Inform a Practice Profile (Continued)

Principal Practices Identified in the Literature	Research Base
Providing meaningful and job-embedded professional development to-teachers and teacher teams [<i>Provide High-Quality PD</i>]	
<ul style="list-style-type: none">• Providing relevant feedback to teachers	Conrad & Brown, 2011; Cruzeiro & Morgan, 2006; Harpell & Andrews, 2010; Hoppey & McLeskey, 2013; Kugelmass & Ainscow, 2004; Rice, 2006; Theoharis & O’Toole, 2011
Informing him or herself about learning difficulties and interventions [<i>Provide High-Quality PD</i>]	
<ul style="list-style-type: none">• Participating in on-going and job-embedded professional development• Expanding knowledge relevant to the work of establishing and supporting inclusive practice• Modeling continuous improvement of professional skills	Ball & Green, 2014; Barnett & Monda-Amaya, 1998; Guzman, 1997; Kugelmass & Ainscow, 2004; Mamblin, 1999; Pazy & Cole, 2012
Protecting teachers from unnecessary pressures [<i>Maintain Focus</i>]	
<ul style="list-style-type: none">• Brokering between commitment to inclusion and other external requirements and demands	Hoppey & McLeskey, 2013; Kugelmass & Ainscow, 2004; Mayrowetz & Weinstein, 1999; Smith & Leonard, 2005