

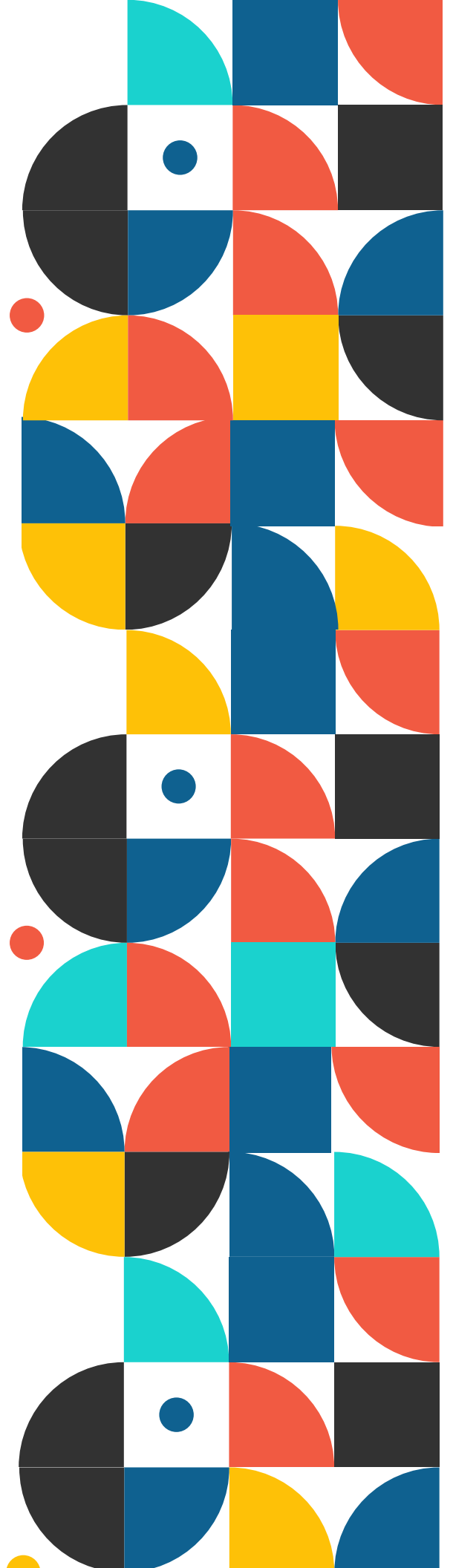
# INCLUSIVE LEADERSHIP PRACTICES

STARTER KIT & COMPANION GUIDE

OCTOBER 2024



INCLUSION TODAY



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## **Focus Areas:**

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# TECHNICAL ASSISTANCE



As you consider inclusive practices within your school or system, our organizations are available to support. See the information below to access more information.

## [Blue Engine](#)

Our mission is to end the long-standing pattern of disproportionate student outcomes by shifting the paradigm of “typical teaching.” We work in partnership with schools and systems to elevate the mindsets and skills of educators to ensure that all students – especially those who have been most marginalized by race, language and neurodivergence – can access and engage in grade-level learning. Every lesson. Every day.

## [Described and Captioned Media Program](#)

DCMP is funded through the U.S. Department of Education to promote and provide equal access to communication and learning through described and captioned educational media.

## [Diverse Learners Cooperative](#)

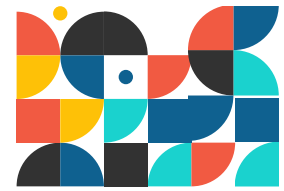
The Diverse Learners Cooperative exists to create purposeful networks of educators, providing them with high-quality resources and collaborative learning experiences that increase best practices for diverse learners and teacher retention.

## [Maryland Coalition for Inclusive Education](#)

MCIE is a non-profit organization dedicated to supporting schools and school systems on their journey to create inclusive school communities where all children and youth feel a sense of belonging and have equitable educational opportunities that result in high levels of academic success.



# ABOUT THIS RESOURCE



The Inclusive Leadership Practices Starter Kit and Companion Guide presents 5 Focus Areas to examine inclusive practices within your school, district, or state. These Focus Areas are based on empirical research of best practices for inclusive leadership. An example of this research includes the work of [Hitt and Tucker \(2016\)](#)<sup>2</sup> as they reviewed 56 studies and three major leadership frameworks in an attempt to name a unified model of effective leader practices. These practices included:

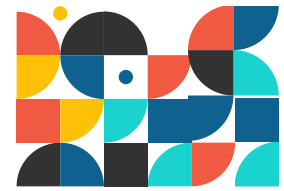
- **establishing and conveying vision, goals, and expectations;**
- **building professional capacity by leading teaching and learning development;**
- **creating a supportive organization for learning;**
- **facilitating a high-quality learning experience for students; and**
- **connecting with external partners.**

Using this empirical research and drawing on our collective experiences of supporting schools implementing inclusive practices, this tool is organized into 5 Focus Areas for leaders:

- (1) Inclusive Vision, Awareness, and Mindset;**
- (2) Strategic Planning;**
- (3) Effective Collaborative Structures;**
- (4) Strong Foundational General Education Instruction; and**
- (5) Equitable Allocation of Resources.**

Within each Focus Area, we define [Beliefs](#)<sup>3</sup> that are the central convictions of inclusive leaders. However, we know that beliefs are subjective. While beliefs communicate a mindset, it is the leader's practices that will drive outcomes. As such, for each Focus Area, we define the Leadership Practices to build authentic inclusive environments for all learners.

# ABOUT THIS RESOURCE



We know that all systems are different from state to state, district to district, and across traditional public, private, and public charter schools. The three levels of leadership described in this resource are:

- **Superintendent Leadership: Superintendent, Assistant Superintendent, Chief Academic Officers, Executive Director, etc.**
- **Departmental Leadership: Directors, Supervisors, Coordinators, etc.**
- **School Leadership: Principal, Assistant Principal, Deans, Department Head, School-Based Coordinators / Specialists, etc.**

Each focus area includes a proof point, which is a real-life example of schools and systems implementing the leadership practices.

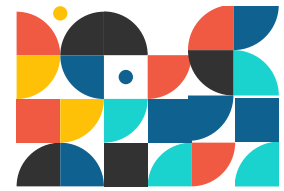
To capitalize on this resource, the [Companion Guide](#) is designed to engage teams in the starter kit as the catalyst for building capacity with inclusive practices. The guide includes specific steps, which are intended to be used collaboratively with team members to reflect, discuss, and take action.

You've made a commitment to work to remove systemic barriers to ensure each student has access to inclusive schools.

Now it is time to take action!



# NAVIGATING THIS RESOURCE

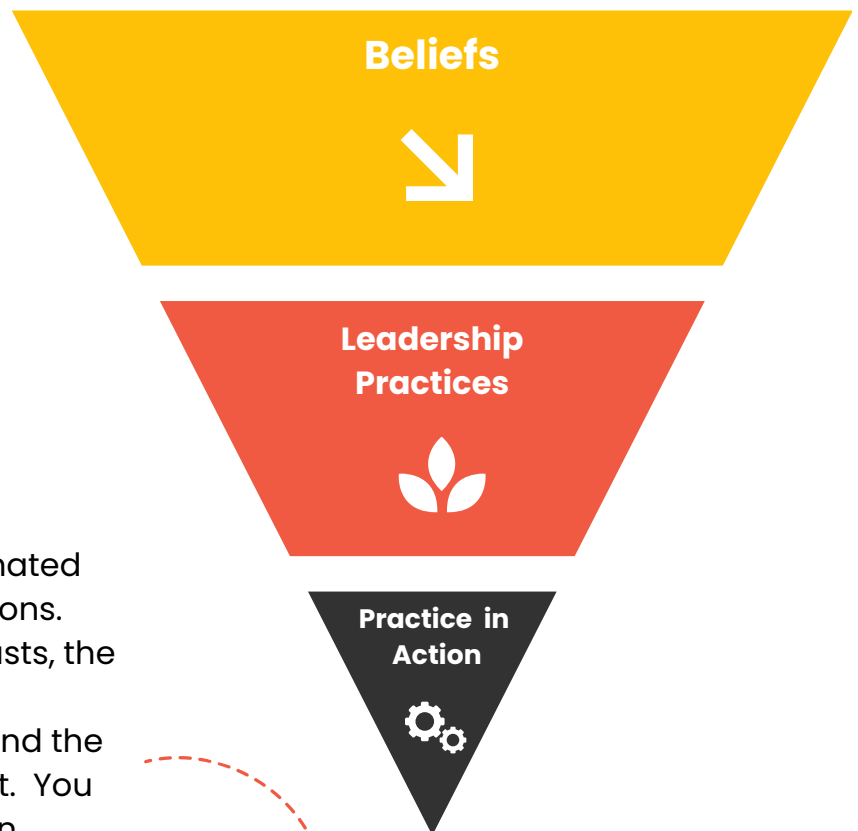


## The Structure

This toolkit is designed for you to make sense of the information and find exactly what you need as you continuously engage with it. Each section follows the same structure: beliefs, leadership practices, and practice in action. We've added icons to support navigation: arrows for beliefs, a leaf for leadership practices, and gears for practice in action. In addition, there is also a list of resources for each focus area.

## Resource Icons

To make it easier to locate culminated resources, we've added helpful icons. The microphone icon is for podcasts, the play button indicates a video, the webpage icon marks an article, and the green check mark means it's a list. You can find all citations in the citation section.



**Podcast**



**Video**



**Article, PDF,  
or Website**



**Checklist, Guide  
or Framework**

# OUR TEAM



## CROSS-ORGANIZATIONAL COLLABORATION

This project represents a collaboration between four organizations dedicated to addressing learner variability in education. Together, these organizations have supported a wide range of schools and districts across the United States. The starter toolkit offers a foundational resource to shift skills, mindsets, and knowledge around learner variability. It serves as a valuable starting point for educators committed to meeting diverse student needs effectively.



**Justine Katzenbach**  
(she/her/hers)  
Director of Organizational  
Strategy  
DLC



**Brooke Allen**  
(she/her/hers)  
Executive Director  
DLC



**Brittni Sammons**  
(she/her/hers)  
Professional Learning  
Coordinator  
MCIE



**Tim Villegas**  
(he/him/his)  
Director of  
Communications  
MCIE



**Cindy Camp**  
(she/her/hers)  
MarComms Specialist  
DCMP



**Jessi Brunken**  
(she/her/hers)  
CEO  
Blue Engine



**Sergio Jara Arroyos**  
(el/he/him)  
Snr. Director, MarComms  
Blue Engine

# SPECIAL

## THANK YOU



The Inclusion Today team is grateful for the opportunity to engage in this work. Funding for this project was made possible through the Educating All Learners Alliance (EALA). The EALA team provided invaluable support and guidance throughout this project.

### Emily Ladau

Our team would like to thank activist, writer, and speaker Emily Ladau for her consultative support on this project. Her guidance, knowledge, and expertise enhanced the quality of this content, and we are grateful for her time and effort.

Emily is a passionate disability rights activist, writer, storyteller, and digital communications consultant whose career began at the age of 10, when she appeared on several episodes of Sesame Street to educate kids about life with a physical disability. She's the co-host of The Accessible Stall Podcast, and author of *Demystifying Disability: What to Know, What to Say, and How to be an Ally*.



[Learn More](#)



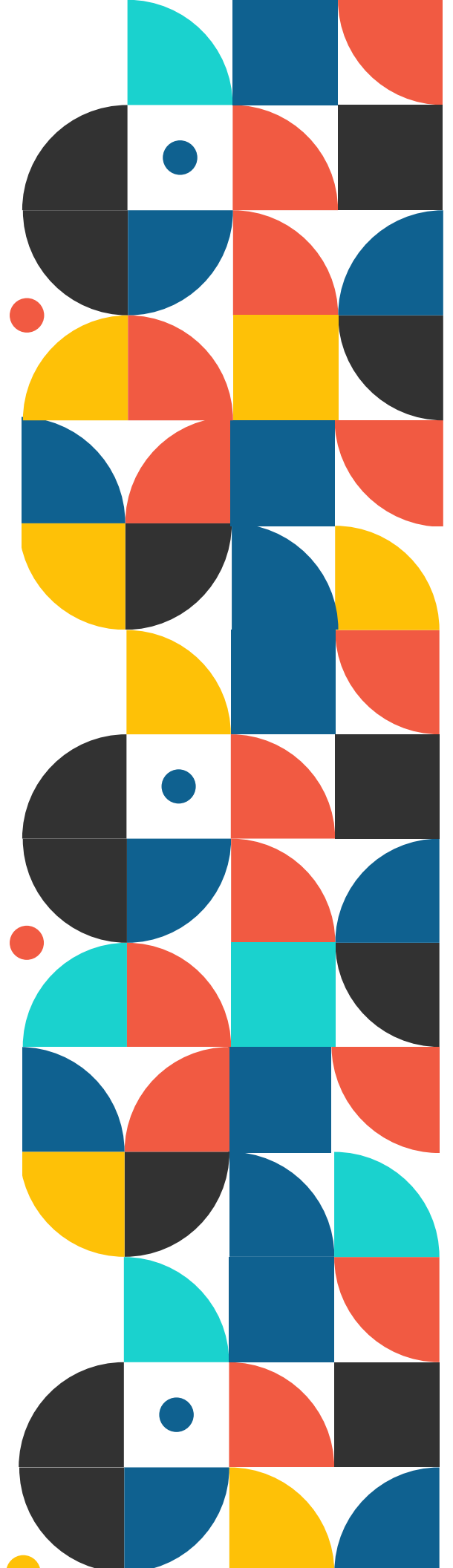


## FOCUS AREA 1

### INCLUSIVE VISION, AWARENESS, & MINDSET

#### We Believe:

- Each student can learn in general education even when there is little or no evidence we can “see,” because [presuming competence](#)<sup>4</sup> is the [least dangerous assumption](#)<sup>5</sup>.
- All means all, which means aiming for 100% of students learning in general education classrooms.
- We are [unaware](#)<sup>6</sup> of things we do not know. It is our responsibility to pursue ongoing learning of the [research](#)<sup>7</sup> and others' [experiences](#)<sup>8</sup>, as well as grapple with our own [contributions to dominance and discrimination](#)<sup>9</sup>.





## Leadership Practices



Leadership practices are essential for launching and sustaining new initiatives by providing a clear vision, effective decision-making, and consistent communication. These practices empower teams, ensure accountability, and keep efforts aligned with long-term goals. By fostering collaboration and adaptability, strong leadership ensures that priorities thrive over time. Use this chart to reflect on and identify specific Leadership Practices related to having an inclusive vision, awareness and mindset.

Superintendent Leadership	Departmental Leadership	School Leadership
Collaboratively create a district vision on inclusive education with all stakeholders, including parents and students	Collaboratively create a departmental vision on inclusive education with all stakeholders, including parents and students	Collaboratively create a school-based vision on inclusive education with all stakeholders, including parents and students
Communicate expectations for the vision to district departments, schools, and the community	Use a shared vision to lead the departmental improvement and strategic planning process	Use a shared vision to lead the school improvement and strategic planning process
Support schools to ensure the vision is accomplished and sustained	Design resources and professional learning to develop teachers' mindsets and awareness specific to equity and inclusion	Design school-level professional learning to develop teachers' mindsets and awareness specific to equity and inclusion



## PRACTICE IN ACTION



**Context:** K-12 Urban School District in the Northeast

**Leadership Practice:** A school district's top priority was to externally communicate the inclusive education vision and mission. Three specific actions were taken at the start of the school year to build the capacity of school leaders, staff, students, and families to summarize the vision.

1. The district's and schools' websites and all other forms of social media were centered around the vision and mission.
2. All Board of Education meetings began by reading the inclusive education vision and belief statements.
3. All Board of Education, district, and school decisions were finalized by answering the question, "How will this initiative support our inclusive education vision and uphold our beliefs?"

**Outcome:** These actions laid the foundation for an inclusive culture within the school system and community.



# RESOURCES



## Focus Area 1: Vision, Awareness, & Mindset



### Videos

**Title:** [The Importance of Presuming Competence](#)<sup>24</sup>

**Description:** In this video, Shelley Moore encourages viewers to reflect on assumptions about disabilities and to take action to disrupt ableist structures in education by presuming competence in all students.

**Title:** [Nothing About Us Without Us](#)<sup>33</sup>

**Description:** Brief video offering an explanation of “Nothing About Us Without Us,” and provides specific experiences and examples.



### Podcast

**Title:** [Principals Show Disability Discrimination in School Access, Study Finds](#)<sup>35</sup>

**Description:** Tim Villegas interviews Lauren Rivera as she shares groundbreaking findings from her study on principals’ discriminatory behavior towards families with children with disabilities.



### Checklist, Guide or Framework

**Title:** [Cultural Competence Self-Assessment Checklist](#)<sup>32</sup>

**Description:** This self-assessment tool is designed to help you explore your cultural competence by considering your own skills, knowledge, and awareness in your interactions with others, and recognize how to become more effective in diverse environments.

# RESOURCES



## Focus Area 1: Vision, Awareness, & Mindset



### Article, PDF, or Website

**Title:** [The Presumption of Competence](#)<sup>23</sup>

**Description:** Defines presuming competence and provides a tool to assist educators in creating an inclusive school culture. This resource was developed as a part of the Inclusive School Communities Project.

**Title:** [Five Reasons Why Presuming Competence is ALWAYS a Good Idea](#)<sup>25</sup>

**Description:** Resource shared by SWIFT education center (swiftschools.org) and written by Cheryl Jorgensen, which explains why presuming competence is essential.

**Title:** [Inclusion Works!](#)<sup>26</sup>

**Description:** A summary of the quantitative and qualitative research on how to implement inclusive education.

**Title:** [What Moves the Dial on Inclusion? Our Mindsets and Beliefs](#)<sup>10,27</sup>

**Description:** AASA (The School Superintendents Association) article written by author and assistant superintendent Jennifer W. Spencer-Liams. Discusses the strategic changes she facilitated in her system.

**Title:** [Are You Aware of Your Biases?](#)<sup>28</sup>

**Description:** Carmen Acton shares four strategies for building leadership capacity in developing awareness of your biases.

# RESOURCES



## Focus Area 1: Vision, Awareness, & Mindset

**Title:** [How to Build a Strong Sense of Self](#)<sup>29</sup>

**Description:** Ilene Strauss Cohen explains four ways to understand yourself, which is the starting point for understanding others.

**Title:** [Who Am I? How to Find Your Sense of Self](#)<sup>30</sup>

**Description:** Crystal Raypole explains what a sense of self is, why it is important, and the factors that can influence it. Finding your sense of self will help develop an awareness of others' and their experiences.

**Title:** [The Cultural Tree: Getting to Know Yourself and Your Students](#)<sup>31</sup>

**Description:** Lauren Midgette discusses the importance of understanding culture as it pertains to an understanding of students.

**Title:** [Social Identities and Systems of Oppression](#)<sup>34</sup>

**Description:** National Museum of African American History & Culture resource with information, video clips, and reflection questions for developing an understanding of systems of oppression and their effects on people.

## FOCUS AREA 2

### STRATEGIC PLANNING

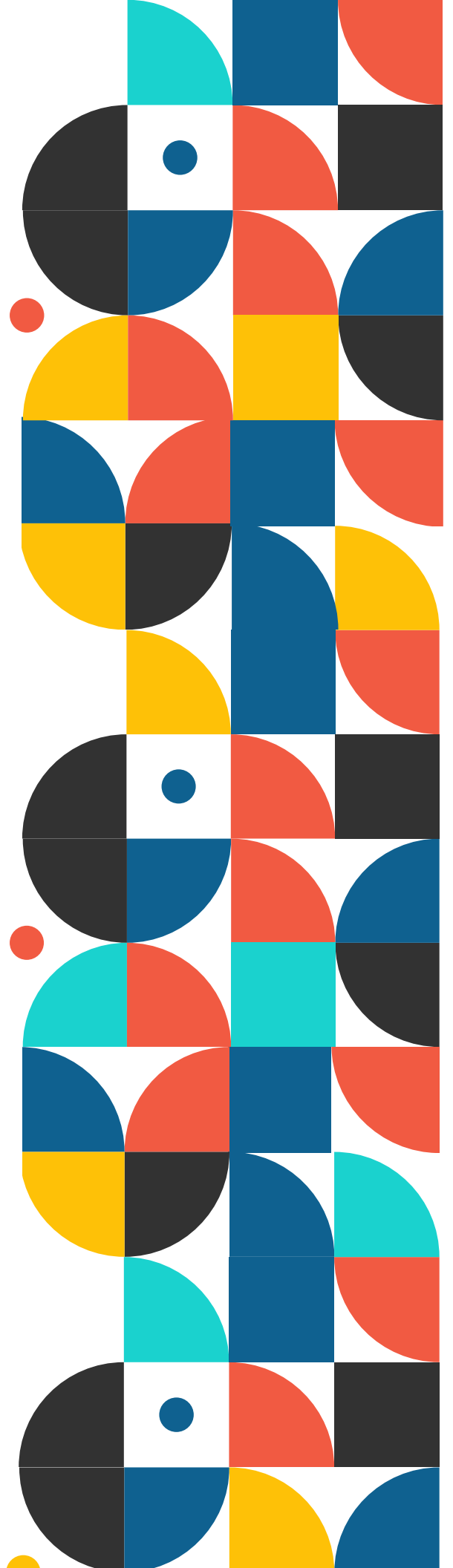
#### We Believe:



A [vision](#)<sup>11</sup> for inclusive education can only come to fruition through concrete, data-driven strategic planning.



All stakeholders must engage in the [strategic planning process](#)<sup>12</sup>, and student success is at the center of all decision-making.





## Leadership Practices



Strategic planning aligns leadership actions with long-term goals and ensures effective execution of priorities. It helps leaders anticipate challenges, allocate resources efficiently, and set clear decision-making priorities. Use this chart to identify essential leadership practices for successful strategic planning.

Superintendent Leadership	Departmental Leadership	School Leadership
Develop a strategic plan based on the district-wide vision	Draft a departmental improvement plan informed by data and input from stakeholders	Draft a school improvement plan based data and input from stakeholders
Communicate the strategic plan to district departments, schools, and the community	Seek feedback on the improvement plan from stakeholders, prioritizing cross-departmental input	Seek feedback on the improvement plan from stakeholders, including families and students
Support district and school teams to develop strategy-aligned improvement plans	Communicate the improvement plan to the school community and district	Communicate the improvement plan to the school community and district
Uphold improvement plans by providing feedback and implementation support		



**Leadership Practice:**

The school's principal established a leadership team who collaboratively developed the school improvement plan. The plan was based on student data and input from the staff and community. The principal shared the school improvement plan with her fellow principals and staff for feedback and support before it was finalized. The action steps within the school improvement plan were grounded in inclusive education practices.

**Context:** K-6th grade elementary school in the Southeast



**Outcome:** In order to communicate the school improvement plan with the community:

- Leadership meetings were back-mapped throughout the school year to manage the status of implementation.
- Staff were updated on the progress of the school improvement plan at their monthly staff meetings.
- A snapshot of the plan's goals was posted on the school's website.
- The plan was shared with the Parent Teacher Organization (PTO) and was a regular agenda item to discuss ways the PTO could support outcomes.
- Community newsletters were sent quarterly to celebrate growth and measure progress.

# RESOURCES

## Focus Area 2: Strategic Planning



### Article, PDF, or Website

**Title:** [Moving Toward Equity through Inclusive Schooling: Considerations for School Administrators](#)<sup>36</sup>

**Description:** Resource from the Maryland Coalition for Inclusive Education that shares research-based suggestions on how to implement inclusive practices.

**Title:** [Leading to Change: Making Strategic Planning Work](#)<sup>37</sup>

**Description:** Douglas B. Reeves discusses common challenges with strategic planning, and specific dimensions that impact student achievement gains.

**Title:** [Framework for Systematic Improvement](#)<sup>38</sup>

**Description:** American Institutes for Research's (AIR's) school improvement framework, which is both evidence-based and customizable to acknowledge the unique needs of your state, district, or school.

**Title:** [School Improvement Path](#)<sup>39</sup>

**Description:** School Improvement Path illustrates the collaborative journey that American Institutes for Research (AIR) undertakes with districts and schools to guide a process of continuous improvement.

**Title:** [State Strategic Vision Guide](#)<sup>40</sup>

**Description:** This guide is a consideration for Chief State School Officers as they solidify, reform, and enact their vision for their state in the context of increased flexibility provided in the [federal law](#)<sup>1</sup>.



## Focus Area 2: Strategic Planning



### Article, PDF, or Website

**Title:** [Maryland State Department of Education Root Cause Analysis Guide](#)<sup>41</sup>

**Description:** This guide contains protocols designed to engage school leaders and stakeholders in the early steps of a root cause analysis process to address the school's continuous improvement efforts.

**Title:** [Root Cause Analysis Workshop](#)<sup>42</sup>

**Description:** This webinar outlines the Maryland State Department of Education's continuous improvement process, highlighting where root cause analysis fits into their framework.

**Title:** [Moving Toward Equity Root-Cause Analysis Workbook](#)<sup>43</sup>

**Description:** This guide provides step-by-step considerations to help your state education agencies identify the root causes of inequitable access in your state, and to support the development of a strategic, innovative, and context-specific equity plan.

**Title:** [Approaches to Root Cause Analysis](#)<sup>44</sup>

**Description:** This resource from the Office of Elementary & Secondary Education provides 10 common approaches to root cause analysis.

## FOCUS AREA 3: EFFECTIVE COLLABORATIVE STRUCTURES

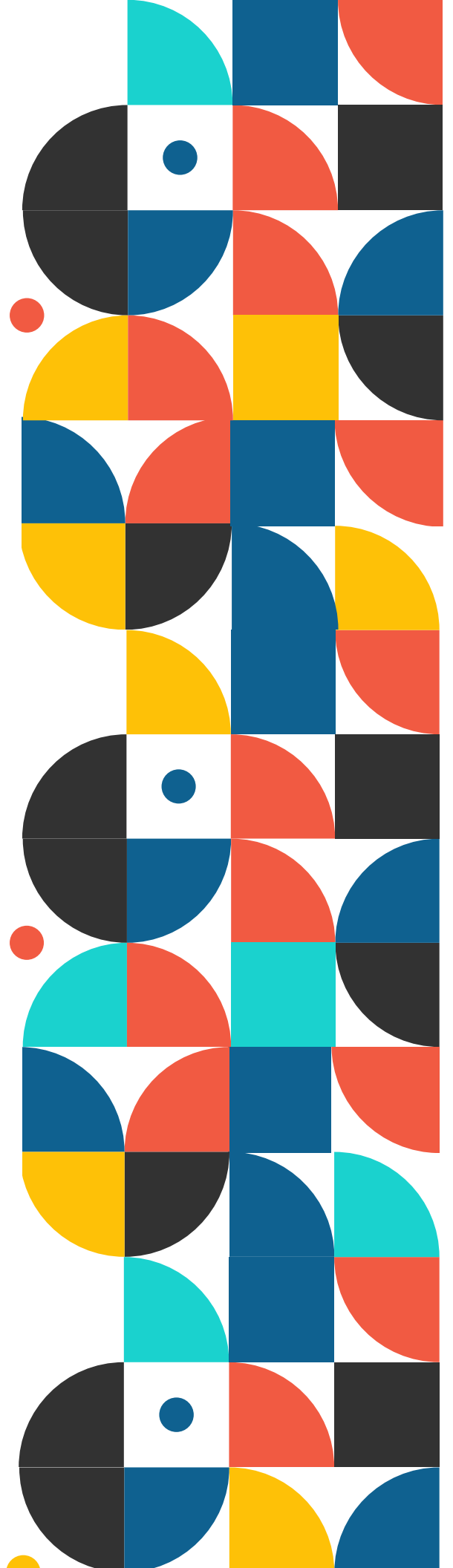
### We Believe:



Successful implementation of inclusive education is contingent on [shared ownership and clear action](#)<sup>14</sup>.



[Collaborative structures and systems](#)<sup>15</sup> are essential to the development, implementation, and maintenance of strategic planning.





## Leadership Practices



Effective collaborative structures maximize team potential and drive collective success. They foster diverse perspectives, shared responsibilities, and smooth communication, enhancing problem-solving and accountability. Use this chart to identify key leadership practices for fostering effective collaboration.

Superintendent Leadership	Departmental Leadership	School Leadership
Assign directly responsible individuals to various priorities within the strategic plan in order to ensure accountability	Define time and establish collaborative structures for improvement plan teams	Define time for improvement plan team committees to engage in the work
Schedule regular check-ins with system, district departmental, and school leaders to review data aligned to the strategic plan and inform decisions	Schedule cross-departmental check-ins to communicate progress and solicit input	Create a master schedule with collaborative planning time for staff to meet the needs of all learners
Prioritize collaborative structures so that departments and schools can effectively implement improvement plans	Establish regular walk-throughs and observations with schools	Teach and provide feedback on effective collaborative structures and <a href="#">relationships</a> <sup>16</sup>
Prioritize collaborative structures for district and school staff to co-plan, co-instruct, and co-assess	Use data collected from school input and observations to inform professional learning, departmental / curricular resources, and support	



## PRACTICE IN ACTION



**Context:** A mid-size Midwestern K-12 school district

**Leadership Practice:** The district's central office is implementing inclusive practices. In order to support schools with this mission, a task force including the student services director, the chief academic officer, and the school principal:

1. Conducts regular classroom walk-throughs of co-planning and co-teaching in action
2. Uses a data-collection tool
3. Analyzes aggregated and disaggregated data

**Outcome:** Following the observations, the task force:

1. Submits shout-outs in the district newsletter identifying schools and teachers implementing co-planning and co-teaching effectively
2. Lists specific teachers and service providers for other staff members to observe as models of effective co-planning and co-teaching in action
3. Drafts learning outcomes for professional learning and the specific staff responsible for designing and delivering it
4. Identifies specific teachers and service providers for co-planning and co-teaching support and identifies specific departmental / school staff to provide consultation based on content area and grade level



**Context:** 6–8th middle school in the Mid-Atlantic

**Leadership Practice:** The school principal who is in his 10th year, is known across the district for his leadership and impact on change. He decided to implement collaborative team practices across all teams. Four specific practices were implemented to empower the teams for decision-making:

- All teams used an agenda structure that captured the topics, notes, and follow-up tasks of the meetings
- Roles were determined (e.g., facilitator, notetaker, timekeeper, etc.) and rotated each meeting to build the capacity of the team and share responsibilities
- Protocols were implemented to clarify problems of practice through collaborative data analysis, decision-making, and brainstorming of ideas
- All teams generated an action plan to ground their work in the priorities aligned to the purpose of their team

**Outcome:** By leveraging collaborative teaming practices, the staff owned the work, progress, and accomplishments of this process.



# RESOURCES



## Focus Area 3: Effective Collaborative Structures



### Article, PDF, or Website

**Title:** [Guide for Collaborative Team Practices](#)<sup>45</sup>

**Description:** This guide from the Maryland Coalition for Inclusive Education defines a collaborative team and provides explicit structures and explanations of practices for effective and efficient team functions.

**Title:** [How School Leadership Teams Lead to Success](#)<sup>46</sup>

**Description:** Jody Spiro and Douglas Fisher discuss reasons schools benefit from leadership teams, who should be on the team and specify reflection questions around this topic.

**Title:** [6 Ways to Become a More Collaborative Leader](#)<sup>48</sup>

**Description:** Lusi Velasquez and Kristin Gleitsman illustrate the importance of shifting your mental model from that of a crusader to that of a collaborative leader.

**Title:** [Collaborative Relationships](#)<sup>49</sup>

**Description:** The Maryland Coalition for Inclusive Education defines collaborative relationships, suggests ways for establishing partnerships, explains three types, and provides descriptions of four co-teaching models.



# RESOURCE



## Focus Area 3: Effective Collaborative Structures

**Title:** [Co-teaching in Contemporary Learning Environments: A Handbook of Evidence for Educators](#)<sup>50</sup>

**Description:** This handbook from the New South Wales Department of Education looks at four stages of co-teaching and the benefits of co-teaching. It also captures synthesized findings and provides resources that current educators can use to shape their practice.



### Videos

**Title:** [Every Meeting Ever](#)<sup>47</sup>

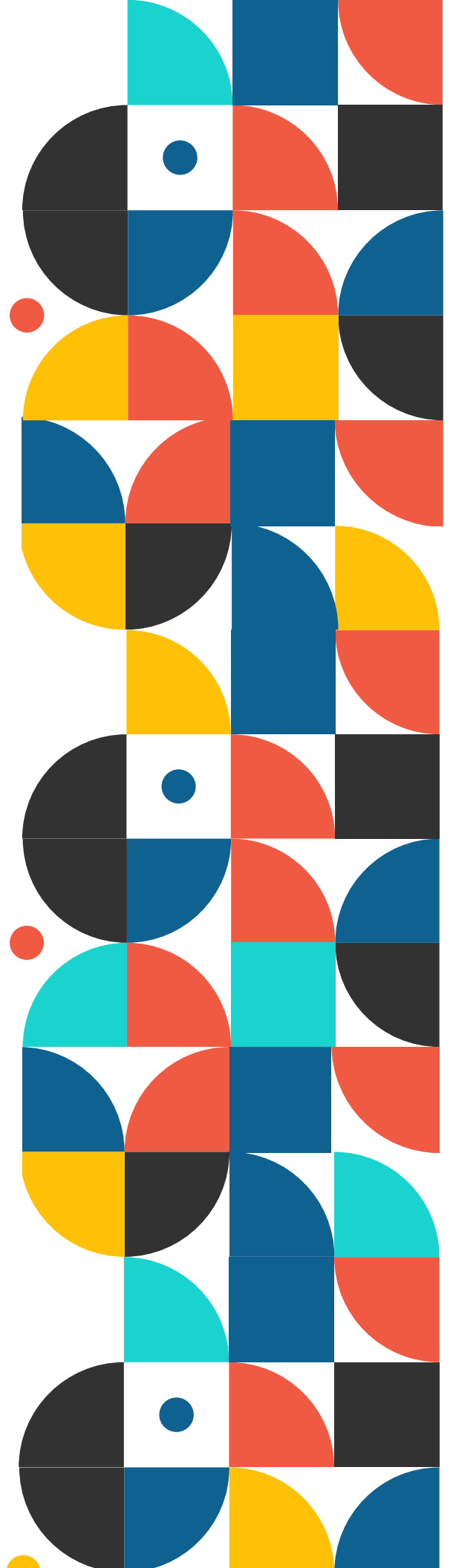
**Description:** This video clip is a parody on meetings. This could be a great video to use prior to introducing collaborative teaming practices and structures.

## FOCUS AREA 4

### STRONG FOUNDATIONAL GENERAL EDUCATION INSTRUCTION

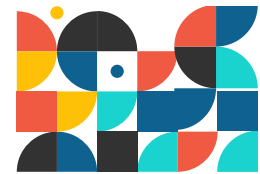
#### We Believe:

- Children and youth with a variety of backgrounds, abilities, cultures and languages engage and learn with general education implements [research-based frameworks](#)<sup>18</sup>.
- Evidence-based instruction implemented with fidelity positively impacts student performance as defined in the original research.





## Leadership Practices



Strong foundational general education instruction is essential for equitable, inclusive learning experiences for all students. Effective instruction builds skills, supports academic growth, and provides a consistent framework for success. By prioritizing high-quality teaching, leaders create an environment where every student can thrive, fostering sustained achievement. Use this chart to identify key leadership practices related to foundational instruction.

Superintendent Leadership	Departmental Leadership	School Leadership
Assign directly responsible individuals within departments to support implementation of the evidence-based practices and frameworks	Explore and name the evidence-based practices (EBPs) and research-based frameworks to be implemented	Prioritize staff professional learning aligned to district departmental professional learning
Review data to inform decision-making related to systemic implementation	Provide opportunities for professional learning, coaching, and peer observation/feedback	Provide teachers with coaching and feedback in implementing EBPs
Build Board of Education's understanding of strong foundational education instruction to inform their position	Create evaluation criteria to monitor the implementation and effectiveness of EBPs	Conduct school walk-throughs and review data to inform decision-making
	Use data team input and observations to inform professional learning, resources, and support	



## PRACTICE IN ACTION



**Context:** K-12th grade rural district in the Southwest

**Leadership Practice:** This district made inclusive education a priority this past school year. The superintendent knew that the foundation of any inclusive educational environment should be grounded in strong foundational general education instruction. As such, she assigned a cross-departmental task force comprised of the math, ELA, social studies, science, student services, and special education department leads.



**Outcome:** The task force met weekly to engage in an extensive search using [What Works Clearinghouse](#)<sup>19</sup> to adopt evidence-based instructional practices. The district invested in a year-long professional development series focused on implementing [Universal Design for Learning \(UDL\)](#)<sup>20</sup>. Instructional data was compared from the previous year to measure impact on student outcomes.

# RESOURCE



## Focus Area 4: Strong Foundational General Education Instruction



### Article, PDF, or Website

**Title:** [Unpacking Standards](#)<sup>51</sup>

**Description:** Resource offers 5 key suggestions for unpacking standards for designing curriculum, instruction, and assessment.

**Title:** [Using Data to Inform Instruction](#)<sup>52</sup>

**Description:** This resource has been designed as a step-by-step tool for educators interested in ways to use data to inform their instructional practice.

**Title:** [Feedback Fact Sheet](#)<sup>53</sup>

**Description:** Australian Institute for Teaching and School Leadership (AITSL) provides a quick guide to feedback practice and what it can achieve.

**Title:** [Feedback Spotlight](#)<sup>54</sup>

**Description:** Australian Institute for Teaching and School Leadership (AITSL) expands on their fact sheet by discussing the effectiveness of feedback, defining and using feedback, and the role of school leadership.

**Title:** [Establishing Classroom Community](#)<sup>55</sup>

**Description:** Laura Thomas' article in Edutopia explaining specific ways for building a strong collaborative learning community.

# RESOURCE



## Focus Area 4: Strong Foundational General Education Instruction

**Title:** [Collaborative Pairs](#)<sup>56</sup>

**Description:** In this Learning-Focused article, Lindsey Hampton briefly summarizes collaborative pairs.

**Title:** [Total Participation Techniques](#)<sup>57</sup>

**Description:** The Total Participation Techniques website with videos, articles, and a webinar.

**Title:** [Universal Design for Learning](#)<sup>58</sup>

**Description:** CAST website link with video providing an explanation of Universal Design for Learning (UDL) at a glance as well as UDL guidelines.

**Title:** [Differentiated Instruction](#)<sup>59</sup>

**Description:** ASCD article summarizing differentiated instruction in the classroom.

**Title:** [Explicit Instruction](#)<sup>60</sup>

**Description:** This is the website information on how to access Anita Archer's book, Explicit Instruction, which provides video examples.

**Title:** [What is Explicit Instruction?](#)<sup>61</sup>

**Description:** This resource provides a brief description of explicit instruction and how to implement it.

# RESOURCE



## Focus Area 4: Strong Foundational General Education Instruction

**Title:** [Culturally Responsive Instruction](#)<sup>62</sup>

**Description:** Edutopia article, written by Karen Blaha, that explains culturally and linguistically responsive teaching as well as specific actions to support it.

**Title:** [High-Leverage Practices](#)<sup>63</sup>

**Description:** Website for High Leverage Practices, that provides explanations, videos with examples of the practices, and summaries of the research.

**Title:** [Cooperative Learning Strategies](#)<sup>64</sup>

**Description:** Edutopia article, written by Judy Willis, explaining, providing examples, and emphasizing the importance of cooperative learning.

**Title:** [Kagan Strategies](#)<sup>65</sup>

**Description:** Article on the official Kagan website, written by Gavin Clowes, provides the essential 5 strategies for educators to employ cooperative learning strategies.

**Title:** [Scaffolding](#)<sup>66</sup>

**Description:** Iris Center module defining scaffolding and describing how to implement this strategy in classrooms.

**Title:** [Chunking](#)<sup>67</sup>

**Description:** Resource from the Center for Teaching & Learning, University of Massachusetts Amherst that discusses how to chunk content to increase learning.

# RESOURCE



## Focus Area 4: Strong Foundational General Education Instruction

**Title:** [Peer-Mediated Strategies](#)<sup>68</sup>

**Description:** A guide produced by Project Support & Include at Vanderbilt University based on peer-mediated support strategies.

**Title:** [Evidence-Based Practices Part One](#)<sup>69</sup>

**Description:** This module from the Iris Center provides information and activities for understanding what evidence-based practices (EBP) and programs are and how to identify trustworthy sources to find EBPs.

**Title:** [Evidence-Based Teaching Practices](#)<sup>70</sup>

**Description:** This two page resource from the Institute of Educational Sciences provides 10 research-based strategies that all teachers should know.

**Title:** [Visible Learning 250+ Influences on Student Achievement](#)<sup>72</sup>

**Description:** A comprehensive list of more than 250 influences on student achievement, with ratings indicating impact on learning and effect size.



# RESOURCE



## Focus Area 4: Strong Foundational General Education Instruction



### Videos

**Title:** [Visible Learning](#)<sup>71</sup>

**Description:** Ted Talk of John Hattie describing his research on visible learning.

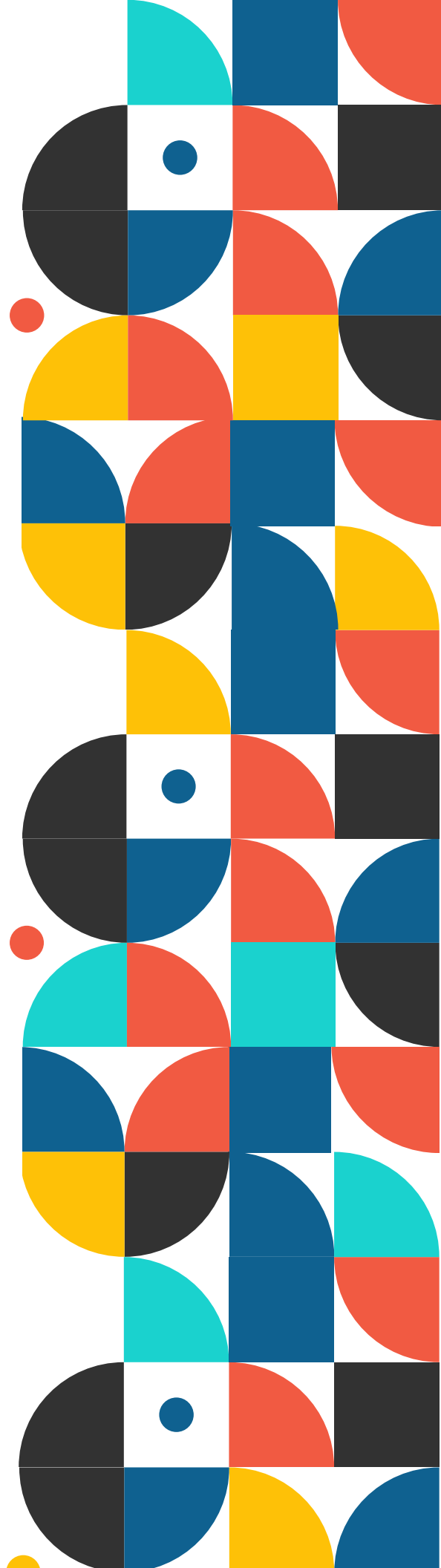
## FOCUS AREA 5

### EQUITABLE ALLOCATION OF RESOURCES

**We Believe:**



The equal [allocation of resources](#)<sup>22</sup> across a district is not equitable, and accounting for complex individual student and school needs is critical to supporting inclusive practices.





## Leadership Practices



Equitable resource allocation is crucial for ensuring all students and staff have the tools needed for success. It helps bridge gaps in opportunity by addressing diverse needs and promotes fairness by focusing on equity, not equality. Strategic resource allocation supports improved outcomes and creates an environment where everyone can thrive. Use this chart to identify key leadership practices related to equitable resource allocation.

Superintendent Leadership	Departmental Leadership	School Leadership
Create and communicate a process to determine the intensity of need, which prioritizes complex individual student and school needs	Review the intensity of need from each school and resource requests	Review current student data to inform need
Assign staffing and distribute resources to departments and schools equitably	Determine and assign departmental supports based on needs	Understand unique staff skills to maximize collaborative relationships
Monitor the use of resources and staff	Request to the system staffing and resources needed	Complete the intensity of need process for your school
Incorporate language in job descriptions that prioritize inclusive education	Budget funds and distribute resources	Request to the system / district staffing and resources needed



## PRACTICE IN ACTION



**Context:** A suburban, K-12 school district in the Mid-Atlantic

**Leadership Practice:** Throughout the district, there were 4 high schools:

- All 4 schools had 1 principal and 4 assistant principals assigned to them.
- The two northern schools had higher overall student populations and density of wealth.
- The two southern schools had lower overall student populations, yet higher numbers of families qualifying for free or reduced meals, multilingual learners, and students with disabilities.

Using overall student population size, the superintendent engaged in “right-sizing” to conserve money, which resulted in reducing the number of assistant principals from 4 to 3 at the two southern high schools. This adjustment did not consider the specific needs of the schools and resulted in inadequate and inequitable support.

To address these concerns, principals and district leadership discussed a more comprehensive method for determining the number of assistant principals assigned to schools. In addition to considering overall population, the new method allowed for dialogue each year to consider complex and intensive individual student and school supports.

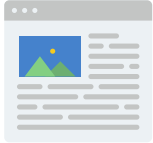
**Outcome:** Based on these actions, the district engaged in a more equitable redistribution of school-based leadership roles that accurately reflected student needs.



# RESOURCES



## Focus Area 5: Equitable Allocation of Resources



### Article, PDF, or Website

**Title:** [ESSA Fact Sheet Resource Allocation Reviews](#)<sup>73</sup>

**Description:** Use this guide to advocate for meaningful resource allocation reviews and for ensuring equitable allocation of resources.

**Title:** [Resource Allocation Strategies to Support the Four Domains for Rapid School Improvement](#)<sup>74</sup>

**Description:** This resource outlines strategies for how school districts can maximize the use of existing resources to support the practices outlined in the Four Domains. Accordingly, the paper is intended to support state, district, and school leaders to rethink existing resource allocation strategies and focus on the most effective distribution of resources across the four domains.

**Title:** [Funding All Learners](#)<sup>76</sup>

**Description:** A resource from Diverse Learners Cooperative, which presents three student profiles highlighting financial challenges schools face when supporting the unique needs of students in special education in order to advocate for a shift in statewide funding formulas.

**Title:** [Dimensions of Equity: School Funding](#)<sup>77</sup>

**Description:** Webpage from Alliance for Resource Equity that provides school funding information and a related tool kit.

**Title:** [What is Resource Equity?](#)<sup>78</sup>

**Description:** A working paper from Education Resource Strategies (ERS) that explores the dimensions of resource equity that support academic excellence.

# RESOURCES



## Focus Area 5: Equitable Allocation of Resources

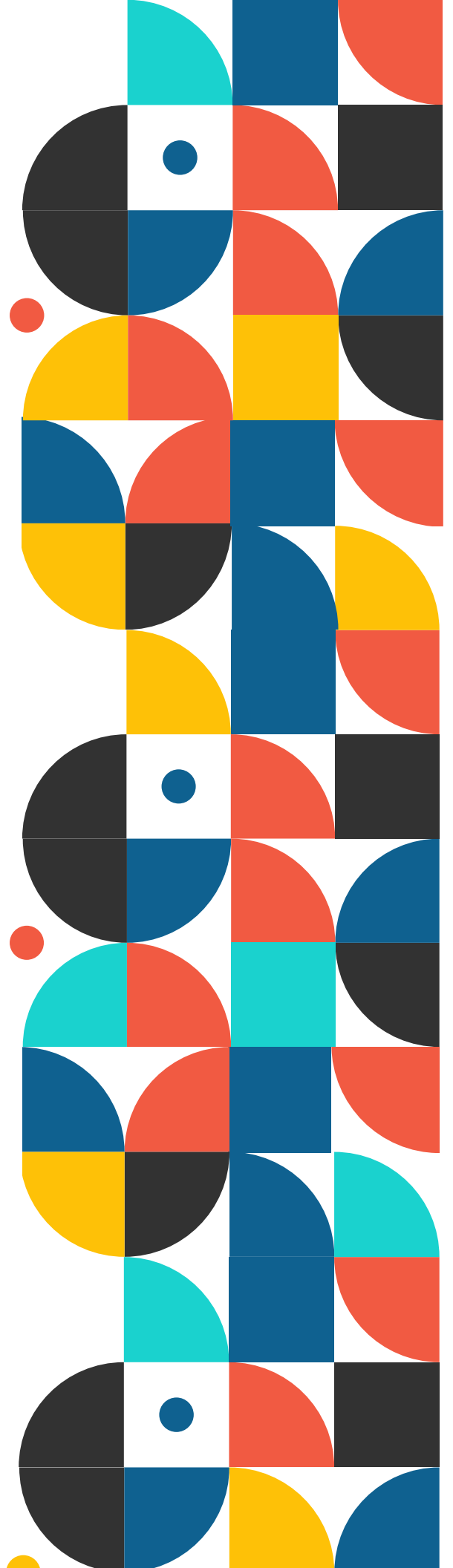


### Videos

**Title:** [What is Education Resource Equity?](#)<sup>75</sup>

**Description:** A video from the Alliance for Resource Equity which defines educational resource equity.

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