Principal Preparedness to Support Students with Disabilities and Other Diverse Learners:

A Policy Forum Proceedings Document

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ACKNOWLEDGEMENTS

PRINCIPAL PREPAREDNESS TO SUPPORT STUDENTS WITH DISABILITIES AND OTHER DIVERSE LEARNERS:

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BACKGROUND

Principals face increasing demands to create learning environments that support the needs of all students. Both the Elementary and Secondary Education Act (ESEA), reauthorized in 2001 as the No Child left Behind Act, and the Individuals with Disabilities Education Act (IDEA) (most recently reauthorized in 2004), place great emphasis on improving student achievement. The tightrope principals walk between instructional leadership and management creates a challenge for the operation of schools (IEL, 2000). As noted in the IEL report, "Principalship as it is currently constructed—a middle management position overloaded with responsibilities for basic building operations—fails to meet this fundamental [challenge] … the demands placed on principals have changed, but the profession has not" (p.3). DiPaola and Walther-Thomas (2003) point out, "Research has demonstrated that principals who focus on instructional issues, demonstrate administrative support for special education, and provide high-quality professional development for teachers produce enhanced outcomes for students with disabilities and for others at risk for school failure" (p.9).

The link among the preparedness of principals, quality teaching and levels of student achievement is a strong one. Principal leadership is a key factor in the recruitment and retention of quality teachers and supporting quality instruction; teacher quality, in turn, profoundly influences improvements in student learning. Yet despite this critical role, principals have received minimal policy attention from school reform initiatives.

Based on the importance of principals' roles in supporting students with disabilities and other diverse learners, Project Forum at the National Association of State Directors of Special Education (NASDSE), in collaboration with LeadScape[1], held a policy forum on this topic as part of its cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP). The forum was held virtually through iLink©, a web-based conference platform, during five two-hour sessions. Participants had the opportunity to share more information through email between

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[1] LeadScape is an OSEP-funded technical assistance and dissemination project housed at Arizona State University. Information about LeadScape can be found at www.niusileadscape.org.

sessions. Participants included current and retired principals, principal preparation faculty, researchers, parent group representatives, principal technical assistance providers, special education administrators, local superintendents and other knowledgeable stakeholders. See Appendix A for the agenda and participant list.

The expected outcomes for the forum were to:

- define challenges to the availability of prepared principals (i.e., principals with the skills and knowledge) to serve students with disabilities and other diverse needs; and
- identify policy and practice changes to address these challenges.

Background readings for the participants included:

- The Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Policy Standards (CCSS0, 2008) (see Appendix B for a list of these standards);
- School Leaders for Inclusive Education: Roles, Responsibilities, and Competencies—Views from the Field (IRIS Center, 2009)[2]; and
- The National Association of Secondary School Principal's (NASSP) recommendations for the reauthorization of IDEA.[3] See Appendix C for a list of these recommendations.

METHODOLOGY

In July 2009, the IDEA Partnership[4] conducted a focus group entitled, Areas of Challenges for Principal Leadership to Support Special Education, with NAESP. The challenges this group identified laid the groundwork for the Project Forum/LeadScape forum and consisted of: 1) difficulty developing a shared vision and supportive school climate; and 2) the need for formal and informal internship/mentor opportunities that target individual needs.

The remainder of this document is focused on the findings from the fall 2009 policy forum regarding challenges identified and policy and practice recommendations for state agencies, local education agencies (LEAs), educational associations and others.

All participants participated in the first and second virtual sessions. These sessions focused on identifying challenges to preparing principals to support students with disabilities and other diverse needs. Three foundational documents, the ISLLC Standards and the IRIS School Leaders for the Inclusive Education paper and the IDEA Partnership/NAESP focus group findings grounded the discussion.

The final three sessions consisted of diverse subgroups of participants who considered four separate categories of challenges to determine policy and practice recommendations to address the identified challenges. Each participant volunteered for at least two of the four categories of challenges.

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[2] This document can be found at http://iris.peabody.vanderbilt.edu/about_papers_reports.html.
[3] This document can be found at http://www.principals.org/s_nassp/bin.asp?CID=1538&DID=60910&DOC=FILE.PDF.

[4] The IDEA Partnership is an OSEP-funded technical assistance and dissemination project at NASDSE. More information about this project can be found at www.ideapartnership.org.

FINDINGS

Challenges

The forum began with a discussion of the roles, responsibilities and standards for school leaders/principals. Participants noted a conceptual change during the last several years from a management focus to an educational leadership focus. Participants believed that this has opened the door to more shared leadership within school buildings. Another possible conceptual change noted by the participants was a broadening perspective of who comprises the 'community.' The term 'parent' appears to be frequently replaced by 'community', which could signal a marginalization of the importance of family in education.

While each of the ISLLC standards was seen as important for preparing principals to serve students with disabilities and other diverse needs, two standards were seen as the most relevant for the discussion of challenges that are particular to preparing principals—Standard 2 (promoting success for every student by advocating, nurturing and sustaining a culture conducive to learning) and Standard 5 (promoting success by acting with integrity, fairness and ethics). These standards were seen by participants as key to the role of principal as the ambassador of the vision to support all students, including students with disabilities. Participants agreed that the principal must be the one leader to sustain the school vision because teachers and other leaders in school buildings are not in a position to do so without the principal's leadership and support.

Roles, responsibilities and standards not covered sufficiently according to the forum participants included:

- a perspective on continuous learning about current trends and legal aspects in special education; and
- how principals can exercise leadership in supporting students with diverse needs given sometimes competing pressures from teachers, parents and the district office.

The challenges to meeting the roles, responsibilities and standards set out by ISLLC, NAESP and IRIS; other challenges identified by participants for their varied roles in education; and challenges based on research findings were discussed, clarified and categorized. Categories were given only for facilitating development of recommendations. Some of the challenges were duplicative in nature, but were distinct enough that the participants felt the duplication emphasized the importance of addressing those identified challenges. A list of all of these challenges can be found in Appendix D. The next section of this document addresses each of these challenges and the recommendations developed to address them.

Recommendations

Participants were divided into workgroups for the development of recommendations. Approximately 50% of the participants contributed to recommendations for the preparation/ongoing learning and recruitment/retention categories and 50% contributed to recommendations for the school climate/culture and miscellaneous influences categories. Approximately 33% of the participants worked on all four categories of recommendations. Given time limitations, all challenges were not dealt with to the same degree and some were not addressed. Participants chose challenges to work on based on their high level of importance and complexity, believing that less complex challenges would be covered in part by addressing the more difficult ones.

Participants developed recommendations for seven of the challenges identified under these two categories: Preparation/Ongoing Learning and Recruitment/Retention

Challenge 1: A lack of ongoing professional development (pre- and in-service) including internship, mentoring, networking opportunities, leadership academies, and other strategies to improve a principal's ability to serve diverse populations.

- Expand the research base regarding what is needed from leadership to support diverse populations in schools and build on what is working for all populations of students.
  - Fund or work across technical assistance providers, state education agencies (SEAs) and universities to support this research (e.g., federal IDEA Part D funds, Institute of Educational Sciences [IES] research).
  - Mandate this type of research and dissemination of the results in current and subsequently funded projects (e.g., one study is currently evaluating the National Institute for School Leadership [NISL] a district-level strategy for improving student achievement by developing principals' knowledge and skills).[5]
- Leverage the work from a previously federally funded technical assistance project, the National Center for Culturally Responsive Educational Systems, the current Region IX Equity Alliance Center at Arizona State University and LeadScape. This work has included equity work and professional development to improve preparation for principals and their staff and is available on line.

  - Ensure that this work is available to the IDEA Partnership's "Building Local Capacity," a web-based repository providing free professional development resources from state and national agencies and organizations.
  - Make university preparation programs, LEAs and SEAs aware of these free resources.

Challenge 2: A lack of targeted principal preparation through induction programs, including core components of leadership (i.e., what is needed to prepare principals to serve diverse populations, and what is needed in internships and in induction. There is often a lack of opportunity for interns to learn from principals who are good leaders and are familiar with the context of working in a school system.)

- Recruitment strategies at the university level must reject, or be prepared to provide extra support to, those applicants who are not suited for principalship—particularly to support diverse learners—by including an assessment of skills, possibly modeled on the NASSP assessment.
- Provide a system within preparation programs that encourages principal candidates to avoid principalship if, after ample opportunity, they show a lack of knowledge, skill or disposition to support diverse learners as demonstrated by a structured evaluation process (e.g., based on the NASSP assessment).
- Develop research studies to determine whether and how continuous work in schools and communities for principal candidates improves outcomes.
- From the beginning of principal training, embed continuous opportunities to work in schools and community settings with parents, students, LEA staff and related groups.

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[5] For more information about this study, go to
http://ies.ed.gov/ncee/wwc/references/registries/RCTSearch/RCTDetail.aspx?studyId=186.

- Embed within principal preparation programs the requirement that candidates be provided appropriate experiences to develop strategies for how to ensure opportunities for diverse students to succeed in a struggling, but successful school community.
- Integrate into the licensure standards the requirement that principal candidates work continuously in schools and communities.
- Tie internships to coursework. For example, East Carolina University's principal preparation program requires candidates to interview both a special education director and a principal about how to serve students with a range of educational needs, compare the two viewpoints, and develop their own conclusion about how to best serve these students.
- Integrate a method within university faculty content acquisition that ensures the knowledge, skills and dispositions necessary to prepare principal candidates to support diverse learners. For example, faculty must work in local schools for a certain number of hours per year. Integrate this requirement into the National Council for Accreditation of Teacher Education (NCATE), Educational Leadership Constituent Council (ELCC) and other state and national accreditation program approval standards.
- Include outcome measures for how well the preparation program works for principals in an evaluation tool.[6] For example, how many candidates graduate, how many graduates work as principals, how successful are these principals? Include this requirement in the accreditation

organizations' program approval standards. Model follow-up studies of graduates on those used in teacher preparation.

Challenge 3: The lack of alignment among principal evaluation, principal preparation and principal standards (including state standards) and the considerable amount of knowledge needed to be prepared to serve students with diverse needs.
- Individual states must develop and/or enhance leadership programs to work with their legislative authority to develop a cohesive plan integrating standards, training and principal evaluation. For example, a prekindergarten through 20 council that includes the higher education commission, the professional certification office and other relevant groups could develop the plan and work with the legislative authority to codify it.
- States should adopt ISLLC standards or ensure that their state principal standards align with them. Currently many states announce the adoption of ISLLC standards but add to or revise them to a point where they are considerably different and therefore vary by state.

Challenge 4: The relative lack of knowledge among principals about current trends in special education (e.g., need for school practices to keep up with shifting court findings; need to create a climate of academic excellence for all through the use of Schoolwide Positive Behavior Intervention and Supports, response to intervention, etc).
- Use the LeadScape newsletter, Equity Matters[7], to disseminate current information to principals.
- Encourage LEAs to offer targeted professional development by using principal associations' legal conference materials, developing mandatory online training that can be accessed

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[6] To see a sample evaluation process, go to *North Carolina School Executive: Principal Evaluation* at http://www.ncptsc.org/Principal%20Evaluation%20Booklet%20-%20Fill%20In%20Forms.pdf or *Delaware Performance Assessment System II* at http://www.doe.k12.de.us/csa/dpasii/.

[7] *Equity Matters* is published by the Equity Alliance at Arizona State University and can be found at http://www.equityallianceatasu.org/ea/equity-matters-newsletter.

at will and providing state credit for completion (e.g., continuing education points), and including personalized learning as part of each principal's evaluation/growth plan process.

Challenge 5: The lack of training/skills in how to 'lead from the middle' (i.e., lead teachers and work with the LEA's central office based on LEA staff expectations of the principal).
- Develop and provide situational training at different levels (e.g., LEA central office staff, building leadership, teachers) but with the same vision (i.e., to support students with disabilities, in particular students with low incidence disabilities, and other diverse learning needs) to develop coherent plans across the LEA.
- Develop incentives that encourage principals to support low incidence populations and any other populations who are not being well served.

Challenge 6: A lack of sensitivity to issues that diverse populations encounter in education.
- Create 'caring' schools to develop individuals who have concern for those who are in need (e.g., develop community schools[8]).
- Use Parent Training and Information Centers as presenters and/or adjunct faculty to present in leadership preparation programs and share personal experiences of what in the public schools has worked well for their family, what has not worked well and the long-term costs on society of not

preparing students with disabilities and other diverse learning needs.[9]
- Ensure principal internships are arranged with mentor principals who have shown exemplary skill and dispositions for working with diverse populations.

Challenge 7: Working conditions make it difficult to recruit and retain high quality principals who have the ability to serve diverse students.
- Create an information base on developing culturally and linguistically diverse education leaders.
  - Identify university programs that are targeting culturally and linguistically diverse personnel, especially principals. Document and highlight these programs in efforts to scale up to other universities and to extend to high school students considering entering education (i.e., future teachers, future teacher leaders, peer tutors, etc.).
  - Request information from LEAs and community colleges about what they are doing to recruit culturally and linguistically diverse students.
- Create an information base on developing educational leaders with sensitivity to diversity in the areas of culture, linguistics, ability and other areas.
  - Focus on developing dual certification (general and special education) teacher programs to build teacher leader capacity.
  - Request information from LEAs and schools about how they are developing the skills and capacities of teacher leaders including sensitivity to diversity as a

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[8] See the Coalition for Community Schools at www.communityschools.org for more information.

[9] For an example of a Parent Training and Information Center leadership preparation program, go to http://www.parentsreachingout.org/programs/faf/.

means of creating a climate for entering the principalship.

- Identify and break down barriers to recruiting and retaining high quality principals who have the ability to serve students with disabilities and other diverse learning needs.
  - o Call for information to identify barriers to entering the principalship.
  - o Create incentives for people with sensitivity to diversity to enter the field, perhaps through connections to such organizations as the National Council of La Raza (NCLR), the National Urban League (NUL), the Rural School and Community Trust, the National Alliance of Black School Educators (NABSE) or Excelencia in Education[10].
- Build or enhance a system that encourages high quality distributed leadership within buildings (e.g., building leadership teams, three-person leadership teams, etc.).
  - o Use North Carolina's state mandate on distributing leadership across school buildings as a template.[11]
  - o Use LeadScape's Collaborative Leadership Teams professional development training module.[12]
  - o Use Boston's pilot schools program as a model for the three-person leadership team.[13]

- Recruit local candidates and midcareer changers for the principalship to enlarge the pool of principals, address local priorities and broaden active community involvement with schools.
  - o Pull together current recruitment strategies that are working and disseminate widely. Encourage this work as a topic for the Institute of Education Sciences' What Works Clearinghouse.
  - o Include mentoring and a cohesive induction process in principal training programs.
  - o Build on scaffolding structures already available (i.e., Future Teachers of America, links to community colleges, peer tutors, etc.) to support students from diverse backgrounds and with sensitivity to diversity to enter the field of education and possibly move from paraeducator, to teacher, to principal.

Participants developed recommendations for four of the challenges identified under these categories: School Climate/Culture and Miscellaneous Influences

Challenge 1: A need for principals to focus on designing their vision for students from diverse populations and then determine those structures that vary by context (e.g., scheduling, co-teaching, collaboration, response to intervention, instructional support teams, teacher learning centers) which need to be in place.

- Through professional development and preservice training, encourage principals to set up structures in their schools, such as leadership teams or Professional Learning Communities (PLCs), prior to developing a plan.
- Include training on how to develop and actualize a plan that includes students with disabilities and other diverse needs in preparation programs.

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[10] To find out more information about NCLR, go to www.nclr.org; NUL, go to www.nul.org; the Rural School and Community Trust, go to www.ruraledu.org; NABSE, go to www.nabse.org; and Excelencia in Education, go to www.edexcelencia.org.
[11] To find more information about North Carolina's procedures, go to http://www.ncpublicschools.org/docs/accountability/educators/2004abcmanual.pdf. See pages 7 and 15.
[12] LeadScape's *Collaborative Leadership Teams* module can be found at www.niusileadscape.org/pd/collaborative_leadership_teams.
[13] To find information about this program, go to http://www.ccebos.org/pilotschools/bostonpilotschools.html.

- Include training on how to include itinerant staff in the school vision and how to work with PLCs. It is imperative for principals to understand the importance of and strategies for including related services and other itinerant staff on the school-based team.
- Develop best practices and research briefs concerning how to develop a vision and how principals can carry out the plan.
- Encourage principals to provide workshops throughout the year for teachers and parents to share the vision, plan and other content.
- Preparation must include providing candidates with a deep understanding of families and communities from typically underserved or diverse populations including students with disabilities. This should come from field work outside of school buildings.
- Induction processes should start early, possibly prior to acceptance into a principal preparation program. Universities and LEAs should develop partnerships to prepare principals with the candidates completing fieldwork and internships in the LEA.
  - Develop state policies that force linkage between university preparation and LEAs to work together to prepare principals and possibly other education staff.
  - Encourage LEAs to develop structures for principals to work with other principals in a community of practice (within or among LEAs). Link less experienced or less able principals with ones who have had success working with diverse populations.
  - In order to be accredited, principal preparation programs (located at universities, LEAs, etc.) must include coursework on how to develop and work in PLCs; best practice in family engagement policy and practice; a variety of community and building internships.

Challenge 2: The tension between teaching all students and completing the curriculum (i.e., demands for grade promotion, high scores on statewide assessments) in a timely manner creates stress between equity and excellence and often marginalizes people, including students from diverse populations.
- Within principal preparation course content, include knowledge and skills for including students across the range of disability and supporting research on inclusive practices including Schoolwide Positive Behavior Systems and other resilient classroom research.
- Ensure that all certified principals have been prepared to work with teachers on how inclusive environments and differentiated instruction function in a classroom.

Challenge 3: Principals often must take on many roles beyond principalship and therefore experience frustration, discouragement and other morale problems (i.e., leaves principals scattered, not able to work in depth).
- Shared leadership should be an expectation through state policy (e.g., peer decision making) with an expectation that preparation programs must train principals and other educators for this role. See footnote 7 for information about North Carolina's distributed leadership mandate.
  - Using the university/LEA collaborative preparation model, PLCs will carry a shared leadership model following the foundation laid through preservice training.[14]

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[14] For more information or a copy of a Professional Learning Community Continuum rubric, go to www.solution-tree.com.

Challenge 4: The practice of assigning the least prepared/most inexperienced principals to the most difficult buildings (e.g., often schools with a diverse student population).

- States should develop policies that 'incentivize' LEAs to place the most experienced and able leaders in the most difficult, needy, or diverse schools to break the cycle of the most senior principal receiving the simplest position.
- Always assign a proven effective principal to schools identified as having 'disproportionate representation' in special education.
- LEAs and SEAs should work together to design incentive programs to keep capable principals at, or encourage capable principals to move to, schools with more diverse populations, including students with disabilities and other learning needs.
- LEAs should assign new principals to schools with effective leaders already in place.
- LEAs should provide a mentor/protégé experience for new principals to work with principals experienced and skilled at working in schools with diverse populations.

CONCLUSION

The major points emphasized during this forum revolve around principal recruitment, preparation and retention. These include:

- The importance of addressing issues related to students with disabilities and other diverse learners as an essential component of principals' initial training and ongoing skill development.
- The need to ensure dissemination and use of resources that already exist to improve principal preparation.

- The significant benefits that can be derived from university training personnel maintaining on ongoing relationship with local schools and districts to support community contact as a critical component of the principal's role.
- A well-developed induction process can have exceptional long-term positive effects.

This expert group on principal preparation emphasized that the education field must acknowledge that the change in principals' roles from facilities managers to educational leaders must underlie both the work they do and the support that districts provide to principals as they strive to improve student outcomes. The group also stressed that the vision for student equity needs to be at the forefront of principal work; that thoughtful preparation, a thorough induction process, and ongoing mentorship and learning is of utmost importance.

APPENDIX A

Principal Preparedness to Serve Diverse Student Populations, including Students with Disabilities
A Policy Forum
November 2, 9, 16, 30 11:00am EST

Expected Outcomes:
- Define challenges to having prepared principals available to serve students with disabilities and other diverse needs.
- Identify policy and practice changes to address these challenges.

Prior Readings:
ISLLC Standards (skim/familiarize)

Monday, Nov 2, 11:00 EST (1 hour):
- Introductions and Welcome
- Discuss readings to begin the conversation about challenges.

Monday, Nov 9, 11:00 EST (90 minutes):
- Determine challenges based on categories discussed last Monday.
- Consolidate into fewer challenges per topical area if necessary
- Poll/vote for top 3-5 recommendations to address under each topic.

Monday, Nov. 16, 11:00 EST (90 minutes)
- Participants choose a group based on categories from last Monday.
- Determine policy and practice recommendations to address challenges within their category.

Monday, Nov. 30, 11:00 EST (90 minutes)
- Repeat of last Monday with other groups.

Monday, Dec. 15, 11:00 EST (90 minutes)
- Finalize November 16th work.

Follow up: The proceedings document will be sent to all members for content verification and clarification. Participants are asked to suggest groups/individuals who should receive the document and to assist with dissemination through their dissemination lists.

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APPENDIX B

Excerpt from the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Policy Standards (CCSS0, 2008)

Standard 1:
An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2:
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3:
An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4:
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5:
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6:
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

APPENDIX C

Excerpt from National Association of Secondary School Principals (NASSP) IDEA Legislative Recommendations (July 22, 2009) found at www.nassp.org.

- Assist states and districts in effectively recruiting and retaining highly qualified special education teachers.
- Expand professional development opportunities and technical assistance that aids teachers, school leaders, and support personnel to more effectively provide instructional and other services to all students with disabilities.
- Begin transition planning that includes measurable postsecondary goals and transition services by the time a student reaches the age of 14 or by eighth grade.
- Research and develop exemplary models in the areas of instructional and intervention strategies, assessment tools, development of individualized education programs (IEPs), and transition planning in order to meet the needs of students with disabilities.
- Ensure a linkage between states' data systems to streamline paperwork and increase consistent and appropriate access to services for students with disabilities who transfer between schools, districts, and states.
- Develop an assessment and accountability system for the purpose of calculating adequate yearly progress (AYP) that allows for students with disabilities to be assessed at their current instructional level, as determine by the students' IEP teams.
- Provide incentives for highly qualified teachers to acquire dual certification in special education and general education.
- Create a common set of standards of care and assessments for each of the disabilities enumerated in IDEA.
- Fully fund IDEA.

APPENDIX D

Challenges to the Availability of Principals Prepared to Support Students with Disabilities and Other Diverse Needs

Preparation/Ongoing Learning	School Climate/Culture	Miscellaneous Influences	Recruitment/ Retention
A. The lack of ongoing professional development (pre and inservice) including internship, mentoring, networking opportunities, leadership academies, etc. to improve principal ability to serve diverse populations.	A. The need to build a school climate of distributive leadership with staff already stretched thin.	A. Principals often must take on many roles beyond principalship and therefore have low expectations (i.e., leaves principals scattered, not able to work in depth).	A. Working conditions make it difficult to recruit and retain high quality principals who have the ability to serve diverse students.
B. The lack of knowledge about current trends in special education (e.g., court findings are shifting and school practices need to keep up; how to create climate of academic excellence for all (Schoolwide Positive Behavior Intervention and Support, Response to Intervention, etc).	B. The tension between teaching all students and completing the curriculum in a timely manner (tension between equity and excellence—often marginalizes people, including students from diverse populations).	B. The lack of comfortable working conditions. (i.e., demanding work; responsibility for too many students; and too few staff members to share workload).	B. Principals retiring and leaving before retirement (i.e., the need for high-quality replacements [those who are prepared to serve students from diverse populations] for about 60% within 15 years).
C. The lack of training/skills in how to 'lead from the middle' (i.e., lead teachers and work with the district's central office based on district staff expectations of the principal).	C. The mindset of distinct separation of groups of students, teachers and parents. In order to do the best job, teachers need a sense of belonging.	C. The lack of support from district office. (district policies, actions and beliefs might not reflect inclusivity).	C. Principalship is viewed as a risky move for a teacher (i.e., not as desired of a position as in the past).

Preparation/Ongoing Learning	School Climate/Culture	Miscellaneous Influences	Recruitment/ Retention
D. The lack of targeted principal preparation through an induction program, including core components of leadership (i.e., what is needed in preparation to prepare principals to serve diverse populations, in internships, in induction? There exists a lack of opportunity for interns to learn from principals who are good leaders and are familiar with the context of working in a school system.)	D. Ensuring equity for students from diverse populations (e.g., resources, access, quality of education).	D. A lack of school building autonomy (e.g., for hiring staff, using budget, determining programs needed at their school, etc.) leads to less supports for students from diverse populations.	D. A lack of support programs for identifying and preparing teachers to be leaders who are sensitive and aware of the needs of diverse student populations.
E. A lack of sensitivity to issues that diverse populations encounter in education.	E. A need for principals to focus on designing their vision for students from diverse populations and then determine what structures that vary by context (e.g., scheduling, co-teaching, collaboration, response to intervention, instructional support teams, teacher learning centers) need to be in place.	E. A lack of ability to analyze data for decision making.	
F. The lack of ability to teach principals (pre- and in-service) how to build an effective school climate to support all students.		F. The need to increase consistent data transfer for students with disabilities and other diverse needs who move between schools, districts and states.	

Preparation/Ongoing Learning	School Climate/Culture	Miscellaneous Influences	Recruitment/ Retention
G. The lack of alignment among principal evaluation, principal training and principal standards (including state standards) and the vast amount of knowledge needed to be prepared to serve students with diverse needs.		G. The practice of assigning the least prepared/ experienced principals to the most difficult buildings (e.g., often schools with a diverse student population).	
H. A need for more specificity in ISLLC standards on legal issues for diverse populations and how to work with a central office.		H. The scope of principal evaluation is not consistent and typically lacks parent perspective and an examination of how the principal addresses the needs of all students.	

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http://www.iel.org/programs/21st/reports/principal.pdf

ADDITIONAL RESOURCES

The Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Policy Standards (CCSS0, 2008) at
http://www.ccsso.org/content/pdfs/isllcstd.pdf

School Leaders for Inclusive Education: Roles, Responsibilities, and Competencies—Views from the Field (IRIS Center, 2009) at
http://iris.peabody.vanderbilt.edu/about_papers_reports/School_Ldrs_for_Inclusive_Ed.pdf

The National Association of Secondary School Principal's (NASSP) recommendations for the reauthorization of IDEA retrieved at
www.**principals.org**/s_**nassp**/sec.asp?CID=35&DID=60911 on November 8, 2009. Go to www.principals.org or
http://www.ldonline.org/ldnews/Change_IDEA,_Task_Force_Says for more information.

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