Education Leaders Support a Culture of Inclusion

Core Component	Contribution to the Outcome	Ultimate Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior
1. Effective education leaders invite families and educators to positively participate in each child's education, including the families of children with disabilities.	Partnering with families promotes involvement, well-being of the child.	Inclusion leaders: Invite parents to participate as members of the school and classroom community to share ideas and information about their children, to suggest and support improvements to the school setting for all children.	Inclusion leaders: Have some opportunities to interact with and learn about the families of the children with disabilities in their classroom. Families participate in some family engagement activities.	Children's developmental needs are not considered in the day to day operations of the school; Parents of children with disabilities are not offered inclusive preschool programming or have one service model for their children (e.g., developmental preschool).
2. Effective education leaders understand the importance, value and benefit of an inclusive early childhood education and its long-term impact on successful outcomes such as those referenced below: http://www.nccp.org/publications/pdf/text_1154.pdf Justice, Logan, Lin, and Kaderavek, 2014; Odom, Buysse, & Soukakou, 2011; Strain & Bovey, 2011	Early Childhood inclusive education benefits everyone: children are exposed to broader opportunities available in general education settings. Parents whose children attend inclusive settings are connected to the community at large and benefit from that. Long term benefits in post-secondary outcomes for financial, educational and social success are correlated with inclusive opportunities.	Inclusion leaders: Share the research on outcomes of inclusive pre-schools. Implement best practices for Inclusion based on the ECTA District and classroom level Self-Assessment. Use on-going assessment practices to measure quality inclusion (e.g., Inclusive Classroom Profile) Know that an early childhood education is critical to children's development and readiness for school age settings. Offer programming in which children with disabilities are in natural proportions.	Inclusion leaders: Ensure that educators and parents are aware of Developmentally Appropriate Practices. Understand that preschoolers are future k-12 students and actively seek out their attendance in EC programs. Offer some opportunities for inclusion in regular early childhood education programs (e.g. Head Start classes only). Ensure the majority of children in a classroom are non-disabled.	Inclusive early childhood education opportunities for inclusion are not available. A continuum of LRE options is not offered (Regular Classroom, Separate Classroom, Separate School, Home/Hospital) Preschool at the home school site is not offered. Is unaware of early childhood community preschool options Related services (PT, OT, Speech, Transportation) are not offered or are offered on a limited basis.
3. Effective education leaders build relationships, encourage a growth mindset, and value the contributions of others.	Education leaders who promote engagement, relationships, participation, collaboration, and the valuing of multiple perspectives experience teams that grow and improve. Leaders that encourage family and professional development experience strong inclusive	Inclusion leaders: Support teams, encourages risk-taking, and provide safety toward adopting personal professional development. Are resourceful, demonstrate problem-solving and flexibility. Supports reflective practice Utilize reflective supervision and coaching to support growth.	Inclusion leaders: Share resources and encouragement. Have perspective, people skills (reinforce, support goals) Engage in some community collaboration with groups such as Head start, child care, etc. outside of their school. Value and appreciate each	Ok with the status quo Does not include others in decision making. Does not invite others to participate. Does not gather feedback from community.

	communities that result in the growth of their communities.	Model and extend opportunities for leadership among colleagues.	persons' role; provides hope and has "can do" attitude. Models an inclusive mindset Gathers some feedback on decisions.	
4. Effective education leaders engage in skilled management of key program operations that facilitate inclusion.	Skilled management results in provision of quality services for all children. Services that are seamless provide for smooth transitions into and out of preschool services. Effective implementation of the program results in the growth of family's practitioners and children. Efficient use of resources increases access for all.	Inclusion leaders: Are responsive to professional development needs. Provide coaching for ongoing staff development. Provide qualified staff with manageable caseloads. Effectively utilize co-teaming, co-planning, collaboration. Braid funding streams. Use assessment practices such as screening, evaluation, OPM, formative assessment, benchmark assessment, summative, program evaluation. Maintain and provide necessary facilities and physical resources.	Inclusion leaders: Implement some inclusionary practices in Regular Early Childhood Settings, or they take place on some campuses. Offers professional development regularly to support parents and staff (for example on LRE Decision making). Have knowledge of and use some assessment practices. Have a focus on health and safety, Dept. of Health licensing topics. Have fundamental administrative skills, business practices knowledge. Know regulations surrounding IDEA, ADA, 504. Are knowledgeable of funding sources.	Does not know or follow IDEA or state regulations regarding child care, special education services, inclusion (LRE) Does not understand compliance with state/fed regulations Does not offer PD Offers only unlicensed settings Physical plant not able to support required numbers of children No alternate locations for programs are available (private preschools, Head Starts, Home based child care, Kindergarten Classrooms)
5. Effective education leaders are responsive to development needs of the program; reflect on current programs and practices and relationships and make changes based on data, feedback; use a continuous improvement cycle.	Being aware of the needs and responsive to serving the community is important to well-being of the children families and community.	Inclusion leaders: Use a P-D-S-A cycle for continuous improvement. Assess and provide professional development. Provide PD about inclusive strategies to practitioners and stakeholders. Use such data sources as results from: LRE, Child outcomes, K Entry, Child Growth, use of EBP's, ICP, ECERS, CLASS, ECQUIP. Refine practices based on new research and data. Use the Inclusion self-assessment ECTA District and classroom level Self-Assessment.	Inclusion leaders: Encourages use of evidence-based practices. Uses some data to make informed decisions. Provides some professional development leading to inclusive practices.	Does not gather or use data to inform decisions; Not aware of community perceptions or needs. Only reports state and federally required data. Professional development not offered or aligned or is unrelated to needs or only compliance based.