

NASET Special Educator e-Journal

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Learning Survey - Earn up \$45 in Amazon Gift Cards

Dear Special Education Teachers:

We are developing a social and emotional learning survey, specifically designed to assess students with learning disabilities - and we would be grateful for your help.

To participate, you will respond to questions that measure the social and emotional learning of up to three of your students with learning disabilities. We will not be collecting information that would identify your school or your students.

For each student that you assess, you will earn a \$15 Amazon gift card. Each assessment should take approximately 15 minutes. You can evaluate up to three students, which would result in a \$45 Amazon gift card - this should take approximately 45 minutes.

You may select 'skip question' for any survey item.

Here is the link for the survey: [SURVEY LINK](#)

If you have any questions, please contact Dr. Amber DeBono at adebono@winstonprep.edu

Special Education Legal Alert

Perry A. Zirkel

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This month's update identifies recent court decisions that respectively illustrate (1) the IDEA's state complaint process, which is investigative rather than adjudicative, and (2) a variety of IDEA issues, including independent educational evaluations (IEEs) at

public expense and FAPE during the shift to virtual instruction due to the COVID-19 pandemic. For related publications, see perryzirkel.com.

On February 5, 2024, the state appellate court in Minnesota issued an unofficially published decision in <i>Complaint Decision File 23-101 re D.V.G.</i> addressing the appeal of a state complaint (not due process hearing) decision. The parent of a high school special education student who had multiple behavioral incidents and suspensions during the 2021–22 school year filed the complaint. After its investigation, the state education department issued a decision that the school district violated (1) the state's general education law for suspension/expulsion by failing to provide the parents with notice of the suspensions, and (2) the IDEA by failing to appropriately respond to the parents' request for an IEE after disagreeing with the district's functional behavioral assessment (FBA). The corrective action amounted to 60 hours of compensatory tutoring services at \$50 per hour. Because Minnesota is among the minority of states that allow for judicial appeal of IDEA state complaint decisions, the school district filed an appeal with the designated state appellate court.	
The school district's first contention was that the IDEA state complaint process does not extend to enforcement of state general education laws.	The court more narrowly ruled that the IDEA state complaint process extends to this state's suspension/expulsion law because the state's special education law expressly incorporates its suspension procedures as applying to students with disabilities.
For the IEE, the school district claimed that the state complaint decision relied on confidential information from mediation sessions.	The court ruled that the decision relied on a non-confidential document and that to the extent that the document contained any confidential information, it was the district, not the parent, who improperly disclosed the information.
The district alternatively argued that the IDEA's IEE requirement does not apply to FBA's, per a 2020 Second Circuit decision.	The court also rejected this argument, because (a) Minnesota's special education law treats an FBA as an evaluation, and (b) the district had explicitly afforded the parent the right to request an IEE if she disagreed with the FBA.
Finally, the district challenged the authority for and amount of the compensatory education award.	The court upheld the award based on the state complaint process's broad authority for corrective actions, including compensatory services, and the record in this case.

This case illustrates the IDEA's alternate decisional avenue for dispute resolution, which appears relatively rarely in court decisions under the IDEA due to its much more limited right of appeal as compared to that for the due process hearing avenue.

On January 31, 2024, a federal district court in Maryland issued an unofficially published decision in *Lee v. Board of Education of Prince George's County*, addressing various procedural and substantive FAPE claims on behalf of a middle- school child with an IEP for specific learning disabilities. The relevant two-year period from included the COVID-19 pandemic. At the end of grade 5 for the child, the parent requested at least two IEEs, for which the school district did not provide funding or file for due process. Midway in grade 6, the parent provided various IEEs to the guidance counselor, who did not share them with the IEP team. The pandemic-caused shift to virtual instruction started at the end of grade 6. During this overall period, the child's absenteeism amounted to 36 days in grade 5, 29 days in grade 6, and 45 days in grade 7. The parent filed for a due process hearing midway in grade 7. In response to the parent's various claims, the hearing officer decided in favor of the school district. The parent appealed to federal court.

The parent claimed that the IDEA required the district to fund the requested IEEs or to file for due process to defend its own evaluations.	The court agreed but ruled in favor of the district, because the parent failed to show that this procedural violation was causally connected to any lack of progress for the child.
The parent also claimed that the district's failure to consider her IEEs violated the IDEA.	The court concluded that this failure was a procedural violation, but the parent did not prove a resulting substantive loss of FAPE.
The parent asserted that the district also violated the IDEA by shifting her child to virtual instruction without an IEP meeting.	The court concluded that the shift was not a placement change but even if it was a procedural violation, the parent failed to prove the requisite resulting harm in their participation or the child's progress.
The parent claimed that the district failed to fully implement the child's IEP during the period of virtual instruction.	Citing mixed rulings in other jurisdictions, the court interpreted the federal guidance and the facts of the case in a markedly district-deferential way, concluding that the parents failed to prove a material denial of FAPE.
The parent's next claim was that the IEPs were substantively deficient by failing to include an FBA to address the child's attendance issues.	Here, the court agreed that the IEPs did not sufficiently provide for the child's attendance issues, but the lack of an FBA was a procedural violation for which the parent failed to prove the requisite harm.

This case illustrates the uphill slope that parents face in adjudicating claims primarily specific to the various procedural requirements of the IDEA, particularly in courts that focus on student rather than parental loss at the second step of the applicable procedural FAPE analysis. This court's rulings appeared to overrely on the burden of persuasion and, for the substantive side of FAPE, to exhibit outermost deference to school authorities.

U.S. Department of Education Opens Applications for Two K-12 Mental Health Programs to Increase the Number of Mental Health Providers in Schools

The U.S. Department of Education (Department) opened applications for the School-Based Mental Health and Mental Health Service Professional Demonstration grant competitions to help bolster the pipeline of mental health professionals serving in schools and expand student access to school-based mental health services and supports.

President Biden named tackling the mental health crisis, particularly among youth, a key pillar in his Unity Agenda for the nation. And, in line with the Administration's goals, these programs play a key role in doubling the supply of qualified mental health professionals in our nation's schools. These newly-opened applications build on the progress made through the Bipartisan Safer Communities Act to advance the Biden-Harris Administration's efforts to integrate mental health services into our schools as part of the President's National Mental Health Strategy. Many school districts across the country are facing an increased need for mental health services for their students, while at the same time, often struggling to find qualified mental health professionals to provide these services. The Administration has continued to request additional funding to sustain and expand efforts nationwide to provide more school-based health services, and pending appropriations the Department anticipates making approximately \$38 million available across both competitions in Fiscal Year 2024.

"Youth mental health needs have reached a crisis point, and help is available in our public schools," said U.S. Secretary of Education Miguel Cardona. "The grant competitions that the Department is opening today will build on the Biden-Harris Administration's progress in providing vital mental health supports in our schools, help schools grow a pipeline of mental health professionals, and raise the bar in meeting students' holistic needs. Most importantly, the funds provided through these grant programs will change students' lives by making it easier for them to access critical services."

Even before the COVID-19 pandemic, isolation, the impact of social media, and trauma of the pandemic, youth rates of anxiety and depression, and other mental health challenges were on the rise, and too many students suffered. Mental health and wellness have profound implications for America's students, their overall wellbeing, academic success, and other outcomes. Studies show that youth facing mental health challenges are more likely to receive services in a school-based setting. The Bipartisan Safer Communities Act presented an unprecedented opportunity to raise the bar for our support of our students, to improve teaching and learning conditions in our schools, to expand access to school-based mental health care, and to scale up and accelerate efforts across the country to train and hire a pipeline of professionals committed to the wellbeing of our students. This continued funding has the potential to meaningfully change lives by building a mental health infrastructure in schools and communities across the country.

To support the mental health professional pipeline, MHSP grants support local educational agencies in partnership with institutions of higher education, in training school-based mental health services providers, with the goal of expanding the number of these professionals available to address the shortages in schools across the country. This MHSP competition also includes priorities to increase the number of mental health professionals from diverse backgrounds or the districts they serve, promote inclusive practices, and partnerships with Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic Serving Institutions and other minority-serving institutions. Through SBMH, high-need LEAs may receive funding to hire and increase the number of mental health professionals and the provision of services in schools. These two programs will help schools raise the bar for student mental health by recruiting, preparing, hiring, and retaining diverse and highly qualified school-based mental health providers, including in underserved communities, where access to mental health services can be limited.

To read more, click here

<https://www.ed.gov/news/press-releases/us-department-education-opens-applications-two-k-12-mental-health-programs-increase-number-mental-health-providers-schools>

Principles of Highly Effective Teachers

Highly effective teachers possess a combination of characteristics and principles that enable them to positively impact their students' learning and development. Here are some key principles that characterize highly effective teachers:

1. **Passion for Teaching:** Effective teachers are passionate about their subject matter and teaching. Their enthusiasm is infectious and motivates students to engage actively in the learning process.
2. **High Expectations:** They have high expectations for all their students, believing in their potential to succeed academically and personally. They set challenging but achievable goals and provide the support necessary for students to reach them.
3. **Differentiated Instruction:** Effective teachers recognize that students have diverse learning styles, abilities, and backgrounds. They employ various instructional strategies and adapt their teaching methods to meet the needs of individual learners, ensuring that all students have opportunities to succeed.
4. **Effective Classroom Management:** They create a positive and inclusive learning environment where students feel safe, respected, and valued. They establish clear rules and expectations, enforce them consistently, and address any disruptive behavior promptly and constructively.
5. **Continuous Learning and Reflection:** Highly effective teachers are lifelong learners who are committed to professional growth and development. They reflect on their teaching practices regularly, seek feedback from colleagues, and actively pursue opportunities for improvement.
6. **Building Relationships:** They build positive relationships with their students based on trust, respect, and empathy. They take the time to get to know each student individually, understand their strengths and challenges, and provide personalized support and encouragement.
7. **Effective Communication:** They communicate clearly and effectively with students, parents, and colleagues. They listen actively, provide constructive feedback, and foster open and honest dialogue to promote collaboration and problem-solving.
8. **Use of Assessment and Feedback:** Effective teachers use a variety of assessment methods to monitor student progress and provide timely and constructive feedback. They use assessment data to inform their instructional decisions and tailor their teaching to meet the needs of individual students.
9. **Innovative and Creative Teaching:** They are innovative and creative in their teaching approach, incorporating technology, real-world examples, and hands-on activities to make learning meaningful and engaging for students.
10. **Commitment to Equity and Inclusion:** Highly effective teachers are committed to promoting equity and inclusion in their classrooms. They recognize and celebrate diversity, challenge biases and stereotypes, and create opportunities for all students to succeed regardless of their background or circumstances.

By embodying these principles, highly effective teachers can inspire, motivate, and empower their students to achieve their full potential and become lifelong learners.

Living with a Disability

By Dr. Faye J. Jones and Susan L. Davis

As per the guidelines outlined in the American with Disabilities Act (ADA), a disability refers to a condition, whether physical or mental, that significantly restricts one or more essential life activities. This can include having a documented impairment, a history of such impairment, or being perceived as having such limitations (Glossary of ADA/ADA National Network). Disabilities can be broadly categorized into four main types, as detailed in the resource (cpdonline.co.uk: Different Types of Disabilities).

1. Behavioral or emotional

A behavioral or emotional disability impacts a person's ability to successfully recognize, interpret, control and express fundamental emotions. The Individuals with Disabilities Education Act of 2004 (IDEA) identifies this group of disabilities as Emotional Disturbance (ED).

2. Sensory Impaired Disorders

Sensory impaired disorders disrupt how the nervous system processes sensory information. The nervous system is a complex system of nerve cells that send signals throughout the body. There are eight senses:

1. Sight
2. Sound
3. Touch
4. Taste
5. Smell
6. Body movement
7. Body awareness
8. Interoception – hunger and toileting

3. Physical

Physical disorders are diseases or illnesses that affect the body, mostly the musculoskeletal system.

4. Developmental

Often occur during childhood years, which are physical or brain-based conditions that affect a child's progress as they develop necessary life skills. [Childhood Developmental Disorders: Types and Symptoms \(psychcentral.com\)](https://psychcentral.com/childhood-developmental-disorders-types-and-symptoms). These disorders impact areas: mobility, biological function, cognition (learning), physical or emotional dependence, language, the five senses and perception, and social skills.

Currently, there exist three pivotal laws safeguarding the rights of individuals with disabilities, ensuring protection against discrimination across various domains including education, employment, and daily life. These laws are the Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act (ADA) ([IDEA, Section 504, and the ADA: Which laws do what \(understood.org\)](#)).

IDEA, is a federal mandate compelling public schools to address the unique requirements of eligible students with disabilities from kindergarten to 12th grade. It sets forth regulations and standards governing special education practices. The six fundamental principles of IDEA are ([Your Child's Rights: 6 Principles of IDEA \(askresource.org\)](#)):

Principle 1: Free Appropriate Public Education (FAPE) – the education program must be designed to meet the needs of the student with disabilities.

Principle 2: Appropriate Evaluation – the student must receive an evaluation before special education services to identify if the student qualifies for special education services and to determine the academic needs of the student.

Principle 3: Individualized Education Program (IEP) – it is a written statement that must contain goals and objectives that are developed, reviewed and revised at least once a year by a team, which includes administrators, educators, parents, the student (when appropriate) and others who have the expertise needed for the successful development of the student's special education program.

Principle 4: Least Restrictive Environment (LRE) – students with disabilities are educated with other students who are not disabled in public or private schools or facilities.

Principle 5: Parent and student participation in decision making in developing, reviewing and revision of the IEP and the Individual Transition Plan (ITP), which gives a guideline for a successful transition from high school to postsecondary education, the workplace, residential living or assisted living. The ITP can begin as early as age 14, however, it must be in place by age 16 ([Transition of Students With Disabilities To Postsecondary Education: A Guide for High School Educators](#)).

Principle 6: Procedural Safeguards – these safeguards ensure that the rights of the children with disabilities and their parents are protected and they have access to the information needed to participate in the process.

Section 504 of the Rehabilitation Act, commonly referred to as Section 504, serves as a pivotal civil rights legislation aimed at prevention discrimination within federally funded educational institutions. Mandating compliance, it necessitates the removal barriers hindering the learning process. Additionally, ADA stands as another educational settings but also extending its reach to employers and entities providing services to the public.

The estimated prevalence of individuals with disabilities globally stands at 1.3 billion people, constituting approximately 16% of the world's population ([Prevalence of individuals with](#)

[disabilities - Search \(bing.com\)](#). In the United States, 22.2% of adults reported having some form of disability, with a mobility impairment, specifically difficulty in walking, being the most frequently reported type. Meanwhile, in the United Kingdom, approximately 23% of the population experienced a disability during the fiscal years 2020 – 2022.

Among the reported disabilities, mobility impairment was the most prevalent, affecting about 1 in 7 adults. Additionally, other commonly reported disabilities include cognition (conditions limiting mental abilities, such as intelligence, learning, and daily life skills), independent living (emphasizing autonomy, choice, and active e community engagement for individuals with disabilities) hearing, vision, and self-care (including interventions to support individuals, families and communities in improving and maintaining health, preventing disease, and managing illness or disability, with or without external assistance).

Inclusive education promotes the integration of all students, regardless of disabilities or backgrounds, into the same classroom settings ([Inclusive education | UNICEF](#)). This approach is widely recognized as the most effective means of providing every child with the opportunity to attend the same school and acquire the essential skills necessary for success in the real world. Achieving inclusive education necessitates comprehensive changes across various levels.

To facilitate inclusive education, educators and administrators must undergo training, school facilities may need remodeling, and students should have unhindered access to all learning resources. Moreover, fostering a culture of non-discrimination is imperative for the success of inclusion initiatives. Schools, communities and workplaces must steadfastly avoid any form of discrimination to create an environment where inclusion thrives.

This article introduces an individual who lives with a disability. Her name is Miss Davis. This is her story.

“My name is Susan Lynette Davis and I was born June 1, 1953 in New Orleans, LA. I was premature and placed in an incubator and was given oxygen. My mother said I was given too much oxygen, which may have caused my blindness. I remained in the hospital from June to September 1953. As a toddler, I attended Mount Calvary Nursery School until I was 4 years old. I attended Thomy Lafon Elementary School in kindergarten. The teachers realized I did not have enough sight to continue at Lafon and suggested I attend The Louisiana State School for the Blind in Baton Rouge. There were two schools, one for Caucasian children on Government St. and another for Negro children, located on Southern University’s campus. While there, I lived on campus and one weekend a month I would go home and also for basic holidays (Thanksgiving, Christmas, Easter). I had an IEP, but I’m not too sure what it consisted of or when it actually began. I’m not sure if it was called an IEP then. I attended the state school for the blind from September 1959 to May 1971 completing all of the academic requirements like students in regular schools. I even learned how to play the piano, the clarinet, how to sew, and how to cook and I was in the school choir while there.”

“After graduating from The School for the Blind, I was required to take a college preparatory course in Little Rock, Arkansas. There, I learned how to use a cane and took a mobility course to learn how to travel by city buses. I also took some college prep courses, such as typing and how

to take notes in braille at a faster pace. I took the SAT to determine my college readiness skills. Later, I attended Dillard University in 1972. There were concerns among many about how I would get around on campus. I went with someone who came from the state office in New Orleans to show me around Dillard's campus to become acquainted with my surroundings. I used a cane to get around. I didn't want a guide dog because I'm afraid of dogs. I graduated from Dillard University completing my degree in Educational Psychology in 1976."

"After graduating from Dillard, I got a job at the Jewish Community Center in New Orleans. There, I taught individuals with visual impairments how to read braille, how to distinguish the different coins, how to identify paper money. I also introduced them to the library in Baton Rouge where they could get audio books, large print books and books in braille. Each state had its own library for the visually impaired, but now there are libraries in various sections of the country. I volunteered at the radio station, WRBH Radio for the Blind and Handicap on Magazine St. where individuals read the newspaper, popular books, and various things to the visually impaired. They also had games, such cards, bingo, Scrabble, chess and many other games and activities for their amusement. I had a client that I introduced the Brailer (somewhat like a typewriter for the visually impaired) and a slate and stylus (a portable way to write in braille). A veteran introduced a talking dictionary to me. So, everyone shared what they had with others and where they could purchase the products. Today, I continue to receive books in braille by mail that is of interest to me (the bible, magazines, cookbooks, audio and digital books). Some come from the library in Baton Rouge, Louisiana and others from Salt Lake City, Utah, which is the regional library for Louisiana. The books, which are several volumes, are so large, I have to have someone to assist me in bringing them in. I have a braille watch and a talking watch, a brailer, a money identifier, I had a talking calculator, a braille calendar and a big purse to keep it all in!"

"Because school closed for the summer, I always went home. As we grew older, I had chores just like my sister and brother and we would take turns cooking breakfast and dinner. We went to church on Sundays and I sang in the children's choir. Occasionally, I played the piano for Sunday School. I often played with my cousins and that's how I learned to ride a bike during my summer vacations. When school began in September, I returned to Baton Rouge for my academics."

Dr. Jones: "What are your concerns about the laws for individuals with disabilities?"

Miss Davis: "I feel that as they are needed, the laws are applied and resources are furnished when possible."

Dr. Jones: "How can a family prepare their child with disabilities to face the outside world?"

Miss Davis: "Make sure individuals with disabilities have qualified teachers. Ensure they have adequate resources and accommodations for the individual. The family needs to make sure their child blend in with other children as much as possible, have fun like others, and participate in as many extracurricular activities in school, at work, and the community. And to make sure the child has an Individualize Transition Plan in place before graduation."

I would like to thank Miss Davis for sharing with me her life as an individual living with a disability.

Book Review: A Comparison of Educational Leadership Practices Based on *Leading in a Culture of Change* and *Leverage Leadership 2.0*

By Joyell McNeil

Abstract

In his book *Leverage Leadership*, Paul Bambrick-Santoyo offers practical guidance for school leaders in navigating the complex challenges of school leadership with his book *Leverage Leadership*. By implementing his Seven Levers, leaders will be able to create optimum learning environments and cultivate a positive school culture. Bambrick-Santoyo is the Director of Uncommon Schools and believes that data should drive instruction. Unfortunately, his heightened focus on data contributes to existing concerns in education regarding teaching to the test and neglecting other important aspects of education. His emphasis on data prompted a comparative analysis of Michael Fullan's book *Leading in a Culture of Change*. Fullan contends that data is important but does not believe that it should drive instruction.

A Comparison of Educational Leadership Practices Based on *Leading in a Culture of Change* and *Leverage Leadership 2.0*

We are currently living in a time of heightened educational accountability. As the Managing Director of Uncommon Schools in Newark, New Jersey, Paul Babrick-Satoyo offers practical guidance in his book *Leverage Leadership 2.0* for improving student educational outcomes (Bambrick-Santoyo, 2018). In the book, Bambrick-Santoyo aims to answer the question of what separates great school leaders from their counterparts. Based on the insights derived from the feedback of various school leaders who have implemented these concepts, Bambrick-Santoyo created a framework of principles he refers to as "The Seven Levers: Executing Quality Instruction and Culture (Bambrick-Santoyo, 2018)." This literature review will delve into the significance of each lever, exploring how their strategic application can fortify teaching practices, optimize learning environments, and foster a positive school culture, ultimately contributing to enhanced academic performance. While Bambrick-Santoyo's framework provides a foundation for understanding and implementing effective leadership strategies, it is important to critically analyze the potential limitations of its application within the dynamic landscape of contemporary education (Bambrick-Santoyo, 2018).

In his argument, Bambrick-Santoyo outlines the main themes of *Leverage Leadership*, beginning with The Seven Levers, which centers on executing quality instruction and culture. The first four levers concentrate on instructional planning, observation and feedback, and professional development, and are important because they help guide the shaping of the learning environment to ensure educational growth by emphasizing the importance of effective leadership in using data to inform and improve teaching practices. Through classroom observation and providing

teachers with detailed feedback, administrators can enhance instructional practices. The remaining levers focus on school culture and its impact on student and staff culture, as well as school leadership teams. They are essential to creating a positive school climate where students can thrive. Establishing a positive school-wide culture is critical, as it creates a set of shared values, behaviors, and expectations that help develop a sense of community and improve learning, staff morale, retention, and collaboration (Bambrick-Santoyo, 2018).

Bambrick-Santoyo's emphasis on school culture aligns with theorist Lev Vygotsky's Sociocultural Theory of Cognitive Development, which underscores the importance of cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society" (McLeod, 2023). Bambrick-Santoyo's focus on school culture aligns with Lev Vygotsky's belief that learning is a process influenced by the surrounding culture. By utilizing *The Seven Levers of Executing Quality Instruction and Culture*, Bambrick-Santoyo aims to shape the experiences of the staff and students to align with the broader goals of a thriving school community (Bambrick-Santoyo, 2018).

In his framework, Bambrick-Santoyo makes a compelling case for the importance of data-driven instruction (Bambrick-Santoyo, 2018). On page 40, he outlines the criteria for effective assessment, drawing on basketball player Shane Battier's success in defending against top players like Kobe Bryant and LeBron James. By analyzing their opponents' past performances, Battier was able to develop a winning strategy to limit their scoring. Bambrick-Santoyo suggests that teachers can do the same by analyzing their student's past academic performance to tailor their instruction to their strengths and weaknesses. However, while data can be a valuable tool for instruction, some may view Bambrick-Santoyo's emphasis as too narrow, potentially limiting educational experiences beyond test preparation. For example, subjects like fine arts and physical education can offer diverse and enriching learning experiences beyond the scope of data-driven instruction.

Michael Fullan's work, *Leading in a Culture of Change*, addresses concerns about over-emphasizing data. His approach to education focuses more on a holistic approach to building a successful learning community. He argues that sustainable change is contingent on equal attention to the roles and responsibilities of the teachers, administrators, and data-driven instruction. Fullan (2001) asserts that establishing a balance between data-driven instruction and the organization's broader educational goals is essential to creating an overall successful learning environment (Fullan, 2001). Despite their differing views regarding the role of data, they share common ground in their shared emphasis on the importance of cultivating a positive school culture. Bambrick-Santoyo provides a more structured framework specifically designed to guide educational leaders in creating and sustaining a positive educational environment by establishing a culture of high expectations that extends across students, teachers, and other stakeholders. Similarly, Fullan also explores the impact of school culture, concentrating on understanding the influence that culture contributes to establishing a successful school environment. He believes that cultural transformation is essential to fostering a shared commitment to the organization's goals and values.

In conclusion, Paul Bambrick-Santoyo's book *Leverage Leadership* offers a strong framework for leaders within his seven levers of educational leadership, which focus on the pivotal role that data-driven decision-making and advocacy for the inclusion of regular meetings focused on analyzing data to inform and guide instructional practices (Bambrick-Santoyo, 2018). The seven

levers of executing quality instruction and culture underscore the importance of data-driven decision-making but also provide leadership with a guide of actional steps to follow that helps to enhance classroom teaching and student learning outcomes, as well as support the development of positive school culture, school-wide high expectations and the management of leadership teams and their commitment to implementing effective leadership practices. “Leverage Leadership” contributes to the field of education by challenging school leaders to think beyond traditional leadership practices to focus on developing strategies that support the inclusion of more data-informed decisions. Consideration of future research should be concentrated on effectively implementing the Seven Levers across diverse settings. This sort of exploration would provide context to its adaptability within diverse settings, which would provide support for its framework being holistic and effective regardless of setting and other factors that contribute to failing schools. *Leverage Leadership* provides a clear roadmap leading to school improvement through its emphasis on using data to drive instruction, combined with the levers of leadership to support creating a landscape that is adaptable to struggles that schools are facing today.

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Book Review: She Leads: The Women's Guide to a Career in Educational Leadership

By Kelandre Gordon

The book *She Leads: The Women's Guide to a Career in Educational Leadership* by Majalise Tolan and Rachel George is a guide, for educators and women leaders Dr. Rachael George and Majalise Tolan empower women leaders in education to embrace their dreams, break through barriers, rebound from setbacks, and lead with skill and authenticity. They're joined by dozens of diverse women in educational leadership roles, whose personal stories reveal the vulnerability, strength, and resilience of female leaders. With wisdom and implementable guidance that's applicable to early-career leaders and veterans alike, the book is designed to help you land your dream job, make sure your voice is heard, find (and offer) support, attain better balance, and learn the leadership style that suits your strengths.

The theme of this book is when women in leadership collectively share their knowledge and experiences it encourages learning from fellow educational peers and the importance of knowing that we are not alone when caring out the requirements of the roles of Educational Leadership

The authors' Majalise Tolan and Rachel George purpose for writing the book titled *She Leads: The Women's Guide to a Career in Educational Leadership* is to support women as they grow, aspire and dream ,obtain and acquire Educational Leadership Roles.

This book includes the strong point and importance of offering women professional growth opportunities to enhance there knowledge and experience in there educational background.

Strategies to ensure that educational women leaders welcome other aspiring educational women leaders include:

Strategies:

- Identify and remove barriers that prevent women from accessing leadership opportunities.
- Recruit and hire women for your staff.
- Invite women to networking events and collaboration opportunities. (Pg. 23)
- Celebrate women and their accomplishments.

The main theme in this book is how educators encourage women that are leaders in the education field to welcome their dreams, remain persistent and persevere through the obstacles, pick yourself up from hindrances and on a daily basis be a leader with empower women leaders in education to embrace their dreams, break through barriers, rebound from setbacks, and lead with competence, genuineness, dependability, and validity.

They are connected by various women who are in leadership roles. The individual stories of these remarkable powerful women show honesty, the ability, the capacity, toughness, and strength of women leaders. These Women share with others what leaders look like being assertive, sharing your voice, asking important questions, connecting with others through conversations, and encouraging staff to meet the individual needs of the students. Also as a Educational leader it is important to have self confidence in your belonging and your voice counts.

Through there stories they point out the importance of supporting other women to embrace there leadership potential and move forward to new positions.

Strong points from the book *She leads The Women's Guide to a Career in Educational Leadership* is it is time to do something in regards to these statistics 75 percent of the teachers are women but 52 percent of women are principals less than 25 percent are superintendents. Women fit in the Leadership roles that are historically filled by men this is where we belong.

Another point from this book is the importance of other women in your life starting from childhood to speak the words of belongingness into your life. Being in a leadership role requires you to know that you Do Truly Belong. There are times where you doubt yourself and your belongingness but in those time you must work in regard to claiming your place.

Welcome to educational leadership. There's seat at the table just for you go ahead, take it.
(DR. A. KATRISE PERERA p.19)

Ideas and strategies presented in the guide include:

- Present ideas you are passionate about and committed to.
- Share your perspective so the female voice is heard.
- Learn from everyone in the room. Invite their questions and ideas.
- Sometimes our ideas or views aren't in line with the majority.
- Advocate for your beliefs, evaluate your next steps, and reflect.

A book on educational leadership that I would like to compare to *She Leads: The Women's Guide to a Career in Educational Leadership* is a book titled *Dare to lead* by Brene Brown. *Dare to lead* is also a guide which discusses the importance of a leader being vulnerable and allowing and encouraging vulnerability in others. The question is asked should leaders allow themselves or their staff to be vulnerable. There are some Educational Institutions and organizations that stand by the opinion and say no but the researcher Brene Brown in *Dare to Lead* maintains the point that **courageous leaders who allow vulnerability in themselves and in others are essential to thriving work cultures.**

Comparing the two *Dare to Lead* is a guide that focuses on the skills that is essential to lead fearlessly as well the book *She leads The Women's Guide to a Career in Educational Leadership*. *She leads The Women's Guide to a Career in Educational Leadership* focuses on the same skills that it discussed in the Book *Dare to Lead* courageously facing vulnerability, choosing, and practicing values, building trust, and developing failure resilience and how using these skills effectively can help your team overcome difficult situations and encourage creativity and innovation. The guide *Dare to lead* offer suggestions from professionals on the best ways to exercise these skills.

Face Vulnerability

It is essential to face vulnerability because as a leader you build an innovative work culture if your staff is comfortable with failing and taking risks. Being vulnerable is a sign that you as a leader have courage enough to manage the experience of risk and doubtfulness

I also would like to compare She leads The Women's Guide to a Career in Educational Leadership to the book Leading in a Culture of Change' that was written by Michael Fullan. The book, Leading in a Culture of Change, weaves the business world and the educational world together as learning organizations, stating that if they fail to evolve together, they will fail to survive. He suggests five themes for successful leadership: moral purpose, understanding change, developing relationships, knowledge building and coherence making. Both books, She leads The Women's Guide to a Career in Educational Leadership and Leading in a Culture of Change, are excellent guides for Educational Leaders aspiring, new, and veterans to know the importance sharing knowledge and building relationships with other professional educational leaders.

This innovative educational tool helps readers master the five components of change leadership moral purpose, understanding change, building relationships, creating and sharing knowledge, and creating coherence and mobilize others to accomplish shared goals in often difficult conditions.

Creating and sharing knowledge involves strategies in which schools and communities learn from each other within a given district or region and beyond. Learning from others widens the pool of ideas and enhances a greater “we-we” identity beyond one school (Fullan, 2005).

The educational guide, Leading in a Culture of Change, suggests that Confidence is not related to effectiveness,” said Fullan. “You need to be competent, not confident.” The Educational guide, She leads The Women's Guide to a Career in Educational Leadership, suggests that as an Educational Leader you need to be confident in the fact that you belong and as a woman you have a place in Educational Leadership roles, you are competent regarding your profession.

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