



**DISES Leadership Application Activity
High Leverage Practices Crosswalk**

Description

This activity is designed to help educational leaders translate evidence-based inclusive leadership principles into one concrete action they can implement within their own context. By engaging with the High-Leverage Practices and the Professional Standards for Educational Leaders, participants identify a meaningful barrier to inclusion and create a targeted, context-responsive step toward improvement. This process is grounded in the research that emphasizes reflective practice, ecological collaboration, and continuous improvement as critical drivers of sustainable inclusive leadership.

Objectives

- Objective 2: Identify barriers and opportunities that influence inclusive leadership in schools.
- Objective 3: Apply evidence-informed frameworks.
- Objective 4: Develop an action plan grounded in reflection and data-based decision making.

Purpose

This activity helps educational leaders move beyond policy compliance toward actionable change. Participants can develop an understanding of the systemic, cultural, and contextual barriers that influence inclusion and identify feasible leadership actions to strengthen inclusive education for all learners.

Steps to Complete Activity

Step	What to Do	Tool	Context
1. Pick Your Focus (5 min)	<ol style="list-style-type: none"> 1. Review the High-Leverage Practices Crosswalk handout. 2. Choose one practice from the <i>last column</i> (Professional Standards for Educational Leaders) that could most improve inclusion in your setting (e.g., family engagement, culturally responsive instruction, evidence-based instruction). 3. Identify the HLP from the <i>middle column</i> that 	High-Leverage Practices Crosswalk (CEEDAR Center, 2017)	<p>Which Professional Standards for Educational Leaders practice is most necessary based on policy expectations or cultural values?</p> <p>Which HLP could realistically improve inclusion given the resources your school has right now?</p>

	corresponds with that practice.		
2. Learn (15 min)	<ol style="list-style-type: none"> 1. Read the HLP Leadership Guide. 2. Define the HLP in your own words and determine how it could be implemented in your context. 	High-Leverage Practice Leadership Guides	<p>How does your chosen HLP connect with the cultural expectations of teaching and learning in your region?</p> <p>What adaptations would make this HLP more culturally relevant?</p> <p>What constraints or strengths does your policy system bring to implementing this HLP?</p>
3. Spot the Barrier (5 min)	Discuss a barrier that prevents this practice from being implemented effectively (e.g., lack of training, time, mindset).	Use the template to record your response to: Our biggest barrier is...	<p>What system-level realities in your country make this practice difficult?</p> <p>How do cultural expectations shape staff willingness to adopt this HLP?</p> <p>What resource limitations must be honestly acknowledged?</p>
4. Create a One-Step Action Plan (15 min)	Develop one small, realistic action you can take within the next 30 days to address that barrier. Include who's involved and how you'll measure success.	Use the template to complete the section: My One-Step Inclusion Plan	<p>Is this action culturally respectful and feasible for families and staff in your community?</p> <p>What local assets or partnerships could support your action step?</p> <p>How will you measure success in a way that aligns with regional policy expectations?</p>
5. Share and Celebrate (5 min)	Pair up with another leader (at your school or elsewhere) and share your one-step plan. Offer feedback or encouragement.	Optional: Post your plan in a visible location in your school workspace.	<p>Who is most appropriate (professionally, culturally, or politically) for you to share your plan with in your region?</p> <p>Where could you post your plan so it motivates action without violating cultural (school or community) norms?</p>

Compare with Local or National Policies

Compare the HLP priority with your country’s inclusion policy or national education framework. Identify what’s similar, what’s missing, and what’s contextually different.

Rubric: Expectations for the Activity

Rubric Area	Developing	Beginner	Proficient
1. Selection of HLP/PSEL Focus	Selects an HLP/PSEL practice without clear rationale; choice may not align to school context or inclusion priorities.	Identifies an HLP/PSEL practice with some rationale, though alignment to context or priorities is partially developed.	Clearly selects an HLP/PSEL practice that directly aligns with school needs, equity goals, and inclusion priorities; rationale is strong and contextually grounded.
2. Understanding of the HLP	Provides a basic or incomplete definition of the HLP; shows limited understanding of application.	Defines the HLP in own words and shows moderate understanding of how it can be applied.	Offers a clear, accurate definition with strong understanding of implementation, including examples tailored to local context.
3. Identification of a Barrier	Identifies a vague or general barrier without connection to real school conditions.	Identifies a specific barrier with some explanation of why it exists or how it affects implementation.	Clearly identifies a meaningful, context-specific barrier and explains its root causes, relevance, and impact on inclusive practice.
4. One-Step Action Plan	Action step is unrealistic, too broad, or disconnected from the barrier; limited detail on who is involved or how success will be measured.	Action step is somewhat realistic and linked to the barrier; includes partial detail about stakeholders or measurement.	Action step is concrete, feasible, context-sensitive, and fully aligned to the identified barrier; includes clear roles and measures of success.
5. Contextualization	Little or no consideration of how regional, cultural, or policy contexts affect the chosen HLP or action plan.	Some consideration of context; demonstrates emerging ability to adapt leadership decisions to local conditions.	Thoroughly contextualizes the plan by integrating regional policy, cultural norms, resource realities, and community needs.

6. Reflection and Application	Reflection is minimal or surface-level; limited connection to leadership practice.	Reflection demonstrates some connection between learning and future practice.	Reflection is thoughtful, specific, and forward-focused, showing clear commitment to leading inclusive change.
7. Collaboration and Sharing	Shares action plan with minimal engagement or unclear explanation; limited interaction with peers.	Shares action plan with some clarity and engages in basic feedback or discussion.	Shares action plan clearly and confidently; offers and incorporates meaningful feedback; demonstrates collaborative leadership.