

# Warmenhoven Collaborative Leadership Academy:

Leading Inclusion in All Schools



## Overview and Purpose

With funding from the Warmenhoven family foundation, the Santa Clara University School of Education & Counseling Psychology will provide **principals and educational leaders** across Santa Clara County and beyond with a **professional learning community focused on enhancing inclusion in their schools**.

The **cohort is now open** and nominations, including self-nominations, are welcome. Thanks to the generous support of the Warmenhoven family, this **program is provided free** to leaders in our region in order to enhance leaders’ efforts to improve educational inclusion in all schools.

## Program Focus

The program will provide a **safe space** for learners to **identify challenges** and barriers to inclusion, and to **develop the clarity** of:

- Vision and school culture
- Instructional leadership, and
- Policies and practices that will support and sustain inclusion across the school.

## Program Structure

### Monthly three-hour meetings

Participants learn, discuss, and reflect on the work of leading for inclusion.

### Two Friday Community Conferences

Spaces for principals to step back, reflect on their purpose, restore their energy, and strategically recalibrate their efforts in building inclusive schools.

### Research Component

Opportunity to collaborate with a researcher from SCU’s Dept. of Education to address the complex, systemic challenges of creating inclusive school environments through cycles of collective inquiry, design, and iterative implementation.

| Monthly Meetings             |   |
|------------------------------|---|
| Fall 2025                    |   |
| Sept.                        | Inclusion - Finding an Inclusion Vision for your School   |
| Oct.                         | Inclusion - Teachers and Paraprofessionals - Collaboration  |
| Nov.                         | Inclusion and the Curriculum  |
| Dec.                         | Inclusion - Tackling Problems of Practice   |
| Winter/Spring 2026           |   |
| Jan.                         | Inclusion and Deploying Human Resources (Unions and Contracts)                                      |
| Feb.                         | Inclusion and Budgeting   |
| Mar.                         | Inclusion and the Law - Navigating Legal Requirements   |
| Apr.                         | Inclusion and Creating Communities of Belonging   |
| May                          | Inclusion and Working with Families   |
| Jun.                         | Reflection: Your School and the Changes Made  |
| Friday Community Conferences |   |
| Fall                         | Mindfulness, Leadership, and Inclusion - Cultivating Leader Wellness and Sustainability             |
| Spring                       | Sharing Problems from Your School Sites - An open forum for problem-solving and cross-site learning |

## Research Component:

### Studying Problems of Practice- Systemic Co-Design for Inclusive School Transformation

#### Overview

This study will examine how school leaders and their teams engage in collaborative, systemic change efforts to advance inclusion within their school communities. Data will be collected through field notes, participant interviews, co-designed artifacts, school documents, and reflective journals to capture both process and impact.

#### Findings

Results will be shared through presentations, publications, and feedback loops with participating educators, amplifying collective learning across the Warmenhoven Collaborative Leadership Academy. Ultimately, **this research will contribute to the field of inclusive education leadership by offering new insights into how schools can engage in sustained, community-driven systems change.**

#### Facilitation

**Dr. Dosun Ko** will lead the facilitation of these systemic change efforts in close partnership with each school community, responding directly to school leaders' requests and identified needs. Drawing on both his expertise in building research-practice partnerships, Dr. Ko will support schools in:

- **Identifying systemic root causes** that inhibit inclusive practices (e.g., fragmented service delivery, inequitable resource allocation, siloed roles).
- **Facilitating collaborative inquiry and design processes** to unpack systemic challenges and co-develop transformative, actionable solutions.
- **Testing and refining site-specific solutions** through structured cycles of reflection, adaptation, and re-implementation
- **Fostering inclusive leadership and distributed decision-making**, empowering school-based teams—including administrators, teachers, paraprofessionals, and families—to co-create sustainable solutions



Join us! Scan the QR code to  
register your interest.

## The Team



**Diane Ketelle**

Diane Ketelle is a Dean's Executive Professor of Education at Santa Clara University where she directs the administrative credential and Master's degree programs in the School of Education. Diane began her career as an elementary school teacher, principal, and district superintendent. She spent most of her career directing the administrative credential and master's degree programs at Mills College where she also served as Associate Dean and Dean of the School of Education.



**Dr. Dosun Ko**

Dr. Dosun Ko is an Assistant Professor of Special Education whose research focuses on inclusive educational practices, with particular attention to how intersecting markers such as race, disability, language, and class shape inequities in special education. He specializes in equity-oriented special education and community-driven participatory design research, partnering with local stakeholders to co-develop systemic solutions that promote inclusion and access for all students. Dr. Ko has published widely in top-tier journals and serves in leadership roles with the Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), advancing the educational opportunities for students with disabilities from historically marginalized communities.



**Dr. Brandon Krueger**

With over 35 years in education and training, Dr. Brandon Krueger brings over 24 years of equity-focused public education leadership/administration

experience (from School Principal to Superintendent of Schools, with many years as a Human Resources Department executive administrator) in diverse urban, suburban, and rural schools/districts in California. In addition, he has served for over 14 years in university graduate programs as an adjunct lecturer/assistant professor of Educational Theory and Practice, Educational Systems Leadership, Visionary Leadership, and Community Engagement with an emphasis on public policy and social justice. As well, Dr. Krueger has provided coaching and supervision for several Leadership Fieldwork and Induction programs. Dr. Krueger received his Ed.D. in Educational Leadership from St. Mary's College of CA and is the author of *The Power of Partnerships Between Parents and School: A comparative analysis of perception and practice of shared decision-making in Title 1 schools.*



**Caitlin Healey**

Caitlin Healey is the principal of CHIME Charter School TK-4<sup>th</sup> Grade. She began her teaching career in Oakland Unified School District in

2011. Caitlin joined the CHIME Institute, a national leader in the development and implementation of inclusive education, in 2016. She worked as a special education co-teacher in the 4th and 5th grades. She earned her bachelor's degree in English and Anthropology from Mount Holyoke College and her master's degree in Educational Leadership from Mills College. Caitlin holds an Education Specialist Credential, as well as an Administrative Services Credential. In the classroom, Caitlin was dedicated to co-teaching authentically in order to provide the most dynamic, inclusive classroom experience possible for students. As a leader, Caitlin is passionate about supporting all students as they become independent thinkers who are able to care for themselves, make meaning of their learning with peers and forge strong relationships in their communities.