

BOARD BRIEF

Date: August 20, 2021

BOARD INFORMATION: X

MEETING PREPARATION: X

FROM: Terri H. Mozingo, Ed.D., Chief of Teaching, Learning, and Leadership

THROUGH: Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

TO: The Honorable Meagan L. Alderton, Chair, and
Members of the Alexandria City School Board

TOPIC: Leadership Professional Learning Update

ACPS 2025 STRATEGIC PLAN GOAL

Goal 2: Instructional Excellence

SY 2020-2021 FOCUS AREA

Focus Area 3: Strategic Plan Implementation

FY 2022 BUDGET PRIORITY

Professional Learning and Cultural Competency Training for All Staff and Partners

SUMMARY

The purpose of this brief is to provide a rationale and vision for the professional learning opportunities that the Superintendent, Chiefs, Executive Leadership Team, Principals, and Assistant Principals will engage in during this school year. Learning and growing as leaders is critically important in achieving the *ACPS 2025 Strategic Plan: Equity for All*. The professional learning that will be undertaken this school year supports our five major goals within the strategic plan:

1. Systemic Alignment
2. Instructional Excellence
3. Student Accessibility and Support
4. Strategic Resource Allocation
5. Family and Community Engagement

Collectively, these five goals ensure that the students are actively engaged in classroom instruction; have access to the educational resources needed to enhance their learning; and participate in a safe, friendly, and welcoming environment. These goals set clear divisionwide priorities and support the implementation of engaging, personalized learning programs that will eliminate opportunity and achievement gaps as well as ensure that all students graduate ready for college, careers, and life. Integral to achieving these goals is our commitment to providing personalized professional development that promotes ongoing growth among all our leaders.

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BACKGROUND

Improving schools requires a sustained focus on teacher effectiveness and key leadership roles that influence student learning divisionwide. The link between the leader’s professional learning and the quality of teaching and learning is especially significant. There is much evidence that confirms leadership not only matters in improving outcomes, but is also second only to teaching in its long-range impact upon student achievement. Ultimately, achieving the major goals within the division requires a shared operational language, a collective vision for deepening our learning to break down organizational silos, a sustained commitment to increasing communication and alignment, and dedication to enhancing leadership skills and competencies to support ACPS in achieving educational excellence for all students.

Over the next year, professional learning will be designed to impact our efforts to improve and promote all children's learning. The professional learning themes aligned with the division’s strategic plan priorities will include: (1) executive coaching, (2) mentoring, (3) team building, (4) facilitation skills, (5) understanding the components of high-performing organizations, (6) building trust, (7) facilitating diverse opinions and perspectives, (8) reframing conflict, (9) promoting leadership “soft skills,” and (10) ensuring that all leaders understand and support the characteristics of culturally responsive teaching and learning.

The primary goals of professional learning for ACPS leaders are to:

- Increase academic achievement of ACPS students through ensuring equity and access and promote educational excellence for all.
- Enhance our existing leadership skills and maximize our ability to lead ACPS to heightened levels of success.
- Build high-performing teams to ensure implementation of strategies to support the targets in the ACPS strategic plan.
- Continue to build our professional capacity to ensure the success of the school division.
- Collaborate and address problems of practice with our peers and colleagues to make progress on specific goals and general leadership.
- Engage in a collaborative professional learning culture.
- Learn how to support each other as we navigate constant change and establish direction as well as to inspire g and empower others.
- Support the professional growth of those aspiring to become principals.
- Develop a strong focus on creating a greater coherence and focus around becoming a learning community.

To better support the division as well as individual schools, it is important that we deepen our knowledge and deliberately engage in professional learning opportunities. The table below provides the focus area for each group of leaders:

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Table 1: Focus Areas for Each Leadership Group

Superintendent and Chiefs	Leadership Coaching for Organizational Performance and Team Building
Executive Leadership Team	Team Building
First- and Second-Year Principals	Building Leadership Capacity
Assistant Principals	Aspiring Principals Training and School-Based Support

RECOMMENDATION

The Superintendent recommends that the School Board review the information presented within the brief.

IMPACT

The leadership sessions will provide valuable, job-embedded, targeted professional learning to ensure a collaborative message for achieving equity, access and educational excellence.

CONTACT

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