

BOARD BRIEF

Date: October 16, 2020

BOARD INFORMATION:

MEETING PREPARATION:

FROM: Terri H. Mozingo, Ed.D., Chief of Teaching, Learning and Leadership
Gerald R. Mann, Jr., Ed.D., Executive Director of Instructional Support
Anthony Sims, Ph.D., Executive Director of School Improvement

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

TO: The Honorable Cindy Anderson, Chair, and
Members of the Alexandria City School Board

TOPIC: Executive Leadership Coaching Partnership

ACPS 2025 STRATEGIC PLAN GOAL

Goal 2: Instructional Excellence

SY 2020-2021 FOCUS AREA

Focus Area 3: Strategic Plan Implementation

FY 2021 BUDGET PRIORITY:

MTSS including Restorative Practices and PBIS

Increased Staff Retention

Human Resources Audit Implementation

Cultural Competence for All Staff

SUMMARY

Alexandria City Public Schools (ACPS) has partnered with American Institutes for Research (AIR) to implement Executive Leadership Coaching support with all ACPS school leadership. AIR is recognized as a national and international leader in research, evaluation and policy, practice, and systems change. AIR brings a wealth of expertise and experience designing and implementing executive leadership training and coaching models for school leaders. For the past ten years, AIR's District and School Improvement team has collaborated with numerous national districts, including leading school improvement partnerships for several schools across the state, such as: Prince William County Schools, Norfolk Public Schools, Lynchburg City Schools, and Alexandria City Public Schools.

The Executive Leadership Coach will serve as a thought partner who draws on broad expertise as a school-based administrator to collaboratively engage school leadership partners in open-ended, reflective analyses to isolate a specific challenge or problem, identify the root cause(s) of the problem, develop and implement action steps to address the challenge, and monitor the

BOARD BRIEF

results. The primary goal of supporting ACPS school-based leaders in developing and enhancing their leadership skills and competencies is to enable:

- Increased academic achievement of ACPS students through ensuring equity and access, and promoting educational excellence for all; and
- The attainment of the goals within their School Improvement Plans (SIPs) and division-wide expectations; and the successful implementation of school improvement initiatives.

BACKGROUND

In September 2018, Superintendent of Schools, Dr. Gregory C. Hutchings, Jr., initiated an inquiry process with current and former Alexandria City Public Schools (ACPS) key senior leaders to actualize his vision for providing all school leaders with the appropriate level and type of individualized support needed to enhance their existing leadership skills and maximize their ability to lead ACPS schools to heightened levels of success. Leadership expert, Mrs. Cathy David, was commissioned to develop a differentiated executive leadership development framework based on the following:

1. A comprehensive review of relevant professional research literature;
2. Assessment and gap analysis of the current and optimal state of leadership coaching in the division; and
3. Needs assessment interviews conducted with ACPS school leadership and select Central Office leaders.

ACPS leaders identified several compelling core beliefs that undergird effective school administrator leadership development:

- *We are all “green and growing.” Even the most effective school leaders can improve their practice. Learning about leading does not stop once the principal position is attained. The principal who embraces leadership development coaching understands the critical need for lifelong learning and models that which s/he expects from teachers and students.*
- *School-based leaders supported by targeted, differentiated training and supported by professional mentors, thought partners, and coaches will improve the quality of teaching and learning in their buildings and increase all students' achievement.*
- *Coaching that provides opportunities for ongoing dialogue, feedback, and reflection has tremendous potential for improving a leader's skills and practices.*
- *Leadership development must be approached with a growth mindset that encourages risk-taking and sees failures and setbacks as learning opportunities.*
- *High-performing school divisions create pathways that prepare teacher leaders, assistant principals, and principals to increase responsibility that requires executive leadership skills.*

BOARD BRIEF

RECOMMENDATION

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

IMPACT

The Executive Leadership Coaching support provides valuable, job-embedded, targeted professional development to enhance ACPS instructional leaders' capacity.

ATTACHMENTS

1. ACPS Executive Leadership Coaching Assignments
2. AIR Executive Leadership Coach Biographies
3. GROW Executive Leadership Coaching Framework
4. Executive Leadership Coaching Model

CONTACTS

1. Dr. Gerald R. Mann, Jr., gerald.mann@acps.k12.va.us
2. Dr. Anthony Sims, anthony.sims@acps.k12.va.us