

BOARD BRIEF

Date: March 8, 2019
 For ACTION _____
 For INFORMATION X
 Board Agenda: Yes ___
 No X

FROM: Terri H. Mazingo, Ed.D., Chief Academic Officer
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: Update on Executive Leadership Development Plan

BACKGROUND

Ms. Cathy David is working with the Alexandria City Public Schools (ACPS) to develop and implement a framework for executive leadership development. This framework will guide the delivery of professional learning services related to leadership for ACPS building principals and other ACPS leaders who aspire to become principals in the school division.

Dr. Hutchings and I met with Ms. David on September 21, 2018, to discuss his vision for providing all ACPS principals 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. The discussion focused on the role of a principal leadership coach and how a more formalized principal leadership coaching program could positively impact student success and build capacity among our principals. Dr. Hutchings also indicated his desire to include appropriate leadership training for aspiring principals within this leadership development model. Ms. David enthusiastically endorsed Dr. Hutchings' vision and agreed to develop a scope of work for the project. The scope of work was submitted to Dr. Hutchings and me on October 9, 2018, and a contract between ACPS and Ms. David was signed.

OVERVIEW

The scope of work outlined the following tasks that would be completed over the course of the 2018-2019 school year (● = completed; ● = on-going/in-progress; and ● = pending):

Task (s)	Update (s)	Status
1. Participate in a collaborative pre-planning meeting with key ACPS leaders to determine the current state of coaching in the division, identify the desired state, and establish project goals to bridge the gap between the two;	This meeting occurred on November 9, 2018. Subsequent to this meeting, Ms. David reviewed internal documents related to existing ACPS leadership development professional learning opportunities and the ACPS Administrator Growth and Assessment System. Ms. David participated in follow-up meetings with me and other ACPS Central Office leaders on December 8, 2018 and January 11, 2019.	
2. Conduct needs assessment interviews with ACPS principals and key Central Office leaders to gain insights about leadership coaching from multiple perspectives;	Ms. David presented information about the executive leadership development project to ACPS principals at the January 24, 2019, principals' meeting. At that time, Ms. David invited principals to schedule one-on-one or small group meetings with her to provide feedback, insights, and suggestions for an executive leadership development program in ACPS. As of March 1, 2019, Ms. David has met with eleven ACPS principals and is scheduled to meet with three additional principals on March 5, 2019.	
3. Research various principal coaching models in place in other school divisions;	Ms. David reviewed literature from multiple non-profit and for-profit leadership development organizations to include the NYC Leadership Academy, Learning Forward, and various private entities that offer executive leadership and executive coaching services. Additionally, Ms. David reviewed literature and interviewed individuals who are involved in principal leadership development programs offered in other school divisions both within and outside of Virginia. This research is on-going.	

BOARD BRIEF

Task (s)	Update (s)	Status
4. Develop core belief statements and expected outcomes for principal leadership coaching;	In progress.	
5. Create a profile of a principal leadership coach that includes necessary qualifications, performance expectations, and required knowledge, skills, and abilities;	Pending. Completion of this task is dependent upon the conclusion of research and interviews.	
6. Create a list of roles and responsibilities for the principal, principal coach, and principal supervisor/evaluator specific to the coaching experience;	Pending. Completion of this task is dependent upon the conclusion of research and interviews.	
7. Develop a plan for building a positive culture for principal leadership coaching that addresses identified inhibitors to and drivers for successful implementation;	Pending. Completion of this task is dependent upon the conclusion of research and interviews.	
8. Develop an implementation plan that includes timelines, logistics, communication strategy, and budgetary projections; and	Pending. Completion of this task is dependent upon the conclusion of research and interviews.	
9. Develop a list of working indicators that can serve as benchmarks for assessing progress with or towards implementing an effective coaching model.	Pending. Completion of this task is dependent upon the conclusion of research and interviews.	

IMPACT

Implementation of a cohesive and differentiated executive leadership development program for seated and aspiring ACPS principals will positively impact the school division by:

1. Providing a strong benefit for recruiting school-based administrators;
2. Increasing the retention of ACPS teacher leaders who aspire to become school-based administrators;
3. Creating a highly trained “in-house” candidate pool for ACPS school-based administrator positions;
4. Enabling seated school-based administrators to expand their knowledge and strengthen their skillsets in a manner that responds to their individual needs; and
5. Preparing seated principals to be successful in ACPS Central Office executive-level positions.

DESIRED OUTCOMES

The ultimate goal of the executive leadership development plan is to support ACPS school-based leaders in developing and enhancing their leadership skills and competencies to enable:

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

RECOMMENDATION

The Superintendent recommends the School Board review the information provided in the brief.

CONTACT

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