

BOARD BRIEF

Date: March 1, 2019

For ACTION

For INFORMATION

Board Agenda: Yes

No

FROM: Terri H. Mozingo, 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 the Academic Interventionist and Instructional Coach Models

SUMMARY

The purpose of the brief is to provide an overview of how and why the current school-based Student Improvement Positions are being redesigned. ACPS believes that by redesigning the current Student Improvement Positions, we will bring clarity of purpose and alignment of these positions to our strategic goals. These positions are necessary for continuous student improvement at every school. The titles and roles vary drastically throughout the division. In an effort to understand the valuable nature of these positions and allow consistency across title and expectations, we need to synthesize the roles and provide a clear job title and description.

BACKGROUND

A diverse team of Central Office and school-based staff were selected to help develop a proposed framework and job description for two distinct roles: Academic Interventionist and Instructional Coach. The team was selected due to their experience, expertise, and invaluable ideas essential for achieving a level of consistency for enhancing teacher quality and student success. The team has been charged with developing a model for these two roles including: purpose, theory of action, beliefs, and rationale. The purpose is to help close the student achievement gap and accelerate learning for all students by building teacher capacity and student success. Ultimately, these two positions are critical in improving the overall growth of our students.

The group utilized resources to inform their thinking, such as: ACPS current job descriptions for Student Improvement Positions, additional job descriptions from various school divisions with similar roles, research articles related to instructional coaching and interventions, and their own background/experiences.

INTENDED OUTCOMES AND ENGAGEMENT

Given that the ACPS Student Improvement Positions currently vary amongst the schools within the division, the goal is to increase the consistency across the division for improving teaching and learning. Additionally, the goal is not for schools to lose the Student Improvement Positions, but to define and align the roles in order to increase student achievement. There will be an opportunity for feedback from Senior Leadership Team (SLT), Principals, Assistant Principals, Teachers, and other key stakeholders. The goal is to implement these new roles during the 2019-2020 school year.

RECOMMENDATION

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

CONTACT

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