

AASB

2020 SPRING ACADEMY CORE CONFERENCE

LEADERSHIP FOR DEVELOPING A HIGHLY EFFECTIVE STAFF

**Creating Equity through Leadership Pipeline
Development**

A Capstone Project

AASA/USC Urban Superintendents Academy

Presented by:

Dr. Avis Williams

March 6, 2020



OBJECTIVES

Participants will gain:

1. Knowledge of the AASA Urban Superintendents Academy
2. An understanding of the need to create a leadership pipeline
3. Greater understanding of the role of effective instructional leaders
4. Clearer understanding of how leadership pipeline supports equity
5. Knowledge of how to create a program to develop future school leaders



#TeamSelma

@SelmaSchools

@DrAvisW

#EquityMatters



ABOUT AASA COHORT MEMBERS*

Educational leaders with a wealth of diverse experiences across a range of urban localities:

- **Camarillo, CA; Selma, AL; Atlanta, GA; Birmingham, AL; Indianapolis, IN; and Newark, NJ**
- **Superintendent; Asst. Superintendent for HR; Chief Academic & Acct. Officer; Director of Curriculum & Instruction; Director of Leadership Development; Teacher Leader; and Principal Coach**

- **Dr. Jermall Wright* (Howard Cohort)**
- **Dr. Avis Williams***
- **Dr. Wardell Hunter***
- **Dr. Paul Marietti***
- **Charla Chailland***
- **Dr. Shiree Slade***
- **Concetta Burton**



DR. AVIS WILLIAMS, SUPERINTENDENT

- **2.4 year superintendent tenure in Selma (AL)**
- **2.5 year asst. superintendent tenure in Tuscaloosa City Schools (AL)**
- **2 year tenure as ED of Secondary C & I in Guilford County Schools (NC)**
- **8 year tenure as principal in Huntsville (AL) and Rowan-Salisbury (NC)**



DISTRICT BACKGROUND



By the Numbers:

- 3000 students
- 9 schools PreK-12
7 ES, 1 MS, 1 HS
- Student-teacher ratio of 19:1
- 26% proficiency in math and
- 25% proficiency in reading.

District Faced with:

- State Intervention 2013-2018
- Continued declining enrollment
- Two buildings closed at the end of last school year.
- Early learning was moved within an existing school building
- One elementary school closed and consolidated

PROBLEM OF PRACTICE

Difficulty attracting and retaining effective teachers and leaders.

- High turnover rate of Superintendents beginning in early 2000s
- High District and School leadership turnover
- Limited economic development
- Concordia College, Selma closed in 2018
- High poverty, high crime, limited housing and community/civic challenges leading to poor quality of life

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ADDITIONAL CHALLENGES

- Selma High School and R.B. Hudson STEAM Academy have each had 4 principals in the last 5 years
- Economic development has suffered since Craig's Air Force Base closed in the 70s
- Selma/Dallas County is one of the top 5 poorest counties in Alabama
- Selma is the fastest shrinking city in Alabama

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A FRAMEWORK FOR EXCELLENCE

**Selma City Schools adopted a five-year Strategic Plan:
A Framework for Excellence (2018-2023)**

The Framework includes four areas of focus:

- 1. Teaching and Learning**
- 2. Culture, Climate and Community**
- 3. Leadership, Management and Governance**
- 4. Facilities and Technology**



A FRAMEWORK FOR EXCELLENCE

- STEAM in the Black Belt
- STEAM in Motion
- Parent University
- Pathway to Performance Excellence and Tier I Award (Baldrige Framework)
- Model School District at the Model Schools Conference
- National conference presentations
- TOY in Sweet 16
- Social-Emotional Learning, mental health first-aid, and trauma-informed
- Superintendent Finalist for State SOY
- Congressional App Challenge winners at RBH – Clean Sweep!
- \$100,000s in grants for schools and district
- 1st Annual AIME Awards
- Increased community engagement and partnering
- Robotics team(s) in every elementary school



CORE VALUES

- Students first
- Teamwork
- Excellence
- JOY
- EQUITY
- Integrity



WHY EQUITY?

- What does **EQUITY** mean and look like in your current role?
- How can a leadership pipeline create **EQUITY**?
- Why does an **EQUITY** lens matter in selecting candidates for an aspiring leaders academy?



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OPPORTUNITY FOR ACTION

Within Area III of Framework for Excellence Strategic plan - Leadership, Management and Governance addresses the:

Development of a Leadership Pipeline Program -- *Aspiring Leaders Program* -- to recruit and retain highly qualified school and district staff.

- Previous superintendent and Board identified the need 4 years earlier and began to lay the foundation.
- Superintendent Williams and consultancy team (AASA Urban Supts Capstone Group) developed research-based leadership pipeline program for Selma City Schools to launch and begin implementation in the Fall 2019.



WHAT THE RESEARCH SAYS

The challenges education leaders face can be overwhelming and mastering the necessary aspects of leadership can be daunting at best. In *The Importance of Leadership Coaching*, Jill Grossman and Nikki Nagler discuss the need of school districts to develop long term coaching programs. School districts with established administrative coaching programs can extend the tenure of site principals from 3.5 years to over 5+ years (Grossman & Nagler, 2019). It is noted that school leaders are second only to classroom teachers on the impact to student learning (Leithwood, Seashore, Anderson, & Wahlstrom, 2004; RAND, 2012).



WHAT THE RESEARCH SAYS

Following the Hitt, Tucker and Young (2012) two phase model, Selma City Schools has added a third phase which includes an evaluation of the success of the program with the goal of building and installing quality internal candidates for leadership roles throughout the school district. The Aspiring Leadership Academy (ALA) will roll out in three phases over a 3 year period.



Phases

Phase 1: Pre-Service Educational Leadership

- Recruitment of candidates into preparation
- Selection of candidates for preparation program
- Structure and delivery of preparation program

Phase 2: In-Service Educational Leadership

- Recruit and selection into professional positions
- Induction of novice leaders
- Professional Development for practicing educational leaders

Phase 3: Program Evaluation

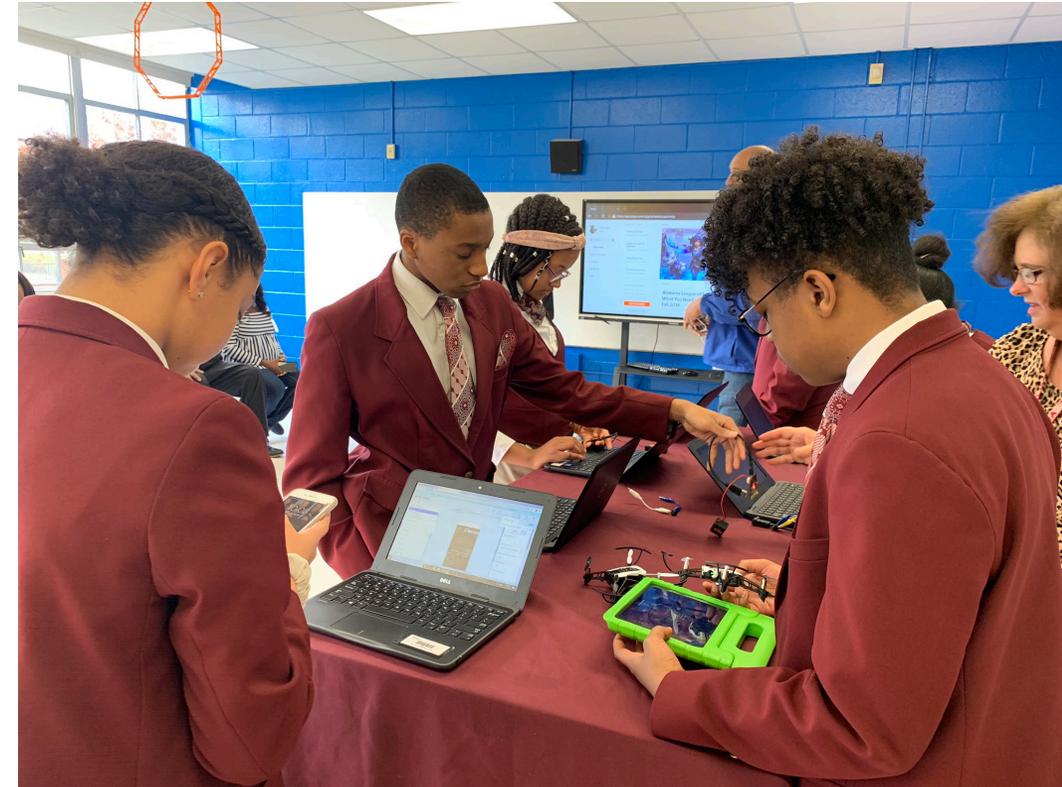
- Annual Report on successes and action plan for improvement areas:
- Academy Participant Surveys (cohort, instructors, etc)
 - Attrition rates of teachers and leaders of school district and Academy participates.
 - % of Academy participants placement into leadership roles.

IDENTIFIED BEST-PRACTICES

Gwinnett County Schools: A Systemic Approach to Scaling Effective School Leadership, Case Study Commissioned by The Bush Institute (February 2015)

Six Districts Began the Principal Pipeline Initiative Commissioned by the Wallace Foundation

- Charlotte-Mecklenburg Schools (NC)
- Denver Public Schools (CO)
- Gwinnett County Public Schools (GA)
- Hillsborough County Public Schools (FL)
- New York City DOE (NY)
- Prince George's County Public Schools (MD)



GETTING STARTED

The Selma City Schools Aspiring Leaders Academy consists of the following components:

- Professional Development
- Hands-on-Practice
- Personalized Coaching
- Communities of Practice



PROFESSIONAL DEVELOPMENT

- Interactive sessions from 4-7:30pm between October and May. They will receive a Professional Learning Unit or CEC upon completion.
- Workshops will be facilitated by internal and external practitioners and focused on key aspects of the strategic plan.
- A Learning Management System is used for on-going communication between sessions.



PROFESSIONAL DEVELOPMENT DETAILS

Personal Leadership Development

1. Leadership Styles
2. Communications Styles
3. Myer's Briggs Personality Assessment
4. Five Dysfunctions of A Team
5. 360 Degree Leadership and Feedback
6. Who Am I As a Leader?
Why Should People Follow Me?
7. Gallop's Strength Finder

Instructional Leadership Development

1. Instructional Coaching
2. Collaborative Team (PLC)
3. Instructional Feedback
4. Instructional Planning



HANDS-ON-PRACTICE

- All participants will select and complete a School Improvement Capstone Project in partnership with their school teams.
- Each workshop will be accompanied by an “Essential Experience” component that will challenge participants to apply what they have learned in their schools.
- Will have the option to apply for and lead SCS’ Summer School programming.

As evidence of learning and progress, participants will collect documentation via an electronic portfolio to support coaching, communities of practice, and preparation for interviews.



PERSONALIZED COACHING

- Each ALA participant will be partnered with an experienced leader* to serve as a coach and facilitator throughout the program.
- Coaches will support aspiring leaders through focused monthly coaching conversations focused on honing their leadership skills, successfully completing their school improvement project, and/or preparing for AP or Principal interviews.

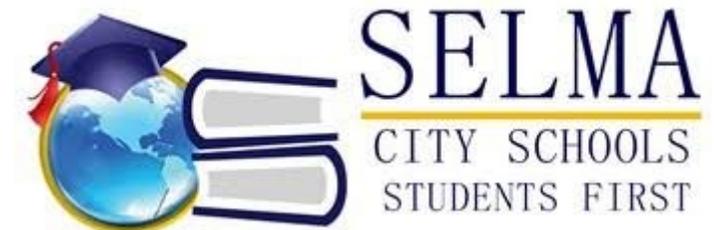
***Coaches/facilitators may include individuals external to the district. Some virtual coaching opportunities may have to be considered.**



COMMUNITIES OF PRACTICE



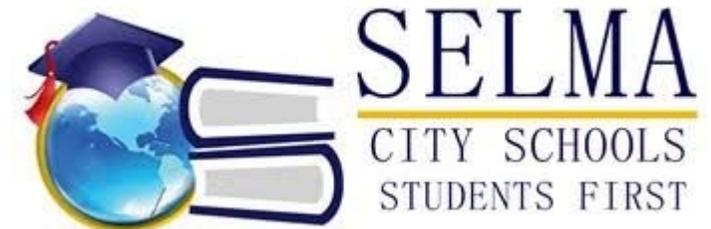
During each workshop, ALA participants will have the opportunity to collaborate with their peers to reflect on their learning and receive support on their Essential Experiences and School Improvement Capstone Projects.



FROM RESEARCH TO PRACTICE

1. With limited budget for implementation, Title II funds will be used and district will explore grant funding opportunities for long-term sustainability.
2. After year 1 of implementation, evaluate the effectiveness of the 4:00-7:30 pm evening sessions.
3. Identify a consistent pool of mentors/facilitators to build continuity and consistency of practices. Additionally, this cohort will need development and training.
4. Develop partnership with Atlanta Public Schools who already has a robust leadership development/leadership pipeline strategy and program.

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MAKING IT OUR OWN



Addressing research and focused on improving student outcomes, Selma City Schools has developed our own pipeline of new rising talent (school leaders.) In October 2019, the district selected Cohort I of Aspiring Leaders Academy to give teachers and other school leaders the skills needed to share in leadership and sustain the pipeline of future leaders.



INTRODUCING: COHORT I



- 12 members – 1 AP, 6 instructional coaches, 1 media specialist, 1 gifted teacher, 1 resource teacher, 1 high school counselor, 1 ELA teacher
- Principal Coach Burton – Veteran administrator with 33 years of experience

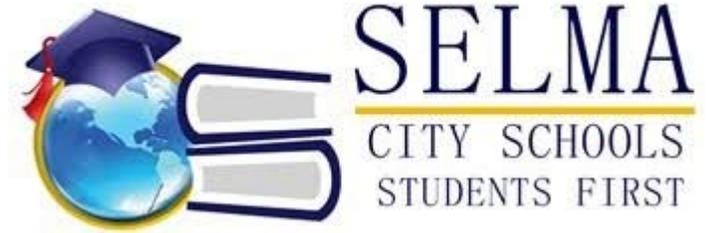


ACADEMY OVERVIEW

Selma City Schools Aspiring Leaders Academy is designed for current Selma City Schools employees who desire to develop leadership skills that will enable them to support students and stakeholders in Selma City Schools. Members of the Selma City Schools Aspiring Leaders Program will engage in key aspects of Leadership Development of Excellence. Aspirants will participate in professional development workshops, receive leadership coaching and complete essential experiences that will provide them with stretch opportunities to make schools and departments more joyous and effective. Aspiring leaders will develop personal and instructional leadership skills as a result of their participation in the program. Participants will matriculate through the program from October 1-May 30, 2020.



ACADEMY MARKETING



- **Social Media**
- **District Website**
- **Face-to-Face Faculty Meetings**
- **Email to All Employees**
- **Electronic and Paper Flyers**
- **Class Notes**
- **MoJo Emails**



ACADEMY CRITERIA

- Must be an employee of the Selma City School System (SCS). (Classroom Teacher, Counselor, Librarian, Assistant Principal)
- Bachelor's Degree or higher
- Current Alabama Professional Certification in teaching or Educational Leadership
- Three years of experience as an educator or an alternative career.
- Complete online application and upload resume and written recommendation from current principal in attachments.



ACADEMY APPLICATION



- General demographic information
- Are you willing to make a commitment to complete the activities and requirements of the SCS Aspiring Leaders Academy?
- Will you act according to and promote Selma City Schools' Core Values: Students First, Excellence, Teamwork, Joy, Equity, and Integrity?
- Why do you want to be a part of the Selma City Schools Aspiring Leaders Academy?
- Describe your involvement in continuous improvement efforts and/or discuss how you would improve a school.
- Candidate face-to-face interview



KEY RESPONSIBILITIES

- Attend and engage in all interactive professional development workshops that comprise the Aspiring Leaders Program.
- Select and complete a Capstone Project to solve a problem that your school faces and work in partnership with your school teams.
- Be willing to engage in collaborative problem solving in an effort to formulate innovative solutions to improve student achievement.
- Be willing to apply what you have learned in your schools during “Essential Experience” time.
- Be willing to engage in focused monthly coaching conversations and activities with leadership coaches.
- Develop an Individual Educational Plan with your direct supervisor to ensure you are receiving targeted support to complete your school improvement project and master core knowledge skills.
- Collaborate with their peers to reflect on their learning and receive support on their Essential Experiences and School Improvement Projects.



KEY RESPONSIBILITIES

- Maintain an electronic portfolio inclusive of all hands-on practice opportunities and resulting artifacts, coaching, communities of practice and preparation for interviews.
- Act according to and promote the Selma City Schools Core Values: Students First, Excellence, Teamwork, Joy, Equity, and Integrity.
- Model resilience, perseverance, and optimism in the face of difficulties and challenges.
- Communicate the district's vision, mission, and goals in a variety of formats and to all members of community including students, staff, and parents and members of the larger community.
- Make a commitment to complete the activities and requirements of the SCS Leadership Academy.
- Demonstrate the ability to make a meaningful and positive contribution to elementary and secondary education in the SCS.
- Receive support from your Instructional Leader to provide opportunities within the school that will help to enhance your leadership skills.



COHORT ACTIVITIES

- Attend 2 board meetings and write reflections
- Post questions/responses in Microsoft Teams
- Complete required readings
- Leadership opportunities based on interests
- Mock interviews with structured feedback session
- Identify Problem of Practice and complete Capstone Project

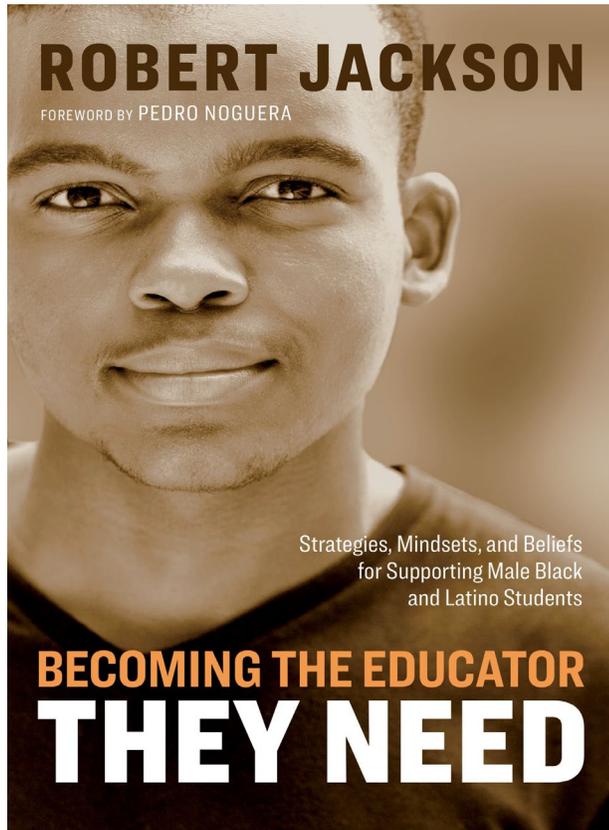
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BONUS!



- Read Becoming the Educator they Need by Robert Jackson
- Participate in book talk with the author during Feb. in-service



ALA COHORT 1 REFLECTIONS

“The Selma City Aspiring Leadership Academy has given me a better understanding of what it takes to become a great leader. I have gained a tremendous amount of information about leadership in such a short time. I look forward to continuing this productive and informative journey of becoming a leader with the SC Aspiring Leadership Academy.”

T. Woods

“The Selma City Schools Aspiring Leaders Academy has inspired me to lead in the seat that I am in.”

T. Carter

“The Aspiring Leadership Academy has challenged me to become a leader in my own seat. It has taught me to evaluate myself and use my strengths to cultivate others.” **R. Wallace**



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AASA COHORT 4 REFLECTIONS

“The opportunity to learn, share and network with leaders from across the nation has been powerful. We have more in common than one might think!” **Avis Williams**

“The Urban Superintendent Academy prepares current and aspiring Superintendents with the tools and support system to be successful in the role of School District Leader”.

Shiree Slade

“I have been exposed to things that I normally would not have experienced. I now know questions to ask to further develop as I aspire to lead in Urban settings.” **Wardell**

Hunter

“ The Urban Superintendent Academy has provided me the opportunity to not only to grow as a leader, but also to gain insight from my peers working throughout the United

States” Paul M. Marietti



QUESTIONS



We would love to hear from you!

@DrAvisW

@SelmaSchools

256-426-8219

avis.williams@selmacityschools.org



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