

# PURSUIT OF EXCELLENCE

Department of Curriculum and Instruction

## A Message from Dr. Terri H. Mozingo, Chief Academic Officer

Welcome to the twenty-eighth edition of the *Pursuit of Excellence Newsletter*. This version will update you on the latest developments in a variety of key areas including:

- (1) Trends, Focus Areas, and High-Priority Projects Involving the Department of Curriculum and Instruction;
- (2) Professional Development Updates; (3) Classroom Management Skills; and (4) Children's Summit Information.

**Thank you for your continued support! Have a great week!**

### The Dawn of System Leadership

#### Part IV: Gateways to Becoming a System Leader

(By Peter Senge, Hal Hamilton, and John Kania)

##### • Tools for seeing the larger system.

Tools that help people **see the larger system** integrate the different mental models of multiple stakeholders to build a more comprehensive understanding. **Systems mapping** can be used to extend this inquiry by helping stakeholders build a **visual picture** of the **relationship and interdependencies** beyond the boundaries they normally assume.

##### • Tools for fostering reflection and generative conversation.

Tools that help **foster reflection** and **generative conversation** are aimed at enabling groups to **slow down** long enough to “try on” other people’s viewpoints regarding a complex problem. These tools enable organizations and individuals to **question, revise**, and in many cases **release** their embedded assumptions. Examples include **peacekeeping circles** and **dialogue interviews**. Two other tools we have often seen used by system leaders are “**peer shadowing**” and “**learning journeys**.”

Embedded in tools like **peacekeeping circles, dialogue interviews, peer shadowing, and learning journeys** is a disciplined approach to observation and deeper conversations called the “Ladder of Inference.”

System leaders committed to practicing with the ladder learn to pay better attention to how their **often unconscious assumptions** shape their perceptions, from what **data they notice** and **do not notice** to the conclusions they draw. The ladder also provides a **reorientation path** for shifting behavior, from **asserting subjective assumptions** as reality, to **identifying what facts** people have and the reasoning by which they interpret those facts. Winslow calls it “an essential tool for the **deeper listening** that builds networks of collaborating change leaders.”

##### • Tools for shifting from reacting to co-creating the future.

Building the capacity to shift from **reacting to co-creating** is anchored in relentlessly asking two questions, **What do we really want to create?** and **What exists today?** This creative tension, the gap between **vision and reality**, generates **energy**, like a rubber band stretched between two poles. Helping themselves and others generate and sustain **creative tension** becomes one of the **core practices of system leaders**.

##### • Dawn Awakening.

We believe **system leadership is critical** for the times in which **we now live**, but the ideas behind it are quite old.

*\* Article from the Stanford Social Innovation Review (Winter 2015)*



#### ACPS 2020 Strategic Plan Goals

- Academic Excellence and Educational Equity:** Every child will be academically successful and prepared for college, work and life.
1. **Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth.
  2. **An Exemplary Staff:** ACPS will recruit, develop, support, and retain a staff that is best for Alexandria’s students.
  3. **Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments.
  4. **Health and Wellness:** ACPS will provide access and support that enables students to be healthy and ready to learn.
  5. **Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations.

### 1. Old Dominion University (ODU) Doctoral Cohort Program

- Are you interested in earning a Doctorate in Education with a Concentration in Educational Leadership while working full-time in your current school leadership role?

Applications are now being accepted for the **Executive Ph.D. Cohort 5** which begins **Fall 2019** at Old Dominion University. **Applications are due June 1, 2019.** The Executive Ph.D. in Educational Leadership Cohort is designed for educational leaders working full-time in PreK-12 schools and divisions. **PreK-12 school leaders take classes as part of the Cohort in which students discuss and research educational problems of practice and policy.**

- Course content is designed to help students use research, theory, and their professional expertise to advance organizational change in their own organizations. The Cohort program builds an intensive professional learning community in an executive-style accelerated doctoral program.
- For more information, please contact Dr. Karen Sanzo, Graduate Program Director, via email ([ksanzo@odu.edu](mailto:ksanzo@odu.edu)) or at 757-683-6698. Please see the [ODU Doctoral Cohort Program brochure](#) for more information.

### 2. Educational Leadership Program Monarch Lead Cohort PreK-12 School: Transforming Today's Educators into Tomorrow's Leaders

The Monarch Lead Cohort program is designed to provide aspiring school leaders with the knowledge and skills to serve as high-quality ethical leaders. All classes are held in a live, online format delivered through a virtual web-based classroom. Students are not required to drive to campus or to a higher education center to attend class (except for Accelerated Cohort members).

- Virginia public school employees receive a 25% discount off the full tuition rate. This program is designed to meet the needs of full-time educators. You can complete a M.Ed. or Ed.S. degree and obtain school leadership licensure in less than two years while still continuing to work.
- Please click on this link for more information: <https://online.odu.edu/programs/educational-leadership-administration-and-supervision>

\*ACPS offers Tuition Assistance! For more information, click here: <http://www.acpsk12.org/pl/tuition-assistance/>\*

If you have any questions, please contact Dr. Karen Sanzo, Graduate Program Director, via email ([ksanzo@odu.edu](mailto:ksanzo@odu.edu)) or at 757-683-6698. Please see the [Educational Leadership Program brochure](#) for more information.

### 5th Annual Children and Youth Workshop: Global Fables, Folklore, and Fantasy in Children's and Youth Literature

**Date** Wednesday, April 10, 2019 (10:00 a.m. - 3:00 p.m.)

**Location** Ralph J. Bunche International Affairs Center at Howard University (first floor)  
2218 6th St NW, Washington, DC 20059

Join Howard University for their 5th Annual Children and Youth Literature Workshop, co-sponsored by CCAS Georgetown University, the Center for African Studies at Howard University, the Howard University School of Education, and the Institute for Middle East Studies at the George Washington University. The workshop will explore the enjoyment of these three genres of literature for children and youth, and discover *deeper aspects* of the stories that teach about geography, socio-economic issues, politics, and universal wisdom that have made these narrations durable staples in literature for young and old alike. **Speakers include Animal Village author Nelda Latif and Dr. Roberta Robinson, children's literature expert and book awards reviewer for the Middle East Outreach Council (MEOC).**



Teachers will select books and other resources to take home. Lunch will be provided. Please register at:

[https://docs.google.com/forms/d/e/1FAIpQLSc2aDmvNkeFiZNRbmDHP3UIYx8\\_B2I-2tLhuFRv1OohThAPwg/viewform?vc=0&c=0&w=1](https://docs.google.com/forms/d/e/1FAIpQLSc2aDmvNkeFiZNRbmDHP3UIYx8_B2I-2tLhuFRv1OohThAPwg/viewform?vc=0&c=0&w=1)

## Your Feedback is Valued!

Do you have any topics of interest that you want featured in the Pursuit of Excellence? If so, please email [Sahar Wiltshire](mailto:Sahar.Wiltshire).

\*Please note: all Pursuit of Excellence newsletters are posted on [Canvas](https://www.canvas.com). Log in with your ACPs Google ID to access these newsletters.

### Classroom Management Skills: Crisis Management

**Teachers play an essential role in the education system.** One of the most important roles they play is that of a classroom manager. Managing classroom disruptions are an integral part of any good classroom management program. It is important that we divide our response into two parts - **calming the situation and intervening to resolve these issues.**

**The tips below are concrete examples to help teachers deal with classroom disruptions to avoid potential crises:**

**A student calls another student a name, and that student hits him.**

Teacher (to the hitter): "You have every right to defend yourself from insults, but hitting isn't an acceptable method. We need to have a conversation about better ways to solve this problem."

**Student (out loud): "I hate this class!"**

Teacher: "And yet you still come. That takes a lot of courage. Let's find a way to make this class better for you. I hope you have some worthwhile suggestions."

**Student: "I'm not going to, and you can't make me. You're not the boss of me!!"**

Teacher: "That is a great refusal. If anyone ever offers you drugs, that is exactly what I want you to say. Can you practice one more time?"

**Student tells the teacher to \*\*\*\* off.**

Teacher: "You must be incredibly angry to use that kind of language with me. We need to find a way that is more acceptable to display your anger, but right now, I'm too angry with you to discuss this situation calmly. We must talk later when we are both ready."



These are just examples. **Each one of us has to find a comfortable voice to be able to mean what we say.** Insincerity never works because children can read it much more often than we realize.

**Remember, to follow these calming techniques up with an intervention strategy; they will not solve the problem. Try imagining what approach you would use when things calm down.**

\*Submitted by Arnecia Moody, Lead Social Worker and Adapted from [www.edutopia.org](http://www.edutopia.org)

[Register Here!](#)

### Voices for Virginia's Children Summit on Childhood Trauma and Resilience

To mark the milestone of their 25th anniversary, **Voices for Virginia's Children is hosting the Virginia Summit on Childhood Trauma and Resilience.** The focus of this summit is both **policy changes and practices** to prevent adverse childhood experiences and promote resilience.

The morning of the summit will feature a **keynote by Dr. Nadine Burke Harris**, founder of the *Center for Youth Wellness* and author of *The Deepest Well*. Dr. Burke Harris was just named California's first surgeon general. To provide context to Virginia's efforts to improve trauma-informed policy and practice, members of the Governor's administration and the General Assembly will share their perspectives on a policy panel.

The afternoon of the summit will **feature breakout sessions** highlighting trauma-informed practice and policy change at the local/regional level and across sectors such as education, children's mental health, health care, and child welfare.

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|------------------------|---|
| <b>Date and Time</b>   | <b>April 25, 2019 (8:30 a.m. - 4:30 p.m.)</b>                                     |
| <b>Location</b>        | <b>Greater Richmond Convention Center - 403 N. 3rd Street, Richmond, VA 23219</b> |
| <b>Keynote Speaker</b> | <b>Dr. Nadine Burke Harris</b>  |