

Desired Successor Superintendent Characteristics Alexandria City Public Schools

To assist with the identification of the skills and characteristics required for the district's next educational leader the Alexandria City School Board sought input from students, parents, staff, and community members via focus groups, interviews, community forums and a digital input process. Based on this input, the desired characteristics for the new superintendent, as expressed by the various stakeholder groups, center around a **unifying student-first vision, commitment to diversity, community engagement, and sound operational and financial expertise.**

Core Professional & Leadership Qualities

- **Visionary & Strategic:** A leader with a clear, long-term vision who can provide organizational stability, set high academic standards, and "think out-of-the-box" to solve complex problems.
- **Decisive & Accountable:** A leader who is willing to make tough, data-informed decisions, take ownership of results, and hold both themselves and the staff accountable for student outcomes.
- **Experience & Track Record:** Preference for an experienced superintendent with a proven track record of improving student achievement, managing large, complex, and diverse school divisions, and implementing successful change management.
- **Operational & Financial Acumen:** Someone who possesses strong management skills, understands budget forecasting, can drive operational excellence, and can identify efficiencies without negatively impacting classroom instruction.

Leadership Style & Vision

- **Visible and Engaged:** A leader who is physically present in schools, accessible to staff and students, and fosters a climate of mutual trust and respect.
- **Transformational and Decisive:** An executive who is not afraid to make difficult decisions, acts as a change-maker, and is willing to take calculated risks to improve the division.
- **Committed and Long-term:** Someone who views the role as a long-term commitment rather than a career steppingstone, and who intends to become an integral part of the community.
- **Resilient and Thick-skinned:** A leader capable of navigating the district's complex politics and vocal special interest groups without losing focus on the district's mission.

Relationship & Trust Building

- **Bridge Builder:** A critical requirement to build a collaborative relationship with the School Board, City Council, City Manager, and the community.
- **Empathetic Communicator:** A leader who practices active listening, is transparent, and communicates effectively with diverse groups, including those where English is not the primary language.
- **Collaborative:** A leader who values and seeks out the input of teachers, support staff, and parents, ensuring that decisions are informed by those serving on the front lines.

Academic Focus & Accountability

- **Student-Centered:** A laser-like focus on the educational needs of all students, prioritizing student outcomes and their learning experience over internal politics or optics.
- **Results-Oriented:** A laser focus on improving academic outcomes (math/ELA scores), closing achievement gaps, and strengthening the high school academies model for all students at Alexandria's multi-campus high school.
- **Data-Driven:** An instructional leader who uses data to make informed decisions, holds the division accountable for performance, and sets high expectations for all employees.
- **Experienced:** A proven leader with a successful track record in comparable, diverse, and complex urban school divisions.

Operational, Financial & Talent Acumen

- **Fiscally Responsible:** A leader capable of creative budgeting, managing limited resources effectively, and advocating for funding at local, state, federal levels.
- **Operationally Competent:** Someone who understands the importance of operational excellence—such as facility maintenance, transportation, and safety—recognizing that these are foundational to successful learning environments.
- **Talent Acquisition and Retention:** Demonstrated capability to recruit and retain diverse talent that reflects the student body and community. Ability to implement creative recruitment strategies and build capacity of faculty and staff to support long term goals with limited resources.

Cultural Competence & Inclusivity

- **Equity-Focused:** A leader who authentically values the district's diversity, understands the unique needs of immigrant families and English Learners, and promotes equitable resource distribution.
- **Culturally Competent:** A leader who is respectful of the district's international community (127+ languages) and is committed to fostering an inclusive environment.

In regard to leadership experiences and accomplishments, the ACPS successor superintendent candidate will:

- Have demonstrated highly successful educational and instructional leadership experience in a community with similar strengths, complexities, demographics, and challenges.
- Have or be immediately eligible for Virginia DOE 8 VAC 20 Division Superintendent license.

Compensation:

A multi-year contract with salary in the range of \$305,000 subject to actual qualifications, experience, credentials and negotiations. Benefits similar to other district employees, applicable VA statues and subject to negotiation.

Interested and qualified individuals can learn more about the position and apply at:

<https://hyasearch.com/job/superintendent-alexandria-va/>