

The PassKey is a monthly Initiative newsletter that delivers news on improving student achievement and building teacher capacity through the PAHSCI instructional coaching model.

Newsletter Archives

- [September / October 2008](#)
- [May 2008](#)
- [April 2008](#)
- [March 2008](#)
- [February 2008](#)
- [January 2008](#)
- [December 2007](#)
- [November 2007](#)
- [September / October 2007](#)
- [May 2007](#)
- [April 2007](#)
- [March 2007](#)
- [February 2007](#)
- [January 2007](#)
- [December 2006](#)
- [November 2006](#)
- [October 2006](#)
- [September 2006](#)
- [May 2006](#)
- [April 2006](#)
- [March 2006](#)
- [January 2006](#)
- [December 2005](#)

THE PASSKEY

HELPING TEACHERS HELP STUDENTS

Founded by
ANNEBERG FOUNDATION
APRIL 2007 VOLUME 2 / ISSUE 8



The Principal as Instructional Leader: A Different View	2
"Ownership" of Professional Development Extends to Coaches	2
How Does Coaching Nurture Teacher Leaders?	3
PDE Adopts Job Description for Coaches	3
Letter from PAHSCI's Executive Director	4

HOW LEADERSHIP SUPPORTS COACHING & PROFESSIONAL GROWTH

By Deborah Jackson, Superintendent, Burgettstown Area School District

In the Burgettstown Area School District, a Culture of Learning exists that includes the administration, faculty, and students. Professional development for administrators through the University of Pittsburgh's Principal Academy, the Educational Leadership Institute, and the Pennsylvania High School Coaching Institute (PAHSCI), train principals to learn and practice leadership skills while valuing these daily practices.

Prior to being named a PAHSCI participant, principals used walkthroughs as a means of encouraging positive instructional practices. The use of this evaluation model built a trust between administrators and faculty. Since being included in PAHSCI, the principals have expanded PLN and PLN training in Leadership and at regional workshops. Immersion into the learner practices has enabled principals and other administrators to establish credibility with the faculty and to track alongside the literacy and math coaches to update teaching practices.

Recent changes to the reflective bagging agreement have encouraged the faculty to take ownership of their own professional growth. A three-tiered evaluation model that includes clinical observations, walkthroughs,

and personal growth allow administrators and teachers to focus on instructional strengths and improve upon areas that need to be addressed. The personal growth record complements the need for study groups and permits teachers to observe one another informally in a classroom setting. With teachers sharing within the walkthrough or personal growth model of evaluation, principals have more time to work with new faculty as they enter a most demanding profession. The addition of these thirty-five minute time periods allows principals, coaches, and teachers increased professional development time weekly.

This attention to professional growth has emerged from the shared understanding that a Culture of Learning exists through collaborative leadership that addresses the aggregate needs of students, faculty, and administrators.

Please visit the Anneberg Institute for School Reform's *Tools for School Improvement Planning on Leadership*. This web page provides resources for school leaders on evaluating leadership needs, skills, and effectiveness:
<http://www.anneberginstitute.org/tools/Tools/index.php?tabid=3>

POINTS TO PONDER: THE LEADERSHIP EFFECT

The 100-question *Research for Education and Learning (REBEL)* examined the effect of superintendent leadership on student achievement in a research study using quantitative methods. The study's findings show a statistically significant relationship between district leadership and student achievement (a positive correlation of .24); effective superintendents derive their efforts on creating goal-oriented districts; and length of superintendent tenure is a district positively correlates to student achievement. (Waters, J.T., & Harrison, R.J. (2006). *School District Leadership and Works: The Effect of Superintendent Leadership on Student Achievement*. NERL, 3)

MARK YOUR CALENDAR

MAY 20, 31 Statewide Networking Meeting
JUNE 25, 26, 27 Annual Centralized Course

Check our website for PLN course dates at www.paschooling.org

November / December 2008