

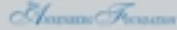
The PassKey is a monthly Initiative newsletter that delivers news on improving student achievement and building teacher capacity through the PAHSCI instructional coaching model.

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THE PASSKEY

HELPING TEACHERS HELP STUDENTS

Founded by

 APRIL 2007 VOLUME 2 / ISSUE 8



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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, family, 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 which influence these daily practices.

Prior to being named a PAHSCI participant, principals used multitasking as a means of encouraging positive instructional practices. The use of this embedded model built a trust between administrators and family. Since being included in PAHSCI, the principals have attended PLN and PLN2 training in Lancaster and at regional workshops. Immersion into the learner practices has enabled principals and other administrators to establish credibility with the family and to track alongside the literacy and math coaches to update teaching practices.

Recent changes to the collective bargaining agreement have encouraged the family to take ownership of their own professional growth. A three-tiered embedded model that includes district observations, multitasking,

and personal growth allow administrators and teachers to focus on instructional strengths and improve upon areas that need to be addressed. The personal growth model complements the need for study groups and permits teachers to observe one another informally in a classroom setting. With teachers sharing within the multitasking or personal growth model of embedded, principals have more time to work with our family as they enter a more demanding performance. The addition of these duty-free minutes 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, family, and administration.

Please visit the *Assessing Instruction 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.assessinginstruction.org/tools/Tools%20on%20Leadership%20Index>

POINTS TO PONDER: THE LEADERSHIP EFFECT

The 100-million *Research for Education and Learning (RELE)* 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 superintendency 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*. NREL, 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