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for Building Capacity

Professional Development to Improve Leadership Evaluation and Feedback; Mechanisms for Evaluation; Mechanisms for Feedback:

Assistant Superintendent Coaching; Mechanisms for Feedback:

Teaching and Learning Teams; Incentives; Salary Increment;

Achievement Bonus; Determination of Bonus Award Amounts; Impact on Principals; Impact on Schools; Impact on Classrooms and Students;

CHAPTER FOUR: Capacity-Building Interventions; Professional Development; Evaluation and Feedback; Incentives; Summary of Key Findings

CHAPTER FIVE: Principals' Leadership Practices, Principals' Skills, and School- and Classroom-Level Responses to the Pittsburgh Principal Incentive Program

Changes in Principals' Leadership Practices and Skills; Principals' Practices; Principals' Perceptions of Their Skills and Need for Support; Other Staff Perceptions of Principals' Leadership; Perceived Role of the Pittsburgh Principal Incentive Program; School- and Classroom-Level Changes; In-School Professional Development;

Incorporating Data into Instructional Leadership; Teaching and Learning Teams; Changes in Classrooms; Summary

CHAPTER SIX: Principals' Performance on Rubric and Achievement Measures

Principals' Performance on the Evaluation Rubric; Principals' Performance on the Achievement Bonus Measures; Bonus Payments and Principals' Mobility; Summary; CHAPTER SEVEN: Student Achievement Trends; Achievement Trends; Addressing Racial/Ethnic and Socioeconomic Achievement Gaps; Summary; CHAPTER EIGHT: Key Findings and Recommendations; Key Findings; What Is the District's Theory of Action Regarding How the Pittsburgh Principal Incentive Program Is Expected to Promote Improved Student Outcomes? How Were the Pittsburgh Principal Incentive Program Capacity-Building Interventions Implemented, and How Have Principals Responded to Them?

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Sommario/riassunto

This report examines Pittsburgh Public Schools' implementation and outcomes of the Pittsburgh Principal Incentive Program from school years 2007-2008 through 2010-2011, how principals and other school staff have responded to the reforms, and what outcomes accompanied program implementation.
