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Summary; Acknowledgments; Abbreviations; CHAPTER ONE: Introduction; What We Know About Relationships Between School Leadership and Student Achievement; The Need for New Systems for Evaluating Principals; Evaluation Questions; Organization of This Report; CHAPTER TWO: Data Sources and Analytic Approach; Data Sources; Principal Surveys; Coach Surveys; Teacher Survey; Interviews with Building-Level Staff; Interviews and Email Communications with District-Level Staff and External Consultants; Reviews of Documentation

Principals' Scores on the Administrators' Performance Standard Rubric; Student Data; Analytic Approach; Principal, Coach, and Teacher Survey Data; Factor Analysis; Interviews with Building-Level Staff; District Interviews and Document Review; Rubric, Achievement, and Bonus Data; Method for Linking and Jointly Analyzing Rubric and Achievement Data; Limitations; CHAPTER THREE: District Context and Pittsburgh Principal Incentive Program Theory of Action; District Context and Related Reforms; Theory of Action Overview; Interventions 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?

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.
