The documents provided in this handbook are solely for reference purposes and are not to be used in any other capacity.

Legal materials - if any - contained in this handbook are meant to be informational and do not constitute legal advice. Should you desire legal advice on any topic, please contact the law department or your attorney.

The Pittsburgh Public School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, gender, sexual orientation, age or disability, in its activities, programs or employment practices as required by Title II of ADA, Title VI, Title IX and Section 504. It is the policy of the Pittsburgh Public School District to make all services, programs and activities available and to provide reasonable accommodations to persons with disabilities. For more information regarding accommodations, civil rights or grievance procedures, contact: Ms. Susan Sinicki, Manager of Employee Relations, Office of Employee Relations, Pittsburgh Public School District, 341 S. Bellefield Avenue, Pittsburgh, PA 15213-3516; Phone: (412) 622-3691 (voice/TTY/TDD); Fax: 412-622-3691
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EXCELLENCE and EQUITY for ALL
Our Theory of Action
Promise-Readiness

Our Priorities:
Effective Teachers

Principal Effectiveness
- Pittsburgh Urban Leadership System of Excellence (PULSE)
  - Principal Leadership Development
  - Administrative Induction Program
  - Leadership Academy
  - Assistant Superintendent Support
  - Performance-Based Evaluation
  - Performance-Based Compensation
  - Leadership for racial Equity

Instructional Effectiveness
- Early Childhood Education
  - Rigorous Curriculum
  - Aligned Assessments
  - Response to Intervention (RTI)
  - Career & Technical Education (CTE)
  - Extended Time for Learning
  - Culturally-relevant Programming

Central Office Effectiveness
- Human Resources (HR)
- Information Technology (IT)
- District Leadership Team

Environments that Support Teaching & Learning
- Family Community Engagement
- Safe & Welcoming Schools
- Equity as a Value
- Positive Behaviors & Habits
- Exploring Ambitions & Dreams
- Cultural Proficiency

Supports

Pittsburgh Public Schools

The Pathway to the Promise.
GENERAL INFORMATION FOR ALL ADMINISTRATORS

STATEMENT OF PURPOSE

This handbook is the joint effort of the Office of Human Resources and the Pittsburgh Administrators Association (PAA). Its purpose is to inform all administrators employed by the Pittsburgh Board of Public Education of their employee rights, benefits and method of compensation.

This handbook is for informational purposes only. Any questions which may arise relative to any rights, benefits, or components of a compensation plan will not be resolved by this handbook. Such resolution will be achieved by reference to the School Code, the compensation plan adopted annually by the School District, and such other laws and Board resolutions as define the right or benefit over which a question may arise.

Following the signing of any Act 93 Administrators Compensation Plan, designated representatives of the PAA and the School District shall meet to make needed changes to this Handbook.

DEFINITION OF TERMS

When used in this handbook:

- “Act 93” refers to the right for administrators to meet and discuss, in good faith, with the School Board. It also requires a written compensation plan, as board policy, that includes a description of the compensation and benefits.
- “Administrator” refers to any school-based administrator on a School Administrators Salary Schedule or Pittsburgh Principal Pay for Performance Program and all employees on the Support Administrators Salary Schedule or any other salary schedule for employees represented by the PAA.
- “PAA” means the Pittsburgh Administrators Association.
- “Board” means the Pittsburgh Board of Public Education and its administrative offices.
- “School District” means the School District of Pittsburgh, the Pittsburgh Board of Public Education and its administrative offices.
- “School-based Administrator” refers to those administrators such as principals, assistant principals, and other school based administrators who are directly responsible for the daily running of a school or a school program.
- All principals are governed by the Pittsburgh Principal Pay for Performance Plan. All future compensation for principals will be determined through the annual opportunity to earn both a performance increment and an achievement bonus.
- “Support Administrators” refers to administrators such as senior program officers, directors, program officers, coordinators, assistant directors, associate directors, staff specialists, curriculum specialists (appointed after January 1, 2002) or other administrative employees who provide indirect services to the schools. These administrators are on the Support Administrator salary schedule.
- “Administrative Service” is the time served since the date of appointment as an administrator. An administrator, in a bona fide vacancy, who is involuntarily bumped from an administrative position, and who subsequently is returned to the same or different administrative position, shall have both periods of service counted; however, no time outside of the administrative ranks is included. An acting administrator who is converted to regular administrator in the same position without any
intervening time outside of the administrative ranks shall have administrative service counted from
the date of appointment as an acting administrator. An individual who serves as an acting
administrator and is then returned to a position outside the administrative ranks shall not have that
time as an acting administrator counted towards any future calculation of administrative service.

POLICIES AND EMPLOYMENT PROVISIONS

Pittsburgh Administrators Association Dues Payment
The School District, upon authorization of the individual administrator, allows a payroll deduction each
pay period for dues, payable monthly, to the Treasurer of the Pittsburgh Administrators Association. The
School District reimburses the PAA $200.00 annually per member.

Act 34 and Act 151 Clearances
Administrators who have been employed at least three (3) years are required, as a condition of continued
employment, to obtain and submit to the District once every three (3) years Act 34 and Act 151
clearances.

Policy Statement Regarding Nondiscrimination
It is the law of the Commonwealth of Pennsylvania and the United States of America that employers shall
not discriminate on the basis of race, sex, age, handicap, national origin, creed, and/or religion in hiring,
promotion, demotion, and other employee matters, and also with regard to the education of students. It
is the continuing policy of the Pittsburgh Board of Public Education not only to abide by these laws, but
also to adopt and to enforce in all aspects of school affairs a nondiscrimination policy involving matters of
race, sex, age, handicap, national origin, creed, and/or religion.

This policy means not only that employees and children should not be denied equal employment and
educational opportunities for discriminatory reasons, but also that employees should not take
discriminatory actions toward other employees or students, including the use of negative racial
terminology or sexual reference which reasonably could be taken by another employee or students to
constitute discrimination or harassment.

In order to meet its obligations under the law and make its policy effective, the Pittsburgh Board of Public
Education must enforce this policy of nondiscrimination. Enforcement means that the Pittsburgh Board of
Public Education will continue to impose disciplinary action where appropriate and even discharge where
justified because of the failure of an employee to conform to the law and the Board policy of
nondiscrimination because such charges are counterproductive and disruptive of the educational
process.¹

Board Policy Regarding Privileged and Confidential Information
Any breach of confidential information - which is made confidential under the School Code of 1949 (as
amended), any other statutory enactment, or which is marked "classified," "privileged," or confidential" -
may lead to disciplinary action up to and including discharge.

Personnel File Review:
An administrator has the right to:

¹ This policy regarding nondiscrimination shall be adhered to in all matters and proceedings between the Pittsburgh
Board of Public Education and the Pittsburgh Administrators Association.
• Review with professional representation - limited to two (2) individuals - the contents of his/her personnel file to the extent required by law.
• Receive copies upon request of any document contained therein with the exception of confidential employment records.

The Board will protect the confidentiality of personal references, academic credentials, and other similar materials.

No derogatory material shall be placed in an administrator's personnel file without a conference and review of material with said administrator. The administrator may include in the file a rebuttal to said materials.

**Settlement of Disputes or Issues**
In the event a dispute or issue arises between an administrator and the School District, such disputes or issues should be submitted in writing to the Chief Human Resources Officer within thirty (30) days of the date the administrator knew (or should have known) of the dispute or issue. The administrator is responsible for providing all pertinent information at the time of the submission of the dispute/issue. The Chief Human Resources Officer will conduct a thorough investigation of the matter, including the scheduling of a meeting if necessary. Within ninety (90) days, the Chief Human Resources Officer will provide a written response as to the recommended resolution of the dispute/issue.
COMPENSATION AND TALENT MANAGEMENT

COMPENSATION PLAN FOR ADMINISTRATORS

General
Administrative salaries are established through the procedure mandated by Act 93 of 1984 and are pursuant to the meet and discuss process between the Pittsburgh Administrators Association and the Pittsburgh Board of Public Education.

Payment of Salary
Salaries are paid to administrators in bi-monthly installments for each of the twelve (12) months of the year on the closest working day to the fifteenth and the last day of the month.

PRINCIPAL PAY FOR PERFORMANCE PLAN – EVALUATION AND COMPENSATION

Overview
Principals of the Pittsburgh School District are evaluated and compensated based on the Pay for Performance Compensation Plan. The plan correlates principal pay with demonstrated growth in student achievement and principal performance. The plan establishes that each principal shall have a base salary and, additionally, the opportunity to earn annually a performance increment of up to two thousand dollars ($2,000) and an annual achievement bonus of up to ten thousand dollars ($10,000). The performance increment is based on the performance assessment of principals as determined by the rubric. The achievement bonus is determined based on a growth index.

Definitions
The following terms, as used in this Plan, are defined below:

- Plan – Pittsburgh Principal Pay for Performance Plan
- Rubric – The performance rubric which is based upon the Interstate School Leader Licensure Consortium standards
- Assistant Superintendents – The evaluators of school principals are the Assistant Superintendents of School Management who bear responsibility for direct supervision and evaluation of school principals.

Coverage
The Plan applies to principals and co-principals within the Pittsburgh School District. Excluded from the Plan are assistant principals, principals on special assignment, specialists, directors, supervisors and others who are not serving in the role of school principal.

Principals, or acting principals, who serve in a principal assignment for less than a semester, are not eligible to earn an increment or a bonus. If a principal, or acting principal, serves more than a semester, but less than a full year, the increment or bonus earnings will be prorated.
The total Administrative Compensation Plan includes both salary and fringe benefits.²

**Authority**
The Chief of School Performance and the Assistant Superintendent³ will, either singularly or in concert with one another, have the authority to:
- Evaluate principal performance on the rubric
- Assign the appropriate performance increment and confirm the achievement bonus determined through the student achievement index calculation

**Plan Structure**
The structure of the Performance Pay Plan shall include three (3) components which, together, determine a principal’s total annual compensation:

**Base Salary**
Principal base salary is determined by the following rules:

For Principal’s hired or promoted before July 1, 2011:

- Any Principal hired into a Principal position before July 1, 2011 who has remained in the same school level position since July 1, 2011 remains on the 10 step School Administrators Transition Pay Schedule. Each administrator in this situation has had his/her base pay frozen at their most current pay level. Any increase in pay is based on the annual student achievement bonus and performance increment.
- Any Principal hired into a Principal position before July 1, 2011 who has transferred to a different school level principal position after July 1, 2011 will have his/her base pay calculated in the following way: the most current pay level will be used as a starting point. $2,000 will be added or $1000 will be subtracted⁴ according to the number of school levels the Principal has increased or decreased. The base pay calculated in these scenarios is individualized. Additional increases in pay are based on the annual student achievement bonus and performance increment.

**School Levels:**
- High School Principals
- ALA K-8 and ALA Middle School Principals
- K-8, Middle and Special School Principals
- ALA Elementary School Principals
- Elementary School Principals

For Principals hired or promoted after or on July 1, 2011:

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² Any amendments to the Plan may be approved by the Board after meet and discuss sessions with representatives of the Association, pursuant to Act 93.
³ Both of whom are certified to evaluate principal performance
⁴ The $1000 dollar decrease applies to a principal who is assigned to, or voluntarily seeks a transfer to, a school at a lower level. This provision does not apply when a principal is solicited to accept an assignment at a “high-needs” school.
• Any Principal hired into a Principal position after July 1, 2011 (both new hires to the District and current employees moved into a Principal position) has been placed at a base salary according to the School Administrators Salary Schedule. Placement on this schedule is determined based on the level of knowledge and skill the administrator possesses. Additional increases in pay are based on the annual student achievement bonus and performance increment.

Performance Increment
The evaluation year for determining the performance increment shall be July 1 through June 30, annually. A performance increment of up to two thousand dollars ($2,000) may be earned annually based on an assessment using the performance rubric. A principal assessed as proficient across the five (5) performance standards and 22 components of practice in the performance standards evaluation rubric will be eligible for the performance increment. This increment will be included in the base salary.

The process for utilizing the rubric and determining the performance increment is set forth in Section 1 of this appendix. In order to be eligible for the maximum increment of $2,000, a principal must achieve Adequate Yearly Progress.

Note: For experienced principals not on evidence collection, satisfactory completion of a professional growth project also renders a principal eligible for a performance increment of up to $2,000.

Principals of Special Schools
Special school principals are eligible to receive an amount up to $2000. This amount is based on demonstrating proficiency on the Administrators’ Performance Standard Rubric or completion of a directed professional growth project.

Student Achievement Bonus
An achievement bonus of up to ten thousand dollars ($10,000) can be earned annually based on demonstrated growth in student achievement. The bonus amount will not be retained in a school administrator’s base salary.

Note: The Student Achievement bonus formula is set forth in Section 5 of this appendix.

Eligibility Requirements:
Eligibility for the annual $10,000 bonus will be contingent upon meeting at least five (5) of the eight (8) individual school PSSA goals provided to principals at the start of the school year. If a principal achieves at least five (5) of the eight targets, then the principal gains access to the bonus. The bonus will be calculated using the same measurement of student growth.

Evaluation Process
The Rubric
The performance standards in the rubric reflect current knowledge and demonstration of the qualities of school leaders that impact student learning. The standards are applicable to all levels of leadership and are comprehensive. The seven (7) standards identified as critical to successful school leadership are evaluated across four (4) performance levels: rudimentary, emerging, proficient and accomplished.

The differentiated evaluation model consists of three (3) categories:
• Novice principals – first two (2) years in the principal position or first year of service to the District.
• Experienced principals – two (2) or more years as a principal in the District or one (1) year as a new principal to the District.
• Intensive support – may be used for principals with rudimentary performance in one (1) or more components of professional practice or for any principal who has been identified as appropriate to be in the intensive support category.

Frequency and process of evaluation:
• Novice principals: two (2) formal evaluations (once per semester); total of four (4) formal observations over two (2) years; focus on standards 1, 2 and 3.
• Experienced principals: Formal annual evaluation once every three (3) years; all seven (7) standards [twenty-eight (28) components] with evidence.

The Evaluation Cycle
The performance evaluation system will cycle experienced principals through a three (3) year rotation. Principals will be divided into heterogeneous cohorts.

Three (3) year rotation:
One (1) year will consist of a cohort of principals being evaluated formally and then, the next two (2) years, they will complete a directed professional growth project designed to impact student achievement.

Note: Information of Directed Professional Growth Projects is provided in Section 2 of appendix B.

The evaluation rubric still will be utilized during the Directed Professional Growth Project years but principals will not be required to collect artifacts and evidence as they are in the formal evaluation year.

Plan Provisions

Work Year and Vacations
The following vacation provisions are applicable to Principals:

Principals are on a twelve (12) month, two hundred fifty (250) day annual work year which correlates with the base salaries set forth in the Plan.

Principals receive twenty-five (25) days of paid vacation annually. The provisions for vacations and holidays pertaining to support administrators are applicable to principals.

Annual work calendars are established by mutual agreement between a principal and his/her Assistant Superintendent. No more than three (3) consecutive vacation days should be taken on days when school is in session. Exceptions require the written approval of the Assistant Superintendent.

Payment of Performance Increment
The performance increment is paid as follows:

• The increment is paid in the year following the year in which it is earned.
• The increment is paid as a monthly differential.
• The increment begins with the October 15 payroll each year, with the retroactive increment earning for July, August and September paid at that time.
• The annual amount is to be paid even if employment is severed prior to the end of the payout year.

5 These have been established through the meet and discuss process.
The school administrator must work a full "earning year" in order to be eligible for the performance increment, i.e., no partial increments shall be paid to resignees and retirees for the portion of the school year such employees worked prior to severing employment.

Evaluation on the rubric, and therefore the related performance pay, moves with principals in the event they are given different school assignments during the course of a single evaluation year.

Teachers, assistant principals or others in "move up" situations are not eligible for the performance increment.

Payment of Student Achievement Bonus

The achievement bonus for administrators will be paid as a onetime, lump-sum payment that will be included in the regular paycheck for the first semimonthly pay of October. The bonus will be taxed at the prevailing Federal Supplemental Tax Rate.

Principals of schools designated as programs are not eligible to receive an achievement bonus.

Principals at K-8 schools with two (2) campuses which have two (2) principals will each receive the achievement bonus resulting from consideration of the whole school eligible student population.

Impact of absences and other mobility circumstances on the entitlement to the increment and the bonus

The following rules apply:

- A continuous absence (for non-elective illness/surgery) of less than six (6) calendar weeks will not disqualify a principal from receiving the full increment and bonus.
- A continuous absence (for non-elective illness/surgery) which extends beyond six (6) calendar weeks shall affect the amount of increment and bonus for which the principal is eligible on a prorated basis, including the initial six (6) weeks of absence.
- Non-consecutive absences due to illness will not affect a principal's eligibility to receive the increment or bonus if the total number of days is less than fifteen (15) days in a school year. Absences in excess of the fifteen (15) days shall reduce the eligibility for both the increment and bonus on a prorated basis, inclusive of the initial fifteen (15) days of absences due to illness.
- Principals, or acting principals, who serve in a principal assignment for less than a semester, are not eligible to earn an increment or a bonus. If a principal, or acting principal, serves more than a semester, but less than a full year, the increment or bonus earnings shall be prorated.
- A principal may make a written request to the Assistant Superintendent to adjust his/her previously approved work schedule in order to utilize vacation time during an extended sickness. Such a request may be submitted to the Assistant Superintendent and the Assistant Superintendent shall make a decision in writing, including the impact such an adjustment will have on the earnings potential for the increment and bonus.

Special Provision for Certain Principal Transfers

The performance pay plan shall encourage principals to accept assignments at schools that are more challenging or more difficult than their current school assignment by allowing the Superintendent to have the discretion to protect the bonus earnings of a principal who has been transferred. A principal so designated may be guaranteed he/she will receive no less than the average of the prior three (3) year bonus amounts for up to two (2) years.

Ratings

The rating form in Section 1 of this appendix is aligned with the rubric and is the form used to rate principals as required by the Code. A below-average or unsatisfactory rating must have supporting anecdotal information attached and renders the principal ineligible for the performance increment and achievement bonus.

6 Nothing in this Plan shall supersede the School Code requirement that professional employees be rated annually pursuant to the procedures and requirements set forth in the Code.
ADMINISTRATORS NOT COVERED BY THE PRINCIPAL PAY FOR PERFORMANCE PROGRAMS

Non-Principal Administrators
Non-principal administrators are either on the School Administrator’s salary schedule or, if in an administrative support role, on the Support Administrator’s salary schedule.

Assistant Principals:
The Performance Rubric and the School Administrator Rating form contained in the Pittsburgh Principal Pay for Performance Plan is also applicable to Assistant Principals. However, Assistant Principals will not be compensated based on the Pay for Performance Plan.

Increment Advancement
Increment advancement on existing salary schedules occurs annually for Support Administrators, Assistant Principals, and other administrators not covered by the Principal Pay for Performance Program.

However, upon receiving a below-average or unsatisfactory performance evaluation the administrator is not eligible for increment advancement or the next general salary increase. Entitlement to non-retroactive regularly scheduled increment advancement and general salary increases will commence following the receipt of a satisfactory performance rating.

AYP Bonus Eligibility
Principals, assistant principals and administrators on the Support Administrator salary schedule in positions which require a certificate will be eligible for $1,000 annual bonus if the District achieves (AYP). The bonus will be paid out in the subsequent school year following the district’s notification of whether or not it achieved District-wide (AYP). This bonus is not rolled into base salary.

SCHEDULING OF WORKDAYS

All administrators must schedule their workdays (and have such schedule approved) for the succeeding annual period of July 1 through June 30. Any changes to this schedule desired by the administrator, once submitted, must be reviewed with his/her immediate supervisor and forwarded to the Office of Human Resources.
REDUCTION IN FORCE

Should there be a reduction in force impacting school-based administrative positions, including principal, director, and assistant principal, the displacement hierarchy shall be as follows: 7

PROMOTIONAL OPPORTUNITIES

In order that all administrators may be aware of promotional opportunities that exist, bona fide promotional opportunities will be posted publicly prior to being filled or promised for filling in accordance with the following provisions:

- Promotional opportunities to be posted will include all those positions for which administrative personnel are eligible.
- The posting of promotional opportunities shall include a brief statement of requirements for the position and the necessary qualifications for eligibility.
- The posting of promotional opportunities will be included on the District’s website.
- Lists of promotional opportunities shall be posted on November 1, December 1, the 3rd school day of January, April 1, May 1, and June 1. November, December, and January postings will include promotional opportunities effective both February 1 and September 1.
- Administrators available for various promotional opportunities will have seven (7) working days from the time of posting of the available position to apply.
- Promotional opportunities for September 1 and February 1 will become known after June or the 3rd school day in January respectively, and will be posted at the administration building only. These postings will be done on June 15 and July 1, insofar as the period after June 1 is concerned. The seven (7) working day period normally allowed before filling the position need not be observed after July 1 and the 3rd school day in January or when an emergency or unexpected vacancy occurs if that opening must be filled immediately.
- Administrators who apply for promotional opportunities shall receive email notification of the receipt of such applications from the Office of Human Resources even if electronically filed.
- Applicants for legitimate vacancies shall be afforded an interview for such positions.
- In the event that the number of applicants for a position is overwhelming and interviewing all applicants would be burdensome, all applications shall be reviewed by the appropriate Human Resources personnel or designees. Those individuals eliminated from the selection process at that point shall be informed by email from the Office of Human Resources that they are not being considered for the position.
- Upon filling positions, all applicants for such positions (unless previously notified) shall be informed via email from the Office of Human Resources that the position has been filled and encouraging the applicants to consider applying for future promotional opportunities.
- It is incumbent on the applicant prior to applying for any promotional opportunity to be fully aware of all requirements for positions posted such as residency, certifications, degrees, and employment status as the result of accepting such a position (i.e., tenured position versus a contract position) etc.

7 This hierarchy reflects the provisions of the Section 1125.1 of the Public School Code of 1949 as amended. The code mandates the realignment of staff in the case of reductions in force in a manner which results in the furlough or realignment of staff according to District seniority, in a lateral or downward direction.
• The posting of promotional opportunities is for the purpose of informing administrators of available opportunities and does not constitute any offer or guarantee of selection.
• The posting of promotional opportunities will include notification to the Pittsburgh Administrators Executive board in care of the designated representative of the PAA.

Promotion within Administrative Ranks
In the case of promotions within the administrative ranks, the promoted administrator will be placed at the appropriate new level and on at least the same step as he/she was placed prior to the promotion. In all cases, promoted individuals shall be placed at a step which provides an appropriate salary increase. The increment date for those promoted within the administrative ranks shall be the following January 1.

Position Closing and/or Promotions from one Administrative Salary Schedule to Another
In the event of position closings or promotions which entail moving an administrator from the School Administrators’ Salary Schedule to the Support Administrators’ Salary Schedule or vice versa, careful consideration will be given to ensure appropriate salary schedule placement. Necessary salary adjustments shall be made in conferring with affected administrators so that the rationale for such adjustments is clearly understood by all parties.

Promotion from other School District of Pittsburgh Non-Administrative Positions and/or Newly Hired Administrators
In the case of promotions from non-administrative positions with the School District of Pittsburgh, promoted individuals shall be placed at the appropriate level for the position at step one (1).

The School District has the discretion to place newly hired administrators based on their experience and/or skill.

The increment dates for individuals promoted/newly hired correspond with the date of promotion/hire as follows:

<table>
<thead>
<tr>
<th>Date of Promotion/Hire</th>
<th>Increment Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1 – June 30 (of a calendar year)</td>
<td>The following January 1</td>
</tr>
<tr>
<td>July 1 – December 31 (of a calendar year)</td>
<td>The second January 1</td>
</tr>
</tbody>
</table>

Additional Considerations:
• Program Officers – The initial placement for individuals promoted to or newly hired in this position classification from without the administrative ranks shall be Level 3, Step 11 of the Support Administrator’s salary schedule.
• Senior Program Officers – The initial placement for individuals promoted to or newly hired in this position classification from without the administrative ranks shall be Level 1, Step 11 of the Support Administrator’s salary schedule.
• Acting Positions – An individual appointed to an acting position is, in fact, a placeholder for an administrator who may be on leave or provisionally/temporarily placed in another District

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8 Placements will be made in accordance with existing promotional language.
9 In all cases of promotion within the administrative ranks, the language found above shall apply in determining the appropriate step placement.
10 In all cases of promotion within the administrative ranks, the language found above shall apply in determining the appropriate step placement.
administrative position, but who is expected to return to the original position held. Such acting appointments do not guarantee permanent placement in the position held or any other promotional position in the event the individual on leave or temporarily placed does not return. In such cases, the position will be posted in accordance with existing procedures for posting promotional opportunities.

Procedures Pertaining to the Work Year for Assistant Principals Serving as Acting Principals

When Principals are absent for an extended period of time, Assistant Principals may be placed into Acting Principal roles. Principals work a 250 day work year (with 25 vacation days), while Assistant Principals work a 208 day work year. Thus, the following protocol is used to determine pay and work schedule:

- Assistant Principals who are placed in Acting Principal roles will show in Board Minutes as a transfer from one position to another with change of salary. The base salary of the Assistant Principal and the 208 day work year will not change.
  - A differential of $250.00 shall be paid on a monthly basis. The differential will be retroactive to the first of the month following the month in which the absence began.
- In the event it is necessary for the Acting Principal to work more than 208 days in order to fulfill necessary responsibilities, the Assistant Superintendents will authorize and obtain Board approval for extra work days.
- On July 1, the Acting Principal will revert to his/her Assistant Principal position. The base pay will not change, but the differential will cease.

PROFESSIONAL IMPROVEMENT PLANS

Professional Improvement Plans will be developed to support administrators in need of growing their practice. A Professional Improvement Plan (PIP) will be developed between the administrator and his/her immediate supervisor before ratings are issued. In developing improvement plans, the administrator will be permitted, at his/her request, to have PAA representation present. The Professional Improvement Plan will:

- Indicate specific areas of deficiency, provide resources for support (to the extent available as determined by the position held)
- Assign specific responsibilities for providing support
- Have specified timeline
- Have a set schedule for meetings to review progress

Any Professional Improvement Plan shall be reasonable and doable, allowing every opportunity for the administrator to demonstrate that he/she is able to perform at the expected level(s).

ADVANCED STUDY SALARY CREDIT

Salary credit to administrators for advanced study and training - that meets specific School Board established guidelines - is available upon application. All degrees and/or course work from a state-accredited four-year, degree-granting university, college, or affiliated institution must be presented to the Board at designated times on an official transcript to be allowed for advanced study.

The rules and regulations pertaining to advanced study credit are issued each year. A document and guidelines concerning advanced study is available in the Office of Human Resources.
M/M Equivalent + 10 Credits ... add $240
M/M Equivalent + 20 Credits ... add $480
M + 30 Credits ................. add $720
M + 40 Credits ................. add $960
M + 50 Credits ................. add $1200
M + 60 Credits ................. add $1440
Doctorate ..................... add $4800
NBPTS Certification .......... add $5520

LONGEVITY INCREMENT

A longevity increment is available, upon application, to administrators with a specified number of years of service in the Pittsburgh Public Schools. Administrators who are eligible for the longevity increment must complete the appropriate forms and present them, along with employment verification for service outside the Pittsburgh Board of Education, to the Office of Human Resources.

ADMINISTRATORS PROFESSIONAL INCREMENT (API)

An Administrators Professional Increment (API) will apply after both ten (10) years and after fourteen (14) years of service as an administrator (both school-based and non-school based) in the Pittsburgh Public Schools. The value of the increment is as follows:

<table>
<thead>
<tr>
<th>Years of service</th>
<th>Increment Value and Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>$100 per month payable over 12 months</td>
</tr>
<tr>
<td>14</td>
<td>An additional $100 per month payable over 12 months</td>
</tr>
</tbody>
</table>

Administrators who meet the qualifications above will be identified, through The Office of Human Resources, on a monthly basis. Time will be deducted for any unpaid leave of absence or time not served as an administrator.

If an administrator is found to be eligible the increment will be added as a component of their compensation.
Mandated Benefits

Benefits mandated by law:

- Minimum Salaries
- Educational Increments
- Act 110 of 1988
- Leave for Elective Public Office
- Pensions, including any retirement window
- Workers Compensation
- Tenure
- Military Leave
- Family and Medical Leave Act
- Consolidated Omnibus Budget Reconciliation Act (COBRA)
- Unemployment Compensation
- Ten (10) days' sick leave
- Sabbatical Leave
- Americans with Disabilities Act
- Other benefits mandated by law

Health Care

Group Health Care Plans and Health Care Provider

All Group Health Care plans/coverage are maintained with Highmark as the carrier. The three Highmark plans are:

- Highmark Preferred Provider Organization (PPO) plan – Preferred Blue PPO
- Highmark Health Maintenance Organization (HMO) plan – Keystone Blue HMO with a vision care plan through Davis Vision Company.
- Highmark Preferred Provider Organization (PPO) plan with in/out of network deductible – Standard Blue PPO

Note: As of January 1, 2006 new hires may enroll only in the HMO or Standard Blue PPO plans.

Open Enrollment

Annual open enrollment periods shall occur in November each year for coverage commencing each immediately following January 1. Movement among the three Highmark plans during any annual open enrollment period shall not be subject to any preexisting conditions, limitations, or exceptions.

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11 These benefits are maintained as mandated by law. Nothing in this compensation plan shall be construed as providing any improvement in addition to that legally mandated unless an improvement is specifically provided as a non-mandated benefit.

12 The specific coverage provided by these plans is explained in booklets available through the Retirement & Insurance Office as well as the Highmark web site. The same provisions as apply to the Pittsburgh Federation of Teachers professionals regarding health insurance, including premium contribution provisions, shall apply to the members of the PAA. This includes comparable language dealing with the Medicare-Supplement allocation.
Payment of Premiums for Group Health Care Insurance and Continued Coverage for Retirees

Contributions of participating active administrators toward group health care coverage are based partially on the consideration that administrators receive post-retirement health care coverage in the School District’s employee health care group.

Payment of premiums is made according to the following provisions:

- Employees participating in the Highmark Choice Blue PPO plan contribute 5% of the applicable premium cost plus 20% of any increase premium cost from one (1) annual period to the subsequent annual period. This plan is only available as an option to employees that were enrolled in the Select Blue POS plan in 2006.
- Those participating in the Highmark HMO plan (Keystone Health Plan with Davis Vision) shall contribute 5% of the premium cost plus 20% share of premium increases using calendar year 2004 as the base year.
- Those participating in the Highmark PPO plan (Preferred Blue PPO) shall pay 5% of the total premium costs for their coverage plus a share of increased total premium costs from one (1) year to the next on a “1/4 employee to ¾ District sharing” of any annual rate increase of the total premium costs for the PPO. This ratio of sharing of costs applies to the remainder of any annual rate increase after the 5% regular employee contribution. Premium decrease shall be handled using the same ratio.
- Those participating in the Highmark PPO plan (Standard Blue PPO) with in/out of network deductible shall contribute 20% of the annual cost increase plus 5% of the total premium.

Where two (2) members of one (1) family are employees of the School District, the existing four (4) methods of premium determination are:

- Each party may elect individual coverage under the same group health plan; or
- Each party may elect two (2) different group health plans; or
- Both parties may jointly participate in family and dependent coverage under one of the group health plans, with continued credit for each party’s individual premium being given to the employee carrying the combined coverage before computation of the premium to be paid by the School District and by the employee for the family and depend coverage; or
- One party may elect individual coverage under any one (1) of the three (3) group health care plans while the second party may elect family and dependent coverage under either of the other two (2) plans not elected by the first party. Should this option be exercised by two (2) School District employees, the total premium costs incurred by the School District for both parties combined should not exceed the maximum possible costs which could be incurred by the School District for both parties combined under the two methods above.

Where administrators, by virtue of a policy provided by another employer to a spouse or domestic partner, have health care coverage equivalent to that carried by the District, the District is required to provide, or continue, duplicate health care coverage for such employees, provided that the District assures immediate and uninterrupted resumption of full District-provided group health care coverage to such employees, without any waiting period and without lessening of the extent of coverage in the event of either the cessation of or the interruption of the equivalent coverage being carried by the employee's spouse or domestic partner.

Payment of Premiums:

Payment of premiums is made with pretax dollars for all employee payments made toward any of the three (3) available group healthcare plans. Deductions for any employee premiums are made in equal amounts for each pay period.
Administrator Retirees
The School District provides to administrator retirees its share of payment of premiums for continued membership in and coverage under said group health care plans from retirement age to 65 or Medicare entitlement (whichever first occurs).

Coverage:
- Coverage in the group health care plans is for the individual administrator retiree or for the administrator retiree and spouse, domestic partner, or family/dependents--whichever one of the four options applies at the time of retirement.
- Coverage for the post-age 65 Medicare Supplement applies only to each eligible individual retiree and not to spouses, domestic partners, or family members except in the case where the spouse or domestic partner is also an eligible individual retiree.

Coverage in this post-retirement program will terminate with the death of the administrator retiree. In the case that both retiree and spouse or domestic partner are qualifying retired employees, the coverage will terminate only with the death of both retirees. Continued participation in the program may be possible under COBRA.

Premium Contribution:
Administrator retirees are required to pay fifty percent (50%) of any increased premium cost from one annual period (January 1 through December 31) to the subsequent annual period for any increase occurring on or after the employee's retirement date. The retiree's obligation for health care premium contribution shall not exceed fifty percent (50%) of the total premium cost for the coverage.

The School District will bill administrator retirees so that it does not make any payment toward post-retirement group health care coverage or toward post-retirement Medicare-Supplement coverage that, had an individual administrator retiree made the payment, the payment amount would qualify for state reimbursement to the retiree (presently $100 per month) under Act 23 of 1991 HIPAP (Health Insurance Premium Assistance Program) through PSERS.

Post-Age 65 Medicare Supplements
If at some future time any portion, or all of the costs of either Group Plans coverage or the Medicare-Supplement coverage is provided by another party such as the state, PSERS, Social Security, Medicare, some other federal or state program, or some other party or insurer, then the School District shall be relieved of the portion, or all, of the costs for whichever coverage(s) is (are) involved for so long as that alternate source of payment is in effect, provided that any alternate source of payment is always applied first to that part of the administrative retiree's Medicare-Supplement premium costs that are in excess of the maximum Board contribution of $645, $700, $800, or $1000 annually.

Extension of Health Care Benefits to Qualified Domestic Partners
Procedure to Obtain Coverage:
Qualified domestic partners of administrators who are eligible for coverage under the group health care plans are entitled to the same benefits as are available to the spouses of administrators covered by the Administrators Compensation Plan.

To be eligible as domestic partners, administrators must complete and file with Human Resources an affidavit of a qualified domestic partnership which shall attest that:
- Both parties are a minimum of eighteen (18) years of age and mentally competent at the time of application of benefits;
- Neither party is married or the domestic partner of another person;
• The partners are not related by blood to a degree that would otherwise bar marriage in Pennsylvania;
• The partners acknowledge that they have entered into the relationship voluntarily, willfully, and without reservation intending the relationship to be the functional equivalent of marriage, including; living together as a couple, mutual financial support, mutual caring, and commitment, mutual fidelity, and mutual responsibility for each other’s welfare;
• The partners have been in their relationship as described above for minimum of twelve (12) months prior to applying for benefits and have not terminated another domestic relationship within the previous twelve (12) months prior to applying for benefits;

In addition to an affidavit, the partners must provide documentary evidence satisfactory to the Board to establish at least two of the following criteria:
• Joint lease, deed, or mortgage agreement;
• Joint credit, saving, or checking account;
• Designation as the primary beneficiary in the employee’s will;
• Durable property or health care power of attorney granted by either party to the other;
• Mutual legal responsibility for the care of a child.

Upon receipt of such an affidavit, Human Resources will review the affidavit of a qualified domestic partnership and associated documents during an interview with the employee (at the time of application).

The affidavit and supporting documentation will be maintained in a confidential fashion. Once verified, personal information such as credit, saving, and/or checking account numbers may be removed from the documentation maintained by the District.

Disputes about determinations made by the District - as to whether or not an employee has satisfied the documentary evidence requirements to add a domestic partner - are subject to review by the administrator and the District. Decisions made by the carrier are not subject to review.

If the qualified domestic partnership ends and/or the relationship no longer qualifies as a domestic partnership under the requirements set forth above and the non-employee qualified domestic partner has been receiving such benefits, the employee must send written notification of termination to the District’s benefits office within thirty (30) calendar days of the end of the qualified domestic partnership.

Provisions Regarding Dependents
Children who qualify as eligible dependents of the administrator for Federal Income Tax purposes may be enrolled as dependents in the employee’s benefits on a pre-tax basis if they do otherwise meet plan requirements for eligible children. Children of the domestic partner who are not dependents of the administrator are not eligible for benefits coverage.

The eligible domestic partner and any dependent children enrolled in a covered benefit program are eligible for COBRA (Consolidated Omnibus Reconciliation Act) coverage as otherwise available to a spouse or dependent children if the employee terminated employment with the Pittsburgh Public Schools loses eligibility for benefits (e.g., goes from full time to part time status), or if the domestic partner relationship is terminated.

Administration of Benefits
The tax-treatment of this benefit is governed by inter alia, the Internal Revenue Code, and the regulations promulgated pursuant to the Code. The PAA and District intend to administer this benefit in accordance with applicable laws and regulations affording the most favorable tax treatment permitted. 13

13 The PAA and the District intend to administer the benefit set forth above in a manner consistent with applicable law. If any provision above or any application of those provisions to any employee/retiree or
Coverage of Dependents
The District will diligently monitor the continuing eligibility of dependents claimed by each and every administrator or retiree insured under the District’s plan. Accordingly, the District has the right to investigate the continuing validity of dependents claimed for coverage by any active or retired administrators. In addition, the District may perform random dependent eligibility audits of any active or retired insured to confirm that the dependent continues to enjoy eligibility for coverage under the Administrators Compensation Plan and/or health care plan requirements. Failure to accurately identify eligible dependents and/or notify the District of ineligibility may result in disciplinary action up to and including termination.

Coverage For Part Time Administrators
In the event that a current, regular full time administrator is involuntarily reduced or transferred to part time status, he/she will be considered a grandfathered part time administrator, meaning he/she will continue to participate in health care on the same terms that he/she had prior to becoming part time and until such a time as he/she reverts back to full time status. At any point that a grandfathered part time administrator subsequently converts to full time status, the formerly grandfathered administrator would be subject to the terms and provisions of the Administrators Compensation Plan.

This treatment of an involuntarily reduced or transferred regular full time administrator shall continue only for so long as the administrator has no opportunity to resume full time status, but shall expire as soon as a full time opportunity is presented regardless of whether the administrator decides to fill the position or not.

There shall be no grandfathering of regular full time administrators who voluntarily transfer to part time status.

Mail Order Prescription Drug Program
The Board offers the opportunity to participate in a mail order prescription drug program.

Dental Care Plan
The School District maintains a Group Dental Care Insurance program available to administrators. This plan includes both individual and family/dependent coverage. The coverage provided by this program is detailed in the brochures available through the Retirement & Insurance Office. The School District pays the full premium cost for both individual and family/dependent coverage.

Employee Wellness
All administrators are eligible to participate in the Highmark Lifestyle Returns Program. As such, the employee premium contribution amounts for administrators includes a $5/month surcharge which is reimbursed at twice the value to each administrator who fulfills the requirements of Lifestyle Returns. The Lifestyle Returns bonus is paid in the month of December to all eligible administrators.

Note: the Lifestyle Returns program is not being implemented in 2012 and 2013.
COBRA
The School District complies with the provisions of the Consolidated Omnibus Reconciliation Act of 1986 (COBRA) which provides for a temporary extension of health care insurance and dental care insurance coverage at group rates at the administrator’s expense, in certain instances where coverage under the plan would otherwise end.

Premium Conversion Plan
The School District offers a premium conversion plan in accordance with applicable laws and legislation.

LIFE INSURANCE AND DISABILITY

Term Life Insurance Policy
Group Term Life Insurance
All administrators are covered by a group term life insurance policy, with premiums paid for by the School District. The group term life insurance amount is $100,000.

Administrators will have the option of purchasing additional term life insurance and Accidental Death & Dismemberment coverage for themselves, as well as their spouse and dependent children through payroll deduction.

- $20,000 is the minimum amount an employee can purchase.
- An administrator can purchase up to five (5) times their basic annual salary, in units of $10,000 to a maximum of $500,000.

Upon termination of employment, for any reason, the administrator will have the option of converting the group term life insurance policy to an individual policy.

TIME-OFF/LEAVE

Vacation Provisions
All vacation days must be scheduled by mutual agreement between an administrator and his/her supervisor.

For administrators who receive a vacation allocation, the following provisions apply:

- 250 day administrators shall accrue vacation days annually at the rate of two (2) days per month until the maximum allotment for the position has been reached.
- No more than three (3) consecutive vacation days (with the Assistant Superintendent’s approval) should be taken, by Principals, on days when school is in session. Exception requires written approval of the Assistant Superintendent.
- Administrators in 250 day work year positions will be allotted twenty-five (25) vacation days annually after twenty-five (25) years of service with the School District, incrementing at the rate of one (1) day per year after twenty (20) years of service to a maximum of twenty-five (25) years. The defined work year for administrators will not be diminished by additional vacation days.
- Administrators currently working 250 days earn vacation days based on their previous work year. Vacation days must be used within the following work year. There is no automatic carry-over of
vacation days from year to year. Carry-over can only occur in extenuating circumstances and with the prior approval of the administrator's immediate supervisor.

- If carry-over vacation days are approved, the administrator must use such days within the first three (3) months of the new work year. However, there will be no payment for carry-over vacation days in the event an administrator severs his/her service with the School District during the first three (3) months of the new work year.

**Support Administrators**
Support Administrators have a minimum allocation as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Work Year</th>
<th>Vacation Entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>250</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>250</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>250</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>250</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>250</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>250</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>250</td>
<td>20</td>
</tr>
</tbody>
</table>

Support Administrators in all categories will be allotted twenty-five (25) vacation days annually after twenty-five (25) years of service for the School District of Pittsburgh incrementing at the rate of one (1) day per year after twenty (20) years of service to a maximum of twenty-five (25) years.

**Principals**
Principals receive 25 days of vacation, regardless of level.

**Assistant Principals**
Assistant Principals do not have a vacation allocation in as much as they are scheduled to work 208 days each July 1 to June 30 work year.

**Terminal Vacation Benefit**
School Based Administrators who were hired or promoted to administrative positions prior to January 1, 2000, will receive a terminal vacation benefit as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 days</td>
</tr>
<tr>
<td>2</td>
<td>25 days</td>
</tr>
<tr>
<td>3</td>
<td>24 days minimum, up to 25 days by adding one day if the retiring administrator has 25 years of service</td>
</tr>
<tr>
<td>4</td>
<td>22 days minimum, up to 25 days by adding one day for each year of service over 22 years</td>
</tr>
<tr>
<td>5</td>
<td>20 days minimum, up to 25 days by adding one day for each year of service over 20 years</td>
</tr>
</tbody>
</table>

The terminal vacation benefit shall be eliminated for any administrator promoted or hired as a School Administrator on or after January 1, 2000.
Administrators on the Support Administrators Salary Schedule are eligible to receive a terminal vacation benefit equal to the value of vacation earned, but not used, from July 1 to the date of separation.

**Holidays**

Twelve-month administrators are entitled to twelve (12) workdays off as holidays in any calendar year. Less than twelve-month administrators do not have workdays scheduled on the holidays occurring during the months of the year in which they are employed.

The twelve holidays observed by the School District are the following:

- New Year’s Day
- Veteran’s Day
- Good Friday
- Thanksgiving Day
- Memorial Day (last Monday in May)
- Day after Thanksgiving Day
- Independence Day
- Christmas Day
- Labor Day
- Workday before Christmas Day*
- Workday before New Year’s Day*

*When Christmas Day and New Year’s Day fall on a Thursday, the Friday following is recognized as these holidays.

In case any holiday falls on a Sunday, the Monday immediately following will be recognized as the actual holiday. In case any holiday falls on a Saturday, the Friday immediately preceding the holiday will be recognized as the actual holiday.

**Leaves of Absence**

Administrators on approved leave without School District pay for study or other professional purposes shall receive advancement on the salary schedule while on such leave, provided the purpose(s) for which the leave was approved was (were) fulfilled by the administrator. Such leave is not ordinarily be granted until the administrator has completed two (2) years of service with the School District. Military leave is provided without regard to the number of years of service with the School District. Leaves of absence ordinarily are not extended into a second year, except in the case of maternity leaves and leaves related to childbearing and childrearing.

- When extending a leave of one (1) year or less, the School District will assume the cost of fringe benefits for the period of the extension.
- When extending a leave that exceeds one (1) year, the administrator will assume the costs of any fringe benefits which the administrator wishes to continue for the period of the extension.

Administrators on ordinary leave (without School District pay for study or other professional purposes) are considered to be in regular full-time daily work attendance and have the right to continue membership in and make contributions to the Pennsylvania Public School Employees’ Retirement system, subject to applicable requirements of said Retirement System.

Leaves without School District pay for reasons of health and other serious personal reasons may also be granted, subject to Board approval. Such leaves, if granted, do not include provision for salary schedule advancement.
Short-term leaves of absence with loss of pay lasting three (3) or more consecutive workdays may only occur following approval by the Board upon recommendation of the Superintendent, except in the case of emergency.

**Personal Leave**

Personal leave is defined as leave for the purpose of meeting urgent personal responsibilities and for meeting emergency situations. It must be utilized for the purpose or types of purposes for which it is intended and not for recreational reasons.

Personal leave is available to administrators under the following conditions:

- Administrators are eligible for up to two (2) personal leave days in each school year, beginning with their third year of continuous service.
- Personal leave days are non-cumulative except for purposes of severance pay computation.
- No reason shall be required of, nor need be given by the administrator, who is applying for personal leave, except as established by administrative procedures in effect.
- Provision of paid leaves of absence from regular school, evening school, summer school, or other summer employment, due to deaths in the family, is separate from personal leave, in accordance with administrative procedures in effect.

**Conversion of Unused Personal Leave to Sick Leave**

Personal leave days that are not used by an administrator during a qualifying twelve-month anniversary period are converted to additional sick leave days on the last day of the employee’s anniversary month.

**Absence Due to Illness (Sick Leave)**

Administrators may be absent due to illness (without loss of pay) for fifteen (15) workdays per year of employment. These days are cumulative indefinitely and usable without restriction unless otherwise provided.\(^{14}\)

The annual allowance shall accrue to new administrators upon reporting for work and on the first day of the anniversary month in each succeeding year of continuous employment.

All absences resulting from illness or accident must be certified by the administrator. In addition, a physician’s certificate is required in the following cases:

- When an administrator is absent both on a Friday and the following Monday;
- When the absence is three (3) days or more;
- When an administrator is absent both the day before and the day after a holiday period;
- When in the opinion of the immediate supervisor, an administrator has used sick leave excessively in one (1) and two (2) day absences.

**Sick Leave blocks in Excess of Forty (40) Days**

No sick leave blocks in excess of forty (40) days will be granted without submission to an Independent Medical Examination (IME) by the administrator requesting the leave. An IME will also be utilized if there is a pattern of intermittent sick leave or at the discretion of the Chief Human Resources Officer.

**Use of Sick Leave for Illness of Parent/Minor Child**

A maximum of five (5) of the total allotment of sick days per year may be used for the illness of an administrator’s elderly parent or a minor child (16 year of age or less) who is living at home. The existing

\(^{14}\) The policy of the Board is that sick and accident leave is not an earned privilege, like a vacation, but only to be used when an administrator is unable to work due to illness or injury.
provisions for the use of sick leave will apply for five (5) days (i.e., requirement for a physician’s certificate).

Leaves of absence due to disability (except for a work-related disability for which an employee is receiving Workers Compensation) are limited to a maximum of one (1) year.

**Noncumulative Sick/Personal Leave and Short-term Disability Plan for Eligible Administrators:**
The following provisions would replace, for certain eligible administrators, the practices pertaining to sick leave, personal leave, and severance pay.

- In order to provide income continuity in the event of illness or accident, the District provides a non-cumulative sick/personal leave account for each eligible administrator and, additionally, a short-term disability plan, the cost of which is paid by the Board.
- The plan is only applicable to administrators who are hired on or after January 1, 2008, and who are not required to receive cumulative sick leave pursuant to the School Code.

**Terms of Non-Cumulative Sick/Personal Leave**
Eligible administrators employed on a full calendar year basis are entitled to eight (8) days per year.

When three (3) or more days are used consecutively, verification of the necessity of the absence due to illness or urgent personal responsibilities must be presented upon the employee’s return to work.

Upon hire, employees receive, on a prorated basis, non-cumulative sick/personal leave days to be available until January 1 and restored on January 1 of each subsequent year.

**Short-term Disability Plan Provisions**
When an employee has utilized his or her allocation of annual non-cumulative sick/personal leave days, such employee is eligible to collect short-term disability benefits for up to fifty-two (52) weeks. Following a four day waiting period, (which may be offset by available unused non-cumulative sick/personal leave days) during which the employee must submit verification of the necessity for absence, a benefit of 66 2/3% of basic weekly earnings (does not include overtime or premium pay) shall be paid. The absence must be at least four (4) workdays in duration in order to be eligible for the payment of short-term disability benefits.

**Absence Due to Death in the Family**
Administrators are paid full salary or wages for absences that do not exceed four (4) workdays due to the death of a father, mother, sister, brother, husband, wife, child, grandchild, son-in-law, daughter-in-law, or parent-in-law (whether such relative was a member of the administrator’s household or not). This allowance is also applicable to any other relative who was a permanent member of the administrator’s household, or of any other persons with whom said administrator has made his/her home.

Administrators are also paid full salary or wages for absences that do not exceed one (1) day to attend the funeral of a first cousin, grandparent, brother-in-law, sister-in-law, aunt, uncle, nephew, niece, stepmother, stepfather, stepbrother, stepsister, half brother, or half sister. These relatives listed for one (1) day funeral absence includes relatives of the administrator’s spouse.

Leave granted due to death applies to the period of time of death and funeral, and will be approved only for consecutive workdays. Not more than one (1) day may be taken before death and all days of leave must be within a calendar period of six (6) days.

**Maternity Leave/Maternity-Related Provisions**
All female administrators who are employed in regular full-time positions, regardless of length of service, are entitled to maternity leave.
Childrearing leaves are available to male administrators and female administrators who are spouses or domestic partners of a woman giving birth. The leave will begin at the time of the birth of a child and/or immediately thereafter, for the same duration and under the same provisions that apply to female administrators giving birth.

Use of Sick Leave in lieu of Maternity Leave
The right of female administrator to use sick leave instead of maternity leave applies to the actual time of a disability due to childbirth and the period of recovery immediately thereafter. This provision includes the use of accumulated sick leave at the time of childbirth and any period of disability immediately preceding or following that time, or unpaid leave if the employee has exhausted all of her sick leave days. If this provision is used, the maternity leave entitlement is applicable to the involved female employee.

However, leave without School District pay for personal reasons relating to childbearing or childrearing – if they commenced immediately following such sick leave absence (either paid or unpaid) due to childbirth and the period of recovery immediately thereafter, is available to both male and female administrators.

Court Attendance and Jury Duty
An administrator who is subpoenaed for service as a witness in court or for jury duty is excused without loss of pay. Any compensation received for such service or duty is remitted to the School District or an equivalent amount will be deducted from the administrator’s salary or wages (except when such service or duty occurs on a snow day or other emergency day that subsequently must be rescheduled (made up)).

Administrators involved in Juvenile Court proceedings, including where the administrator has personally filed a charge involving a student and must appear in Juvenile Court, are excused without loss of pay.

Administrators requested by the School District to testify or be a witness in cases involving the School District on previously scheduled non-workdays may reschedule their workdays to include any such day(s).

Sabbatical Leave
Two (2) forms of leave exist for professional employees:

- A sabbatical leave for health
- A leave for professional development

Sabbaticals follow the protocols outlined below:

- Sabbatical leaves of absence for restoration of health or professional development are granted upon the receipt of the appropriate documentation.
  - Administrators applying for study sabbaticals must submit the required application form(s) and furnish all necessary information at least thirty (30) calendar days prior to January 1 or July 1.
    ▪ Exceptions to this thirty (30) day notice provision may be granted in special circumstances by the Office of Human Resources.
  - Sabbatical leaves of absence are granted only for one school year, or for two (2) semesters within two (2) school years.
  - No request is considered unless the employee has completed ten (10) years of satisfactory service in Pennsylvania as a professional employee, five (5) years of which must be consecutive service in the Pittsburgh Public Schools.
• The employee must agree to return to service in the School District for a period equivalent to the length of the sabbatical leave taken. Failure to do so will require the repayment of the benefits paid by the School District during the period of the sabbatical leave.

Specific Information Regarding Sabbatical Leaves for Professional Development
A leave for professional development must be directly related to the professional responsibilities of the employee. Upon application by an administrator, the Board may award professional leave day(s) without loss of pay to administrators who apply. Professional development leave shall be restricted to activities needed for certification or to improve professional competency as specified by the State Board of Education regulations or by state law.

• Before approval – The applicant must indicate the name of the institution which he/she will be attending and number of credits and subjects planned in the program of studies. Full-time student status is required. As soon as obtainable, present to the School District a copy of the registration form showing enrollment for at least nine (9) graduate credits, twelve (12) undergraduate credits, or 180 hours of professional development per semester.

• Prior to returning – Obtain reassignment forms from the Office of Human Resources. Within one (1) month of the reassignment date, present a transcript showing the completion of at least nine (9) graduate credits, twelve (12) undergraduate credits, or 180 hours of professional development per semester or trimester.

Specific Information Regarding Sabbatical Leave for Restoration of Health

• Before approval – Present a statement from your physician to the Office of Human Resources for review and concurrence by the School District physician.

• Prior to returning – Obtain reassignment and medical forms from the Office of Human Resources. Arrange for a physical examination, and have your physician complete the medical form. Submit completed reassignment and medical forms to the Office of Human Resources for approval.

Placement upon Returning from a Sabbatical Leave
An administrator returning from a sabbatical leave of absence will be returned to a position that is the same or equivalent to the position which he/she occupied prior to taking the sabbatical leave of absence.

• The School District has the right to make administrative transfers and placements; as such, the returning administrator may be placed in a different position as long as there is not substantial change in duties and the reassignment does not constitute a demotion.

Medical Clearance for Return to Active Service
Qualified medical personnel are available at the District Administration building, or at a District-established alternative location, for the purpose of approving employees for return to work after illness of thirty (30) or more cumulative workdays within a period of one (1) school year, a disabling injury, hospitalization, or extended leave for any reason. An administrator who receives a medical clearance is normally be returned to work the following workday.

The completed, District-required, medical clearance form must be delivered or mailed to Health Services prior to the day the administrator is to return to work.

Attendance Incentive
In addition to nonmonetary methods of recognition, administrators who have perfect attendance, or are absent only one (1) day, in a school semester are eligible for a drawing among all such employees who

15 Except in circumstances beyond the control of the School District
have demonstrated excellent attendance. Absences due to jury duty, funeral leave, personal leave, etc. are not included. The attendance incentive will total $3,000 ($6,000 annually).

RETIREMENT, RESIGNATION AND SEVERANCE-RELATED PROVISIONS

Retirement System
All administrators are required to become members of the Pennsylvania Public School Employees’ Retirement System. Administrators contribute to the retirement fund (by means of payroll deductions) a sum based on a percentage of their monthly salary. The School District of Pittsburgh also makes monthly contributions at a rate established by PSERS.

Application forms for entering the retirement system are to be completed in the Office of Human Resources at the time an administrator begins employment.

Social Security
All employees are covered by federal Social Security integrated with the Pennsylvania Public School Employees’ Retirement System. Contributions (by means of payroll deductions) are made in accordance with the applicable federal law.

Disability Retirement
Administrators approved for a disability retirement must sever their employment with School District within two (2) years of the effective date of the disability retirement.

Credit Union Summer Savings and Loan Payments
The School District, upon proper authorization of the individual administrator, permits the following:

- A payroll deduction for summer savings plan with the Pittsburgh Teachers Credit Union.
- A credit union payroll deduction for the purpose of repayment of credit union loans.

Severance
Severance Pay Eligibility:
Administrators with one (1) or more years of continuous service, who separate from employment with the Pittsburgh School District through resignation or retirement, but not through discharge for cause, are eligible to participate in the severance pay plan. Credit for the severance pay plan is as follows:

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<tr>
<td>2-3 years</td>
<td>2 years</td>
</tr>
<tr>
<td>3 or more</td>
<td>Full credit for service and/or accumulation of sick and personal leave</td>
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Circumstances of Severance
Retirement:
The term “retirement” refers to retirement under the provisions of the “Public School Employee’s Retirement Act” and the “Recodification Act of 1975.” This includes “early retirement,” any disability retirement, and any retirement falling into the following categories:
• At least twenty (20) years of credited service to the Pennsylvania Public School Employee’ Retirement System and having reached at least age fifty (50); or
• At least ten (10) years of credited service to PSERS and having reached age fifty-five (55); or
• Having reached at least age sixty-two (62) with at least one (1) year of credited service to the PSERS; or
• At least five (5) years of credited service to PSERS and having been placed on disability retirement following certification by a physician to be either physically or mentally incapacitated for the continued performance of duty.

Retirees Payment: Retirees are entitled to payment of 75% of their unused accumulated sick leave days and converted unused personal leave days. The retirees accumulated rate upon which severance pay is based is made at 50% of the administrator’s daily rate.

Retirees Payment: Retirees are entitled to payment of 75% of their unused accumulated sick leave days and converted unused personal leave days. The retirees accumulated rate upon which severance pay is based is made at 50% of the administrator’s daily rate.

Resignation:
The term “resignation” refers to normal resignations from the School District. It does not include voluntary forced resignation submitted for the specific purposes of terminating dismissal proceedings involving school conduct other than administrator performance.

Severance Pay Program: Severance payments are paid through a 403(b) programs to maximize tax savings and flexibility for retirees and resignees.

Resignees Payment: Resignees are entitled to payment for one third (1/3) of their unused accumulated sick leave days and converted personal leave days. The resignees “per accumulated day” rate upon which severance pay is based remains at $60.

Death:
In the event that an administrator dies while in active service, he/she will be considered a retiree or a resignee for severance pay purposes. Proper severance pay payment will be made to his/her estate, including the terminal vacation benefit due at the time of his/her death. Consideration as a retiree is applicable if the employee is eligible for superannuation retirement, withdrawal allowance, or disability retirement.

Rehires:
Any rehire who received severance pay payments at his/her earlier resignation will have any subsequent severance pay payment determined in the following manner:
• The rehire’s second severance pay payment (at either retirement or resignation) is based on accumulated sick leave and personal leave.
• The total of the rehire’s two severance pay payments combined cannot exceed the maximum severance pay payment allowable at the time of his/her eligibility for a second severance pay payment.

Severance Pay Enhancement
Eligible School Principals:
School Principals who provide notice of their intent to retire by February 1st annually will have 75% of unused accumulated sick leave days and converted unused personal leave days paid at 65% of the school principal’s daily rate. To be eligible, the Principal must comply with the following provisions:
• Remain actively employed with the School District until the conclusion of the school year.
• Not have used more than 15 sick days in the school year preceding his or her retirement.
Administrators other than Principals:
Administrators will have 75% of unused accumulated sick leave days and converted unused personal leave days paid at 65% of the administrator's daily rate. To be eligible, the Administrator must comply with the following provisions:
- Provides 120 days notice of his/her intent to retire
- Does not use more than 15 sick days in the one (1) year prior to his/her effective retirement date

Transfer of Sick Days between School Districts
The School Code of Pennsylvania allows professional employees to transfer twenty-five (25) or fewer sick leave days into a school district or from a school district. Such cases be handled in the following manner for purposes of severance pay eligibility:
- Any professional employee who transfers twenty-five (25) or fewer sick leave days to another school district at the time of resignation from the Pittsburgh School District will have that number of sick leave days deducted in full from said employee's total accumulation of sick leave before any severance pay computations are made.
- Any newly-hired or rehired professional employee who transfers twenty-five (25) or fewer sick leave days into the Pittsburgh School District at the time of new employment or reemployment will have that number of sick leave days fully credited for purposes of subsequent severance pay eligibility.

Severing Employment
An Administrator who is either unable to return to his or her regular position or to obtain another regular position with the School District within two (2) years of the date of a disability will have his or her employment terminated. The two year period will commence from the date of disability. If the administrator returns to work for a period in excess of sixty (60) calendar days during the 2 year period, the administrator's two (2) year time period will start over.

Disputes over a disabled administrator’s eligibility to return to work will be submitted to a third party physician selected by the School District and the PAA. The decision of this physician is final and binding and is not subject to the grievance and arbitration procedure. Implementation of this procedure cannot occur prior to ninety (90) calendar days before the administrator’s date of termination. The cost of the examination and report is shared equally by the School District and the PAA.

Should any provision of this section be found to be in conflict with this law with the Americans with Disabilities Act (ADA), the requirements of ADA will prevail.

Employee Security
Workers Compensation Coverage
The following provisions apply to Workers Compensation coverage for administrators:
- An administrator shall in no event be paid an amount in excess of his/her full regular salary when receiving payments from any combination of Workers Compensation and sick leave. Nothing in this article shall be construed to provide any Workers Compensation or pension benefits of any kind which are in addition to or in excess of the maximum benefits under the pension and Workers Compensation laws of the Commonwealth of Pennsylvania.
- The administrator utilizing sick leave under any of the following options shall expend sick leave at the of one-half (1/2) sick leave day for each day he/she receives full pay through a combination of Workers Compensation payments and sick leave payments.
- An administrator who has a compensable disability and is eligible for Workers Compensation as provided by law:
  - May use any available sick leave for all the workdays he/she is absent. Upon return to work, the administrator will have one-half (1/2) of the sick leave days he/she utilized while absent restored to his/her sick leave accumulation.
May use Workers Compensation payments only and forego any use of sick leave days. (No income taxes are deducted from Workers Compensation payments.)

- May use sick leave until his/her sick leave days are exhausted and then elect Workers Compensation payments only, or elect Workers Compensation payments only at any time prior to exhausting all of his/her sick leave. In either event, the restoration of one-half (1/2) the number of sick leave days that the administrator has utilized occurs only upon the administrator's return to active service.

- Workers Compensation benefits from the first day of the occurrence of the Workers Compensation incident are the same irrespective of which of the options described above the administrator chooses. An administrator is required to file a Workers Compensation claim in a timely manner.

- The School District will deduct Retirement System employee contributions from the Workers Compensation payments and also to make the District’s proper Retirement System employer contributions as permitted by law. Under the present pension law, an administrator may receive full Retirement System credit under this procedure for up to a maximum of one (1) full year.

- If an administrator's compensable disability exceed one (1) year, the returning administrator need not be returned to the same position in the same school or schools.

- Administrators absent as a result of assault suffered while in the performance of their assigned school duties are excused without loss of pay or sick leave for the duration of confinement under a physician's care, starting with the third (3rd) consecutive school day of such absence, but not for a period to exceed twenty (20) school days of such compensation.

  - At the end of that period, the worker's compensation options may be utilized as appropriate and warranted. The Board may request the administrator to undergo a medical examination by a Board physician in connection with any claim for compensation under this provision.

Unemployment Compensation (State and Federal)
All administrators are provided the Unemployment Compensation coverage applicable to all Pittsburgh Public Schools employees, in accordance with state and federal law.

Miscellaneous
Attorney’s Fees Reimbursement
The School District reimburses reasonable attorney’s fees and costs required to defend an administrator against civil and/or criminal procedures upon the advice of District Counsel that the administrator was acting within the scope of his/her employment and that the fees and costs incurred are reasonable.

Mileage Reimbursement
Mileage reimbursement will be at the prevailing Commonwealth of Pennsylvania rate.

Vandalism Fund
An annual vandalism fund is allocated for each school year and summer for all administrators and other School District employees. The purpose of this vandalism fund is to reimburse administrators and other School District employees for damage to, or loss or destruction of, personal property, excluding money, incurred in the performance of their duties.
APPENDIX A:

NON-SCHOOL BASED ADMINISTRATORS

Executive Directors
Support Administrators
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Executive Directors
### PROFESSIONAL RATING FORM

(SUPPORT ADMINISTRATORS - SUPERVISORY)

<table>
<thead>
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<th>Location</th>
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<tbody>
<tr>
<td></td>
<td>Position</td>
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#### I. PREPARATION
- Leadership, Planning, Decision Making
- Establishes clear mission and vision for the office/program as a unique entity within the school district.
- Establishes an annual operations plan, which aligns with board priorities and sets performance targets.
- Ensures education, development, and training experiences are available for office/program employees.
- Participates with Office of Human Resources in selection of staff.
- Develops a team, shared decision making with staff and other central office and school staff.
- Works constructively with employee unions and associations, and operates consistent with collective bargaining agreements.
- Keeps abreast of laws, research, and successful professional practices related to administration and instruction.
- Establishes a positive office climate where continuous improvement in job performance occurs.
- Develops an administrative team which manages the implementation of the office/program plan.
- Organizes and manages staff in accordance with the policies of the school district.

#### II. TECHNIQUE
- Operational Management
- Manages the change process to reach district goals and targets.
- Manages, monitors, and evaluates office/program operational plan.
- Manages in accordance with local, state, and federal laws, regulations, guidelines, and procedures.
- Documents significant accomplishments for public reporting.
- Ensures input from school staff, students, parents, community, and other central office staff to improve the quality of service.
- Investigates concerns raised by school staff, students, parents, community, and other central office staff and responds in a timely manner.
- Regularly interacts with the community, represents the district at community activities, serves on community-wide task force boards and work committees, and engages in community service.
- Develops partnerships with businesses, universities, professional organizations, and community organizations which support and extend the work of the office/program.
- Manages a staff and works, drug, alcohol, and positive discipline environment where improvements in productivity occur.
- Leads a variety of activities such as team meetings and consensus building to create high morale among all employees.
- Engages all staff in supporting the needs of schools.
- Demonstrates skill in communicating school district goals and objectives to assigned personnel and supports the alignment of their work with school board priorities.
- Provides equity of access to all learning opportunities for all students.
- Ensures equity of access within the system for all stakeholders.
- Conducts observation of staff performance, provides feedback, and makes appropriate interventions in accordance with the performance appraisal system.
- Provides incentives, disincentives, and interventions to produce superior performance.
- Develops office/program budgets and efficiently manages funds.
- Participates with Office of Human Resources in the fair and accurate evaluation of the performance of staff.
- Demonstrates skill in motivating and supervising personnel.
- Provides timely and accurate information to the superintendent and school board.
- Assesses the trends of student performance and determines needed systemic or office/program interventions.

#### III. STUDENT REACTION
- Students are actively engaged in learning.
- Students demonstrate communication skills and study skills.
- Students are guided and stimulated toward achievement of high standards.
- Students, in general, show growth and progress as evidenced by the student assessment system (e.g., standardized tests, performance assessments, portfolios, state assessments).
- Students demonstrate democratic principles and recognize the importance of getting along with others.
- Students are required to maintain socially acceptable behavior.
- Students are informed and aware of the legality and dangers relating to drug and alcohol involvement.
- Students are required to meet attendance standards, which are enforced.

#### IV. PERSONAL QUALITIES
- Demonstrates ethical behavior, emotional maturity, and sound judgment.
- Maintains personal, professional, and social standards of behavior.
- Maintains professional appearance.
- Maintains a professional attitude.
- Performs work consistent with applicable laws, regulations, policies, and procedures.
- Develops and maintains professional relationships with colleagues.
- Values appropriate diversity of ideas, perspectives, people, and experiences.
- Maintains regular attendance and is punctual.

---

I certify that the above named employee for the period beginning and ending has received a rating of

- [ ] Satisfactory
- [ ] Below Average
- [ ] Unsatisfactory

Date: [ ]

Sup's Signature: [ ]

☐ Satisfactory ☐ Below Average ☐ Unsatisfactory

*Below Average bordering on Unsatisfactory and must be documented.*
SCHOOL DISTRICT OF PITTSBURGH

Executive Directors Salary Schedule

January, 2011

Executive Directors

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<th>Step 1</th>
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<tr>
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</table>

**Satisfactory**
Service of employee sufficiently acceptable to justify continuation of employment.

**Unsatisfactory**
Improvement is essential to justify continuation of service.

<table>
<thead>
<tr>
<th>Position</th>
<th>Date</th>
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</table>

### I. Preparation

*Leadership, Planning, District Climate*
- Assists in establishing a clear mission and vision for the office/program as a unique entity within the school district.
- Assists in establishment of an annual performance plan which aligns with board policies and goals for performance.
- Participates in education, development and training experiences which are available for office/program employees.
- Participates with Office of Human Resources in selection of staff.
- Develops teamwork and shared-decision making with staff and other central office and school staff.
- Works collaboratively with employee unions and associations, and operates consistent with collective bargaining agreements.
- Keeps abreast of laws, research, and successful professional practices related to administration and instruction.
- Establishes a positive office climate where continuous improvement in job performance occurs.

### II. Technique

*Operational Management*
- Manages the change process to reach district goals and targets.
- Manages and evaluates office/program work plan.
- Manages in accordance with local, state and federal laws, regulations, guidelines and procedures.
- Documents significant accomplishments for public reporting.
- Uses input from school staff, students, parents, community and other central office staff to improve the quality of service.
- Investigates concerns voiced by school staff, students, parents, community and other central office staff and responds in a timely manner.
- Regularly interacts with the community, represents the district at community activities, serves on community-wide task forces, boards and work committees, and engages in community service.
- Assists in developing partnerships with businesses, universities, professional organizations and community organizations which support and extend the work of the office.
- Manages a safe and caring, drug-free, disciplined and positive office climate where improvements in productivity occur.
- Uses a variety of strategies such as teamwork and consensus building to create high morale among all employees.
- Engages all staff in supporting the needs of schools.
- Demonstrates skill in communicating school district goals and objectives to assigned personnel and supports the alignment of their work with board priorities.
- Provides equity of access to all learning opportunities for all students.
- Ensures equity of access within the system for all stakeholders.

### III. Student Reaction

*Student Results*
- Students are actively engaged in learning.
- Students demonstrate communication skills and study skills.
- Students are guided and stimulated toward achievement of high standards.
- Students, in general, show growth and progress as evidenced by the student assessment system (e.g., standardized tests, performance assessments, portfolios, state assessments).
- Students demonstrate democratic principles and recognize the importance of getting along with others.
- Students are required to maintain socially acceptable behavior.
- Students are informed and aware of the responsibilities and dangers relating to drug and alcohol involvement.
- Students are required to meet attendance standards, which are enforced.

### IV. Personal Qualities

*Personal Professional Qualities*
- Demonstrates ethical behavior, emotional maturity, and sound judgment.
- Maintains good grooming and personal hygiene.
- Maintains poise and composure.
- Maintains a professional attitude.
- Performs work consistent with applicable laws, regulations, policies and procedures.
- Develops and maintains professional relationships with colleagues.
- Values appropriate diversity of ideas, perspectives, people, and experiences.
- Maintains regular attendance and is punctual.

I certify that the above named employee for the period beginning _______ and ending _______ has received a rating of

- [ ] Satisfactory
- [ ] Unsatisfactory

Date

Supt's.

Signature

*Below Average bordering on Unsatisfactory and must be documented.
### SCHOOL DISTRICT OF PITTSBURGH

#### SUPPORT ADMINISTRATORS

**January, 2011**

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<td>$7,517.43</td>
<td>$7,574.63</td>
<td>$7,632.83</td>
<td>$7,691.03</td>
<td>$7,750.23</td>
<td>$7,809.43</td>
<td>$7,868.63</td>
<td>$7,928.83</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$723.71</td>
<td>$682.64</td>
<td>$653.60</td>
<td>$644.18</td>
<td>$634.83</td>
<td>$625.47</td>
<td>$616.13</td>
<td>$606.78</td>
<td>$597.43</td>
<td>$588.08</td>
<td>$578.73</td>
<td>$569.39</td>
<td>$560.05</td>
<td>$550.71</td>
<td>$541.37</td>
<td>$532.03</td>
<td>$522.69</td>
<td>$513.35</td>
<td>$504.01</td>
<td>$494.67</td>
<td>$485.33</td>
</tr>
</tbody>
</table>
APPENDIX B:

SCHOOL BASED ADMINISTRATORS

Principals
Assistant Principals
Directors
Principals on Special Assignment
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PULSE

Overview of PULSE

Pittsburgh Public Schools

The Pathway to the Promise.
PULSE is the Pittsburgh Public School District's comprehensive accountability system to recruit, train, support, evaluate, improve, and compensate principals in order to enable their success toward the academic achievement and growth of students. Funded through a $7.4 million federal Teacher Incentive Fund (TIF) grant, it places school leadership at the heart of the District’s Excellence for All reform agenda.

While it is fundamentally about developing and constantly improving principal leadership, the system also encompasses principal evaluation and compensation. There are six core components of PULSE.

1. Pittsburgh Emerging Leadership Academy (PELA)
PELA, a part of PULSE, and has been funded with the assistance of a $10 million grant from the Broad Foundation, along with District funds, to recruit, train, support and place highly-qualified principals throughout the District who can serve as transformational change agents, instructional leaders and civic leaders. Aspiring principals complete a year-long residency alongside Mentor Principals. PELA Residents are also placed with Civic Mentors to develop an understanding of the impact public education has on civic, economic and social aspects of our society. PELA Residents are challenged with real-world problem solving scenarios to develop a strong ability to integrate knowledge into productive solutions. Residents also conduct an action research project on problems affecting student achievement in Pittsburgh Public Schools and present their research at a National Urban Leadership Symposium.

2. Administrative Induction Program
PULSE provides more frequent support for new principals through a focused two-year Administrative Induction Program. During the first year, novice principals receive intensive training on District policies and procedures, more frequent support and coaching from executive directors for school management, extensive education on the instructional philosophy of the District including how to work with curricula and how to use available data, and in-depth training on the PULSE performance evaluation standards to ensure they understand the performance goals established for principals. In addition, novice principals participate in the Pennsylvania Inspired Leader program. During the second year, novice principals continue to receive more frequent support and coaching from executive directors, and they receive coaching and mentoring with experienced principals.

3. Leadership Academy
In addition to PELA for aspiring principals and Administrative Induction for novice principals, the Leadership Academy provides extensive and ongoing professional development to principals, assistant principals and District administrators. All professional development is aligned to the performance standards and addresses the development of school improvement plans, the use of available data to improve school achievement, and curriculum/instructional initiatives.

4. Executive Director Mentoring and Training
A critical component of PULSE is the role of executive directors to provide support and coaching to principals in order to improve the school leaders' performance, collect evidence, and act as evaluators.

PULSE has five executive directors for school management that are grouped by level — K-5 schools, K-8 schools, Accelerated Learning Academies and middle schools, high schools, and special schools; and focus on curriculum and programs that are relevant to grade configuration. Executive directors have credentials and

Note: Although PELA is currently inactive, the District will continue to include references to this component in all related PULSE literature as this component remains an integral part of our leadership initiative and may be reactivated at the discretion of the District as needs and resources present.
certification to improve performance and, in most cases, were once building-level principals themselves. They use in-school schools, with the principal's 50 percent of their time or 3 days per week.

Executive directors receive intensive training to establish inter-rater reliability across a performance standards evaluation rubric and to ensure that principals are evaluated and rated on an equivalent basis.

Executive directors are trained to understand the rubric to use evaluation tools such as a rubric collection forms and the design, implementation, and monitoring of improvement plans to collect, save, and disseminate evidence. Executive directors also receive independent coaching on how to have productive conversations with principals and how to develop a high functioning team.

5. Performance-Based Evaluation

The foundation of PULSE is a performance-based evaluation rubric, a roadmap, that was developed by adapting leading research and studies into a school leadership rubric for the Pittsburgh Public Schools.

The seven standards in the PULSE performance standard rubric are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards, which are focused on seven core areas of leadership: teaching, learning, and evaluation of powerful learning environments that serve the needs of students in paramount.

1. The Vision of Learning: The principal promotes the success of all students by facilitating the development, articulation, implementation, and ownership of a vision of learning that is shared and supported by the school community.

2. The Culture of Teaching and Learning: The principal promotes the success of all students by facilitating the development, articulation, implementation, and ownership of a vision of learning that is shared and supported by the school community.

3. The Management of Learning: The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Relationship with Broader Community: The principal promotes the success of all students by collaborating with families and community members responding to diverse community interests and needs, and mobilizing community resources.

5. Integrity, Fairness, and Ethics in Learning: The principal promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

6. The Political, Social, Economic, Legal and Cultural Context: The principal promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. The Leadership of Learning: The principal promotes the success of all students by engaging school staff in decision making at the school level and expanding leadership skills at the district, community, state, and national levels.

The rubric is designed to evaluate performance on four levels: not just satisfactory, emerging proficient and accomplished. The new four-star scale allows a greater range of performance rating options and a better ability to differentiate levels of performance.

Pulse is evaluated at the mid-year and at the end of the school year, and evaluations differentiate between novice and experienced principals. The process includes several steps focused on self-assessment, executive director's assessment and formal evidence collection.

The goal of PULSE is to develop and foster leadership in order to improve student achievement. Therefore, when an evaluation indicates that a principal requires improvement in a particular competency, an improvement plan is developed with planned individualized support and instruction.

6. Performance-Based Compensation

PULSE is groundbreaking in its measurement and accountability of principals through research-based performance evaluation standards and student achievement connected to principal compensation.

Performance-based compensation also known as pay-for-performance, recognizes and rewards the contribution of top performers. The Pittsburgh Public Schools are committed to leveraging a pay-for-performance system to support the goal of attracting and retaining top talent for the future and to drive Excellence for all by rewarding principals who generate positive outcomes.

Compensation is no longer based on annual "across the board" increases or a "salary step" system, where principals receive pay increases for time on the job or movement through the system. Instead, principals will be compensated based on their performance. A performance increment of up to $2,000 can be earned annually if the principal is assessed as proficient across the seven performance standards and 27 components of practice in the performance standards evaluation rubric, or for unprecedented principals, if evaluated as exemplary in completing the professional growth project designed to impact student achievement. This performance increment becomes part of the principal's base salary. An achievement bonus of up to $10,000 can be earned annually based on demonstrated growth in student achievement. The achievement bonus is not retained in base salary.

7. Summary

There is ample research that points to the fact that school leadership makes a significant difference in student outcomes. PULSE is a comprehensive program to encourage, foster, and maintain effective school leadership that will accelerate and increase student achievement.

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School Administrator Evaluation and Rating

WHEREAS, in order to succeed in obtaining the goals set forth in the reform agenda Excellence for ALL, the Pittsburgh School District must develop and implement a comprehensive accountability system which includes an evaluation tool for school administrators based upon performance standards which are researched based and validated indicators of effective school leadership and,

WHEREAS, in recent months the District has engaged in a collaborative process to develop a school administrator evaluation tool based upon research-based performance standards and,

WHEREAS, the attached rubric represents the proposed differentiated assessment tool which will be used beginning with the 2007-2008 school year to observe and assess principal performance, providing a means to recognize and reward exemplary performance and to identify, support and develop the performance of principals who are novice or struggling in their practice, and,

WHEREAS, there is a comprehensive implementation plan to provide school administrators the information and resources they will need to transition from the current evaluation process to that which is proposed,

NOW THEREFORE BE IT RESOLVED: that in order to align the Pittsburgh school administrator evaluation rubric with the annual rating required by the State, if required, the District will request that the rubric be approved by the State as the rating instrument to be used for Pittsburgh school administrators. The Board directs relevant members of the administration to follow any required procedures set forth by the Department of Education for the approval of professional rating forms and related procedures.

AND, FINALLY BE IT RESOLVED: that school administrators, District representatives and District partners continue to develop a compensation system that correlates school administrator pay with demonstrated growth in student achievement and performance. As required and necessary, matters pertaining to school administrator compensation shall be set forth in the annual compensation plan required under Act 93.
PULSE
Principal Evaluation
SECTION 1

Evaluation Process, Performance Rubric, Rating Form and Evidence Collection
None of the following descriptions or requirements is intended to supplant the overriding obligation of the Assistant Superintendent (and/or Superintendent’s designee) to provide appropriate, individualized support to each Principal including, but not limited to, observations, learning walks, interviews, data collection, artifact study or any other form of support (including reassignment to intensive support) in whatever frequency and at whatever time is deemed necessary by the ASSISTANT SUPERINTENDENT. Nothing in the professional growth plan is meant to supersede disciplinary procedures where appropriate following due process.

<table>
<thead>
<tr>
<th>Membership</th>
<th>Novice</th>
<th>Experienced/Formal</th>
<th>Experienced Directed Professional Growth</th>
<th>Intensive Support Novice or Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 2 years as principal or, for experienced principals, first year of service in PPS</td>
<td>Principals moving from novice and principals with two or more years experience as a principal in the Pittsburgh Public Schools</td>
<td>Designation into heterogeneous Cohorts A, B, or C by, and at the discretion of, the Assistant Superintendent</td>
<td>At the discretion of the Assistant Superintendent based on objective collected evidence of, but not limited to, rudimentary performance in one or more of the components of professional practice.</td>
<td></td>
</tr>
</tbody>
</table>

**Description of Assessment**

- **Formal assessment only, one per semester for two or four semesters**
- **Formal annual assessment, once every three years, (or more often at the discretion of the Assistant Superintendent based on objective evidence related to the standards of practice)**
- **Directed professional growth plan/project connected to one component of the standards of practice for one year, to occur twice in every three-year cycle. (See chart below)**
- **Individualized team-based, collaboratively-designed improvement plan, including timeline, and targeted component(s) of practice. Evidence of improvement is necessary.**
### A Roadmap for Improving the Academic Performance of All Pittsburgh Public Schools Students

<table>
<thead>
<tr>
<th>The Process</th>
<th>Novice</th>
<th>Experienced/Formal</th>
<th>Experienced Directed Professional Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Step 1: Self-assessment on all 22 rubrics components. Principal shares self-assessment with Assistant Superintendent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Step 2:</strong> Collection of evidence on Standards 1 and 2 components as appropriate. Collection of evidence during multiple visitations by Assistant Superintendents some announced, some unannounced; use standardized evidence collection form; post-conference with principal; agree and document assistance provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Step 3:</strong> Mid-year self-assessment all 22 components, corroborated or corrected by Assistant Superintendent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Step 4:</strong> Self assessment at year end with reflection upon Standards 1, 2, and 3. One document/artifact per standard, and reflection upon all 5 standards (one artifact with written reflection using the standard reflection document) and shared with Assistant Superintendent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Step 5:</strong> Collaborative summative assessment with Assistant Superintendent. Tentative component goal selection for upcoming directed professional growth year (experienced principals only).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Step 1: Self-assessment on all 22 rubric components. Principal shares self-assessment with Assistant Superintendent. Principal selects one component as goal for growth based on the component that would provide greatest impact on teaching and learning and the component in which principal wants to improve performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Step 2:</strong> Principal designs project including timeline, activities and evidence to be produced.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Step 3:</strong> Principal presents projects to Assistant Superintendent for suggestions, support and approval.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Step 4:</strong> At the discretion of the Assistant Superintendent and shared with the Principal in writing, the principal implements project; Assistant Superintendent conducts informal checks for progress as appropriate throughout the year and provides oral feedback as to appropriateness of progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Assistant Superintendent may choose based on the evidence to discontinue DPG and reassign principal to formal assessment group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>** All DPG projects must be completed within the course of the school year unless approved by the Assistant Superintendent</td>
</tr>
</tbody>
</table>
### Directed Professional Growth

**Step 5:** Principal collects relevant evidence of project completion and goal achievement. Completes self-assessment on 5 standards and 22 components to share with Assistant Superintendent. Collaborative summative assessment completed with Assistant Superintendent.

### Differentiated Process for Novices

**Prior to Step 1:** Assistant Superintendents meet with novice principals to orient them to the standards and identify examples of evidence.

**In addition to Step 2:** Principal selects and shares with Assistant Superintendent one component of strength from standard 1, 2 or 3 and one focus component from standard 2.

**In addition to Step 3:** Self-reflection on artifacts (1 per standard 1, 2 and 3) using the administrator artifact reflection document; share with Assistant Superintendent. Assessment by principal and Assistant Superintendent on 22 components, as appropriate.

Second semester begins using the collaborative assessment on the evaluation rubric.
## A Roadmap for Improving the Academic Performance of All Pittsburgh Public Schools Students

<table>
<thead>
<tr>
<th>Standard Focus</th>
<th>Novice</th>
<th>Experienced Formal Professional Development Plan</th>
<th>Experienced Directed Professional Growth</th>
<th>Intensive Support Novice or Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Focus</td>
<td>Standard 1, 2 and 3</td>
<td>Standards 1 and 2</td>
<td>Selected component for directed professional growth plans will require evidence of impact on Standard 2. Guiding principle: What component when chosen for directed professional growth will yield the greatest benefit for teaching and learning in your school and evidence improvement in practice?</td>
<td>Individualized</td>
</tr>
</tbody>
</table>

### Frequency of Evaluation
- **Novice**: Once per semester for 1 or 2 years (2 or 4 formal observations)
- **Experienced Formal Professional Development Plan**: Year long cycle to occur once every three years
- **Experienced Directed Professional Growth**: Year long cycle to occur twice every three years
- **Intensive Support Novice or Experienced**: Individualized

### Performance Increment

#### Below average or unsatisfactory ratings shall have supporting anecdotal information attached and shall render the employee ineligible for the performance increment and achievement bonus.
- No majority of evidence in any one category, may have a combination of evidence appearing in emerging, proficient and accomplished (no rudimentary characteristics)= $500
- Majority of evidence is proficient and accomplished on all of the 22 components (some emerging, no rudimentary characteristics) and did not achieve AYP = $1000
- Majority of evidence is proficient and accomplished on all of the 22 components (some emerging, no rudimentary characteristics) and achievement of AYP = $1500
- Major of the evidence is defined as having 12 or more components in a particular area

#### No majority of evidence in any one category, may have a combination of evidence appearing in emerging, proficient and accomplished (no rudimentary characteristics)= $1000
- Majority of evidence is proficient and accomplished on all 22 components (some emerging, no rudimentary characteristics) and achievement of AYP = $2000
- Major of the evidence is defined as having 12 or more components in a particular area

### Professional increment of $1500 for satisfactory completion of project

### Professional increment of $2000 for satisfactory completion of project and achievement of AYP
## Performance-Based Compensation System

### Administrator Performance Standard Rubric REVISED 9-10

### Standard 1: Manages Human Capital to Improve Performance.

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Staffing</td>
<td>The work environment is characterized by high staff turnover and low rates of interested and qualified candidates.</td>
<td>The work environment is characterized by high staff turnover. Hiring and interviewing practices are inconsistent and not aligned with District protocol.</td>
<td>Recruits, hires and places and maintains highly effective staff</td>
<td>Communicates a shared vision to select and maintain a highly effective workforce by creating an environment that attracts and maintains teachers and support staff.</td>
</tr>
<tr>
<td>1.2 Staff Development</td>
<td>Staff development is random, inconsistent, or ineffective in changing instructional practices within the school.</td>
<td>Staff development occurs regularly but is not aligned with the instructional needs of the staff or educational needs of the students.</td>
<td>Supports the professional growth of staff in applying the principles of effective instruction and classroom management. Accountability structures are in place and ensure professional development skills are applied in the classroom.</td>
<td>Communicates a shared vision that empowers and actively supports a leadership team in applying and sharing best instructional practices and classroom management strategies. School staff effectiveness increases as a result of professional development.</td>
</tr>
<tr>
<td>1.3 Staff Evaluation</td>
<td>Fails to provide feedback and support to struggling teachers. Fails to follow and implement RISE processes and procedures. RISE documentation is sloppy, inconsistent, or absent.</td>
<td>Inconsistently or partially completes RISE process.</td>
<td>Executes staff evaluation process (RISE) with fidelity. Staff effectiveness improves as a result of evaluation/supervision. Uses teacher areas of strength and areas of growth to develop and support teacher/school professional development.</td>
<td>Communicates a shared vision to execute the staff evaluation process (RISE) with fidelity and serves as a resource to the District in improving the evaluation process.</td>
</tr>
<tr>
<td>1.4 Professional Learning Community</td>
<td>The professional learning community within the school is absent or fragmented.</td>
<td>The principal plays a limited role in the development and maintenance of the professional learning community.</td>
<td>Led by principal the professional learning community’s work results in measurable student growth.</td>
<td>Communicates a shared vision which establishes and leads the school’s professional learning community whose work results in student growth; mentors teacher leaders.</td>
</tr>
<tr>
<td>1.5 Support and Accountability Process</td>
<td>Fails to act on or minimizes the performance of marginal staff. Fails to support the improvement efforts of marginal staff. Misuses the employee improvement process.</td>
<td>Fails to follow the improvement plan process (timeline/required content) and/or completes the process in a sloppy or superficial manner. Provides limited support in the improvement efforts of marginal staff.</td>
<td>Fairly and effectively addresses the performance of marginal staff through the improvement plan process. Recognizes and builds on the strengths of highly effective teachers.</td>
<td>Creates a culture that fairly and effectively addresses the performance of marginal staff through the improvement plan process. Serves as a resource to colleagues in the process. Recognizes highly effective teachers.</td>
</tr>
</tbody>
</table>
A Roadmap for Improving the Academic Performance of All Pittsburgh Public Schools Students

Performance-Based Compensation System
Administrator Performance Standard Rubric REVISED 9-10

Standard 2: Creates a Culture of Teaching and Learning where all students including those from low income families and/or racial minority groups thrive socially and academically.

<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Instructional Planning</td>
<td>Instructional planning process is evident but only loosely tied to student data.</td>
<td>Develops and executes a structured school-wide instructional planning process that used student data to coordinate specific instructional initiatives resulting in meeting achievement goals.</td>
<td>Develops and executes a structured school-wide instructional planning process that used student data to coordinate specific instructional initiatives resulting in meeting achievement goals.</td>
<td>Develops and executes a structured school-wide instructional planning process that uses student data to coordinate specific instructional initiatives resulting in exceeding achievement goals.</td>
<td></td>
</tr>
<tr>
<td>2.2 Curriculum Implementation</td>
<td>Evidence of limited knowledge of District curriculum. Failure to address lack of fidelity to District curriculum and/or poor curriculum implementation.</td>
<td>Uses a working knowledge of District curriculum to monitor and support implementation; applies knowledge toward increased student achievement.</td>
<td>Uses a working knowledge of District curriculum to monitor and support implementation; applies knowledge toward increased student achievement.</td>
<td>Uses a working knowledge of District curriculum to monitor and support implementation; applies knowledge toward increased student achievement. Exceeds achievement goals.</td>
<td></td>
</tr>
<tr>
<td>2.3 Differentiated Instruction</td>
<td>Limited or no evidence of differentiated instruction in some or all classrooms. Limited or no evidence of instructional planning to address struggling students. Safety nets are not evident school-wide.</td>
<td>Develops teacher use of differentiated instruction to effectively address individual student needs; provides safety nets for students.</td>
<td>Develops teacher use of differentiated instruction to effectively address individual student needs; provides safety nets for students.</td>
<td>Develops teacher use of differentiated instruction to effectively address individual student needs; provides safety nets for students. Exceeds achievement goals.</td>
<td></td>
</tr>
<tr>
<td>2.4 Use of Student Data</td>
<td>Limited use of student data in the instructional planning process. Data is not routinely shared outside of the leadership team. No clear system of using student data to guide instruction is evident.</td>
<td>Uses student formative and interim assessment data to inform instruction; disaggregates and shares data; ensures data informs instruction in the classroom.</td>
<td>Uses student formative and interim assessment data to inform instruction; disaggregates and shares data; ensures data informs instruction in the classroom.</td>
<td>Uses student formative and interim assessment data to inform instruction; disaggregates and shares data; ensures data informs instruction in the classroom. Exceeds achievement goals.</td>
<td></td>
</tr>
</tbody>
</table>
Standard 3: Supports learning by managing the school operations and resources for a safe, efficient and effective learning environment.

<table>
<thead>
<tr>
<th>Component</th>
<th>PERFORMANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Establishes and follows procedures and processes to allocate financial and material resources of the school including the use of time to promote student learning.</td>
<td></td>
</tr>
<tr>
<td>Rudimentary</td>
<td>Emerging</td>
</tr>
<tr>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
</tr>
<tr>
<td>3.2 Creates a safe environment; protects the environment from issues which distract from teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
</tr>
<tr>
<td>3.3 Executes the appropriate laws, board policies and regulations that govern the school and District.</td>
<td></td>
</tr>
<tr>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
</tr>
<tr>
<td>3.4 Engages the school leadership team in the instructional and managerial aspects of the school.</td>
<td></td>
</tr>
<tr>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
</tr>
<tr>
<td>3.5 Monitors student behavioral indicators such as office referrals and suspensions; disaggregates data; addresses concerns as indicated.</td>
<td></td>
</tr>
<tr>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
</tr>
</tbody>
</table>
Standard 4: Builds relationships with the broader community to foster support and improve student outcomes.

<table>
<thead>
<tr>
<th>Component</th>
<th>PERFORMANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Forms a collaborative relationship with families and community partners; uses the relationships to support the improvement of teaching and learning.</td>
<td>No or negative evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Little or some evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Sufficient evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>4.2 Increases the engagement of parents; actively creating ways to include adults in the lives of students.</td>
<td>No or negative evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Little or some evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Sufficient evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>4.3 Creates a welcoming school culture.</td>
<td>No or negative evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Little or some evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Sufficient evidence to support component</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectation</td>
</tr>
</tbody>
</table>
**Performance-Based Compensation System**

**Administrator Performance Standard Rubric REVISED 9-10**

| Standard 5: Exhibits High Personal and Professional Standards of Performance | PERFORMANCE LEVEL |
|---|---|---|---|---|
| Component | Rudimentary | Emerging | Proficient | Accomplished |
| **5.1 Models professional behavior expected of all staff.** | No or negative evidence to support component | Little or some evidence to support component | Sufficient evidence to support component | Exceeds expectation |
| **5.2 Uses evaluation processes as well as feedback from staff and families to improve personal performance.** | No or negative evidence to support component | Little or some evidence to support component | Sufficient evidence to support component | Exceeds expectation |
| **5.3 Exhibits intellectual curiosity; is a source of learning for staff and families.** | No or negative evidence to support component | Little or some evidence to support component | Sufficient evidence to support component | Exceeds expectation |
| **5.4 Creates and follows rules and routines that respect and protect the rights of students, families, and staff.** | No or negative evidence to support component | Little or some evidence to support component | Sufficient evidence to support component | Exceeds expectation |
| **5.5 Develops positive relationships with students, staff and parents; communicates in an appropriate and timely manner.** | No or negative evidence to support component | Little or some evidence to support component | Sufficient evidence to support component | Exceeds expectation |
### Performance-Based Compensation System

**Administrator Performance Standard Rubric REVISED 9-10**

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First:</th>
<th>Middle:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School:</strong></td>
<td><strong>Job Title:</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### SATISFACTORY

- Performance of employee is sufficiently acceptable to justify continuation of employment.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Position</th>
<th>Date</th>
<th>Rater:</th>
</tr>
</thead>
</table>

#### UNSATISFACTORY

- Performance in one or more of the standards is unacceptable.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Position</th>
<th>Date</th>
<th>Rater:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Standards Where Performance is Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Standard 1: Manages Human Capital to Improve Performance.</td>
</tr>
<tr>
<td>☐ Standard 2: Creates a Culture of Teaching and Learning where all students including those from low income families and/or racial minority groups thrive socially and academically.</td>
</tr>
<tr>
<td>☐ Standard 3: Supports learning by managing the school operations and resources for a safe, efficient and effective learning environment.</td>
</tr>
<tr>
<td>☐ Standard 4: Builds relationships with the broader community to foster support and improve student outcomes.</td>
</tr>
</tbody>
</table>

- Although rated as satisfactory, performance has been assessed to be Below Average and improvement must occur.

I certify that the above named employee has been rated as indicated for the period beginning _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ and ending _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Signature of Administrator: __________________________________________ Date: __________

Signature of Supervisor: __________________________________________ Date: __________

Signature of Superintendent: _______________________________________ Date: __________

(Required for unsatisfactory ratings)
<table>
<thead>
<tr>
<th>Name of Principal:</th>
<th>Assistant Superintendent:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Date of Contact:</td>
</tr>
<tr>
<td></td>
<td>Other Participants:</td>
</tr>
</tbody>
</table>

**Standard 1: Manages Human Capital to Improve Performance.**

1.1 Staffing

1.2 Staff Development

1.3 Staff Evaluation

1.4 Professional Learning community

1.5 Support and Accountability Process
## Standard 2: Creates a Culture of Teaching and Learning where all students including those from low income families and/or racial minority groups thrive socially and academically.

| 2.1 Instructional Planning
| --- |
| 2.2 Curriculum Implementation
| 2.3 Differentiated Instruction
| 2.4 Use of Student Data |
Standard 3: Support learning by managing the school operations and resources for a safe, efficient and effective learning environment.

3.1 Establishes and follows procedures and processes to allocate financial and material resources of the school including the use of time to promote student learning.

3.2 Creates a safe environment; protects the environment from issues which distract from teaching and learning.

3.3 Executes the appropriate laws, board policies and regulations that govern the school and District.

3.4 Engages the school leadership team in the instructional and managerial aspects of the school.

3.5 Monitors student behavioral indicators such as office referrals and suspensions; disaggregates data; addresses concerns as indicated.
<table>
<thead>
<tr>
<th>Standard 4: Builds relationships with the broader community to foster support and improve student outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Forms a collaborative relationship with families and community partners; uses the relationships to support the improvement of teaching and learning.</td>
</tr>
<tr>
<td>4.2 Increases the engagement of parents; actively creating ways to include adults in the lives of students.</td>
</tr>
<tr>
<td>4.3 Creates a welcoming school culture.</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>5.1 Models professional behavior expected of all staff.</strong></td>
</tr>
<tr>
<td><strong>5.2 Uses evaluation processes as well as feedback from staff and families to improve personal performance.</strong></td>
</tr>
<tr>
<td><strong>5.3 Exhibits intellectual curiosity; is a source of learning for staff and families.</strong></td>
</tr>
<tr>
<td><strong>5.4 Creates and follows rules and routines that respect and protect the rights of students, families, and staff.</strong></td>
</tr>
<tr>
<td><strong>5.5 Develops positive relationships with students, staff and parents; communicates in an appropriate and timely manner.</strong></td>
</tr>
</tbody>
</table>
Summary of Visit/Recommendations:

Assistance Provided:
SECTION 2

Directed Professional Growth Project
## Directed Professional Growth Project Design Rubric

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Focus</td>
<td>The focus is not limited to one PULSE component and the focus does not specify what areas within that component are to be improved.</td>
</tr>
<tr>
<td>Design</td>
<td>The steps of the project are not connected to improvement of the target component</td>
</tr>
<tr>
<td>Application</td>
<td>The steps of the project do not include applications within the school.</td>
</tr>
<tr>
<td>Evidence Proposed</td>
<td>The project does not articulate sufficient evidence to support either the component choice or the evidence that will result from project implementation and success; and/or evidence contributed is not connected to the steps of the project.</td>
</tr>
<tr>
<td>Connection</td>
<td>The project is not connected in any way to school or district initiatives</td>
</tr>
</tbody>
</table>
Step One: Selecting my DPG Focus Component(s)

- Ask yourself: What area of my practice, when grown, could impact student learning? Focused component selection is limited to standard 1 or 2.
- Consider student learning data.
- Self-assess your overall typical performance.
- Review recent evidence/feedback provided by your Assistant Superintendent.
- Consider selecting a component that will provide the most growth in your professional practice.

Step Two: Describing Evidence, Current and Future

- What level(s) of performance describe your current practice in the focus component?
- What is the target level of performance in the focus component(s)?
- How is growth in this component expected to improve student learning?
- What evidence (documents/data) will you collect to reflect upon your professional growth and its impact on student learning?

Step Three: Designing the Steps of the DPG

- Consider your current level of performance in the focus component and the level you hope to achieve. What steps will help you get there?
- How will you know if you achieve the desired level of performance in the focus component?
- Think about how colleagues may assist you in achieving your goals and the other kinds of support you might need.
- Reviewed your project with your Assistant Superintendent.

Step Four: Implementing the DPG and Collecting Evidence

- Implement the steps of your plan throughout the school year and collect evidence.
- Meet with your Assistant Superintendent a minimum of two times and other times as needed or requested. It is your responsibility to schedule meetings.
- Examine evidence/progress regularly.
- Be willing to ask for help/feedback and to adjust your plan as necessary for success.

Step Five: Comparing and Concluding

- At the conclusion of the plan, examine the collected evidence against the stated target(s). Consider varied sources of evidence, both formal and informal. Did you reach the desired level of performance in the focus component(s)? How do you know?
- Conduct a self-assessment.
- Share and celebrate key learnings.
DIRECTED PROFESSIONAL GROWTH PROJECT

For __________________________ (Name)  School __________________________ Dated __________

Step One: Selecting my DPG Focus Component(s)

My PULSE component(s) of focus for the Directed Professional Growth Project:
__________________________

Selection is limited to

Step Two: Describing Evidence, Current and Future

What level(s) of performance describe your current practice in the focus component? Provide some evidence that your current level of performance in the target component is correct.

What is the target level of performance in the focus component? (Relate this to student growth) Provide some evidence that your current level of performance in the target component is correct. Write some key words from that level that describe what you are trying to achieve.

Write a sentence or two describing how growth in this component is expected to improve student learning.

What evidence (documents/data) will you collect to reflect upon your professional growth and its impact on student learning?
**Step Three: Designing the Steps of the DPG**

Consider your current level of performance in the focus component and the level you plan to achieve. What steps will help you get there? Write the steps below, along with their approximate dates.

What supports do you need? (Be specific and recognize it is the principal's responsibility to secure the supports and resources available).

How will you know if you achieve the desired level of performance in the focus component and it has impacted teacher practice and student learning?

Principal Signature: __________________________________________________________

Assistant Superintendent Approval of the Directed Professional Growth Project: __________________________

Date: __________________________

Assistant Superintendent may add suggestions and support as warranted and appropriate

Assistant Superintendent comments:


**Step Four: Mid-Year Project Conference – Implementing the DPG and Collecting Evidence**

Please describe your key accomplishments to date, highlighting progress on changes in teacher practices and student learning.

Please identify any potential challenges/support required.

We have discussed progress on the directed professional growth project.

Principal Signature: __________________________________________________________

Assistant Superintendent Signature: _____________________________________________

Date: ________________________________
**Step Five: End of Year Review – Comparing and Concluding**

Examine the collected evidence against the stated target(s). Did you reach the desired level of performance in the focus component? How do you know? What is the evidence of changes in teacher practice and student learning?

Please describe your plan for sharing and celebrating your key learnings.

We have conducted our end of year evaluation of the directed professional growth project.

Principal Signature: ___________________________________________________________

Assistant Superintendent Signature: _____________________________________________

Date: ____________________________
Administrator Standard Reflection Document
Pittsburgh Urban Leadership System for Excellence
Your reflection should not EXCEED one page

Standard #

Describe how and why the artifact reflects your level of performance (rudimentary, emerging, proficient and accomplished) as it relates to the standard.

Approved: ___________ Date: ___________
Not Approved: ___________ Date: ___________
Assistant Superintendent’s Signature: ___________________________
SECTION 3

Additional Documents: Rules for Counting Time
Rules for Counting Time toward Novice and Experienced Designations For Principals and Assistant Principals

- If an Acting Principal is directly promoted to a principalship, at the same school or another school, then the continuous time served as an Acting Principal shall count toward the accumulation of novice service necessary to achieve the Experienced Principal status.

- Periods of Acting Principal time, not attached to a principalship promotion, shall not count toward time served as a Novice Principal in order to achieve Experienced Principal Status.

- Time served as an Acting Principal, if a semester or longer (or the equivalent) establishes eligibility for a prorated achievement bonus and performance increment for the school year in which the acting time was served.

- If an Acting Assistant Principal is directly promoted to an assistant principalship, at the same school or another school, then the continuous time served as an Acting Assistant Principal shall count toward the accumulation of novice service necessary to achieve the Experienced Assistant Principal status.

- Period of Acting Assistant Principal time, not attached to an assistant principalship promotion, shall not count toward time served as a Novice Assistant Principal in order to achieve Experienced Assistant Principal status.
PULSE
Principal Compensation
SECTION 4

Principal Base Pay
## Pay Band Minimum: to 25th Percentile
Pay rates for job postings/recruitments, new hires must be no less than the minimum. Has basic knowledge and skills necessary to perform job.

## Pay Band Middle: 50th Percentile
The pay rate for the fully competent performer, demonstrated successful experience as a highly effective principal based on historical student data.

## Pay Band: 75th to Maximum Percentile
The pay rate for the outstanding performer, specialized expertise, skill sets and leadership.

<table>
<thead>
<tr>
<th>Description</th>
<th>Minimum</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High School Principals</td>
<td>$103,000</td>
<td>$104,250</td>
<td>105,500</td>
<td>106,750</td>
<td>108,000</td>
</tr>
<tr>
<td>2. ALA K-8 and ALA Middle School Principals</td>
<td>$102,000</td>
<td>$103,250</td>
<td>104,500</td>
<td>105,750</td>
<td>107,000</td>
</tr>
<tr>
<td>3. K-8, Middle and Special School Principals</td>
<td>$101,500</td>
<td>$102,625</td>
<td>103,750</td>
<td>104,875</td>
<td>106,000</td>
</tr>
<tr>
<td>4. ALA Elementary School Principals</td>
<td>$101,300</td>
<td>$102,400</td>
<td>103,500</td>
<td>104,600</td>
<td>105,700</td>
</tr>
<tr>
<td>5. Elementary School Principals</td>
<td>$99,000</td>
<td>$100,000</td>
<td>101,000</td>
<td>102,000</td>
<td>103,000</td>
</tr>
</tbody>
</table>
SECTION 5

Overview of Pay for Performance, Achievement Bonus Measures, VAM
Overview of Principal Compensation Plan

The compensation available to principals, with the exception of special school principals, is based on a two-prong system in which a portion is attributed to performance increment and student achievement bonus.

The performance increment is based on a principal’s demonstration of proficiency on the Administrators’ Performance Standard Rubric or completion of a Directed Professional Growth (DPG) project. Experienced Principals are eligible for the maximum amount ($2000) of the performance increment if their school has achieved AYP. The compensation for principals of special schools includes only the performance increment.

The student achievement bonus is based on a school demonstrating student achievement growth as evidenced by the school’s performance on standardized assessments. These amounts are calculated using various value added measures to determine the amount of growth made by each school. The student achievement bonus is weighted differently based on the configuration of the school to which the principal is assigned.

In order for principals to be eligible for the performance increments or student achievement bonus, schools must meet 5 out of 8 of their individually determined school goals. Additionally, to be eligible to participate in any part of the principal compensation plan, principals must receive a satisfactory evaluation.
Achievement Bonus Measures  
Effective July 1, 2011

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Achievement Measures (SPI-2 and School VAM)</th>
<th>Third Grade Reading/Core Course Pass Rate</th>
<th>High School Measures</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>$6000</td>
<td>$4000</td>
<td>n/a</td>
<td>$10,000</td>
</tr>
<tr>
<td>K-8</td>
<td>$8000</td>
<td>$2000</td>
<td>n/a</td>
<td>$10000</td>
</tr>
<tr>
<td>6-8</td>
<td>$10000</td>
<td>n/a</td>
<td>n/a</td>
<td>$10000</td>
</tr>
<tr>
<td>9-12</td>
<td>$8000</td>
<td>$1000</td>
<td>$1000</td>
<td>$10000</td>
</tr>
</tbody>
</table>

K-5, K-8 and 6-8 Student Achievement Measures

- SPI-2 Regular is based on average percent growth in students’ scaled scores from the previous year
  - Average percent growth for grades 3 through 8
  - Measure is based on change in individual students' scores
  - Full bonus can be earned with an average growth of at least 10% in math and reading
  - Partial bonuses calculated separately for math and reading, pro-rated for growth between 0% and 10%
  - Up to ½ for growth in math achievement and up to ½ for growth in reading achievement

Other K-5 and K-8 Measures

- SPI-2 3rd Grade Reading Emphasis is based on a comparison of PSSA reading scores for each 3rd grade student to the average score of students with similar characteristics during a baseline period
  - Comparison scores are based on achievement of PPS students in 2005-06 who are similar in the following characteristics
    - Free Lunch Status
    - IEP/Gifted Status
    - Race
    - Gender
    - Poverty and adult educational attainment student's home neighborhood

9-12 Measures

- School Level Value Added Measures:
  The weighted average of all available assessments identified as part of the EET school measures. Calculations will be based on two years of school data for those principals that have been in the particular school assignment for two or more years. For principals in their initial year of placement, one year of data will be used for their incentive calculation.

- Core Course Pass Rate
  The total number of core courses passed divided by the total number of core courses attempted

- High School Measures are based on between-cohort improvement in the following:
  1. number of African American students taking AP/IB courses
  2. number of students taking AP exams or IB diploma exams
  3. number of AP exam scores 3-5 or IB diplomas
  4. percentage of graduating seniors who take the SAT exam
SECTION 6

Other Documents: Changes to Principal Compensation Plan & High Needs School Compensation Process
Changes to Principal Compensation Plan

Currently a performance increment of up to $2000.00 can be earned annually if a principal is assessed as proficient across the five performance standards and 22 components of practice in the performance standards evaluation rubric. For experienced principals not on evidence collection satisfactory completion of a professional growth project also renders a principal eligible for a performance increment of up to $2000.00. (To be eligible for the maximum increment amount of $2000.00 a principal must achieve AYP.) In addition to the performance increment, principals can earn an annual bonus of up to $10,000.00 based on demonstrated growth in student achievement.

Individual PSSA school goals were developed for all of our comprehensive schools. There are eight goals in total as indicated in the table below:

<table>
<thead>
<tr>
<th>Subject and Group</th>
<th>Goal</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (All Students)</td>
<td>3% reduction in NP students</td>
<td>5% reduction in NP students</td>
</tr>
<tr>
<td>Reading (AA Students)</td>
<td>3% reduction in NP students</td>
<td>5% reduction in NP students</td>
</tr>
<tr>
<td>Math (All Students)</td>
<td>3% reduction in NP students</td>
<td>5% reduction in NP students</td>
</tr>
<tr>
<td>Math (AA Students)</td>
<td>3% reduction in NP students</td>
<td>5% reduction in NP students</td>
</tr>
</tbody>
</table>

NP= Non-proficient students
Note: Goal will be adjusted to account for atypical student movement (School Choice/school reconfiguration.)

School goals are factored into the performance compensation plan. Specifically, eligibility for the annual bonus becomes contingent upon meeting at least 5 of the 8 PSSA goals. If a principal achieves at least 5 of the 8 targets, he/she gains access to the bonus which will be calculated using the same means of measuring student growth as indicated in the existing compensation plan. Access to the performance increment will remain unchanged and continue to be based on assessed performance on the standard evaluation rubric. To help better incent awareness and support of District level achievement and improve alignment with EET initiatives, principals are eligible for a $1000.00 bonus if the District achieves AYP. This bonus is determined annually and not rolled into base compensation. All schools, including special schools, will be eligible for the District level AYP bonus.

In an effort to better align our Pittsburgh Urban Leadership System for Excellence (PULSE) with our Empowering Effective Teachers plan (EET), several modifications were made to the principal performance-based compensation plan.
High Need School Compensation Process

Definition of High Need Schools

The district defines high need schools as having factors, which have been shown to inhibit gains in student achievement. The following variables will be used to determine the level of need at each school:

- Neighborhood poverty
- Neighborhood education
- Free/reduced lunch
- IEP

Each factor will be scored and averaged to assist in ranking each school. Schools with the lowest averaged rank will be deemed the district’s highest need schools and will thus be eligible to receive additional considerations based on their assessed level of need.

Threshold for Full Bonus Eligibility

While the current threshold for full achievement bonus eligibility for schools has been established as 10% growth, the requirement for full bonus eligibility for administrators of a high need schools will be set between 5%-8% growth.

Other Considerations:

High performing principals electing to transfer from higher performing schools to high need schools will receive assurance from the district that their bonus earnings will be protected for a period of two years. As such, the principal will receive no less than the average of the prior three years bonus amount during this period.
PULSE
Assistant Principal Evaluation

Pittsburgh Public Schools
The Pathway to the Promise.
SECTION 7

Evaluation Process, Performance Rubric, Rating Form Evidence Collection & Standard Reflection Form
## Pittsburgh Urban Leadership System for Excellence
### Performance-Based System of Evaluation for Assistant Principals
#### Effective: July 1, 2011

<table>
<thead>
<tr>
<th>Membership</th>
<th>Novice</th>
<th>Experienced Formal Professional Development Plan</th>
<th>Intensive Support Novice or Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First 2 years or less as an assistant principal, acting assistant principal or acting principal (time may or may not be consecutive). Assignments that are less than a semester or the equivalent shall not be counted. All time, in order to be counted, must be performed with an administrative certificate or be within 6 months of administrative certificate completion.</td>
<td>Assistant principals moving from novice and assistant principals with two or more years experience as an assistant principal in the Pittsburgh Public Schools</td>
<td>At the discretion of the principal, based on objective collected evidence of, but not limited to, rudimentary performance in one or more of the components of professional practice.</td>
</tr>
</tbody>
</table>

### Description of Assessment
- **Formal assessment once per semester.**
  - Formal assessment only for first semester (no professional development plan). Formal assessment for remaining semesters during novice period with expanded component of focus in standard 2 or 3 by completion of professional development plan.
- **Formal annual assessment with expanded component of focus by completion of professional development plan once per year**
- Individualized team-based, collaboratively-designed improvement plan, including timeline, and targeted component(s) of practice. Evidence of improvement is necessary.
## A Roadmap for Improving the Academic Performance of All Pittsburgh Public Schools Students

### Novice/Experienced Formal Professional Development Plan

| The Process |
|---|---|
| **Step 1**: Self-assessment on all 22 rubric components with selection of PDP component as appropriate. Assistant principal shares self-assessment and selects a component of practice to be the subject of a PDP that will expand his/her practice outside of regular duties (that s/he wishes to become experientially acquainted). PDP component and self-assessment are shared with principal. |
| **Step 2**: Collection of evidence, all year, on all 22 components as appropriate. Collection of evidence during multiple instances by principal; use standardized evidence collection form; on-going conversations with assistant principals about evidence; agree and document assistance provided. Implementation of professional development plan. |
| **Step 3**: Mid-year self-assessment all 22 components, corroborated or corrected by principal. |
| **Step 4**: Self assessment at year end with reflection upon all 5 standards, all 22 components. Experienced Assistant principals complete reflection upon 3 non-PDP standards (one artifact with written reflection using the standard reflection document). Novice Assistant principals reflect upon 2 non-PDP standards (one artifact with written reflection using the standard reflection document). Evidence of implementation of the PDP component shared with principal. |
| **Step 5**: Collaborative summative assessment with principal. Tentatively select component focus for PDP for upcoming year. |

**NOTE:** If a transfer of an assistant principal occurs (during or between school year) into a similar position or a promotional position, a conference between the former supervisor, new supervisor and assistant principal will occur focused around the assistant principal's expanded focus component (PDP). The executive director shall be invited.

| Differentiated Process for Novices |
|---|---|
| Prior to Step 1: Principal meets with novice assistant principal to orient them to the standards and identify examples of evidence. |
| In addition to Step 3: After the first semester, novice assistant principal selects focus component for professional development plan from standard 2 or 3 to expand practice. |
| **Step 4**: Self assessment at year end with reflection upon all 5 standards, all 22 components. Reflection upon 2 non-PDP standards (one artifact with written reflection using the standard reflection document). Evidence of implementation of the PDP component shared with principal. (standards 1, 2 and 3) |
## Professional Development Plan

<table>
<thead>
<tr>
<th>Standard Focus</th>
<th>Novice</th>
<th>Experienced Format Professional Development Plan</th>
<th>Intensive Support Novice or Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1, 2 and 3</td>
<td>Standard 1 and 2</td>
<td>Individualized</td>
<td></td>
</tr>
<tr>
<td>Frequency of Evaluation</td>
<td>Once per semester for 1 or 2 years (2 or 4 formal observations)</td>
<td>Annual process</td>
<td>Individualized</td>
</tr>
</tbody>
</table>

Considerations informing the process:

- Mobility issues of assistant principals (during school year, between school years, multiple evaluators, promotional opportunities, acting positions)
- The incumbent position of an individual shall determine the rating form used. The evaluation tool applicable to the position held may be used for any assignment of a semester or longer.

- PDP expanded component of focus can be the same over two years so long as the PDP component of focus is deepened and evidence of implementation demonstrates growth in the component.
## Performance-Based Compensation System

### Administrator Performance Standard Rubric REVISED 9-10

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Staffing</td>
<td>The work environment is characterized by high staff turnover and low rates of interested and qualified candidates.</td>
<td>The work environment is characterized by high staff turnover. Hiring and interviewing practices are inconsistent and not aligned with District protocol.</td>
<td>Recruits, hires and places and maintains highly effective staff.</td>
<td>Communicates a shared vision to select and maintain a highly effective workforce by creating an environment that attracts and maintains teachers and support staff.</td>
</tr>
<tr>
<td>1.2 Staff Development</td>
<td>Staff development is random, inconsistent, or ineffective in changing instructional practices within the school.</td>
<td>Staff development occurs regularly but is not aligned with the instructional needs of the staff or educational needs of the students.</td>
<td>Supports the professional growth of staff in applying the principles of effective instruction and classroom management. Accountability structures are in place and ensure professional development skills are applied in the classroom.</td>
<td>Communicates a shared vision that empowers and actively supports a leadership team in applying and sharing best instructional practices and classroom management strategies. School staff effectiveness increases as a result of professional development.</td>
</tr>
<tr>
<td>1.3 Staff Evaluation</td>
<td>Fails to provide feedback and support to struggling teachers. Fails to follow and implement RISE processes and procedures. RISE documentation is sloppy, inconsistent, or absent.</td>
<td>Inconsistently or partially completes RISE process.</td>
<td>Executes staff evaluation process (RISE) with fidelity. Staff effectiveness improves as a result of evaluation/supervision. Uses teacher areas of strength and areas of growth to develop and support teacher/school professional development.</td>
<td>Communicates a shared vision to execute the staff evaluation process (RISE) with fidelity and serves as a resource to the District in improving the evaluation process.</td>
</tr>
<tr>
<td>1.4 Professional Learning Community</td>
<td>The professional learning community within the school is absent or fragmented.</td>
<td>The principal plays a limited role in the development and maintenance of the professional learning community.</td>
<td>Led by principal the professional learning community’s work results in measurable student growth.</td>
<td>Communicates a shared vision which establishes and leads the school’s professional learning community whose work results in student growth; mentors teacher leaders.</td>
</tr>
<tr>
<td>1.5 Support and Accountability Process</td>
<td>Fails to act on or minimizes the performance of marginal staff. Fails to support the improvement efforts of marginal staff. Misuses the employee improvement process.</td>
<td>Fails to follow the improvement plan process (timeline/required content) and/or completes the process in a sloppy or superficial manner. Provides limited support in the improvement efforts of marginal staff.</td>
<td>Fairly and effectively addresses the performance of marginal staff through the improvement plan process. Recognizes and builds on the strengths of highly effective teachers.</td>
<td>Creates a culture that fairly and effectively addresses the performance of marginal staff through the improvement plan process. Serves as a resource to colleagues in the process. Recognizes highly effective teachers.</td>
</tr>
</tbody>
</table>
## Performance-Based Compensation System

**Administrator Performance Standard Rubric REVISED 9-10**

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Instructional Planning</strong></td>
<td>No evidence of a formal instructional planning process. Instructional initiatives are not linked to student data.</td>
<td>Instructional planning process is evident but only loosely tied to student data. The instructional planning process is not evident school wide. Achievement goals are not met.</td>
<td>Develops and executes a structured school-wide instructional planning process that used student data to coordinate specific instructional initiatives resulting in meeting achievement goals.</td>
<td>Develops and executes a structured school-wide instructional planning process that uses student data to coordinate specific instructional initiatives resulting in exceeding achievement goals.</td>
</tr>
<tr>
<td><strong>2.2 Curriculum Implementation</strong></td>
<td>Evidence of limited knowledge of District curriculum. Failure to address lack of fidelity to District curriculum and/or poor curriculum implementation.</td>
<td>Has a working knowledge of District curriculum although there is evidence that lack of fidelity to District curriculum and/or poor implementation is not addressed or minimally addressed.</td>
<td>Uses a working knowledge of District curriculum to monitor and support implementation; applies knowledge toward increased student achievement.</td>
<td>Uses a working knowledge of District curriculum to monitor and support implementation; applies knowledge toward increased student achievement. Exceeds achievement goals.</td>
</tr>
<tr>
<td><strong>2.3 Differentiated Instruction</strong></td>
<td>Limited or no evidence of differentiated instruction in some or all classrooms. Limited or no evidence of instructional planning to address struggling students. Safety nets are not evident school-wide.</td>
<td>Inconsistent or sporadic use of differentiated instruction is evident. Instructional interventions are in place but only loosely tied to student needs.</td>
<td>Develops teacher use of differentiated instruction to effectively address individual student needs; provides safety nets for students.</td>
<td>Develops teacher use of differentiated instruction to effectively address individual student needs; provides safety nets for students. Exceeds achievement goals.</td>
</tr>
<tr>
<td><strong>2.4 Use of Student Data</strong></td>
<td>Limited use of student data in the instructional planning process. Data is not routinely shared outside of the leadership team. No clear system of using student data to guide instruction is evident.</td>
<td>Student data is reviewed and shared; however, resultant changes in instructional practice are limited or sporadic.</td>
<td>Uses student formative and interim assessment data to inform instruction; disaggregates and shares data; ensures data informs instruction in the classroom.</td>
<td>Uses student formative and interim assessment data to inform instruction; disaggregates and shares data; ensures data informs instruction in the classroom. Exceeds achievement goals.</td>
</tr>
</tbody>
</table>
### Performance-Based Compensation System

**Administrator Performance Standard Rubric REVISED 9-10**

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Establishes and follows procedures and processes to allocate financial and material resources of the school including the use of time to promote student learning.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>3.2 Creates a safe environment; protects the environment from issues which distract from teaching and learning.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>3.3 Executes the appropriate laws, board policies and regulations that govern the school and District.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>3.4 Engages the school leadership team in the instructional and managerial aspects of the school.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>3.5 Monitors student behavioral indicators such as office referrals and suspensions; disaggregates data; addresses concerns as indicated.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>Component</td>
<td>Rudimentary</td>
<td>Emerging</td>
<td>Proficient</td>
<td>Accomplished</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>4.1 Forms a collaborative relationship with families and community partners; uses the relationships to support the improvement of teaching and learning.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>4.2 Increases the engagement of parents; actively creating ways to include adults in the lives of students.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>4.3 Creates a welcoming school culture.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
</tbody>
</table>
### Performance-Based Compensation System

**Administrator Performance Standard Rubric REVISED 9-10**

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Models professional behavior expected of all staff.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>5.2 Uses evaluation processes as well as feedback from staff and families to improve personal performance.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>5.3 Exhibits intellectual curiosity; is a source of learning for staff and families.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>5.4 Creates and follows rules and routines that respect and protect the rights of students, families, and staff</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
<tr>
<td>5.5 Develops positive relationships with students, staff and parents; communicates in an appropriate and timely manner.</td>
<td>No or negative evidence to support component</td>
<td>Little or some evidence to support component</td>
<td>Sufficient evidence to support component</td>
<td>Exceeds expectation</td>
</tr>
</tbody>
</table>
PROFESSIONAL RATING FORM  
(ADMINISTRATORS)

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Performance of Employee is sufficiently acceptable to justify continuation of employment.</th>
<th>Unsatisfactory</th>
<th>Performance in one or more of the standards is unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Position: Date:</td>
<td>Position: Date:</td>
<td></td>
</tr>
</tbody>
</table>

Standards Where Performance is Unacceptable

- Standard 1: Manages Human Capital to Improve Performance.
- Standard 2: Creates a Culture of Teaching and Learning where all students including those from low income families and/or racial minority groups thrive socially and academically.
- Standard 3: Supports learning by managing the school operations and resources for a safe, efficient and effective learning environment.
- Standard 4: Builds relationships with the broader community to foster support and improve student outcomes.

- Although rated as satisfactory, performance has been assessed to be Below Average and improvement must occur.

I certify that the above named employee has been rated as indicated for the period beginning ________________ and ending ________________

Signature of Administrator: ________________________________ Date: ________________________________

Signature of Supervisor: ________________________________ Date: ________________________________

Signature of Superintendent: ________________________________ Date: ________________________________  
(Required for unsatisfactory ratings)
District Requirements for Evidence Collection for Assistant Principal Evaluation

Process of Evidence Collection for Principals to use with their assistant principal:

A. Use district approved evidence collection form aligned with performance rubric.

B. At a minimum of twice per month record evidence on the evidence collection document and review with your assistant principal providing an updated evidence collection form each month. Each review session should be no less than 30 minutes to ensure a complete review and discussion of evidence.

C. The same evidence collection document is used cumulatively for the evaluation period (year). Do not use multiple evidence collection forms each month.

D. At the semester, the principal should meet to review and monitor progress on the assistant principal’s Professional Development Plan providing feedback on evidence of implementation. Evidence of implementation of the PDP should be included on the evidence collection form under the focused component of the professional development plan.

E. At the semester, the principal should share their assistant principal’s evidence collection document and PDP plan with the appropriate assistant principal. The supervising assistant superintendent may ask to review the assistant principal’s PDP and/or evidence collection document at any time.
<table>
<thead>
<tr>
<th><strong>Principal Evidence Collection Form for Use with Assistant Principal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Assistant Principal:</strong></td>
</tr>
<tr>
<td><strong>School:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Standard 1: Manages Human Capital to Improve Performance.**

1.1 Staffing

1.2 Staff Development

1.3 Staff Evaluation

1.4 Professional Learning community

1.5 Support and Accountability Process
Standard 2: Creates a Culture of Teaching and Learning where all students including those from low income families and/or racial minority groups thrive socially and academically.

<table>
<thead>
<tr>
<th>2.1 Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2 Curriculum Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.3 Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.4 Use of Student Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Standard 3: Support learning by managing the school operations and resources for a safe, efficient and effective learning environment.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong></td>
<td>Establishes and follows procedures and processes to allocate financial and material resources of the school including the use of time to promote student learning.</td>
</tr>
<tr>
<td><strong>3.2</strong></td>
<td>Creates a safe environment; protects the environment from issues which distract from teaching and learning.</td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>Executes the appropriate laws, board policies and regulations that govern the school and District.</td>
</tr>
<tr>
<td><strong>3.4</strong></td>
<td>Engages the school leadership team in the instructional and managerial aspects of the school.</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>Monitors student behavioral indicators such as office referrals and suspensions; disaggregates data; addresses concerns as indicated.</td>
</tr>
</tbody>
</table>
### Standard 4: Builds relationships with the broader community to foster support and improve student outcomes.

<table>
<thead>
<tr>
<th>4.1</th>
<th>Forms a collaborative relationship with families and community partners; uses the relationships to support the improvement of teaching and learning.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.2</th>
<th>Increases the engagement of parents; actively creating ways to include adults in the lives of students.</th>
</tr>
</thead>
</table>

| 4.3 | Creates a welcoming school culture. |
### Standard 5: Exhibits High Personal and Professional Standards of Performance.

<table>
<thead>
<tr>
<th>5.1 Models professional behavior expected of all staff.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.2 Uses evaluation processes as well as feedback from staff and families to improve personal performance.</th>
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<table>
<thead>
<tr>
<th>5.3 Exhibits intellectual curiosity; is a source of learning for staff and families.</th>
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<tr>
<th>5.4 Creates and follows rules and routines that respect and protect the rights of students, families, and staff</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.5 Develops positive relationships with students, staff and parents; communicates in an appropriate and timely manner.</th>
</tr>
</thead>
</table>
Summary of Visit/Recommendations:

Assistance Provided:
Administrator’s Name: ___________ School: ___________ Date: _______

Administrator Standard Reflection Document
Pittsburgh Urban Leadership System for Excellence
Your reflection should not EXCEED one page

Standard #

Describe how and why the artifact reflects your level of performance (rudimentary, emerging, proficient and accomplished) as it relates to the standard.

Approved: ___________ Date: ___________
Not Approved: ___________ Date: ___________
Principal’s Signature: ________________________________
SECTION 8

Directed Professional Growth Project
Professional Development Plan

<table>
<thead>
<tr>
<th>Component</th>
<th>Personal Evidence</th>
<th>Professional Development Plan</th>
<th>Timeline</th>
<th>Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 9

Additional Documents: Rules for Counting Time
Rules for Counting Time toward Novice and Experienced Designations
For Principals and Assistant Principals

- If an Acting Principal is directly promoted to a principalship, at the same school or another school, then the continuous time served as an Acting Principal shall count toward the accumulation of novice service necessary to achieve the Experienced Principal status.

- Periods of Acting Principal time, not attached to a principalship promotion, shall not count toward time served as a Novice Principal in order to achieve Experienced Principal Status.

- Time served as an Acting Principal, if a semester or longer (or the equivalent) establishes eligibility for a prorated achievement bonus and performance increment for the school year in which the acting time was served.

- If an Acting Assistant Principal is directly promoted to an assistant principal position, at the same school or another school, then the continuous time served as an Acting Assistant Principal shall count toward the accumulation of novice service necessary to achieve the Experienced Assistant Principal status.

- Period of Acting Assistant Principal time, not attached to an assistant principal promotion, shall not count toward time served as a Novice Assistant Principal in order to achieve Experienced Assistant Principal status.
PULSE
Assistant Principal Compensation
SECTION 10

Assistant Principal Pay
## SCHOOL DISTRICT OF PITTSBURGH

### SCHOOL ADMINISTRATORS

#### ASSISTANT PRINCIPALS / SPECIAL ED SPECIALISTS

January, 2011

<table>
<thead>
<tr>
<th>Steps</th>
<th>Assistant Principals</th>
<th>Special Ed Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$8,026.83</td>
<td>$7,572.93</td>
</tr>
<tr>
<td>1</td>
<td>$8,076.88</td>
<td>$7,621.80</td>
</tr>
<tr>
<td>2</td>
<td>$8,128.81</td>
<td>$7,672.62</td>
</tr>
<tr>
<td>3</td>
<td>$8,182.74</td>
<td>$7,725.41</td>
</tr>
<tr>
<td>4</td>
<td>$8,238.52</td>
<td>$7,780.01</td>
</tr>
<tr>
<td>5</td>
<td>$8,296.69</td>
<td>$7,838.16</td>
</tr>
<tr>
<td>6</td>
<td>$8,352.45</td>
<td>$7,892.76</td>
</tr>
<tr>
<td>7</td>
<td>$8,409.43</td>
<td>$7,949.72</td>
</tr>
<tr>
<td>8</td>
<td>$8,466.40</td>
<td>$8,004.32</td>
</tr>
<tr>
<td>9</td>
<td>$8,522.16</td>
<td>$8,057.71</td>
</tr>
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<td>10</td>
<td></td>
<td>$90,875</td>
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<tr>
<td></td>
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<td>$92,071</td>
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<td></td>
<td>$97,546</td>
<td>$92,705</td>
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<td>$98,193</td>
<td>$93,360</td>
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<tr>
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<td>$98,862</td>
<td>$94,058</td>
</tr>
<tr>
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<td>$99,560</td>
<td>$94,713</td>
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<tr>
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<td>$95,397</td>
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<td>$96,052</td>
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<tr>
<td></td>
<td>$101,597</td>
<td>$96,693</td>
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<tr>
<td></td>
<td>$102,266</td>
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</tr>
</tbody>
</table>
SCHOOL DISTRICT OF PITTSBURGH

ACCELERATED LEARNING ACADEMY
ASSISTANT PRINCIPALS

January, 2011

<table>
<thead>
<tr>
<th>Steps</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALA Assistant Principals</td>
<td>$8,411.39</td>
<td>$8,463.84</td>
<td>$8,518.26</td>
<td>$8,574.78</td>
<td>$8,633.25</td>
<td>$8,694.23</td>
<td>$8,752.67</td>
<td>$8,812.38</td>
<td>$8,872.08</td>
<td>$8,930.55</td>
</tr>
<tr>
<td></td>
<td>$100,937</td>
<td>$101,566</td>
<td>$102,219</td>
<td>$102,897</td>
<td>$103,599</td>
<td>$104,331</td>
<td>$105,032</td>
<td>$105,749</td>
<td>$106,465</td>
<td>$107,167</td>
</tr>
</tbody>
</table>
SECTION 11

Various Business Rules
## Business rules for selected administrative categories

<table>
<thead>
<tr>
<th>Role</th>
<th>Step movement</th>
<th>Performance Increment</th>
<th>Student Achievement Bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Principal</td>
<td>No</td>
<td>Yes</td>
<td>50% of total school bonus*</td>
</tr>
<tr>
<td>Principal on Special Assignment</td>
<td>No</td>
<td>Yes</td>
<td>50% of total school bonus*</td>
</tr>
<tr>
<td>Director</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
APPENDIX C:

PULSE DOCUMENTS

Timeline
FAQs
Key Messages
Training Resources
Teaching and Learning Improvement Plan
# Table of Contents

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   d. Standard 4: Standard Roadmap and PD Plan .............................................. 147
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PULSE
Timeline

The Pathway to the Promise.
# Pittsburgh Principal Incentive Program
## Payout Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person(s) Responsible</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Assessment on the Administrator Rubric</td>
<td>Principals with novice status</td>
<td>September 15</td>
</tr>
<tr>
<td>Evidence Collection</td>
<td>Assistant Superintendents</td>
<td>Ongoing from July 1 (of the previous year) through June 30 (current year)</td>
</tr>
<tr>
<td>Mid Year assessment of DPG performance</td>
<td>Assistant Superintendents</td>
<td>Friday before winter break in Dec.</td>
</tr>
<tr>
<td>Mid Year self assessment on the Administrator Rubric</td>
<td>All Principals except those on improvement plans</td>
<td>Friday before winter break in Dec.</td>
</tr>
<tr>
<td>Mid Year artifact reflection documents on Standards 1, 2, and 3</td>
<td>Principals with novice status</td>
<td>TBD Annually by Assistant Superintendents</td>
</tr>
<tr>
<td>Review of DPG presentations with Assistant Superintendents</td>
<td>Principals</td>
<td>Occurs during the last two weeks of May</td>
</tr>
<tr>
<td>Documentation of evidence entered into the PPIP Portal</td>
<td>All Principals</td>
<td>Ongoing from July 1 (of the previous year) through June 30 (of the current year)</td>
</tr>
<tr>
<td>Improvement plans completed</td>
<td>Principals on improvement plans and Assistant Superintendent</td>
<td>Last working day in April</td>
</tr>
</tbody>
</table>
| Submission of end of the year self assessment on all 27 components, evidence collection form, and artifact reflection documents on all 7 Standards | All Principals  
  - Principals with novice status  
  complete reflection documents on Standards 1, 2, and 3 | Last working day in June |
<table>
<thead>
<tr>
<th>Event</th>
<th>Responsible Party</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPG presentations occur</td>
<td>DPG Principals</td>
<td>Occurs during Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academy in June</td>
</tr>
<tr>
<td>Submission of final DPG</td>
<td>DPG Principals</td>
<td>Last working day in June</td>
</tr>
<tr>
<td>appraisal and paperwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final evidence and evaluation ratings entered into the PPIP Portal</td>
<td>Assistant Superintendents</td>
<td>Last working day in July</td>
</tr>
<tr>
<td>Performance increments prorated (if applicable)</td>
<td>PPIP Manager</td>
<td>August 26</td>
</tr>
<tr>
<td>PSSA and other achievement data received and bonus percentages</td>
<td>Office of Technology</td>
<td>August 31</td>
</tr>
<tr>
<td>calculated by Office of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement bonus dollar amounts computed</td>
<td>PPIP Project Manager</td>
<td>Third week of September</td>
</tr>
<tr>
<td>Review of individual principal letter and format with Deputy</td>
<td>PPIP Project Mgr.,</td>
<td>During the third week of</td>
</tr>
<tr>
<td>Superintendent and Assistant Superintendents</td>
<td>Assistant Superintendents</td>
<td>Sept.</td>
</tr>
<tr>
<td>Meeting with Assistant Superintendents to verify all dollar</td>
<td>PPIP Project Mgr. and</td>
<td>During the third week of</td>
</tr>
<tr>
<td>amounts</td>
<td>Assistant Superintendents</td>
<td>Sept.</td>
</tr>
<tr>
<td>Meeting with Deputy Superintendent to review dollar amounts</td>
<td>PPIP Project Mgr. and</td>
<td>During the third week of</td>
</tr>
<tr>
<td></td>
<td>Deputy Superintendent</td>
<td>Sept.</td>
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<tr>
<td>Meeting with Superintendent to review dollar amounts</td>
<td>Deputy Superintendent</td>
<td>During the third week of</td>
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<tr>
<td></td>
<td></td>
<td>Sept.</td>
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<tr>
<td>Meeting with Board of Directors</td>
<td>Deputy Superintendent</td>
<td>September Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting</td>
</tr>
<tr>
<td>Calculations submitted to the payroll office</td>
<td>PPIP Office Staff</td>
<td>During the fourth week of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sept.</td>
</tr>
<tr>
<td>Assistant Superintendents conduct meetings with individual</td>
<td>Assistant Superintendents</td>
<td>September 22-26</td>
</tr>
<tr>
<td>principals in order to discuss payout outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increments and bonuses awarded</td>
<td>Payroll</td>
<td>First pay in October</td>
</tr>
</tbody>
</table>

Revised 11/2010
PULSE

Frequently Asked Questions
Pittsburgh Principal Incentive Program Overview
For 2010-11
Principal Payouts

1. What is the Pittsburgh Principals’ Incentive Program (PPIP)?
The District’s Principals Incentive Program (PPIP) is a component of the Pittsburgh Urban Leadership System for Excellence (PULSE). PPIP encompasses the components of the PPS pay for performance program for principals. The initiative was created to assist the District in aligning principal compensation and evaluation with principal performance and student achievement outcomes.

2. Who is eligible to receive PPIP performance increments and achievement bonuses?
In order to become eligible for PPIP increments and bonuses, principals must achieve predetermined targets measured by assessment scores and criteria that are specific to each school’s grade configuration.

Additional criteria for eligibility require that the principal serve in an assignment for at least one semester and adhere to attendance requirements. Principals who serve in an assignment for at least a semester, but less than a full year, or those who have more than 15 non-consecutive days or 6 weeks of continuous absences become eligible for bonuses or increments, which are prorated. Principals who serve in a position for less than a semester are deemed ineligible to receive any performance increment or an achievement bonus.

Specific to the achievement bonus, principals of special schools (centers) are deemed ineligible as a result of their school assignment. Establishing targets for these schools has proven to be more difficult than for traditional schools. Additionally, the tests scores of students attending these schools may be attributed to their home schools or may not exist because the student may not take the PSSA. This presented a challenge in attempting to calculate achievement bonuses for these schools. As a result, the decision was made to exclude the special schools from the achievement portion of the pay for performance plan.

3. How is eligibility for achievement bonuses and performance increments determined?
Eligibility for the achievement bonus (a one-time lump sum payment) is determined by assessing principals’ ability to meet established targets as measured by growth in student assessment scores and other criteria specific to the school configuration. Currently principals who are responsible for center programs are not eligible to receive achievement bonuses because they serve students who do not take the PSSA or whose scores are attributed to their home schools.

Eligibility for the performance increment (which becomes part of the base salary) is based on a principal’s ability to show through evidence, implementation of leadership skills outlined in the Administrators’ Performance Standard Rubric or completion of a Directed Professional Growth (DPG) project designed to assist principals in developing their practice. All principals who are able to demonstrate proficiency in the majority of the 22 components or complete their DPG project become eligible for an increment amount, which is based on their level of experience. Under this system principals can earn the maximum performance increment of up to $2,000 a year (or up to $1,500 as a novice principal) determined by their performance on the rubric, completion of their DPG project and achieving AYP. This amount is added to their base salary.

4. How is a principal’s bonus and/or increment amount calculated?
The maximum achievement bonus that a principal is eligible to receive is $10,000. Individual bonuses will be based on progress toward the growth targets established for each school. The
measures (SPI-2, Third Grade Reading Emphasis, High School VAM and High School Measure assess progress by comparing the current year's progress to that of previous years in order to determine growth. Individual principal bonuses can range from $0 to the maximum dollar amount of $10,000.

**Principals identified as Novice** (principals that are experienced yet newly appointed to the District with less than 1 year of services or new principals with less than two years of district service) are eligible to receive a maximum increment dollar amount of $1500 which is based on demonstrating evidence of implementing effective leadership skills as outlined in the Administrators’ Performance Standard Rubric. Novice principal increments will be awarded in the following increments: $500 awarded to individuals achieving any combination of emerging, proficient and accomplished characteristics; $1000 awarded to individuals achieving 14 or more characteristics on the rubric with proficient and accomplished ratings; $1500 awarded to those principals who achieve proficient and accomplished ratings on 12 or more of the 22 components of the rubric and who also achieve AYP.

**Principals identified as Experienced** (having more than two years of service as a principal with PPS or Experienced Principals with more than 1 year of service with PPS) are eligible to receive a maximum increment amount of $2000 which is based on demonstrating evidence of implementing effective leadership skills as outlined in the Administrators’ Performance Standard Rubric. Experienced principal increments will be awarded in the following increments: $1000 awarded to individuals achieving any combination of emerging, proficient and accomplished characteristics; $1500 awarded to individuals achieving 12 or more characteristics on the rubric with proficient and/or accomplished ratings; $2000 awarded to those principals who achieve accomplished and proficient ratings on all 22 components of the rubric and who also achieve AYP.

5. **Why are the payout amounts of some school groups higher or lower than other school groups?**
   There are cases where some schools' payout amounts may be significantly higher or lower than other schools’ payout amounts. This typically occurs as a result of the school's group configuration.

   For instance, principals of Accelerated Learning Academies (ALAs) are eligible to receive an additional $5,000 achievement bonus as a result of their work with high need student populations, implementation of the America’s Choice curriculum and their working a longer school year. The additional $5,000 results in payout amounts for the ALA principals that appear to be significantly higher than the payout of principals at non-ALA schools.

   In contrast, special schools (centers) principals are not eligible to receive any achievement bonus dollars as a result of their students’ test scores being attributed to their home schools or their students taking alternate assessments. As a result of their ineligibility for the $10,000 achievement bonus, these principals' payout amounts may appear to be lower than the payout amounts of traditional schools principals.

   It should not be concluded that significant differences in school group payout amounts are indicative of one group of principals doing either better or worse than another group of principals. What the example does in fact highlight are the various criteria that can impact a school group's earning potential.

6. **What does it mean if my school has been identified as being high needs?**
   As a high need school, the District believes that there are factors (e.g. poverty, education level and IEP rates) which may inhibit gains in student achievement. As a result, the District has agreed to reduce the threshold for full eligibility for high need schools from 10% (the rate established for all other schools) to rates between 5%-8% which are dependent on the school’s ranked level of need.

7. **What does it mean if I am not eligible for a bonus or increment amount or if my amount is lower than that of my peers?**
   In the event that a principal does not meet the criteria for an increment, it may indicate that there are areas of leadership in which a principal may need to improve or those which may not be supported by significant evidence. These areas will be identified by the principal’s Assistant Superintendent both during the school year and at the end of the year conference.
In some cases where a principal is deemed ineligible for a bonus or increment, it may indicate that the school or principal may not have reached performance targets as related to student or personal growth. Other reasons for ineligibility may be the result of the principal’s school assignment or a principal failing to complete the full work year requirement which mandates that a principal work at least one semester in order to be eligible for a performance increment and bonus.

Still there are other cases in which the administrator may have been assigned to a school with two or more other principals (e.g. Brashear, King). In these cases, because there is more than one principal who is responsible for student growth, the principals share the bonus equally. Thus, it may appear that these principals have received a smaller bonus, when they are actually sharing the bonus amount.

Principals who are responsible for center programs are not eligible to receive achievement bonuses as a result of their serving students who do not take the PSSA or students whose scores are attributed to their home schools.

8. **Will information about who receives or does not receive a bonus or increment be made public?**
As required by PA Sunshine Laws, the District is obliged to share any information, which is a matter of public record. As such, a public employee’s salary and bonus information is public information.

9. **What do I tell parents and other stakeholders about why I did or did not receive a bonus?**
The PPIP Project Manager and the Communications & Marketing team have worked together to develop key messages to assist principals in responding to inquiries from parents and other stakeholders.

In keeping with the District’s Communications Protocol, requests for comments about PIPP from local media should be forwarded to the Public Relations Coordinator, Ebony Pugh (epugh1@pghboe.net or 412-622-3616) or the Communications & Marketing office (412-622-3615) prior to any contact with reporters.
PULSE

Key Messages

The Pathway to the Promise.
PULSE

Training Resources
PULSE

Standard 1: Standard Roadmap and PD Plan

Pittsburgh Public Schools

The Pathway to the Promise.
Standard 1: The Vision of Learning: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
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<tbody>
<tr>
<td>1a Embracing and</td>
<td>There is little or no evidence that communication of the vision by the</td>
<td>There is limited evidence that communication of the vision by the</td>
<td>There is clear evidence that communication of the vision by the school</td>
<td>There is clear, convincing, and consistent evidence that communication of</td>
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<td>Communicating the Vision</td>
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<td>communication of the vision by the school leader/district leader:</td>
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<td>• Focuses on teaching and its impact on learning and student success</td>
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<td>• Focuses on teaching and its impact on learning and student success</td>
<td>• Focuses on teaching and its impact on learning and student success</td>
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<td>1b Implementing the</td>
<td>There is little or no evidence that the school leader/district leader has:</td>
<td>There is limited evidence that the school leader/district leader has:</td>
<td>There is clear evidence that the school leader/district leader has:</td>
<td>There is clear, convincing, and consistent evidence exists that the</td>
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<tr>
<td>Vision</td>
<td>• Linked any instructional planning and strategies or student assessment</td>
<td>• Linked most instructional plans and strategies to the vision of the</td>
<td>• Linked most instructional plans and strategies to the vision of the</td>
<td>school leader/district leader has:</td>
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<td>to the vision of the school</td>
<td>school</td>
<td>school</td>
<td>• Embedded the vision in all teaching practices</td>
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<td></td>
<td>• Interprets and analyzes data to inform teaching and learning decisions</td>
<td></td>
<td>• Interprets and analyzes data to inform teaching and learning decisions</td>
<td>• Linked all school programs, policies, and procedures to the vision,</td>
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<td></td>
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<td>• Regularly uses student achievement data to ensure that the vision is</td>
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<td>firmly focused on the success of all students</td>
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</tbody>
</table>
| 1c Monitoring and Evaluating the Vision | There is little or no evidence that the school leader/district leader:  
- Monitors teacher performance  
- Uses data to assess student learning and progress toward the vision  
- Has used no evidence from previous evaluations in leader’s choice of tasks and priorities  
- Does not improve in the areas indicated by the performance evaluation | There is limited evidence that the school leader/district leader:  
- Monitors either teacher performance or student learning  
- Links instruction to student achievement and how this information impacts the school’s progress toward realizing the vision  
- Is aware of previous evaluations but has not translated them into a cohesive action plan  
- Has made inconsistent improvements in the areas indicated by the leadership evaluation | There is clear evidence that the school leader/district leader:  
- Created a system to monitor teacher performance and student learning throughout the school year  
- Demonstrates some understanding of what teaching strategies support increased student learning and progress toward the vision  
- Has used feedback given in previous evaluations to complete projects, tasks and to set priorities  
- Has made consistent specific and measureable improvements in performance based on feedback from previous evaluations | There is clear, convincing, and consistent evidence that the school leader/district leader:  
- Collects data on teacher performance and pupil achievement from a variety of sources  
- Demonstrates a clear understanding how teaching is linked to student learning  
- Provides opportunities for appropriate stakeholders to analyze and make adjustments or modifications to ensure the success of all students and progress toward the vision  
- Combines performance evaluation with personal reflection and 360-degree feedback to formulate consistent improvements in practice as reflected in the leader’s daily choices and priorities  
- Uses evidence from previous evaluations to influence their own and the entire organization |
### 1d Reaction to Vision Based Challenges

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is little or no evidence that the school leader, when confronted with evidence of disappointment or failure:</td>
<td></td>
</tr>
</tbody>
</table>
- Acknowledges personal and organizational responsibility  
- Provides consistent evidence of learning from mistakes |
| 2. There is limited evidence that the school leader, when confronted with evidence of disappointment or failure: |  
- Acknowledges personal and organizational responsibility  
- Provides consistent evidence of learning from mistakes |
| 3. There is clear evidence that the school leader, when confronted with evidence of disappointment or failure: |  
- Acknowledges personal and organizational responsibility  
- Provides consistent evidence of learning from mistakes  
- Creates, executes action plans for improvement |
| 4. There is clear, convincing and consistent evidence that the school leader, when confronted with evidence of disappointment or failure: |  
- Acknowledges personal and organizational responsibility  
- Shares case studies of personal and organizational errors in a way that guides, inspires and teaches  
- Builds collegial resilience by identifying “good mistakes”  
- Creates, executes action plans for improvement that are successful |
Standard 1 Performances

The administrator facilitates processes and engages in activities ensuring that:

1. the vision and mission of the district are effectively communicated to staff, parents, students, and community members
2. the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
3. the core beliefs of the district vision are modeled for all stakeholders
4. the vision is implemented with and interpreted among stakeholders
5. the contributions of school community members to the realization of the vision are recognized and celebrated
6. progress toward the vision and mission is communicated to all stakeholders
7. the school community is involved in school improvement efforts
8. the vision shapes the educational programs, plans, and actions
9. The School Plan for Excellence is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
10. assessment data related to student learning are regularly used to guide and focus the development the school/district vision and goals
11. relevant demographic data pertaining to students and their families are used in implementing the district mission and goals
12. barriers to achieving the vision are identified, clarified, and addressed
13. needed resources are sought and obtained to support the implementation of the district mission and goals
14. existing resources are used in support of the district vision and goals
15. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised
16. the responsibilities and contributions of each individual are acknowledged
17. student and staff accomplishments are recognized and celebrated
18. there is a change in practices as a result of evaluation feedback
19. the evaluation rubric is used as a tool to gauge growth in principal practice that result in the establishment of plan/goals to address areas of evaluation that need improvement
Standard Roadmap

*Standard # ___:__________________________________________*

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Evidence (Performance Indicators)</th>
<th>What the PI Means to Excellence for ALL</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
# Professional Development Plan

<table>
<thead>
<tr>
<th>Component</th>
<th>Personal Evidence</th>
<th>Professional Development Plan</th>
<th>Timeline</th>
<th>Evidence of Implementation</th>
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PULSE

Standard 2: Standard Roadmap and PD Plan

The Pathway to the Promise.
Standard 2: The Culture of Teaching and Learning: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a Maintaining a School-wide Focus on Teaching and Learning</td>
<td>There is little or no evidence that the school leader/district leader:  - Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students  - Has a working knowledge of district’s curriculum design, implementation, evaluation and refinement  - Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year  - Protects the teaching and learning process from issues that distract from instruction and student learning  - Fully implements district or program initiatives and curricula</td>
<td>There is limited evidence that the school leader/district leader:  - Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students  - Has a working knowledge of district’s curriculum design, implementation, evaluation and refinement  - Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year  - Protects the teaching and learning process from issues that distract from instruction and student learning  - Fully implements district or program initiatives and curricula</td>
<td>There is clear evidence that the school leader/district leader:  - Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students  - Has a working knowledge of district’s curriculum design, implementation, evaluation and refinement  - Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year  - Protects the teaching and learning process from issues that distract from instruction and student learning  - Fully implements district or program initiatives and curricula</td>
<td>There is clear, convincing, and consistent evidence that the school leader/district leader:  - Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students  - Has a working knowledge of district’s curriculum design, implementation, evaluation and refinement  - Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year  - Protects the teaching and learning process from issues that distract from instruction and student learning  - Fully implements district or program initiatives and curricula</td>
</tr>
</tbody>
</table>
### 2b Developing and Sustaining the Professional Learning Community Focused on Teaching and Learning

**SPE Focus Area 1,2,3,4**

<table>
<thead>
<tr>
<th>There is little or no evidence that the school leader/district leader:</th>
<th>There is limited evidence that the school leader/district leaders:</th>
<th>There is clear evidence that the school leader/district leader:</th>
<th>There is clear, convincing, and consistent evidence that the school leader/district leader:</th>
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<tbody>
<tr>
<td>- Establishes professional practices in the school community that promote student growth and development</td>
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<td>- Creates conditions in which effort creates ability for all learners</td>
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<td>- Creates conditions in which effort creates ability for all learners</td>
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<td>- Embraces and supports staff in managing the change process for systems, organizations, and individuals</td>
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<tr>
<td>- Collaboratively developed a long-term plan for focused support of professional growth in key instructional areas that provides differentiated support for individual teacher ability in terms of whole school instructional goals</td>
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<tr>
<td>- Effectively implements safety nets and interventions to improve student achievement, determined using standards and performance data</td>
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### PERFORMANCE LEVEL

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
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<th>Accomplished</th>
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</thead>
</table>
| 2c Ensuring an Inclusive Culture to Maximize Student Learning | There is little or no evidence that the school leader/district leader:  
- Works to develop and monitor teacher use of differentiated instructional practices to address individual student needs and for students who traditionally struggle  
- Promotes school culture that is culturally sensitive to all students  
- Identifies factors in the learning environment that are insensitive to the needs of the diverse student population, has removed these barriers, and facilitated the creation of a comprehensive instructional program for all students | There is limited evidence that the school leader/district leader:  
- Works to develop and monitor teacher use of differentiated instructional practices to address individual student needs and for students who traditionally struggle  
- Promotes school culture that is culturally sensitive to all students  
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<table>
<thead>
<tr>
<th>SPE Focus Area 1,2,3,4</th>
<th>2d Monitoring Formative and Summative Assessment of Students &amp; Formatively and Summatively Evaluating Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little or no evidence that the school leader/district leader:</td>
<td>• Has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement</td>
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<tr>
<td></td>
<td>• Provides and participates in structured opportunities for teachers to share practices for meaningful, systematic feedback on student performances</td>
</tr>
<tr>
<td></td>
<td>• Establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection</td>
</tr>
<tr>
<td></td>
<td>• Consistently provides resources for teachers to improve practice</td>
</tr>
<tr>
<td></td>
<td>• Establishes evaluation practices that are used to document poor teaching as well as to provide valuable feedback for accomplished teachers</td>
</tr>
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<td></td>
<td>• Consistently demonstrates meeting achievement targets on district-authorized assessments</td>
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| There is limited evidence that the school leader/district leader: | • Has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement |
|                                                                 | • Provides and participates in structured opportunities for teachers to share practices for meaningful, systematic feedback on student performances |
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|                                                                 | • Consistently demonstrates meeting achievement targets on district-authorized assessments |

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|                                                                 | • Provides and participates in structured opportunities for teachers to share practices for meaningful, systematic feedback on student performances |
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|                                                                 | • Consistently provides resources for teachers to improve practice |
|                                                                 | • Establishes evaluation practices that are used to document poor teaching as well as to provide valuable feedback for accomplished teachers |
|                                                                 | • Consistently demonstrates meeting achievement targets on district-authorized assessments |

| There is clear, convincing, and consistent evidence that the school leader/district leader: | • Has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement |
|                                                                 | • Provides and participates in structured opportunities for teachers to share practices for meaningful, systematic feedback on student performances |
|                                                                 | • Establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection |
|                                                                 | • Consistently provides resources for teachers to improve practice |
|                                                                 | • Establishes evaluation practices that are used to document poor teaching as well as to provide valuable feedback for accomplished teachers |
|                                                                 | • Consistently demonstrates meeting achievement targets on district-authorized assessments |
Standard 2 Performances

The administrator facilitates processes and engages in activities ensuring that:

1. professional development promotes a focus on student learning consistent with the district’s vision and goals
2. teachers are provided professional development around effective instruction and learning and lesson design and held accountable for implementing
3. content knowledge and pedagogical knowledge are demonstrated in core content areas
4. distracters to the teaching and learning focus are reduced or eliminated
5. teachers use the principles of effective instruction that lead to effort based learning
6. teachers are provided opportunities to develop differentiated instruction practices
7. the master schedule is designed and supportive of effective instruction
8. the use of instructional time and instructional quality is maximized
9. student achievement data at the classroom level is used to inform learning needs
10. teacher study groups center around student achievement data and student work
11. opportunities are provided for staff to deliberate on problems of practice
12. classroom visitations occur at a minimum of 3 times per week
13. learning walks are part of the school professional development practice
14. the school’s professional development plan is evident with a clear focus and competency based
15. observations are focused and reflect the learning needs of the teachers
16. barriers to student learning are identified, clarified, addressed, reduced and/or eliminated
17. diversity and cultural inclusiveness is considered in emerging learning experiences
18. life long learning is encouraged and modeled
19. there is a culture of high expectations for self, student, and staff performance
20. technology is used in teaching and has an impact on student learning
21. regularly practiced rituals and routines are in place so that student achievement can occur
22. multiple opportunities to learn are available to all students
23. curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
24. curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
25. the school culture and climate are assessed on a regular basis
26. a variety of sources of information is used to make decisions
27. student learning is assessed using a variety of techniques
28. multiple sources of information regarding performance are used by staff and students
29. a variety of supervisory and evaluation models is employed
30. pupil personnel programs are developed to meet the needs of students and their families
Standard Roadmap

Standard #: 

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Evidence (Performance Indicators)</th>
<th>What the PI Means to Excellence for ALL</th>
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<tbody>
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<tr>
<td>Component</td>
<td>Personal Evidence</td>
<td>Professional Development Plan</td>
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</table>
PULSE

Standard 3: Standard Roadmap and PD Plan
**Standard 3: The Management of Learning:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a Making Management Decisions to Ensure Successful Teaching and Learning</td>
<td>There is little or no evidence that the school leader/district leader:  - demonstrates knowledge of learning, teaching, assessment and student development  - Uses that knowledge to inform management decisions to support teaching and learning</td>
<td>There is limited evidence that the school leader/district leader:  - demonstrates knowledge of learning, teaching, assessment and student development  - Uses that knowledge to inform management decisions to support teaching and learning</td>
<td>There is clear evidence that the school leader/district leader:  - demonstrates knowledge of learning, teaching, assessment and student development  - Uses that knowledge to inform management decisions to support teaching and learning</td>
<td>There is clear, convincing and consistent evidence that the school leader/district leader:  - demonstrates knowledge of learning, teaching, assessment and student development  - Uses that knowledge to inform management decisions to support teaching and learning</td>
</tr>
<tr>
<td>3b Developing Procedures to Ensure Successful Teaching and Learning</td>
<td>There is little or no evidence that the school leader/district leader:  - studies and applies school data  - Combines data with educational research to facilitate the development of school procedures with all stakeholders that effectively supports teaching and learning</td>
<td>There is limited evidence that the school leader/district leader:  - studies and applies school data  - Combines data with educational research to facilitate the development of school procedures with all stakeholders that effectively supports teaching and learning</td>
<td>There is clear evidence that the school leader/district leader:  - studies and applies school data  - Combines data with educational research to facilitate the development of school procedures with all stakeholders that effectively supports teaching and learning</td>
<td>There is clear, convincing and consistent evidence that the school leader/district leader:  - studies and applies school data  - Combines data with educational research to facilitate the development of school procedures with all stakeholders that effectively supports teaching and learning</td>
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</tbody>
</table>
### 3c Allocating Resources to Ensure Successful Teaching and Learning

<table>
<thead>
<tr>
<th>Level of Evidence</th>
<th>School Leader/District Leader</th>
<th>Required Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no evidence</td>
<td>Developed collaborative ways to obtain and equitably allocate and conserve resources to support teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Limited evidence</td>
<td>Developed collaborative ways to obtain and equitably allocate and conserve resources to support teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Clear evidence</td>
<td>Developed collaborative ways to obtain and equitably allocate and conserve resources to support teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Clear, convincing and consistent evidence</td>
<td>Developed collaborative ways to obtain and equitably allocate and conserve resources to support teaching and learning</td>
<td></td>
</tr>
</tbody>
</table>

### 3d Creating a Safe, Welcoming Environment to Ensure Successful Teaching and Learning

<table>
<thead>
<tr>
<th>Level of Evidence</th>
<th>School Leader/District Leader</th>
<th>Required Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no evidence</td>
<td>Collaborates with the community to create an environment that promotes a safe and conducive learning environment for all</td>
<td></td>
</tr>
<tr>
<td>Limited evidence</td>
<td>Collaborates with the community to create an environment that promotes a safe and conducive learning environment for all</td>
<td></td>
</tr>
<tr>
<td>Clear evidence</td>
<td>Collaborates with the community to create an environment that promotes a safe and conducive learning environment for all</td>
<td></td>
</tr>
<tr>
<td>Clear, convincing and consistent evidence</td>
<td>Collaborates with the community to create an environment that promotes a safe and conducive learning environment for all</td>
<td></td>
</tr>
</tbody>
</table>
Standard 3 Performances

The administrator facilitates processes and engages in activities ensuring that:

1. knowledge of learning, teaching, and student development is used to inform management decisions
2. operational procedures are designed to maximize opportunities for successful learning
3. school data and educational research are studied and applied as appropriate
4. operational plans and procedures to achieve the vision and goals of the district are in place
5. collective bargaining and other contractual agreements related to the school are effectively managed
6. the school plant, equipment, and support systems operate safely, efficiently, and effectively
7. time is managed to maximize attainment of organizational goals
8. aware of the details and undercurrents in the operation of the school are used to identify potential problems and opportunities
9. exploring opportunities and resolving problems in a timely manner
10. financial, human, and material resources are aligned to the needs of schools
11. the school acts entrepreneurially to support continuous improvement
12. organizational systems are regularly monitored and modified as needed
13. stakeholders are involved in decisions affecting schools
14. responsibility is shared to maximize ownership and accountability
15. effective problem-framing and problem-solving skills are used
16. effective conflict resolution skills are used
17. effective group-process and consensus-building skills are used
18. effective communication skills are used
19. a safe, clean, and aesthetically pleasing school environment is created and maintained
20. human resource functions support the attainment of school goals
21. confidentiality and privacy of school records are maintained
22. school funds are managed in a way that are fiscally sound

Board policies are implemented and adhered to
Standard Roadmap

*Standard # ___:

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</table>
## Professional Development Plan

<table>
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<th>Timeline</th>
<th>Evidence of Implementation</th>
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</table>
PULSE

Standard 4: Standard Roadmap and PD Plan
Standard 4: Relationships with the Broader Community to Foster Learning: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a Understanding the Community Needs</td>
<td>There is little or no evidence that the school leader/district leader:</td>
<td>There is limited evidence that the school leader/district leader:</td>
<td>There is clear evidence that the school leader/district leader:</td>
<td>There is clear, convincing, and consistent evidence that the school leader/district leader:</td>
</tr>
<tr>
<td>SPE Focus Area 6</td>
<td>- Assesses the needs of the community</td>
<td>- Assesses the needs of the community</td>
<td>- Assesses the needs of the community</td>
<td>- Accurately assesses the needs of the community on an ongoing basis using a variety of methods</td>
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<td>- Uses resulting data to foster learning and improve student achievement</td>
<td>- Uses resulting data to foster learning and improve student achievement</td>
<td>- Uses resulting data to foster learning and improve student achievement</td>
<td>- Uses resulting data to foster learning and improve student achievement</td>
</tr>
<tr>
<td>4b Involving Members of the Community</td>
<td>There is little or no evidence that the school leader/district leader:</td>
<td>There is limited evidence that the school leader/district leader:</td>
<td>There is clear evidence that the school leader/district leader:</td>
<td>There is clear, convincing, and consistent evidence that the school leader/district leader:</td>
</tr>
<tr>
<td>SPE Focus Area 6</td>
<td>- Establishes solid, ongoing partnerships with parents, community groups and organizations that strengthen school programs</td>
<td>- Establishes solid, ongoing partnerships with parents, community groups and organizations that strengthen school programs</td>
<td>- Establishes solid, ongoing partnerships with parents, community groups and organizations (including those traditionally under-engaged) that strengthen school programs</td>
<td>- Establishes solid, ongoing partnerships with parents, community groups and organizations (including those traditionally under-engaged) that strengthen school programs</td>
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<td>- Supports the success of the teaching and learning process</td>
<td>- Supports the success of the teaching and learning process</td>
<td>- Supports the success of the teaching and learning process</td>
<td>- Supports the success of the teaching and learning process</td>
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A Roadmap for Improving the Academic Performance of All Pittsburgh Public Schools Students

**Pittsburgh Urban Leadership System for Excellence**

**Performance-Based Compensation System**

**Administrator Performance Standard Rubric**

*“Effective July 1, 2009”*

<table>
<thead>
<tr>
<th>4c Providing Opportunities for the School and Community to Serve Each Other</th>
<th>SPE Focus Area 6</th>
</tr>
</thead>
</table>
| There is little or no evidence that the school leader/district leader:  
  - Fosters relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning | There is limited evidence that the school leader/district leader:  
  - Fosters relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning | There is clear evidence that the school leader/district leader:  
  - Fosters relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning | There is clear, convincing, and consistent evidence that the school leader/district leader:  
  - Fosters relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning |

| 4d Understanding and Valuing Diversity | There is little or no evidence that the school leader/district leader:  
  - Understands how the school population is similar to, and different from, the community in which it is located  
  - Ensures diverse community representation in school programs and services to inclusively represent the community constituencies  
  - Liaises with diverse community groups to secure support and services for school initiatives to benefit all students, including those traditionally underserved | There is limited evidence that the school leader/district leader:  
  - Understands how the school population is similar to, and different from, the community in which it is located  
  - Ensures diverse community representation in school programs and services to inclusively represent the community constituencies  
  - Liaises with diverse community groups to secure support and services for school initiatives to benefit all students, including those traditionally underserved | There is clear evidence that the school leader/district leader:  
  - Understands how the school population is similar to, and different from, the community in which it is located, and the issues represented by these similarities and differences  
  - Ensures diverse community representation in school programs and services to inclusively represent the community constituencies  
  - Liaises with diverse community groups to secure support and services for school initiatives to benefit all students, including those traditionally underserved | There is clear, convincing, and consistent evidence that the school leader/district leader:  
  - Understands how the school population is similar to, and different from, the community in which it is located, and the issues represented by these similarities and differences  
  - Ensures diverse community representation in school programs and services to inclusively represent the community constituencies in ways that positively impact the learning climate  
  - Liaises with diverse community groups to secure support and services for school initiatives to benefit all students, including those traditionally underserved  
  - Serves as a personal model for cultural sensitivity and relevance |
Standard 4 Performances

The administrator facilitates processes and engages in activities ensuring that:

1. active involvement, and communication with families and the community are a priority
2. relationships with families and community leaders are developed and maintained
3. information about family and community concerns, expectations, and needs is used regularly to support teaching and learning
4. there is outreach to different business, religious, political, and service agencies and organizations
5. respect is given to individuals and groups whose values and opinions may conflict
6. the school, family and community serve one another as resources
7. available family and community resources are secured to help the school solve problems and achieve goals
8. partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support district reform goals
9. community youth family services are integrated with school programs
10. community stakeholders are treated equitably
11. diversity is recognized and valued
12. communicates effectively with families and community in a variety of ways
13. a comprehensive program of community relations is established
14. public resources and funds are used appropriately and wisely
15. community collaboration is modeled for staff
16. opportunities for staff to develop collaborative skills are provided establishes a welcoming environment
Standard Roadmap

*Standard #*: ____________________________________________________________

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</table>
## Professional Development Plan

<table>
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<tr>
<th>Component</th>
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<th>Evidence of Implementation</th>
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PULSE

Standard 5: Standard Roadmap and PD Plan
### Standard 5: Integrity, Fairness and Ethics in Learning

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

#### PERFORMANCE LEVEL

<table>
<thead>
<tr>
<th>Component</th>
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<th>Accomplished</th>
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</thead>
</table>
| 5a Demonstrating a Personal and Professional Code of Ethics | There is little or no evidence that the school leader/district leader:  
- Holds him/herself and others to high standards of ethical behavior  
- Confronts with evidence those who fail to meet this expectation | There is limited evidence that the school leader/district leader:  
- Holds him/herself and others to high standards of ethical behavior  
- Confronts with evidence those who fail to meet this expectation | There is clear evidence that the school leader/district leader:  
- Holds him/herself and others to high standards of ethical behavior  
- Confronts with evidence those who fail to meet this expectation | There is clear, consistent and convincing evidence that the school leader/district leader:  
- Consistently holds him/herself and others to high standards of ethical behavior  
- Confronts with evidence those who fail to meet this expectation |
| 5b Understanding One’s Impact on the School and Community | There is little or no evidence the school leader/district leader:  
- Knows and communicates the role of education in modern society to all learners  
- Does not use the influence of his/her position to enhance the educational program and promote student success in society  
- Does not seek feedback from the members of the community about the administrator’s impact on learning | There is limited evidence the school leader/district leader:  
- Knows and communicates the role of education in modern society to all learners  
- Uses the influence of his/her position to enhance the educational program  
- Promote student success in society  
- Periodically seeks feedback from the members of the community about the administrator’s impact on learning  
- Uses this information to strengthen the relationship between the school, family and community | There is clear evidence that the school leader/district leader:  
- Knows and communicates the role of education in modern society to all learners  
- Uses the influence of his/her position to enhance the educational program  
- Promote student success in society  
- Frequently seeks feedback from the members of the community about the administrator’s impact on learning  
- Uses this information to strengthen the relationship between the school, family and community | There is clear, consistent and convincing evidence that the school leader/district leader:  
- Knows and communicates the role of education in modern society to all learners  
- Uses the influence of his/her position to enhance the educational program and promote student success in society  
- Consistently seeks feedback from the members of the community about the administrator’s impact on learning  
- Uses this information to strengthen the relationship between the school, family and community |
### Pittsburgh Urban Leadership System for Excellence

#### Performance-Based Compensation System

**Administrator Performance Standard Rubric**

*“Effective July 1, 2009”*

<table>
<thead>
<tr>
<th>SPE Focus Area</th>
<th>5c Respecting the Rights and Dignity of All</th>
<th>5d Inspiring Integrity and Ethical Behavior in Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is little or no evidence the school leader/district leader:</td>
<td>There is little or no evidence that the school leader/district leader:</td>
</tr>
<tr>
<td></td>
<td>- Creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents</td>
<td>- Is aware of the impact that integrity and ethics have on teaching and learning as well as on the culture of the school</td>
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<td>- Actively supports the rights and dignity of all</td>
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<td>- Consistently responds to difficult/confrontational situations with emotional intelligence, empathy and self-control</td>
<td>- Subordinates her/his interests for the good of the school community</td>
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<td>- Brings ethical principles to the decision-making process; develops a caring school community</td>
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<td></td>
<td>- Demonstrates a clear and compelling sense of integrity and ethical behavior that serves as a model for all members of the school</td>
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<td>There is limited evidence the school leader/district leader:</td>
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<tr>
<td></td>
<td>- Creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents</td>
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<td>- Consistently responds to difficult/confrontational situations with emotional intelligence, empathy and self-control</td>
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<td>- Demonstrates a clear and compelling sense of integrity and ethical behavior that serves as a model for all members of the school community</td>
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<td>There is clear evidence that the school leader/district leader:</td>
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<tr>
<td></td>
<td>- Consistently creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents</td>
<td>- Consistently subordinates his/her interests for the good of the school community</td>
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<tr>
<td></td>
<td>- Actively confronts efforts by others who might seek to infringe on these rights</td>
<td>- Consistently brings ethical principles to the decision-making process; consistently develops a caring school community</td>
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<tr>
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<td>- Possesses complete self-control even in the most difficult/confrontational situations</td>
<td>- Consistently demonstrates a clear and compelling sense of integrity and ethical behavior and is seen as a model for all members of the school community</td>
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<td>- Models and provides assistance to colleagues/staff in the techniques of emotional intelligence</td>
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</tbody>
</table>
Pittsburgh Urban Leadership System for Excellence
Performance-Based Compensation System
Administrator Performance Standard Rubric
“Effective July 1, 2009”

Standard 5 Performances

The administrator:

1. examines personal and professional values
2. holds all school staff accountable to personal and professional code of ethics
3. demonstrates a personal and professional code of ethics
4. demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
5. serves as a role model
6. accepts responsibility for school operations
7. considers the impact of one's administrative practices on others
8. uses the influence of the office to enhance the educational program rather than for personal gain
9. treats people fairly, equitably, and with dignity and respect
10. protects the rights and confidentiality of students and staff
11. demonstrates appreciation for and sensitivity to the diversity in the school community
12. recognizes and respects the legitimate authority of others
13. examines and considers the prevailing values of the diverse school community
14. expects that others in the school community will demonstrate integrity and exercise ethical behavior
15. opens the school to public scrutiny
16. fulfills legal and contractual obligations
17. applies laws and procedures fairly, wisely, and considerately
18. students and staff feel valued and important
19. all individuals are treated with fairness, dignity, and respect
20. uses role of school leader/district leader to regularly convey to students the importance of education
### Standard Roadmap

**Standard #**: 

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PULSE

Standard 6: Standard Roadmap and PD Plan
**Standard 6: The Political, Social, Economic, Legal, and Cultural Context of Learning:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

<table>
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</thead>
</table>
| 6a Operating Schools on Behalf of Students and Families | There is little or no evidence that the school leader/district leader is:  
- In a collaborative relationship with families and community partners, respects the challenges faced by students and families  
- Uses that knowledge as a part of an on-going process to improve teaching and learning | There is limited evidence that the school leader/district leader is:  
- In a collaborative relationship with families and community partners, respects the challenges faced by students and families  
- Uses that knowledge as a part of an on-going process to improve teaching and learning | There is clear evidence that the school leader/district leader is:  
- In a collaborative relationship with families and community partners, respects the challenges faced by students and families  
- Uses that knowledge as a part of an on-going process to improve teaching and learning | There is clear, consistent and convincing evidence that the school leader/district leader is:  
- In a collaborative relationship with families and community partners  
- Respects the challenges faced by students and families  
- Uses that knowledge as a part of an on-going process to improve teaching and learning  
- Collaborates with community members to assess the impact of the forces and take appropriate action |
| 6b Collaborative Strategizing to Maximize Opportunities and Minimize Threats to Student Learning weighing all of the forces and using judgment | There is little or no evidence that the school leader/district leader is:  
- Aware of external forces that may challenge or support the district vision, instructional programs or school achievement  
- Communicates the information to the staff and diverse community groups when it is known | There is limited evidence that the school leader/district leader:  
- Identifies external forces that may challenge or support the district vision, instructional programs or school achievement  
- Communicates the information to the staff and diverse community groups when it is known | There is clear evidence that the school leader/district leader:  
- Identifies external forces that may challenge or support the district vision, instructional programs or school achievement  
- Honestly communicates the information to the staff and diverse community groups in a readily accessible and timely way | There is clear, consistent and convincing evidence that the school leader/district leader:  
- Identifies external forces that may challenge or support the district vision, instructional programs or school achievement  
- Honestly communicates the information to the staff and diverse community groups in a readily accessible and timely way  
- Collaborates with community members to assess the impact of the forces and take appropriate action |
## Pittsburgh Urban Leadership System for Excellence
Performance-Based Compensation System
Administrator Performance Standard Rubric
“Effective July 1, 2009”

<table>
<thead>
<tr>
<th>6c Working within Policies, Laws, and Regulations</th>
<th>6d Communicating with Decision-Makers Outside the School Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little or no evidence that the school leader/district leader is:</td>
<td>There is little or no evidence the school leader/district leader:</td>
</tr>
<tr>
<td>- Aware of the policies, laws, and regulations that govern the school and district</td>
<td>- Makes any attempt to communicate with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance</td>
</tr>
<tr>
<td>There is limited evidence that the school leader/district leader is:</td>
<td>There is limited evidence the school leader/district leader:</td>
</tr>
<tr>
<td>- Aware of the policies, laws, and regulations that govern the school and district</td>
<td>- Has established communication with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance</td>
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<tr>
<td>- Periodically uses this knowledge to bring about significant, positive change in teaching and learning</td>
<td>There is clear evidence that the school leader/district leader is:</td>
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<td></td>
<td>- Knowledgeable about the policies, laws, and regulations that govern the school and district</td>
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<tr>
<td></td>
<td>- Uses this knowledge to bring about significant, positive change in teaching and learning that impacts all student groups</td>
</tr>
<tr>
<td></td>
<td>- Supports the district’s vision,</td>
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<td>- Reflects the spirit as well as the intent of those regulations</td>
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<tr>
<td>There is clear evidence that the school leader/district leader is:</td>
<td>There is clear evidence that the school leader/district leader:</td>
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<td></td>
<td>- Has established communication with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance</td>
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<td></td>
<td>- Reflects the spirit as well as the intent of those regulations</td>
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<td>There is a clear, consistent and convincing evidence that the school leader/district leader:</td>
</tr>
<tr>
<td></td>
<td>- Knowledgeable about the policies, laws, and regulations that govern the school and district</td>
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<tr>
<td></td>
<td>- Uses this knowledge to collaborate with parents, students, and community partners to bring about significant, positive change in teaching and learning that impacts all student groups</td>
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<td></td>
<td>- Supports the district’s vision</td>
</tr>
<tr>
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<td>- Reflects the spirit as well as the intent of those regulations</td>
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</tbody>
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A Roadmap for Improving the Academic Performance of All Pittsburgh Public Schools Students
Standard 6 Performances

The administrator facilitates processes and engages in activities ensuring that:

1. the environment in which schools operate is influenced on behalf of students and their families
2. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
3. there is ongoing dialogue with representatives of diverse community groups
4. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
5. public policy is shaped to provide quality education for students
6. lines of communication are developed with decision makers outside the school community
### Standard Roadmap

*Standard #*: ...........................................................................................................

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Evidence (Performance Indicators)</th>
<th>What the PI Means to Excellence for ALL</th>
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Professional Development Plan

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<th>Timeline</th>
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Standard 7: Standard Roadmap and PD Plan

The Pathway to the Promise.
Standard 7: Leadership for Learning: A School Administrator is an educational leader who promotes the success of all students by engaging school staff in shared decision making at the school level and by sharing and expanding leadership skills at the district, community, state and national levels.

<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a Leadership at the School Level</td>
<td>There is little or no evidence that the school leader/district leader:</td>
<td>Engages a leadership team to assist in the instructional and managerial aspects of the school</td>
<td>Engages a leadership team to assist in the instructional and managerial aspects of the school</td>
<td>Engages a leadership team to assist in the instructional and managerial aspects of the school</td>
<td>Engages a leadership team to assist in the instructional and managerial aspects of the school</td>
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<tr>
<td></td>
<td><em>Not applicable to district leader</em></td>
<td>Mentors and nurtures teacher leaders</td>
<td>Mentors and nurtures teacher leaders</td>
<td>Mentors and nurtures teacher leaders and has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</td>
<td>Mentors and nurtures teacher leaders and has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</td>
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<tr>
<td></td>
<td>Encourages healthy dissent from subordinates</td>
<td>Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</td>
<td>Encourages healthy dissent from subordinates</td>
<td>Encourages healthy dissent from subordinates</td>
<td>Encourages healthy dissent from subordinates</td>
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<td>Seeks out dissenting voices</td>
<td>Encourages healthy dissent from subordinates</td>
<td>Seeks out dissenting voices</td>
<td>Seeks out dissenting voices</td>
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<td>Builds whole school capacity to successfully achieve district initiatives</td>
<td>Builds whole school capacity to successfully achieve district initiatives</td>
<td>Builds whole school capacity to successfully achieve district initiatives</td>
<td>Builds whole school capacity to successfully achieve district initiatives</td>
<td>Builds whole school capacity to successfully achieve district initiatives</td>
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<td>Communicates his/her policy on the usefulness of dissent</td>
<td>Communicates his/her policy on the usefulness of dissent</td>
<td>Communicates his/her policy on the usefulness of dissent</td>
<td>Communicates his/her policy on the usefulness of dissent</td>
<td>Communicates his/her policy on the usefulness of dissent</td>
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</tbody>
</table>
| 7b Leadership at the District level | There is little or no evidence that the school leader/district leader uses leadership skills to forward the work of the school district by:  
- Engaging in activities that benefit their colleagues and schools  
- Using dissent to inform final decisions, improve the quality of decisions and broaden support for final decisions  
- Creating constructive contention  
- Deliberately generating multiple perspectives | There is limited evidence that the school leader/district leader uses leadership skills to forward the work of the school district by:  
- Engaging in activities that benefit their colleagues and schools  
- Using dissent to inform final decisions, improve the quality of decisions and broaden support for final decisions  
- Creating constructive contention  
- Deliberately generating multiple perspectives | There is clear evidence that the school leader/district leader uses leadership skills to forward the work of the school district by:  
- Engaging in activities that benefit their colleagues and schools  
- Using dissent to inform final decisions, improve the quality of decisions and broaden support for final decisions  
- Creating constructive contention  
- Deliberately generating multiple perspectives | There is clear and consistent evidence that the school leader/district leader uses leadership skills to forward the work of the school district by:  
- Engaging in activities that benefit their colleagues and schools  
- Using dissent to inform final decisions, improve the quality of decisions and broaden support for final decisions  
- Creating constructive contention  
- Deliberately generating multiple perspectives |

| 7c Leadership at the Community, State or National Level | There is little or no evidence that the school leader/district leader:  
- Uses leadership skills to forward the work of the school district at the community, State or national levels by engaging in activities that benefit their colleagues and schools | There is limited evidence that the school leader/district leader:  
- Uses leadership skills at the community, state or national levels to forward the work of the school district by engaging in activities that benefit their colleagues and schools | There is clear evidence that the school leader/district leader:  
- Uses leadership skills at the community, state or national levels to forward the work of the school district by engaging in activities that benefit their colleagues and schools | There is clear and consistent evidence that the school leader/district leader:  
- Uses leadership skills to forward the work of the school district at the community, state or national levels by engaging in activities that benefit their colleagues and schools |
<table>
<thead>
<tr>
<th>7d Leadership with a Systems Approach</th>
<th>There is little or no evidence that the school leader uses a systems view to adopt a decision-making approach that:</th>
<th>There is limited evidence that the school leader uses a systems view to adopt a decision-making approach that:</th>
<th>There is clear evidence that the school leader uses a systems view to adopt a decision-making approach that:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Not applicable to school leader</em></td>
<td>• Synthesizes multiple inputs</td>
<td>• Synthesizes multiple inputs</td>
<td>• Synthesizes multiple inputs</td>
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<td>• Elicits and presents all sides of an issue</td>
<td>• Elicits and presents all sides of an issue</td>
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<td>• Reflects personal initiative</td>
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<td>• Benefits district/school/student learning</td>
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</table>
Standard 7 Performances:
The administrator facilitates processes and engages in activities ensuring that:

1. procedures and processes are in place to lead the school in the absence of the Principal/ School leader/district leader
2. a communication plan is in place to regularly inform staff about decisions, activities and priorities
3. leadership skills of staff members are developed and nurtured
4. important tasks are delegated with confidence to appropriate staff members
5. the what and why of a delegated task are clear leaving the how to those responsible for the task
6. leadership capabilities of staff members are developed to support a strong school climate
7. staff selection opportunities build a school community with talented and productive people
8. Principals/ School leader/district leaders are collaborating to solve problems, combine resources and provide common professional development activities
9. the District initiatives are being positively communicated to the public
10. the District's interest is represented in community and/or university partnerships
11. policy-making at the state or national level is impacted

NOTE: ALL PERFORMANCES UNDER EACH STANDARD DO NOT NEED TO BE EVIDENT. They are samples to assist in assessing the level of performance.
PROFESSIONAL RATING FORM
(SCHOOL ADMINISTRATORS)

Last Name: ____________________________  First: ____________________________  Middle: ____________________________

School: ____________________________  Job Title: ____________________________

Satisfactory
Performance of employee is sufficiently acceptable to justify continuation of employment.

Signature of Rater:

Position: ____________________________  Date: ____________________________

Unsatisfactory
Performance in one or more of the standards is unacceptable.

Signature of Rater:

Position: ____________________________  Date: ____________________________

Standards Where Performance is Unacceptable

Standard 1: The Vision of Learning - A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: The Culture of Teaching and Learning - A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: The Management of Learning - A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: Relationships with the Broader Community to Foster Learning - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Integrity, Fairness, and Ethics in Learning - A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: The Political, Social, Economic, Legal, and Cultural Context of Learning - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Leadership for Learning - A school administrator is an educational leader who promotes the success of all students by engaging school staff in shared decision making at the school level and by sharing and expanding leadership skills at the district, community, state, and national levels.

Although rated as satisfactory, performance has been assessed to be Below Average and improvement must occur.

I certify that the above named employee has been rated as indicated for the period beginning ________________ and ending ________________.

Signature of Principal: ____________________________  Date: ____________________________

Signature of Executive Director: ____________________________  Date: ____________________________

Signature of Superintendent: ____________________________  Date: ____________________________

(Required for unsatisfactory ratings)
## Standard Roadmap

*Standard #*: 

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Additional Standard Roadmaps and PDPs
Standard Roadmap

*Standard #*: _____________________________________________

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Teaching and Learning Improvement Plan

Pittsburgh Public Schools
The Pathway to the Promise.
## Teaching and Learning Improvement Plan

### School Vision Statement:

### Critical Teaching and Learning Issue:

### Collaborating Stakeholders:

<table>
<thead>
<tr>
<th>Evidence Collection: What data tell you about the critical teaching and learning issue in your school?</th>
<th>Objectives: Consider the component of the standards most in need of improvement for you along with the teaching and learning issue, and generate appropriate objectives.</th>
<th>Implementation Strategies:</th>
<th>Resources</th>
<th>Student Performance Results: What specifically about student learning will improve if your plan is successful?</th>
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