
PTL PROJECT ABSTRACT

Title	Partners To Lead (PTL)
Grant	EIR – Early-Phase/Rural Applicant (consortium of 19 rural LEAs)
Absolute Priorities	#1 (supporting high need students) and #5 (principal effectiveness)
# of Students	30,000+ students in a total of 56 schools
Grade Levels	Elementary, middle and high schools

PTL’s purpose is to increase principal effectiveness in areas that lead to increases in student achievement. PTL goals include: Developing effective principals in rural and high need schools that

- increase time spent on instruction
- improve instructional quality by engaging teachers in a change process
- positively impact student learning, particularly with high-need students
- identify and recruit high-potential teachers for principal preparation programs

PTL activities: on-going professional development and coaching for principals; implementation of the SAM process; and support for Instructional Leadership Teams and teacher teams. PTL assists school leaders in establishing on-going organizational routines designed to institutionalize effective practices and establishes a strong professional community with collective responsibility for student learning. External evaluators will explore changes to principal and teacher behaviors, and impact of PTL on school culture and student achievement.

PTL anticipated outcomes:

- Principals increase time devoted to instructional practices;
- Principals use additional time to engaging teachers in cycles of inquiry;
- Integrated leadership increases teacher involvement and improves instructional practice in classrooms across the school;
- Classroom improvements lead to significant increases in student achievement.

Special Features: implementation, in both rural and non-rural settings, of a principal time utilization process with a leadership framework aimed at increasing schoolwide focus on instructional improvements.

Implementation sites: 19 schools in PY1 (16 rural); 56 schools in PY2 (40 rural). A complete list of participating schools is included in Appendix D, along with letters of commitment each of the LEAs involved.