

# PA Inspired Leadership (PIL) Program 2018 – 2019 Statewide PIL Blended Course Offerings Blended Learning – Flexibility for School Leaders

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*June 2018*



**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**

333 Market Street  
Harrisburg, PA 17126-0333  
[www.education.pa.gov](http://www.education.pa.gov)



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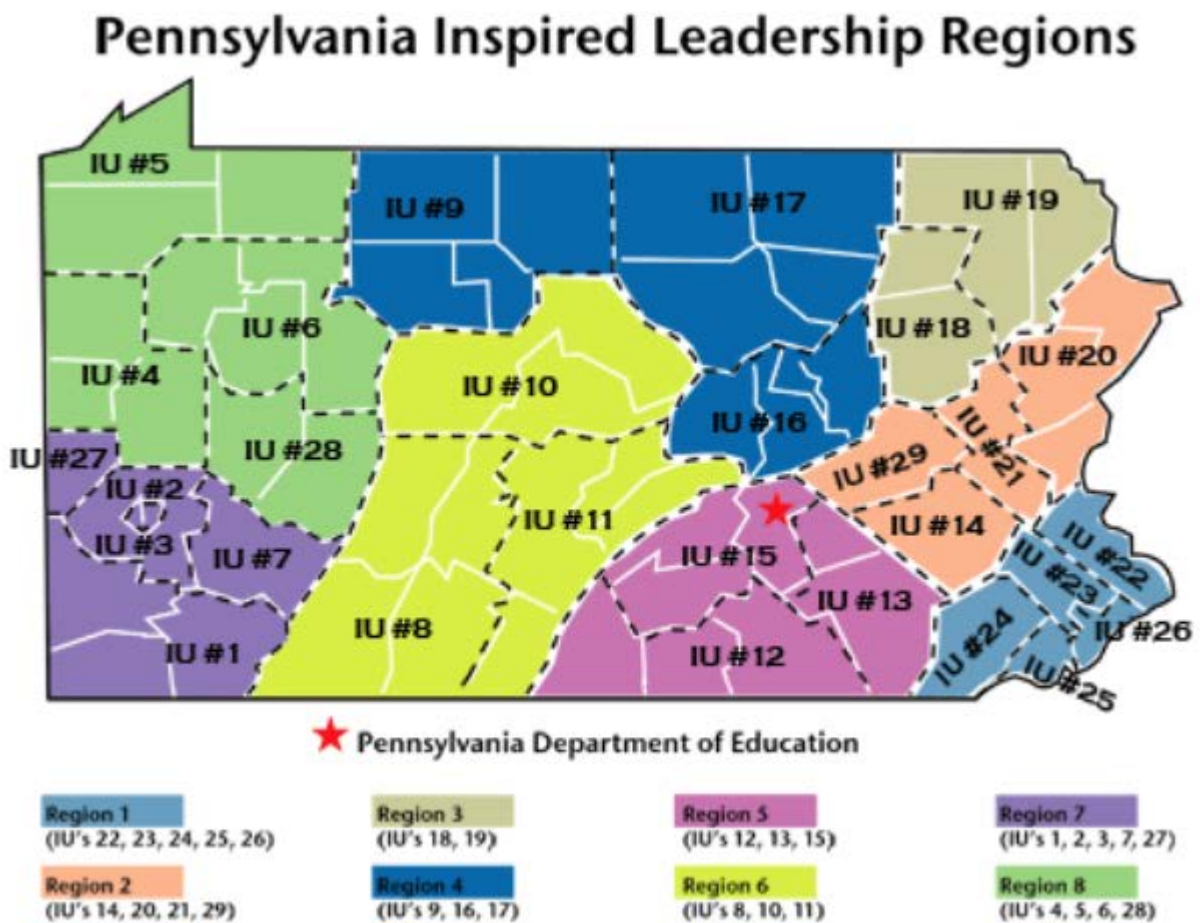
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## PA Inspired Leadership (PIL) Program

The Pennsylvania Inspired Leadership (PIL) Program is a statewide, standards-based continuing professional education program for school and system leaders. The comprehensive, cohort-based program is focused on developing the capacity of leaders to improve student achievement. The program is offered by the Department of Education in collaboration with the Pennsylvania Intermediate Units and other partners at eight regional sites. Each of the eight sites is administered by a PIL Regional Site Coordinator.

This program meets the requirements of Act 45 of 2007, which directs the Department to establish a Principal Induction Program that addresses the three core PA leadership standards and a Continuing Professional Education Program that addresses the three core and six corollary PA leadership standards.

The Pennsylvania Inspired Leadership (PIL) Program courses provide PIL continuing professional education credit/hours needed by certified administrators serving in PIL-covered positions in Commonwealth Schools as well. The program also offers courses that have been approved to fulfil the Act 45 Principal Induction requirement.



## **What are PDE PIL Blended Courses?**

To expand the opportunities for professional development within the Pennsylvania Inspired Leadership (PIL) Program, a series of blended courses aligned to the Pennsylvania Framework for Leadership is being offered. Each blended course is 8 weeks in length, comprised of a combination of online discussions, study hours, job-embedded activities, a one-day face-to-face meeting, and one or two online synchronous meetings.

Facilitators for these courses are practitioners with extensive school administration experience and have completed training in effectively utilizing technology tools to maximize instruction in an online environment. Successful completion of all online and face-to-face requirements for a blended course will provide participants 30 Act 45 PIL hours.

### **The PDE PIL Blended Courses Available in SY18-19 are:**

- Effective Communication
- Setting High Expectations for High Performing Schools
- Leading Strategically
- Instructional Leadership
- Team Building and Collaboration
- Approaches to Continuous Improvement
- Professional Leadership
- Prenatal through Grade 3 (P3) Systems Leadership
- Transforming Organizations

### **NEW Courses for SY18-19:**

- Foundations: Data to Action
- School Level: Data to Action
- Effective Learning Environments in P-3 Settings
- Career Readiness
- Equity

### **Future Courses in Development:**

- Teacher Level: Data to Action

Region	Leadership Courses Summer/Fall 2018	Leadership Courses Spring 2019	Data Courses Summer/Fall 2018	Data Courses Spring 2019	Early Childhood (EC) Courses Summer/Fall 2018	Early Childhood (EC) Courses Spring 2019	Equity and Career Readiness Courses Fall 2018 (After October 1)	Equity and Career Readiness Courses Spring 2019 (After March 1)
<b>Region 1</b> IU 22, 23, 24, 25 & 26	Transforming Organizations	Effective Communication	Foundations: Data to Action - Data Course #1	Foundations: Data to Action - Data Course #1	Prenatal through Grade 3 (P3) Systems Leadership -- EC #1	Effective Learning Environments in P-3 Settings -- EC #2	Equity(pilot)	Career Readiness ----
<b>Region 2</b> IU 14, 20, 21 & 29		High Expectations	Foundations: Data to Action - Data Course #1	Foundations: Data to Action - Data Course #1	Effective Learning Environments in P-3 Settings -- EC #2 (pilot)		Career Readiness (pilot)	
<b>Region 3</b> IU 18 & 19			Foundations: Data to Action - Data Course #1	Foundations: Data to Action - Data Course #1			Career Readiness (pilot)	
<b>Region 4</b> IU 9, 16 & 17			Foundations: Data to Action - Data Course #1	School Level: Data to Action - Data Course #2 (pilot)				
<b>Region 5</b> IU 12, 13, & 15	Professional Leadership ----- Transforming Organizations		Foundations: Data to Action - Data Course #1	School Level: Data to Action - Data Course #2 (pilot)		Effective Learning Environments in P-3 Settings -- EC #2	Career Readiness Equity (pilot)	
<b>Region 6</b> IU 8, 10 & 11	Instructional Leadership		Foundations: Data to Action - Data Course #1	Foundations: Data to Action - Data Course #1				
<b>Region 7</b> IU 1, 2, 3, 7 & 27	Team Building and Collaboration		Foundations: Data to Action - Data Course #1	School Level: Data to Action - Data Course #2 (pilot)			Equity (pilot)	Career Readiness
<b>Region 8</b> IU 4, 5, 6 & 28	High Expectations/ High Performing Schools		Foundations: Data to Action - Data Course #1	School Level: Data to Action - Data Course #2 (pilot)	Effective Learning Environments in P-3 Settings -- EC #2 (pilot)			Career Readiness (pilot)

\*\*Schedules are subject to change based upon demand.

## Leadership Courses

### Effective Communication

Effective communication is the foundational underpinning of successful relationships. This course focuses on communication among all stakeholders where the principal/school leader models the process with open, timely, responsible sharing of information. Equipped with communication plans, ways to provide information in various formats, and appropriate media to ensure effective, timely communication, principals/school leaders will reflect on current practices and enhance existing communication plans. Strategic design and implementation of formal and informal communication create an awareness of school goals for instruction and achievement, identify activities that can be used to meet these goals, and how progress toward these goals can be measured. Templates for typical correspondence such as meeting minutes, agendas, handbooks, and media types are explored or created throughout this module.

30 PIL  
hours

#### Framework for Leadership Alignment:

- 2e: Communicates Effectively and Strategically

#### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

#### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 1	Spring	March 31, 2019	May 25, 2019	May 6, 2019 (IU22)

### High Expectations/High Performing Schools

This course focuses on establishing and implementing high expectations for students and staff as they relate to and connect with performance goals and student achievement. School leaders will explore how to maximize instructional and preparation time as well as ways to establish, support, and manage processes and systems designed to ensure a high quality, high performing staff. School leaders will explore the importance of supervising staff using results that will improve performance and focus on selecting and retaining high quality staff committed to improving student achievement.

30 PIL  
hours

#### Framework for Leadership Alignment:

- 2b: Ensures a High Quality, High Performing Staff
- 2d: Establishes & Implements Expectations for Students & Staff
- 3d: Sets High Expectations for All Students
- 3e: Maximizes Instructional Time

#### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

#### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 2	Fall	December 16, 2018	February 9, 2019	January 21, 2019 (Parkland School District)
Region 8	Fall	August 26, 2018	October 20, 2018	September 20, 2018 (IU4)

## Instructional Leadership

30 PIL  
hours

This course focuses on strategies for implementing high quality instruction within a Standards Aligned System. The course highlights the importance of aligning curricula, instruction, and assessments with respect to curriculum planning and instruction. School leaders will explore opportunities for collaborative use of assessments and data to measure effectiveness and to drive future decisions and practices. School leaders will explore using the four Framework for Teaching domains to implement and maintain high quality instruction.

### Framework for Leadership Alignment:

- 3b: Aligns Curricula, Instruction, & Assessments
- 3c: Implements High Quality Instruction

### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 6	Fall	July 22, 2018	September 15, 2018	August 22, 2018 (IU8)

## Team Building and Collaboration

30 PIL  
hours

In this course, school leaders will consider how to support educational excellence by creating a culture of teaching and learning that emphasizes collaboration, communication, engagement, and the empowerment of school board members, teachers, students, families, and community members. Within the context of a shared mission, vision, and goals, school leaders will explore and evaluate the social, economic, political, and educational factors that influence the range of possible improvement scenarios for their schools. School leaders will also discuss the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery. In addition, school leaders will explore how to review, analyze, and adjust school safety and discipline plans based on school data, crisis feedback, and current regulations and mandates.

### Framework for Leadership Alignment:

- 1c: Builds a Collaborative & Empowering Work Environment
- 2g: Ensures School Safety
- 4a: Maximizes Professional Responsibilities Through Parent Involvement & Community Engagement

### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 7	Fall	September 30, 2018	November 24, 2018	November 1, 2018 (IU27)



## Transforming Organizations

When transforming organizations, school leaders must develop a clear vision and collaborative culture. In order to successfully transform organizations, a change in mindset must occur. Transformative change is persistent, purposeful, and intentional.

Communication of the intent for transformation, as seen in revised visions, norms, values, expectations and goals, is essential to enable transformative change. Successful transformative leaders recognize individual and collective contributions and utilize failure as an opportunity to improve school culture and student performance. When navigating systemic transformation, school leaders need to seamlessly integrate digital technologies that support all aspects of the process.

30 PIL  
hours

### Framework for Leadership Alignment:

- 1a: Creates an Organizational Vision, Mission & Strategic Goals
- 1c: Builds a Collaborative & Empowering Work Environment
- 1d: Leads Change Efforts for Continuous Improvement
- 2d: Establishes & Implements Expectations for Students & Staff

### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 1	Fall	July 8, 2018	September 1, 2018	August 10, 2018 (IU 24)
Region 5	Fall	September 30, 2018	November 24, 2018	November 7, 2018 (IU15)

## Professional Leadership

This coursework focuses on the importance of leading in a fair and equitable manner with personal and professional integrity, including resolution of school based problems/conflicts in a fair and democratic way. Participants will explore the importance of professional development for school leaders and their staff (instructional and non-instructional).

30 PIL  
hours

### Framework for Leadership Alignment:

- 2c: Complies with Federal, State, and LEA Mandates
- 2f: Manages Conflict Constructively
- 4b: Shows Professionalism
- 4c: Supports Professional Growth

### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 5	Fall	September 16, 2018	November 10, 2018	October 15, 2018 (IU12)

## Data Courses

### Foundations: Data to Action – Data Course #1

Foundations: Data to Action is the first in a rigorous three-course series designed to equip school leaders with the knowledge, skills, and practices they need to create and sustain an effective data culture in their schools. This course will explore the various types of data, they types of data, the benefits of using data, and the basic structures and processes that must be in place for administrators to be successful in promoting and sustaining a data-driven school culture.

**30 PIL  
hours**

#### Framework for Leadership Alignment:

- 1b: Uses Data for Informed Decision Making

#### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

#### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 1	Fall	August 12, 2018	October 6, 2018	September 14, 2018 (IU22)
Region 1	Spring	March 10, 2019	May 4, 2019	April 12, 2019 (IU25)
Region 2	Fall	September 30, 2018	November 24, 2018	November 2, 2018 (IU14)
Region 2	Spring	February 17, 2019	April 13, 2019	March 21, 2019 (IU20)
Region 3	Fall	September 30, 2018	November 24, 2018	November 9, 2018 (IU19)
Region 3	Spring	March 3, 2019	April 27, 2019	March 29, 2019 (IU18)
Region 4	Fall	September 16, 2018	November 10, 2018	October 16, 2018 (IU17)
Region 5	Fall	September 16, 2018	November 10, 2018	October 16, 2018 (IU12)
Region 6	Fall	September 9, 2018	November 3, 2018	October 12, 2018 (IU8)
Region 6	Spring	March 31, 2019	May 25, 2019	May 10, 2019 (IU8)
Region 7	Fall	October 14, 2018	December 8, 2018	November 27, 2018 (IU3)
Region 8	Fall	October 14, 2018	December 8, 2018	November 13, 2018 (IU5)

## School Level: Data to Action – Data Course #2 (pilot)

This course is the second in a rigorous three-course series on data, available to school leaders who have successfully completed the first course: “Foundations: Data to Action.”

30 PIL  
hours

“School Level: Data to Action” extends the knowledge and skills school leaders developed in the first course, with a focus on how to apply data practices specifically to school level work and decisions. Course activities are designed to prepare educators to implement effective and efficient practices in the use of data, including: the implementation of a school-wide assessment calendar; scheduling and aligning data meetings for a variety of purposes; analyzing data to determine root cause; and developing and monitoring action plans. This course will prepare participants to use data to address a variety of decisions, including, but not limited to, student learning/academics.

### Framework for Leadership Alignment:

- 1b: Uses data for informed decision making

### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 4	Spring	March 10, 2019	May 4, 2019	April 10, 2019 (IU17)
Region 5	Spring	January 13, 2019	March 9, 2019	February 12, 2019 (IU13)
Region 7	Spring	February 3, 2019	March 30, 2019	March 8, 2019 (IU27)
Region 8	Spring	February 3, 2019	March 30, 2019	March 4, 2019 (IU5)

## Early Childhood (EC) Courses

### Prenatal through Grade 3 (P3) Systems Leadership

This course is focused on effective P–3 (prenatal–grade 3) planning and implementation, which is designed to help all children succeed. This coursework focuses on communication and effective strategies among all stakeholders in a P–3 system where the 0–5 and K–3 administrators lead in modeling the process. School leaders will delve deeply into issues relevant to leading P–3 initiative in collaboration with other programs and school leaders.

30 PIL  
hours

#### Framework for Leadership Alignment:

- 3b: Aligns Curricula, Instruction, & Assessments
- 3c: Implements High Quality Instruction

#### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

#### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 1	Fall	September 30, 2018	November 24, 2018	October 30, 2018 (IU22)

### Effective Learning Environments in P-3 Settings

Effective Learning Environments in P–3 Settings focuses on preparing administrators to support early childhood educators create the best outcomes for all learners. Administrators will learn to recognize appropriate and effective instruction, how to navigate accountability requirements, how to support staff in using developmentally appropriate practices, and how to use P-3 alignment to improve student outcomes.

30 PIL  
hours

Young children learn best when educators take their developmental needs into account. Children who are offered appropriate support at this critical stage in their development continue to benefit into adulthood and throughout their lives.

This course will explore the needs of young children, the kinds of support teachers need to offer to maximize their growth and development, and the ways in which administrators should be prepared to offer support.

#### Framework for Leadership Alignment:

- 3b: Aligns Curricula, Instruction, & Assessments
- 3c: Implements High Quality Instruction

#### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

#### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 1	Spring	April 7, 2019	June 1, 2019	May 10, 2019 (PaTTAN Malvern)
Region 2	Fall	September 30, 2018	November 24, 2018	November 8, 2018 (IU14)
Region 5	Spring	February 3, 2019	March 30, 2019	March 5, 2019 (IU13)
Region 8	Fall	September 16, 2018	November 10, 2018	October 18, 2018 (IU28)

## Equity/Career Readiness Courses

### Student Career Readiness: Foundations for School Leaders

This course is designed to help school and district leaders understand and implement strategies in their school systems related to career development and career preparation for their students. Specifically, this course will help leaders K-12 school and district leaders better understand the implications of workforce trends for education, learn how to implement the Pennsylvania Career Education and Work Standards and meet the Future Ready PA Index Career Readiness Indicators, strengthen employer and community partnerships to support career education, increase communication and collaboration with career and technical education administrators, and examine strategies and best practices in career connected learning.

**30 PIL  
hours**

#### Framework for Leadership Alignment:

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#### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

#### Offerings (each offering is 8 weeks long with one face-to-face session):

Region	Season	Start	End	Face-to-Face (Location)
Region 1	Spring	March 17, 2019	May 11, 2019	May 1, 2019 (Technical College HS Brandywine IU24)
Region 2	Fall	October 21, 2018	December 15, 2018	November 14, 2018 (Lehigh Career & Tech)
Region 3	Fall	October 21, 2018	December 15, 2018	November 19, 2018 (Lacka. County Vo-Tech)
Region 5	Fall	October 14, 2018	December 8, 2018	November 15, 2018 (Willow Street CTC)
Region 7	Spring	March 17, 2019	May 11, 2019	April 24, 2019 (Beaver County CTC)
Region 8	Spring	March 10, 2019	May 4, 2019	April 10, 2019 (IU6)

## Equity in Education: Why Leadership Matters

45 PIL  
hours

This course is designed to enhance educator effectiveness in improving academic achievement and promoting equitable schools and districts. Using a framework with an emphasis on prevention, response, and recovery, course activities will prepare school leaders to plan, implement, and sustain a culture of equity in their school environments.

Modeling effective practices, conducting needs assessments, composing plans for stakeholder buy-in and support, creating a shared identity, communicating effectively, exploring the roles of academic and disciplinary equity, and applying data to improve and sustain equitable practices are among the topics that school leaders will examine during the course experience. Important: In this course, participants will use existing or new School Climate survey data.

Important:

- In this course, participants will use existing or new School Climate survey data.
- The timeframe for this course is 12 weeks with two days of required face-to-face meeting.

### Framework for Leadership Alignment:

- 1b: Uses Data for Informed Decision Making
- 2b: Ensures a High Quality, High Performing Staff
- 2d: Established and Implements Expectations for Students and Staff
- 2e: Communicates Effectively and Strategically
- 3b: Aligns Curricula, Instruction, and Assessments
- 3d: Sets High Expectations for All Students
- 4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement

### Registration:

[www.education.pa.gov/Act45PIL](http://www.education.pa.gov/Act45PIL)

### (Pilot) Offerings (each offering is 8 weeks long with **two** face-to-face sessions):

Region	Season	Start	End	Face-to-Face (Location)
Region 1	TBD	TBD	TBD	1. TBD 2. TBD
Region 5	TBD	TBD	TBD	1. TBD 2. TBD
Region 7	TBD	TBD	TBD	1. TBD (IU3) 2. TBD

## Region Contacts

Region	Intermediate Units	Regional Program Leader	Program Leader Contact Address	Program Leader Contact Phone & Email	Send Applications to
1	22, 23, 24, 25, 26	John Romanoski & Joseph Kircher	1144 Wendler Circle Pottstown, PA. 19465	484 300-5366 <a href="mailto:johnr1216@gmail.com">johnr1216@gmail.com</a> or 215-675-4273 <a href="mailto:kircherj615@gmail.com">kircherj615@gmail.com</a>	Jennifer Lally Chester County IU24 455 Boot Road Downingtown, PA 19335 <a href="mailto:JenniferLa@cciu.org">JenniferLa@cciu.org</a>
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3	18 & 19	Hal Bloss	Northeastern Educational IU 19 1200 Line Street Archbald, PA 18403-2331	570- 876-9226 <a href="mailto:hbloss@iu19.org">hbloss@iu19.org</a>	Nadine Homentosky Northeastern Educational IU19 1200 Line Street Archbald, PA 18403-2331 570-876-8662 (Fax) <a href="mailto:nhomentosky@iu19.org">nhomentosky@iu19.org</a>
4	9, 16, 17	Douglas Ulkins	294 Wilcox Drive Troy, PA. 16947	570-506-4089 <a href="mailto:dulkins@IU17.org">dulkins@IU17.org</a>	Laura Klym BLaST IU17 2400 Reach Road P.O. Box 3609 Williamsport, PA 17701 570-323-8561 x1011 570-323-1738 (Fax) <a href="mailto:lklym@iu17.org">lklym@iu17.org</a>
5	12, 13, 15	Dr. Michael C. Young	737 Jake Landis Road Lititz, PA 17543	717-808-7802 <a href="mailto:mcyoungeducation@gmail.com">mcyoungeducation@gmail.com</a>	Lisa Storhaug Lancaster-Lebanon IU13 1020 New Holland Avenue Lancaster PA 17601 Fax: (717) 606-1991 <a href="mailto:lisa_storhaug@iu13.org">lisa_storhaug@iu13.org</a>

Region	Intermediate Units	Regional Program Leader	Program Leader Contact Address	Program Leader Contact Phone & Email	Send Applications to
6	8, 10, 11	Edward Curry	Tuscarora IU 11 2527 US Highway 522 S. McVeytown, PA 17051-9717	717-363-1165 <a href="mailto:ecurry1@live.com">ecurry1@live.com</a>	Kathy Clark Tuscarora IU11 2527 US Highway 522 S. McVeytown, PA 17051-9717 814 542 2501 ext.190 814-542-2569 (Fax) <a href="mailto:kclark@tiu11.org">kclark@tiu11.org</a>
7	1, 2, 3, 7, 27	Dr. Dean A. Casello	Allegheny IU 3 475 East Waterfront Drive Homestead, PA 15120	412-394-5752 412-394-5750 (Fax) <a href="mailto:dean.casello@aiu3.net">dean.casello@aiu3.net</a>	Jessica Shanahan Allegheny IU3 475 East Waterfront Drive Homestead, PA 15120 412-394-5709 412-394-5750 (Fax) <a href="mailto:Jessica.Shanahan@aiu3.net">Jessica.Shanahan@aiu3.net</a>
8	4, 5, 6, 28	Della Gentile	NW Tri-County IU5 252 Waterford Street Edinboro, PA 16412	814-873-8866 <a href="mailto:PILRegion8@iu5.org">PILRegion8@iu5.org</a>	Karen Sheldon NW Tri-County IU5 252 Waterford Street Edinboro, PA 16412 814-734-8387 814-734-2306 (fax) <a href="mailto:karen_sheldon@iu5.org">karen_sheldon@iu5.org</a>



## Appendix: Frequently Asked Questions

### 1. Why was this legislation introduced?

Research demonstrates that effective school leaders have an impact on student achievement. A focused program of continuing professional education can help leaders develop the knowledge and skills they need to become more effective in improving the learning environment for teachers and students. This legislation will make better use of Act 48 credits by requiring certain school administrators to participate in professional education activities that are focused on practices that have the greatest impact on improving student achievement.

### 2. What professional educators are affected by the legislation?

All **active** school and system leaders **employed** in the following positions:

- Principal
- Assistant or Vice Principal
- Superintendent
- Assistant Superintendent
- Intermediate Unit Executive Director
- Intermediate Unit Assistant Executive Director
- Director of an Area Vocational-Technical School

**This legislation only affects professional educators with administrative certificates who are employed in any of these positions on or after January 1, 2008.**

### 3. What is required by the legislation?

The legislation requires the following:

1. Preparation programs for superintendents and principals must address the nine PA school leadership standards.
2. A Principals' Induction Program that addresses the three core leadership standards has been developed and is offered by the Department. Current certified principals, vice or assistant principals, **who are employed for the first time** on or after January 1, 2008, and **all candidates who apply for a certificate** on or after January 1, 2008 must complete the induction program within the first five years of employment as a principal, vice or assistant principal.
3. On or after January 1, 2008, all school and system leaders must complete their Act 48 continuing professional education requirements in no less than the same proportion as the proportion of the compliance period during which the individual was employed as a school or system leader. School and system leaders will be required to fulfill their PIL proportional hours in programs that address one or more of the nine PA school leadership standards.
4. The Department of Education must provide the programs it offers **at no cost** to the individual or the school entity.
5. The Department of Education must approve other providers, using criteria developed by the Department, to provide induction and continuing professional education.

#### **4. What is the Pennsylvania Inspired Leadership (PIL) program?**

PIL is a standards-based professional education program offered by the Department of Education through eight regional sites. Each site supports several cohort groups with two curricular offerings: 1) a comprehensive curriculum developed by the National Institute for School Leadership (NISL); and 2) a PA- adapted version of the Total Leaders curriculum developed by the Pennsylvania School Leadership Council (PLDC).

#### **5. Is the PIL program the only way that school and system leaders can receive Act 48 credit?**

Individuals employed as a school or systems leaders will be required to complete their Act 48 continuing professional education requirements in no less than the same proportion as the proportion of the compliance period during which the individual was employed as a school or system leader (see also questions 12 and 13 below). PIL approved courses, as indicated by PERMS Subject Areas “PA Inspired Leadership (PIL)” and “PA Inspired Leadership (PIL) Induction” are the only Act 48 programs that will count towards completion of PIL requirements. “School Administrative (Non-PIL)” courses and/or activities will not count towards the completion of PIL requirements, but will count toward the total Act 48 continuing professional requirements and will satisfy the proportion of the compliance period in which the individual was not serving as a school or system leader.

PIL approved courses will consist of:

- a) Leadership courses or programs offered by the Department that address one or more of the PA leadership standards.
- b) Approved principal and superintendent preparation programs.
- c) Approved courses or programs offered by approved providers.

#### **6. How will I know which courses or programs have been approved?**

The law requires the Department to annually publish a list of approved providers for the Principals’ Induction Program and the Continuing Professional Education Programs. The Department will seek proposals from providers through an Invitation to Qualify (ITQ) and will publish on its website a list of those that are approved in March 2008. This list will be updated quarterly during 2008 and at least once a year thereafter.

#### **7. Is there a limit on the number of required hours for the Principals’ Induction Program?**

Yes. The legislation limits the number of required hours of professional education to 36 hours per school year and a total of 108 hours for the entire Induction Program.

**8. How will the Department track Act 48 hours for school and system leaders?**

Starting in January 2008, the PERMSV2 tracking system will be modified to track PIL hours and non-PIL hours for all school and systems leaders. Each individual's continuing education profile will show this information as it is reported by providers. Approved providers will need to enter their approved courses or programs under the subject area of PIL or PIL Induction in order for it to be properly credited to an individual's account.

**9. What if a school and system leader has met the Act 48 requirements for their current compliance period when the PIL legislation takes effect on January 1, 2008?**

Those school and systems leaders are not required to participate in any PIL or PIL-approved programs until their next compliance period.

**10. How does this law affect individuals who hold administrative certificates that are not currently serving in one of the positions defined as school and system leaders?**

They may continue to take professional education courses or programs appropriate to their position responsibilities.

**11. Who do I contact for more information about the legislation and the Department's implementation plan?**

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