

Dear Principal Participants:

The 2006-2007 school year marks the second year of the *Leading Student Achievement: Our Principal Purpose* (LSA) project. Thank you to our returning participants and welcome to the new districts and principal learning teams that are joining us.

The purpose of the LSA project is to improve students' learning in the areas of literacy and numeracy. To accomplish this, school leaders formed principal learning teams across schools and districts so that they could work collaboratively in an effort to build professional learning communities in their schools. ADFO, CPCO, and OPC joined with the Literacy and Numeracy Secretariat to facilitate this undertaking.

Over the course of the first year, a number of positive results emerged from these efforts:

- the ongoing professional development for principals in the form of professional learning teams;
- the collection and use of data by principals to determine school needs and to facilitate school improvement plans;
- a refocusing on the role of principal as instructional leader;
- the creation of a province-wide focus and the structures to support that focus;
- the provision of resources in the form of books, time, funds, and professional development experiences;
- the use of a common language among those responsible for improving students' learning;
- cooperation among ADFO, CPCO, ADFO, the Secretariat, and Curriculum Services Canada;
- a desire for sustainability, evidenced in the continuation of the project into Year 2.

An evidence-informed model is an integral component of the LSA project. In 2005-2006, Year 1 of the project, Ken Leithwood surveyed teachers and principal team leaders. The focus of the research was on attitudes and changes in teachers.

In Year 2, an evidence-informed approach will continue in the form of surveys for principals and teachers to be completed in October, 2006 and May, 2007. One purpose of the surveys will be to measure the value for principals of working in a professional learning team, their professional growth as instructional leaders, and their development as leaders of leaders. A second purpose will be to measure how teachers' practice has changed as a result of participating in a professional learning community. A third purpose will be to direct additional efforts that might be useful to participants in the second year of the project.

The initial preparation for these surveys took place at the August 2006 symposium within the association meetings. At that time, participating principal team leaders developed questions that they felt should be included in the surveys. A research committee then met to develop one survey for principals and another for teachers, cross-referencing the principals' suggestions with the material presented by Ken Leithwood, to ensure that the principals' input was reflected in the two surveys.

The surveys should take about 15 – 20 minutes to complete. If there are specific questions principals or teachers choose not to answer or that do not apply to them, they should leave these blank. Although participation is voluntary, the involvement of both principals and teachers is extremely important in terms of contributing to the ongoing success of the project. For this reason, please make the completion of the surveys a priority for yourself and your teachers, for the end result will be of benefit to you and your staff.

As all responses to the surveys are completely anonymous, you and your teachers are asked not to identify yourselves. Individuals, schools, and districts will not be identified in any publications and presentations resulting from this evaluation process. Its purpose is to evaluate the project's value and to inform decisions regarding appropriate assistance for participants.

Your commitment to completing the principal's survey and your efforts to ensure that your teachers complete their survey are greatly appreciated. If you have any questions or require additional clarification, please contact: OPC/CPCO/ADFO.