

**Policy 5800: STANDARDS OF PROFESSIONAL PRACTICE FOR  
WEST VIRGINIA SUPERINTENDENTS, PRINCIPALS AND TEACHER LEADERS**

**Comment Log**

**July 14, 2016 – August 26, 2016**

Action                      Type  
 N: No Response              - Negative  
 NA: Not Accepted          + Positive  
 A: Accepted                    o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<b>§126-165-3 Operating Premises</b>		
2016-08-24 08:56:14	Stephen Morris Principal Wayne County Schools Huntington WV	Please take something off our plate. We just keep getting more and more -	-/N	
2016-08-25 21:24:13	Rusty DeVito Principal North Marion Farmington WV	As a principal. I do not have the resources to keep my facility running without the financial backing of the state and county. I believe that should be addressed In concerned that counties are not funding schools in the same ways. there should be guidelines as to pay for principals from the state and funds for schools. High schools are struggling to keep programs going that help develop our young people to be good citizens. It looks like none of this is addressed	o/NA	At this time, changes to WVBE Policy 5800 address only principal leadership. Revised national standards, PSEL, were released in October 2015. Stakeholder input resulting in these changes was obtained by comparing PSEL with WVBE Policy 5800. This policy is a best practices guideline for school administrators and therefore does not address issues of funding.

		<b>§126 136-5 Standards of Professional Practice for School Principals</b>		
2016-07-21 02:29:59	Chad Spencer Teacher Berkeley County Schools Inwood WV	5.2c (Add the following):  The principal and each assistant principal shall teach one section of a course in which they have a teaching endorsement as a means of fostering cooperation and teamwork among staff and to stay current in best researched practices.	o/NA	The policy addresses best practices rather than specific mandates for principal action.
2016-08-24 09:42:43	John P. Rogers Principal WVASSP/Harrison County School Clarksburg WV	126.165.5.2.a.4 - The second half needs stricken as it does not fit with the rest of the standard. This implies that the total responsibility for student success and well being falls on the shoulders of the principal and no other group within the function of a school system. While reading the policy in other places this burden is not mentioned for teachers, support personnel, the superintendent of county school, RESA directors, or even the State Superintendent. We should include all groups with this same statement of responsibility or none.	-/A	Replaced language “and accepts responsibility for” with “to promote.”
		126.136.5.2.c.1 - Take out the words "modifications to" because it does not belong. This talks about continuous improvement. How can you assess modifications to the things listed before implementation. You would assess their effectiveness and make modifications as necessary not "assessing modifications to" those items.	o/A	Removed phrase “modifications to” in order to clarify meaning.
		126.136.5.2.d.1 - The added part of this policy needs stricter as it is to specific. This language was not added to 5.2.d.2, which coincides with 5.2.d.1. The	o/A	Substandard 5.2.d.1 and 5.2.d.3 were revised to avoid redundancy and clarify

	<p>language in 5.2.d.2 is much more concise.</p> <p>126.136.5.2.d.3 - The added language is just another rant and this language is not found in either of the other sections. The languages used in 5.2.d.2 should be stated in all three parts of this standard. In other parts of this policy the words "social justice" and "protect diversity" have been stricken, but they were added in this part. What is the difference?</p> <p>126.136.5.2.f.3 - "provides accommodations to meet the individualized learning needs of all students" This language implies that the principal is directly responsible for providing accommodations to students, which is not the case. The original section talks about creating support for programs and processes using communicating their link to student academic success, which does not fit with the additional language added.</p> <p>126.136.5.2.g.7 - With the additional language, this standard is no longer about managing the data information systems but becomes instructional. I think the new language negates the intent of the original standard. Maybe it should be added in the instructional standard.</p> <p>126.136.5.2.i.2 - The new language talks of teacher leadership which is addressed in standard 5.2.e.4. The standard now has nothing to do with continuous improvement. It has to do with teacher leadership.</p> <p>126.136.5.2.i.5 - The additional language inserted here creates the "how" we monitor classroom</p>	<p>-/A</p> <p>o/NA</p> <p>o/NA</p> <p>o/NA</p> <p>o/A</p>	<p>meaning.</p> <p>Substandard 5.2.d.1 and 5.2.d.3 were revised to avoid redundancy and clarify meaning.</p> <p>The substandard emphasizes the role of the school principal in ensuring accommodations are provided to in order to help each individual student achieve academic success.</p> <p>Standard 5.2.g addresses the role effective management plays in order to promote learning.</p> <p>Promoting teacher leadership in a school is a best practice for continuous improvement.</p> <p>Language was changed to "and promotes" for</p>
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		<p>performance targets and benchmarks; "by promoting inquiry, experimentation, and innovation in implementing improvement". How do you monitor promotion of those areas and how does promoting these areas help you monitor performance targets and benchmarks.</p> <p>Overall comment: From the changes incorporated in this policy, it clearly has makes the principal "everything to everybody" and "puts the burden of student success clearly at the feet of the principal". I am curious why the language was not strengthened in the superintendents standards and the teacher standards. If I were to read this as a perspective principal, I would refrain from entering this part of the profession and would desire the role that was less burdensome and had less responsibility for student success (like a state department position).</p>	-/A	<p>clarification. The substandard highlights the link between professional learning in a PLC, student growth, and continuous improvement.</p> <p>At this time, changes to WVBE Policy 5800 address only principal leadership. Revised national standards, PSEL, were released in October 2015. Further updates to the other sections of the policy will be considered. The policy is intended to provide guidance for preparation programs for principals and as a set of best practices.</p>
2016-08-25 21:24:13	Rusty DeVito Principal North Marion Farmington WV	<p>I'm concerned that it's stated that I'm to resolve conflict in the community It is difficult enough to manage a school yet take on our communities. It seems that the superintendent and teacher are left with less to be responsible for than the principal. Professional development is very important yet again I have no control of that as the central office decides what we can or can use and the time that is available for that.</p>	o/NA	<p>The intent of substandard 5.2.g.9 is to stress that the issues of the community can at times have an impact on the school. School principals should be prepared to address these issues when necessary.</p> <p>The WVBE Learning Schools Initiative promotes professional learning specific to the needs of each</p>

				individual school and provides guidelines for school-specific professional learning.
8/23/16 Received via email	J. Brad Simmons Executive Director, WVASSP	Please see attachment	o/A	<p>Additions and changes to the policy were made based on stakeholder feedback of valued language and ideas.</p> <p>Several changes were made to avoid redundancy and clarify meaning based on public comment as noted above.</p> <p>Again, the policy is intended to provide guidance for preparation programs for principals and as a set of best practices.</p>

**WV Association  
Of  
Secondary School Principals**

August 23, 2016

Margaret Williamson  
Office of Student and School Support, WVDE  
Capitol Building 6, Room 309  
Charleston, WV 25305-0330

Dear Mrs. Williamson,

I would like to take this opportunity to provide comments to Policy 5800 which is out for comment. Having been a member of the stakeholder group that worked with the department on this, I felt necessary to represent myself as well as other professional educators. I remember the purpose of the changes being discussed. I do not remember many of the additions being added as shown in the revised policy. As part of the discussion for the revisions during our meeting, I had thought the statements would be abbreviated instead of lengthened. This was not the case. I know there were several meetings of various stakeholders; I was a member of the principal group. Many of the comments added could have been from other stakeholder group discussions.

Please note that while I make the above comments, I do not think the standards are bad. Principals who are successful definitely strive to meet, and usually do meet, a majority of the standards listed to some extent. With the profession facing vacancies which get harder and harder to fill, I fear the overwhelming amount and expectations of these standards set forth in the policy will only serve to make it even more difficult to put individuals into principal positions. The tasks set forth in them are daunting for any individual. Is it really thought they are all attainable by one individual? How will the standards be measured to assure the principal is vetted in them for certification purposes? What type of and who will deliver the professional development to maintain the standards? How will the standards be used in the evaluation of the principal? These are just a few of the issues that have been discussed with me by various principals, assistant principals, superintendents, and other central office supervisors.

In summation, it appears the standards require a principal to “know all-be all-do all” to everyone. My point is they are quite overwhelming, and I fear we may need to revisit them to simplify the components of each of the nine standards. I’m not convinced anyone would want to face this daunting occupation.

Sincerely,  
J. Brad Simmons  
Executive Director, WVASSP  
8212 SR55  
Moorefield, WV 26836