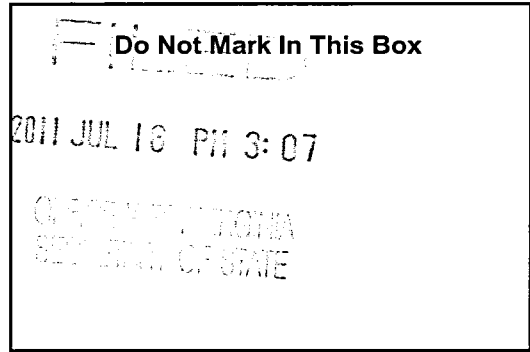


WEST VIRGINIA
SECRETARY OF STATE

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

Form #5



NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2 and W. Va. Code §18-2-5

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education
v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 12

TITLE OF RULE BEING PROPOSED: Standards for High Quality Schools (2322)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS August 18, 2011.

Charles K. Heinlein
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY
WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2322: Standards for High Quality Schools.

Background: The West Virginia Department of Education developed the framework documents representing five dimensions for high quality schools and school systems in 2004-2005. These documents formed the basis for this policy language. The policy represents a coherent and aligned set of expectations necessary to transform schools and school systems into outcome focused, innovative, accountable learning organizations that can prepare all students for the global, digital age of the 21st century. The policy committee consisted of membership from all offices and divisions of the WVDE as well as local school and district level stakeholders.

Proposals: Policy 2322 is intended to serve as a foundational document for the development/ revisions of policies relating to schools/districts to assure a common language and vision. This policy is intended to be a framework for school improvement that leaders can use as a guide for self analysis and strategic planning in efforts to improve schools. Policy 2322 is also intended to be the guiding document for future policy and program development/revision in the areas of school and district accountability.

This policy will be revised to reflect Standards for High Quality School Districts, currently in development, which will serve as a guidance document for districts to direct and inform their work and be used for district accountability measures in Policy 2320.

Impact: This policy will serve as a guidance document for schools and districts to direct and inform their work. It is the intent to pilot these standards in schools 2011-2012 and then incorporate them into Policy 2320 to build an accountability system that is based upon growth and progress in meeting the standards for High Quality Schools.

Response to Comments: Minor edit changes were made for clarity and do not affect the substance of the policy.

High Quality Standards

Stakeholders involved in either development of review of policy.

External Stakeholders

Leadership Teams of the following schools:

Franklin Elementary
Ansted Elementary
Doddridge County Elementary
Guyandotte Elementary
Wirt County Primary
Southside K-8
East Bank Middle
Diana K-8
Crum Middle
Guyan Valley Middle
Cedar Grove Middle
Ansted Middle
Valley High
Mount View High
Mount Hope High
Sherman High
Tolsia High
Riverside High
Riverview High
Lincoln High

RESA Executive Directors
RESA Professional Development Directors
RESA Special Education Directors

Chief Instructional Leaders
Federal Program Directors
State School Improvement Specialists
WV Council of PTA

Dr. Kenna Seal, OEPA
Dr. Donna Davis, OEPA

Internal Stakeholders

WVDE Employees

Dr. Jack McClanahan
Robert Hull
Lori Wiggins
Richard Lawrence
Lisa Youell
Marty Burke
Denise White
Carla Williamson
Jan Stanley
Dr. Karen Davies
Kenny Moles
Suzette Cook
Dr. Erin Sullivan
Don Chapman
Barbara Ashcraft
Melanie Purkey
Betsy Peterson
Betty Jo Jordan
Brenda Williams
Lydia McCue
Shawn Hawkins
Shelly Stalnaker
Phyllis Veith
Randall Kirk
Dewayne Duncan
Joe Panetta
John Ford
Marian Covey
Kathy Hudnall
Liza Cordeiro
Linda Palenchar
David Price

External Stakeholders

Dr. Jan Barth

Dr. Lynn Boyer

Sam Redding, CII

Dr. Jerry Valentine

Dr. David Quinn

Dr. Sharon Harsh

Jeannine Branch

Dr. Karen Huffman

Dr. Steven Paine

Susan Leddick

David Perine

Dr. Stan Hopkins

Sallie Harrington

Nathan Estel

James Carter

Nancy Walker

Dr. Pam Cain

Bill Elswick

Donna Peduto

Jim Brown

126CSR12

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 12
Standards for High Quality Schools (2322)

FILED

2011 JUL 18 PM 3:07

OFFICE OF THE CLERK
WEST VIRGINIA
SECRETARY OF STATE

§126-12-1. General.

1.1. Scope. -- W. Va. 126CSR12, West Virginia Board of Education (hereinafter WVBE) Policy 2322, Standards for High Quality Schools (hereinafter Policy 2322) describes the seven common standards expected of schools to ensure a high quality education, in an engaging learning environment. The policy represents a coherent and aligned set of expectations necessary to transform schools into outcome focused, innovative, accountable learning organizations that can prepare all students to be contributing citizens for the global, digital age of the 21st century.

1.2. Authority. -- West Virginia Constitution, Article XII, §2 and W. Va. Code §18-2-5.

1.3. Filing Date. -- July 18, 2011.

1.4. Effective Date. -- August 18, 2011.

1.5. Repeal of Former Rule. -- None. This is a new rule.

§126-12-2. Purpose.

2.1. Policy 2322 is intended to serve as a foundational document for reviewing policy development and revisions to existing policy relating to the components of schools to assure a common language, direction and vision.

2.2. Policy 2322 serves as a framework for continuous school improvement schools can use as a guide for self assessment, decision making, professional development and strategic planning.

2.3. Policy 2322 serves as a framework to view the current teacher standards and counselor standards (W. Va. 126CSR114, West Virginia Board of Education Policy 5100, approval of Educational Personnel Preparation Programs), and principal standards (W. Va. 126CSR165, West Virginia Board of Education Policy 5800, Standards of Professional Practice for West Virginia Superintendents, Principals and Teachers Leaders). The interconnectedness of teacher, counselor and principal standards to Policy 2322 provides school personnel a coherent view of the relationship between individual professional practice and the work of the school organization.

2.4. Policy 2322 is also intended to be the guiding document for future policy and program development in the area of school accountability.

§126-12-3. Standards for High Quality Schools.

3.1. Standards.

3.2.1. Positive Climate and Cohesive Culture. In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

3.2.1.a. Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.

3.2.1.b. High Expectations for All. The staff and students establish high expectations for self that are written, clearly communicated and readily observed in educational practice and personal behavior.

3.2.1.c. Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.

3.2.2. School Leadership. In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

3.2.2.a. Principal Leadership. The principal exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management.

3.2.2.b. School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, shared decision making and problem-solving.

3.2.2.c. Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.

3.2.2.d. Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school and community.

3.2.3. Standards-Focused Curriculum, Instruction and Assessments. In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

126CSR12

3.2.3.a. Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry and self-direction.

3.2.3.b. Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the 21st Century Content Standards and Objectives for West Virginia Schools and the 21st Century Learning Skills and Technology Tools.

3.2.3.c. Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Content Standards and Objectives based on the needs, interests and performance levels of their students.

3.2.3.d. Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools and processes aligned with instructional targets.

3.2.4. Student Support Services and Family/Community Connections. In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

3.2.4.a. Positive Relationships. Positive relationships exist between the school staff and the students, families and the larger community.

3.2.4.b. Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education and English second language.

3.2.4.c. Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.

3.2.5. Educator Growth and Development. In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

3.2.5.a. Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.

3.2.5.b. Teacher Collaboration. The teachers participate in high functioning collaborative teams to improve student learning through the study of relevant data, problem analysis and the implementation of strategies that improve instructional practice.

126CSR12

3.2.5.c. Evaluation, Feedback and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.

3.2.6. Efficient and Effective Management. In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

3.2.6.a. Facilities. Facilities are safe and secure, clean, well maintained, aesthetically pleasing, and configured to meet the learning needs of students.

3.2.6.b. Fiscal Resources. Policies and processes are established and applied to obtain, allocate and efficiently manage school fiscal resources.

3.2.6.c. Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.

3.2.6.d. Data, Information Systems, Technology Tools and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery and student learning.

3.2.7. Continuous Improvement. In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

3.2.7.a. Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.

3.2.7.b. Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.

3.2.7.c. Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.

§126-12-4. Severability.

4.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

FISCAL NOTE FOR PROPOSED RULES

Rule Title: Title 126, Series12: Policy 2322, Standards for High Quality Schools

Type of Rule: Legislative Interpretive Procedural

Agency: West Virginia Department of Education

Address: 1900 Kanawha Blvd., East
 Building 6, Room 351
 Charleston, WV 25305-0330

Phone Number: 304-558-3199 Email: cheinlei@access.k12.wv.us

Fiscal Note Summary

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

This policy will not require expenditure of funds for implementation. It will incur no revenue.

Fiscal Note Detail

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

FISCAL YEAR			
Effect of Proposal	Current Increase/Decrease (use "-")	Next Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	"0"	"0"	"0"
Personal Services	"0"	"0"	"0"
Current Expenses	"0"	"0"	"0"
Repairs & Alterations	"0"	"0"	"0"
Assets	"0"	"0"	"0"
Other	"0"	"0"	"0"
2. Estimated Total Revenues	"0"	"0"	"0"

Rule Title: Title 126, Series12: Policy 2322, Standards for High Quality Schools

3. **Explanation of above estimates (including long-range effect);**
Please include any increase or decrease in fees in your estimated total revenues.

Neither expenditure of funds nor any revenue will be generated from this rule.

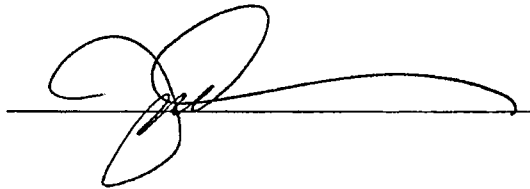
MEMORANDUM

Please identify any areas of vagueness, technical defects, reasons the proposed rule **would not** have a fiscal impact, and/or any special issues **not** captured elsewhere on this form.

Title 126, Series12: Policy 2322, Standards for High Quality Schools, is developed as a foundational document to inform and direct schools and school systems of the important components that are necessary to develop high quality schools and school systems. This policy is intended to be the guiding document for future policy and program development in the areas of school and school system accountability. This policy is also intended to be a framework for school improvement that leaders can use as a guide for decision making and strategic planning in efforts to improve schools and school systems.

Signature of Agency Head or Authorized Representative

Date



4-25-11

Policy 2322: Standards for High Quality Schools
Comment Log
May 13- June 23, 2011

Action
 N: No Response
 NA: Not Accepted
 A: Accepted

Type
 - Negative
 + Positive
 o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
5-19-11	Kathy L. Chapman, Teacher	<p>126-12-1. General. The Fiscal Note Summary at the end of the document states that no expenditures of funds for implementation will be needed. I disagree. After 32 years of teaching in the WV public school system, I have experienced many directives from the state department which have had merit. Implementation of many of those policies did require funding. To ensure that high quality schools are a reality in WV, funding is necessary.</p>	NA o	The standards serve as a self assessment guide for schools in their school improvement planning for the school year 2011-12. These standards and district standards will be incorporated into policy 2320 during the 2012-13 school year.
5-19-11	Kathy L. Chapman, Teacher	<p>126-12-3. Standards for High Quality Schools. 3.2.5.b Teacher Collaboration This is greatly needed and would assure high quality schools. However, teachers currently have no time in the school day to facilitate this endeavor. Time would need to be periodically designated throughout the school year.</p>	NA o	The WVDE has consistently emphasized the importance of collaborative time for teachers; however, it is a district determination.

5-20-11	Chad Spencer, English Teacher, Musselman High school	<p>126-12-3. Standards for High Quality Schools. I applaud the efforts of the WVBOE and WVDE to ensure quality schools.</p> <p>1) How is each standard going to be "policed?" 2) How will each standard be measured? Is that the discretion of the administration at each school or a combination of the staff and administration?</p> <p>My concerns, particularly in my school, is that the administration will choose the same people they always do (those who say yes to everything or are close personal friends of the administrators (i.e. spouses)). For example: our English department only has one person who conducts staff development; no one else in the department is afforded the opportunity to conduct staff development. It has created animosity and an unsatisfactory working environment.</p>	NA 0 NA 0	1. These standards and functions will be used as a self assessment tool for schools during the 2011-12 school year. At that time work will begin to incorporate them into Policy 2320.
5-20-11	Patrick Leggett, School Counselor, Point Pleasant Junior Senior High	<p>126-12-2. Purpose. I feel that we ought to consider adding the importance of involving the school community throughout the strategic planning and implementation of our programs. Additionally, there is no mention of making the strategic plan totally open and available to the public. With current technologies, it needs to be posted on every school website and on every county website.</p>	A + NA 0	Accepted in part. Changed to a more general term "school" which implies the inclusion of stakeholders School strategic plans are currently public documents. This function speaks to strategic planning not to the strategic plan itself.

5-20-11	Patrick Leggett, School Counselor, Point Pleasant Junior Senior High	<p>126-12-3. Standards for High Quality Schools.</p> <p>3.2.7.a makes reference to Strategic Plan, but to the lay person, they have little to no idea of what a strategic plan is, let alone how important it is to the school and community.</p> <p>I ask to adding a specific line about what a strategic plan is and its vital importance to the community, and school.</p>	NA	The term strategic plan is universally understood to mean a plan designed to lay out a course of action for an organization or individual for a defined period of time.
6-2-11	Tim McClung, Community Liaison, WV for Education Reform,	<p>126-12-1. General.</p> <p>The policy represents a coherent and aligned set of expectations necessary to ensure that all young people can engage meaningfully with their education and gain the tools to build a just, democratic, and sustainable world.</p>	NA	The content of the comment is embodied in many of the standards and is represented in the content of indicators that further define the function of each standard.
6-2-11	Tim McClung, Community Liaison, WV for Education Reform,	<p>126-12-2. Purpose.</p> <p>2.1 Policy 2322 is intended to serve as a foundational document for reviewing policy development and revisions to existing policy relating to the components of schools to assure that education be participatory, empowering, and democratic.</p> <p>2.3 Policy 2322 is also intended to be the guiding document for future policy and program development in the area of school accountability to the principles of real-life learning, rooted in community and meaningful to each individual.</p>	NA	<p><u>2.1</u> The content of the comment is embodied in many of the standards and is represented in the content of indicators that further define the function of each standard. The State of West Virginia's constitution defines the democratic system under which the WVDE operates.</p> <p><u>2.3</u> The content of the comment is embodied in many of the standards and functions and is further represented in the content of indicators, which do not appear in this document that further define the function of each standard.</p>

6-2-11	Tim McClung, Community Liaison, WV for Education Reform,	<p>126-12-3. Standards for High Quality Schools.</p> <p>3.2.1. Positive Climate and Cohesive Culture. In high quality schools, the staff shares sound, democratic educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.</p> <p>3.2.1.a. Shared Beliefs and Values. The staff works collaboratively around a set of shared democratic educational beliefs and values and uses these to intentionally shape the school's climate and culture.</p> <p>3.2.1.b. High Expectations for All. Students and staff establishes high expectations that are written, clearly communicated and self-directed.</p> <p>3.2.1.c. Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.</p> <p>3.2.2. School Leadership. In high quality schools, the principal fosters and develops distributed leadership and trusted, respectful relationships among staff, students, and stakeholders in order to focus on student and teacher engagement, happiness and well-being.</p> <p>3.2.2.a. Principal Leadership. The principal exhibits the professional knowledge, skills and dispositions that creates a respectful, trusting environment</p>	<p>NA 0</p> <p>NA 0</p> <p>A +</p> <p>NA 0</p> <p>NA 0</p> <p>NA +</p> <p>A +</p>	<p>3.2.1 The State of West Virginia's constitution defines the democratic system under which the WVDE operates. Engagement is contained under 3.2.1.c.</p> <p>3.2.1a. The State of West Virginia's constitution defines the democratic system under which the WVDE operates.</p> <p>3.2.1.b. Accepted in part. The addition of students setting high expectations is a critical feature of high quality schools.</p> <p>3.2.1.c. No change was present in this comment.</p> <p>3.2.2 This standard speaks to the principle of distributed leadership not the outcomes thereof.</p> <p>3.2.2.a The standard speaks to the skills and disposition of leadership which include creating a positive environment.</p> <p>3.2.2.b. Accepted in part. The function will be revised to add "shared decision making".</p> <p>The State of West Virginia's constitution defines the democratic system under which the WVDE operates.</p> <p>3.2.2.c. This function speaks to</p>
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		<p>3.2.2.b. School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of democratic school through shared decision-making, leadership, planning and problem-solving.</p> <p>3.2.2.c. Teacher Leadership. Teachers focus on student, passion, engagement and well-being by practicing democratic education in their classrooms and school.</p> <p>3.2.2.d. Student Leadership. Students have an active role in directing their own learning, creating and changing school policies and play an active role in their communities.</p> <p>3.2.3. Passion-Driven Curriculum, Passion-Driven Instruction and Assessments. High quality schools celebrate the adventure of learning, while cultivating personal and social responsibility.</p> <p>3.2.3.a. Democratic Classroom Learning Environment. Teachers and Students create and support an inviting, democratic classroom environment that is student-centered and fosters student reflection, individual inquiry and self-direction.</p> <p>3.2.3.b. Delete</p> <p>3.2.3.c. Delete.</p> <p>3.2.3.d. Instructional Delivery. Teachers facilitate engaging, passion-based instructional experiences that enhance individual student</p>	<p>NA 0</p> <p>NA 0</p> <p>NA 0</p> <p>NA +</p> <p>NA -</p> <p>NA -</p> <p>NA 0</p>	<p>teacher leadership not the outcomes thereof.</p> <p>3.2.2.d. Most of the comment is embodied in the indicators that further define this function.</p> <p>3.2.3. Passion driven curriculum and assessments are not a research based premises.</p> <p>3.2.3.a. The State of West Virginia's constitution defines the democratic system under which the WVDE operates.</p> <p>3.2.3.b. The State Board approves the content standards and objectives for all WV schools.</p> <p>3.2.3.c. Instructional plans for content delivery are required by State Board Policy.</p> <p>3.2.3.d. Passion based is not research based terminology to define clearly what is being delivered in the curriculum.</p> <p>3.2.4. The insertion of student engagement is embodied in other standards. The inclusion of happiness is already embodied in the term well-being.</p> <p>3.2.4.b. This comment is has no changes from draft function.</p>
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	<p>learning using, multiple strategies, appropriate assessments, resources, digital tools and processes aligned with student engagement, well-being and happiness.</p> <p>3.2.4. Student Support Services and Family/Community Connections. In high quality schools, the staff places student engagement, happiness and well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.</p> <p>3.2A.a. Positive Relationships. Positive, trusting and respectful relationships exist between the school staff and the students, families and the larger community.</p> <p>3.2.4.b. Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education and English second language.</p> <p>3.2A.c. Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to meet the needs of all students.</p> <p>3.2.5. Educator Growth and Development. In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and</p>	<p>NA o</p> <p>NA +</p> <p>NA o</p> <p>NA o</p> <p>NA +</p> <p>NA o</p>	<p>3.2.4.c The deletion of the word "enhance" diminishes the importance of the parent and community involvement in supporting the school staff.</p> <p>3.2.5 Student learning includes student engagement, well being".</p> <p>3.2.5.a. "student engagement, well-being, happiness and learning" has been inserted into standard. The State of West Virginia's constitution defines the democratic system under which the WVDE operates.</p> <p>3.2.5.b. Accepted in part. Professional Learning Communities changed to more general term-collaborative teams. The remainder of the changes are encompassed in the standard.</p> <p>3.2.5.c This comment has no changes to the draft function.</p> <p>3.2.6. This comment has no changes to the draft standard.</p> <p>3.2.6.a. This comment has no changes to the draft function.</p> <p>3.2.6.b. This comment has no changes to the draft function.</p>
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		<p>development in order to impact student engagement, well-being, happiness and learning.</p> <p>3.2.5.a. Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve democratic school and classroom practice, student engagement, well-being, happiness and learning.</p> <p>3.2.5.b. Teacher Collaboration. The teachers participate in high functioning professional learning communities and networks to collaborate on the improvement of democratic schools and classrooms, student engagement, well-being, happiness and learning.</p> <p>3.2.5.c. Evaluation, Feedback and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.</p> <p>3.2.6. Efficient and Effective Management. In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.</p> <p>3.2.6.a. Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.</p> <p>3.2.6.b. Fiscal Resources. Policies and processes are established and applied to obtain, allocate</p>	<p>A +</p> <p>NA 0</p> <p>NA 0</p> <p>NA 0</p> <p>NA 0</p> <p>NA 0</p> <p>N</p> <p>NA 0</p> <p>NA 0</p>	<p>3.2.6.d. This comment has no changes to the draft function.</p> <p>3.2.7. The content of the change is embodied in other standards. The State of West Virginia's constitution defines the democratic system under which the WVDE operates.</p> <p>3.2.7.a. The content of the change is embodied in other standards. The State of West Virginia's constitution defines the democratic system under which the WVDE operates</p> <p>3.2.7.b. This function speaks to more than a plan but the processes that engage stakeholders and professional staff to improve student learning.</p> <p>3.2.7.c. The content of the change is embodied in other standards.</p>
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		<p>and efficiently manage school fiscal resources.</p> <p>3.2.6.c. Personnel. (I will send a separate comment on this specifically)</p> <p>3.2.6.d. Data, Information Systems, Technology Tools and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery and student learning.</p> <p>3.2.7. Continuous Transformation. In high quality schools, there is a commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously transform to engage students in learning that matters, build and sustain trusting and respectful relationships, create democratic schools and classrooms.</p> <p>3.2.7.a. Focused and Coherent Plan. The staff establishes a coherent approach for engaging students in learning that matters, building and sustaining trusting and respectful relationships, creating democratic schools and classrooms.</p> <p>3.2.7.b. Delete (Redundant)</p> <p>3.2.7.c. Monitoring for Results. The staff monitors the engagement, happiness and well-being of students and staff.</p>	<p>NA o</p> <p>NA o</p> <p>NA o</p>	
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6-2-11	Tim McClung, Community Liaison, WV for Education Reform,	126-12-3. Standards for High Quality Schools. 3.2.6.c. Personnel. High quality schools select personnel who can be a role model to a student through his or her own excitement about learning, who inspire the student to find their own passions and their own ways of learning and who provide support along the way.	NA	Personnel hiring practices are defined in statute.
6-10-11	Jeannine Branch, State Liaison, Appalachian Regional Comprehensive Center	<p>126-12-1. General. I applaud the WVDE for creating a comprehensive, clear vision for what experts in the field have identified as requirements for an effective school that set high expectations across the school spectrum.</p> <p>126-12-2. Purpose. The Standards provide a clear description of the many facets of teaching and learning in a school. I can see them being used in many ways to strengthen a school as a whole or for targeting specific parts within the school that are in need of improvement. The Standards and rubrics could easily be used for self-evaluation and improvement planning at multiple levels or could be used by external evaluators in an appraisal process. The Standards might also be used by many individuals as the basis of discussion around what constitutes a great school.</p> <p>126-12-3. Standards for High Quality Schools. The High Quality Standards clearly identify the components of what research has identified as the building blocks of a great school. The emphasis on collaboration, a shared commitment for student success, and the learner-centered environment all create a vision of a school where</p>	N + N + N +	

6-10-11	Yvonne Thayer, Director of Learning Strategies, Edvantia, Inc.	<p>students would succeed at high levels. I feel that the Standards paint a positive picture of learning environment that is filled with high expectations and support for students and parents.</p>		
		<p>126-12-1. General. Are we preparing students to be self-sustaining, contributing citizens in the global, digital age?</p> <p>126-12-3. Standards for High Quality Schools. Consider both 3.2.1.c and 3.2.6.a being written parallel so that safety is stated first.</p> <p>3.2.3.a - Consider adding "age-appropriate" before student reflection, intellectual inquiry and self-direction especially since all of these continue to be developed through adulthood. We want to include this important expectation without putting greater academic expectations on early childhood.</p> <p>3.2.3.d - I think it would be stronger to add "...mastery of the curriculum using multiple teaching and learning strategies..."</p> <p>3.2.5 - Consider whether the impact is student learning or increased student achievement.</p>	<p>A +</p> <p>A +</p> <p>NA +</p> <p>NA +</p> <p>NA 0</p>	<p>126-12-1. Accepted in part to include contributing citizens.</p> <p>126-12-3 3.2.6 Accepted in totality.</p> <p>3.2.3.a. Age-appropriate is a condition of student reflection.</p> <p>3.2.3.d current wording implies all strategies including teaching and learning</p> <p>3.2.5 The goal of education is to foster increased student learning which results in increased student achievement.</p>