

TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION

SERIES 125
TEACHER EDUCATION PROGRAMS: JOB RELATED
CONTENT SPECIALIZATION OBJECTIVES
FOR PRINCIPAL (5118.01)

§126-125-1. General.

1.1. Scope. -- The job-related content specialization objectives for principals are for the training of principals for the public schools of West Virginia. These objectives were developed, under contract with National Evaluation Systems, Inc. and will be used as part of West Virginia's approved educational personnel program procedures.

1.2. Authority. -- W. Va. Code §18-2-6

1.3. Filing Date. -- November 2, 1984

1.4. Effective Date. -- January 2, 1985

1.5. Repeal of Former Rule. -- These objectives replace program objectives identified in the Standards for the Approval of Teacher Education Programs in West Virginia (Supplement, 1977). However, specialized program objectives contained in the

Standards (Supplement, p. 18) are retained.

§126-125-2. Additional.

2.1. Copy of rules and regulations attached. Copies may be obtained in the office of the Secretary of State and in the West Virginia Department of Education, Bureau of General, Special and Professional Education.

2.2. Summary of rules and regulations below.

Summary of Rules and Regulations

The job-related content specialization objectives for principals are grouped in the following categories: concepts of educational administration; management of school operations and services; personnel management; instructional programs and assessment; and school/community relations.

Certification and Licensure Standards

Job-Related Content Specialization Objectives

PRINCIPAL¹

1.0 CONCEPTS OF EDUCATIONAL ADMINISTRATION

- 1.1 Identify ethical conduct appropriate to a given situation related to educational administration.
- 1.2 Apply the social functions of education (e.g., transmission of culture, attitudes, values) to school administration.
- 1.3 Analyze the influence of landmark court decisions on school policies and practices (e.g., issues of students' rights, equal educational opportunity, administrative liability for school-related activities).
- 1.4 Analyze the influence of civil rights legislation on school policies and practices.
- 1.5 Analyze the influence of state and federal regulations related to education on school policies and practices in West Virginia.
- 1.6 Identify ways in which various regulatory agencies influence school policies and practices in West Virginia.
- 1.7 Identify the organizational structure of education and legal authority at the state level in West Virginia.
- 1.8 Identify the regulatory functions of and services provided by the West Virginia Department of Education.
- 1.9 Identify the structure and governance of local school systems.
- 1.10 Identify general school program requirements mandated by federal, state, and/or local regulations.
- 1.11 Identify West Virginia state process for classification and accreditation of schools and counties.
- 1.12 Analyze the impact of Public Law 94-142 on programs for special needs students (including IEPs).
- 1.13 Analyze the factors involved in the identification, evaluation, and placement of students with special needs.

NOTE:

¹All of the following objectives for principals were viewed as job-related by all three programmatic levels, i.e., early childhood (grades K-4), middle childhood (grades 5-8), and adolescent education (grades 7-12).

- 1.14 Identify the bases from which educational leadership authority is derived.
- 1.15 Identify the factors involved in the formulation of educational policy.
- 1.16 Identify ways to involve staff and students in decision making related to school policies and practices.
- 1.17 Identify skills for systematic problem solving and decision making.
- 1.18 Analyze the principal's role in leadership of staff personnel in the organizational structure of a school system.
- 1.19 Apply procedures for planning, organizing, and implementing organizational goals and objectives for school programs.
- 1.20 Identify procedures and/or criteria for evaluating organizational goals and objectives for school programs.
- 1.21 Analyze the process and factors involved in implementing changes in school programs.

2.0 MANAGEMENT OF SCHOOL OPERATIONS AND SERVICES

- 2.1 Identify processes and factors involved in preparing a school budget.
- 2.2 Identify procedures for controlling school expenditures.
- 2.3 Identify procedures for financial record keeping.
- 2.4 Analyze the legal and technical aspects of managing information in a school.
- 2.5 Identify procedures and legal requirements for the storage of and access to student records.
- 2.6 Analyze the factors involved in scheduling (e.g., students, staff, time, and space).
- 2.7 Analyze the factors involved in determining the most efficient and effective ways to utilize space in school buildings.
- 2.8 Identify the procedures involved in the management and operation of the school physical plant.

- 2.9 Analyze the impact of a school's physical environment on the physical, emotional, and mental statuses of the staff and students.
- 2.10 Identify school safety regulations and procedures.
- 2.11 Identify methods used to maintain school security.
- 2.12 Identify the functions and responsibilities of school food services.
- 2.13 Identify the functions and responsibilities of school counseling services (e.g., guidance counseling, career counseling, job placement).
- 2.14 Identify the functions and responsibilities of school psychological services.
- 2.15 Identify the functions and responsibilities of special education services.
- 2.16 Identify the services that remedial specialists can provide to students (e.g., speech therapists, reading specialists, auditory specialists).
- 2.17 Identify administrative and/or social functions of the school office.
- 2.18 Identify procedures for purchasing or requisitioning school equipment and supplies.

3.0 PERSONNEL MANAGEMENT

- 3.1 Analyze the factors and processes involved in establishing personnel needs.
- 3.2 Identify issues involved in establishing policies and procedures for the recruitment of staff personnel.
- 3.3 Identify employment guidelines and standards regarding the hiring of staff personnel.
- 3.4 Identify policies, programs, and techniques for staff orientation.
- 3.5 Identify the factors involved in establishing policies and procedures for managing staff personnel.

- 3.6 Identify employment guidelines and standards for reducing, dismissing, and transferring staff personnel.
- 3.7 Analyze the role of the school principal in resolution of grievances.
- 3.8 Analyze the role of the school principal in the resolution of interpersonal staff conflicts.
- 3.9 Analyze factors involved in establishing a positive relationship to peers and staff personnel in a school system.
- 3.10 Identify the factors involved in establishing and disseminating criteria to be used in evaluating personnel.
- 3.11 Apply procedures for evaluating personnel.
- 3.12 Identify ways to interpret and use the results of personnel evaluations.
- 3.13 Identify ways to assess staff development needs.
- 3.14 Identify the factors and processes involved in evaluating plans for staff development.
- 3.15 Identify appropriate staff development activities for specific needs.
- 3.16 Apply procedures for evaluating the effectiveness of staff development programs.

4.0 INSTRUCTIONAL PROGRAMS AND ASSESSMENT

- 4.1 Analyze different approaches to instructional supervision.
- 4.2 Analyze the principal's role in supervising and managing the instructional program.
- 4.3 Identify the major tasks involved in planning and organizing the instructional program.
- 4.4 Evaluate the use of different methods of instruction for a given situation (e.g., discussion, lecture, audiovisual presentation, demonstration).
- 4.5 Apply instructional objectives to the development of an instructional program.

- 4.6 Select the appropriate pattern of grouping students for a given instructional situation.
- 4.7 Identify various sources of information (e.g., parent input, professional literature) for designing an instructional program.
- 4.8 Identify techniques for involving professional staff in planning and organizing the instructional process.
- 4.9 Identify procedures for the acquisition and management of teaching/learning resources.
- 4.10 Identify criteria used in the assignment of teachers within the building.
- 4.11 Identify procedures for managing innovative instructional programs and motivating staff to apply innovative instructional methods.
- 4.12 Analyze techniques for observing and assessing instruction.
- 4.13 Select the appropriate method for evaluating instructional outcomes in a given situation.
- 4.14 Compare different types of tests in terms of their effectiveness in assessing instructional outcomes.
- 4.15 Identify the factors involved in establishing student performance criteria.
- 4.16 Identify the basic elements of curriculum development.
- 4.17 Identify goals analysis procedures for curriculum development.
- 4.18 Identify procedures and/or criteria for developing and classifying curriculum objectives.
- 4.19 Identify methods for promoting interaction among school administration, faculty, and the community for curriculum planning and development.
- 4.20 Analyze criteria and procedures for effectively organizing curriculum content.
- 4.21 Analyze criteria for selecting instructional activities for curriculum.
- 4.22 Relate curriculum to specific student problems and needs.

5.0 PUPIL PERSONNEL ADMINISTRATION

- 5.1 Analyze the factors involved in dealing with student needs related to social problems (e.g., alcohol and drugs, pregnancy, communicable diseases, dropping out).
- 5.2 Analyze factors involved in the placement of various special needs students.
- 5.3 Identify appropriate techniques of individual counseling for school children.
- 5.4 Analyze legal issues involved with student placement, consultations, and/or referrals.
- 5.5 Identify principles and/or procedures for promoting recognition of the accomplishments of students.
- 5.6 Analyze issues and/or procedures involving discipline of students.
- 5.7 Identify the purposes and/or functions of interscholastic and intrascholastic sports.
- 5.8 Identify methods for promoting school administration and faculty involvement in student activities programs in the schools.
- 5.9 Identify appropriate extracurricular activities to provide social and educational experiences for students.

6.0 SCHOOL/COMMUNITY RELATIONS

- 6.1 Identify ways to use oral and written communication to interpret the goals, problems, and progress of the school for the community.
- 6.2 Identify ways in which the media and public forums can be used to publicize school activities in the community, and/or reasons for the publicity.
- 6.3 Identify strategies and techniques for solving school/community relations problems.
- 6.4 Identify the formal and informal groups involved in school/community relations.

- 6.5 Identify ways in which school programs can use community resources.
- 6.6 Identify methods for promoting parent and/or community involvement in student activities programs in the schools.
- 6.7 Analyze the school administrator's role in parent consultations with staff.
- 6.8 Analyze the relationship between school administrators and various parent groups.
- 6.9 Identify principles and/or procedures for educating parents on school-related issues.
- 6.10 Analyze legal issues that can arise between school administrators and parents (e.g., chronic absenteeism, child abuse, student discipline).