



* F I N A L F I L E *

Repealed by
Series 142
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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 144
PRINCIPALS RESPONSIBILITIES AND
PERFORMANCE STANDARDS (5312)

§126-144-1. General.

1.1. Scope. -- This legislative rule established county job descriptions for principals and suggested performance standards that must be developed by the county board of education for each state and county adopted responsibility.

1.2. Authority. -- W. Va. Code §§18-2-5; 18A-2

1.3. Filing Date. -- January 22, 1985

1.4. Effective Date. -- March 22, 1985

1.5. Repeal of Former Rule -- None - This was a new policy.

§126-144-2. Applicability.

This policy applies only to principals. The performance standards have been developed to clarify the job responsibility and give counties directions in developing their performance standards.

§126-144-3. Eligibility.

In order to be evaluated under this policy, the employee must be a principal.

3.1. The county job descriptions for principals shall include the following responsibilities:

a. Providing instructional leadership and support within the school building, including coordination of the delivery of learning outcomes,

b. Creating a climate conducive to teaching and learning,

c. Implementing a system to monitor student progress,

d. Establishing and implementing a school improvement process,

e. Establishing good public and employee relations,

f. Evaluating personnel under his/her supervision,

g. Maintaining professional work habits, and

h. Maintaining and upgrading his/her professional skills.

§126-144-4. Performance standards.

Performance standards shall be developed by county boards of education for each state and county adopted responsibility. Performance standards shall be clearly defined to enable all employees to understand their job performance expectations. The indicators provided are not required. Their purpose is to help clarify the responsibility and provide guidance to the development of performance standards.

4.1. Instructional leadership.

Indicators such as:

a. Knowledge of area of responsibility,

b. Observe student/teacher personnel,

c. Review instructional plans,

d. Coordinate professional development,

e. Monitor use of instructional time,

f. Scheduling,

g. Judgment/decision-making.

4.2. Learning climate.

Indicators such as:

- a. Academic focus,
- b. Discipline,
- c. Homework.

4.3. Student progress.

Indicators such as:

Establishes data base.

4.4. School improvement process.

Indicators such as:

- a. Assessment,
- b. Priority establishment.

4.5. Relationships.

Indicators such as:

- a. Involves community in planning and review progress,
- b. Keeps parents informed about school/student progress,
- c. Accessibility.

4.6. Personnel evaluation.

Indicators such as:

- a. Conducts observation,
- b. Timely evaluations.

4.7. Professional work habits.

Indicators such as:

- a. Confidentiality,
- b. Attitudes,
- c. Attendance,
- d. Respect for individual differences.

4.8. Professional growth.

Indicators such as:

- a. Staff development activities,
- b. Advanced degrees,
- c. Professional associations,
- d. Research,
- e. Updating through journals,
- f. Conferences, and
- g. Professional growth plans.