

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

FILED

JAN 14 4 10 PM '97

OFFICE OF THE SECRETARY OF STATE
WEST VIRGINIA

Form #2

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative; CITE AUTHORITY W.Va. Const., Article XII, §2;
W.Va. Code §§18-2-5, 18A-3-2c,
AMENDMENT TO AN EXISTING RULE: YES ___ NO x 18A-3A-1, and 18A-3A-2b.

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 147

TITLE OF RULE BEING PROPOSED: Qualities, Proficiencies and Leadership
Skills for Principals (5500.03)

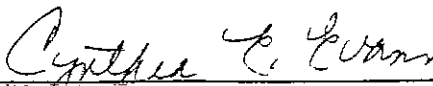
IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON February 18, 1997 AT 5:00 p.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Dr. Barbara Jones
Executive Assistant to the State Superintendent
West Virginia Department of Education

Building 6, Room 362
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.


Cynthia E. Evans
Director, Legal Services

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

4.60

**EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION**

POLICY NUMBER AND TITLE: 5500.03
Qualities, Proficiencies and Leadership Skills for Principals

PUBLIC COMMENT PERIOD ENDS: February 18, 1997 **ADOPTED:** _____

BACKGROUND

Senate Bill 300 requires the State Board to approve and promulgate rules regarding the minimum qualities, proficiencies, and skills that will be required of all principals. The legislation creates the Principals' Standards Advisory Council to assist the State Board with the development of these rules.

PURPOSE

The purpose of this policy is to establish rules regarding the specific qualities, proficiencies, and skills that will be required of principals after January 1, 1997. This policy was developed in consultation with the Principals' Academy Standards Advisory Council, and it is to be used in the development of the curriculum for the Principals' Academy. The Center for Professional Development will develop and communicate to the State Board the curriculum for the Principals' Academy.

IMPACT

Strong leadership by principals is necessary for good schools and higher levels of student achievement. These rules will be used by the Center for Professional Development to develop the curriculum for the Principals' Academy and by other organizations and institutions in preparation and professional development programs for principals.

FISCAL IMPACT

\$500,000.00 was appropriated by the Legislature to the Center for Professional Development for 1996-97 to conduct the Principals' Academy.

1221dav/13a
1/2/97

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126CSR147

JAN 14 4 14 PM '97

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

SERIES 147
QUALITIES, PROFICIENCIES
AND LEADERSHIP SKILLS FOR PRINCIPALS (5500.03)

§126-147-1. General.

1.1. Scope - The policy establishes the minimum qualities, proficiencies, and skills required of all principals after January 1, 1997.

1.2. Authority - W.Va. Constitution, Article XII, Section 2; W.Va. Code §§18-2-5, 18A-3-2c, 18A-3A-1, and 18A-3A-2b.

1.3. Filing Date -

1.4. Effective Date -

§126-147-2. Purpose.

2.1. These rules set forth the minimum qualities, proficiencies and leadership skills required of principals after January 1, 1997.

§126-147-3. Definitions.

3.1. W.Va. Code §18A-1-1 defines "*principal*" as "The professional educator who as agent of the board of education has responsibility for the supervision, management and control of a school or schools within the guidelines established by said board. The major area of such responsibility shall be in the general supervision of all the school and all school activities involving pupils, teachers and other school personnel."

3.1.1. For purposes of this policy, a "*principal*" is defined as any individual employed as a principal, an assistant principal, or a director or assistant director of a vocational/technical school.

§126-147-4. Qualities, proficiencies, and skills.

4.1. The following *qualities, proficiencies and leadership skills* are required of principals after January 1, 1997:

4.1.1. Vision: The ability to facilitate the development, articulation, and implementation of a vision and goals that are shared and supported by the school community as demonstrated by:

4.1.1.1. The school vision reflecting high standards for student learning and the belief that all students can learn.

4.1.1.2. The school being driven by national, state and school goals that are aligned.

4.1.1.3. The vision, goals and expectations, and implementation plan being clearly communicated to staff, parents, students and community members.

4.1.1.4. A consensus regarding vision being developed among all stakeholders.

4.1.1.5. A clearly articulated implementation plan being developed containing objectives and strategies to achieve the vision and goals.

4.1.1.6. Vision, goals and implementation plans being regularly monitored, evaluated and revised.

4.1.2. School Culture/Instruction: The ability to advocate, nurture, and sustain the development of a school culture and instructional program conducive to student learning and staff professional development as demonstrated by:

4.1.2.1. Student learning being viewed as the fundamental purpose for education.

4.1.2.2. A culture of high expectations for self, student, and staff performance.

4.1.2.3. Staff and students being treated with courtesy, fairness, dignity and mutual respect.

4.1.2.4. Student and staff accomplishments being recognized and celebrated.

4.1.2.5. Relationships built through a nurturing environment for staff and students.

4.1.2.6. Effective use of technology in promoting student learning and staff professional growth.

4.1.2.7. A variety of approaches to learning being available to all students.

4.1.2.8. Curricular programs that are designed, implemented, evaluated and refined.

4.1.2.9. Curriculum decisions that are based on research, expertise of teachers, and recognized promising practices.

4.1.2.10. The importance of career selection being evident in curriculum and instruction.

4.1.2.11. Multiple sources of information regarding performance being used to assess student learning and to foster program improvement.

4.1.2.12. Student assessment using high performance standards.

4.1.2.13. The principal serving as a mentor and coach for staff.

4.1.2.14. Personnel evaluation being used as a means to promote staff growth and including coaching and motivating techniques.

4.1.2.15. Professional development promoting a focus on student learning consistent with the school vision and goals.

4.1.3. Management/Environment: The ability to ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment as demonstrated by:

4.1.3.1. Knowledge of learning, teaching, and student development being used to make informed management decisions.

4.1.3.2. Continuous improvement in all aspects of the school environment.

4.1.3.3. Operational procedures designed and managed to maximize opportunities for successful learning.

4.1.3.4. Technology being used effectively to find, retrieve, and analyze the appropriate data to guide long-range planning and daily practice.

4.1.3.5. A collaborative, team building approach to organize the school.

4.1.3.6. Faculty senates being used to make a positive impact on instructional and management decisions.

4.1.3.7. Promotion of an understanding of the strength of diversity.

4.1.3.8. A process for resolving conflict being established and implemented.

4.1.3.9. Staff selection being a collaborative process.

4.1.3.10. The school plant, equipment, and support system operating safely, efficiently and effectively.

4.1.3.11. Laws, policies and regulations being observed in maintaining a safe, supportive environment.

4.1.3.12. Confidentiality and privacy of school records.

4.1.3.13. A variety of sources of information including data, experience, expertise, vision and goals being used to make decisions.

4.1.3.14. Prioritization and decisiveness in decision-making being practiced by the principal.

4.1.3.15. Problems being identified and resolved in a timely manner.

4.1.3.16. Effective and efficient project management.

4.1.3.17. Strategic planning providing opportunities for longitudinal data collection and revision of programs.

4.1.3.18. Resources and funds being used appropriately and wisely.

4.1.3.19. Time being managed to maximize attainment of organizational goals.

4.1.3.20. Delegation being used to the benefit of staff and administration.

4.1.3.21. Coupling staff empowerment with responsibility and accountability.

4.1.3.22. Consensus being used as a means of management.

4.1.4. Community: The ability to collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources as demonstrated by:

4.1.4.1. Families and other stakeholders being involved in school decision-making.

4.1.4.2. Families being partners in the education of their children.

- 4.1.4.3. Diversity being recognized and valued.
 - 4.1.4.4. The school and community serving one another as resources.
 - 4.1.4.5. Partnerships being established with area businesses, institutions of higher education, and community groups to strengthen programs and support goal attainment.
 - 4.1.4.6. Available community resources being secured to help the school solve problems and achieve goals.
 - 4.1.4.7. Local school improvement councils making effective decisions.
 - 4.1.4.8. The establishment and implementation of a comprehensive program of community relations informing and involving the public in all aspects of the school.
 - 4.1.4.9. Students and parents being viewed as clients.
 - 4.1.4.10. Excellent communication skills: written, verbal, listening, interpretative, conferencing and grammatical, being used by the principal.
 - 4.1.4.11. Meetings being chaired effectively.
 - 4.1.4.12. Consensus being used as a decision-making tool.
- 4.1.5. Professional: The ability to act with integrity, fairness and in an ethical manner as demonstrated by the principal:
- 4.1.5.1. Reflecting and requiring the highest personal and professional values.
 - 4.1.5.2. Reflecting and requiring integrity and ethical behavior.
 - 4.1.5.3. Displaying dedication through commitment and involvement.
 - 4.1.5.4. Being a role model in the community reflecting a positive attitude and pride in the school and community.
 - 4.1.5.5. Recognizing and respecting the legitimate authority of others.
 - 4.1.5.6. Fulfilling legal and contractual obligations.
 - 4.1.5.7. Applying laws and procedures fairly, wisely, and consistently.

4.1.5.8. Using the influence of his/her office constructively and productively in the service of students and their families.

4.1.5.9. Using reflective practice for maximizing effectiveness.

4.1.5.10. Demonstrating a commitment to life-long learning and professional renewal.

4.1.5.11. Integrating current research in professional practice.

4.1.6. Systems: The ability to understand, respond to, and influence the large political, social, economical, cultural, and legal context as it relates to the school as demonstrated by the principal:

4.1.6.1. Making high visibility, active involvement and communication with the larger community a high priority.

4.1.6.2. Identifying and nurturing relationships with community leaders.

4.1.6.3. Utilizing system thinking to ensure that decisions reflect input from all stakeholders.

4.1.6.4. Reflecting a local, national and global perspective in decision making.

4.1.6.5. Demonstrating a pioneer spirit as a courageous entrepreneur willing to take measured risks.

4.1.6.6. Conveying a professional image.

4.1.6.7. Practicing democratic principles in day-to-day operations.

§126-147-5. Implementation.

5.1. All professional development for principals shall address the qualities, proficiencies and leadership skills set forth in these rules.

5.2. All approved preparation programs for principals shall address the qualities, proficiencies and leadership skills set forth in these rules.

5.3. The Center for Professional Development shall provide principals with opportunities through the Principals' Academy to develop the specific qualities, proficiencies and leadership skills required pursuant to these rules.

§126-147-6. Attendance at the Principals' Academy.

6.1. After the first day of January 1997 every principal shall complete, subject to the provisions of this section, the Principals' Academy at least every four years.

6.1.1. All persons assigned as principals for the first time in a West Virginia school after the first day of March 1997 shall complete the Principals' Academy. If the Principals' Academy is scheduled to begin within ninety days from the date of assignment, such person may postpone attendance until the next scheduled training through the academy.

6.1.2. All principals of schools that are designated probationary status or seriously impaired (in accordance with W.Va. Code §18-2E-5) shall complete the next regularly scheduled Principals' Academy following the date of such designation unless the training is to begin within thirty days. In such instance, the principal may postpone attendance until the next regularly scheduled Principals' Academy.

6.1.3. All principals who are subject to an improvement plan in accordance with W.Va. Code §18A-2-12 and Policy 5310 shall complete the next regularly scheduled Principals' Academy unless the training is to begin within thirty days of the date of the improvement plan. In such instance, the principal may postpone attendance until the next regularly scheduled Principals' Academy.

6.1.4. All principals who transfer to a school with a significantly different grade configuration shall complete the next regularly scheduled Principals' Academy unless the Principals' Academy is to begin within ninety days from the date the principal is transferred. In such instance, the principal may postpone attendance until the next regularly scheduled Principals' Academy.

6.1.5. Attendance at the Principals' Academy shall be subject to the availability of funding from the legislature and other sources. If funds are insufficient to provide for the total cost, the academy shall admit those persons described in sections 6.1.1.-6.1.4. according to the priority in which they are listed. If funds are insufficient to provide for all persons in one or more sections 6.1.1.-6.1.4., the Center for Professional Development is authorized to determine which persons shall and shall not be admitted. The Center for Professional Development shall make every effort to ensure that every principal attends at least once every four years after the first day of January 1997.

6.2. The West Virginia Department of Education shall establish and maintain a system to record the progress of each person required to complete training through the academy and shall periodically advise such persons of their status.

6.3. Waiver of Attendance- Any person who desires relief from the requirements of this policy may apply in writing to the West Virginia Board of Education for a waiver.

6.3.1. A standard waiver application form for the Principals' Academy shall be developed by the West Virginia Department of Education. The waiver application must be signed by the county superintendent.

6.3.2. Upon showing of reasonable cause why relief should be granted, the West Virginia Board of Education may grant a waiver to postpone attendance from the academy for a period of one year upon such terms and conditions as it deems appropriate.

6.4. The West Virginia Department of Education shall work collaboratively with the West Virginia Center for Professional Development to maintain: accurate records of eligibility; priority status for attendance; record of attendance; status of waiver requests; and a system of notification of principals of their status in regard to attendance.

6.5. W.Va. Code §18A-3-2c provides that any person who fails or refuses to complete the Principals' Academy as required and who fails to obtain a waiver, shall be ineligible to be employed as, or serve in the capacity of, a principal, an assistant principal, or a director or assistant director of a vocational/technical school.

1221dav/13a
1/2/97

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 5500.03: Qualities, Proficiencies and Leadership Skills for Principals FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 500,000	\$	\$ 500,000	\$ 500,000	\$ 500,000
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

The costs above are the estimated costs for operating the Principals' Academy.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

January 2, 1997

West Virginia Department of Education

**POLICY 5500.03: Qualities, Proficiencies and Leadership Skills
for Principals
COMMENT RESPONSE FORM**

Directions: Please use this form in commenting on proposed Policy 5500.03. If this form does not provide appropriate space, you may attach additional sheets.

Individual: _____ Title: _____

Organization/School: _____

Street Address: _____

City/State/Zip: _____

Comments/Suggestions
126-147-1. General.
126-147-2. Purpose.
126-147-3. Definitions.

126-147-4. Qualities, proficiencies, and skills.

126-147-5. Implementation.

126-147-6. Attendance at the Principals' Academy.

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RETURN COMMENTS BY FEBRUARY 18, 1997 TO:

Dr. Barbara Jones
Executive Assistant to the State Superintendent
West Virginia Department of Education
Building 6, Room 362
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330