

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In this Box

FILED

MAR 18 4 10 PM '97

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

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, Section 2; W.Va Code §§18-2-5,

RULE TYPE: PROCEDURAL _____ INTERPRETIVE X _____
18A-2-3c, 18A-3A-1,
and 18A-3A-2b.

EXEMPT LEGISLATIVE RULE _____
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

^{No}
IF ~~YES~~, SERIES NUMBER OF RULE BEING AMENDED: 147

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

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: _____

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS April 17, 1997.

Cynthia E. Evans
Cynthia E. Evans
Director, Legal Services

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:** March 13, 1997

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.

FILED
MAR 18 4 20 PM '97
OFF OF SECRETARY
SECRETARY OF EDUCATION

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**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 - March 18, 1997.

1.4. Effective Date - April 17, 1997.

§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. This ability is demonstrated when:___

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

b. The school is driven by an alignment of national, state and school goals.

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

d. A consensus regarding vision is developed among all stakeholders (staff, parents, students, community).

e. A clearly articulated implementation plan, containing objectives and strategies to achieve the vision and goals, is developed.

f. Vision, goals and implementation plans are 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 that is conducive to student learning and staff professional development. This ability is demonstrated when:

a. Student learning is viewed as the fundamental purpose for education.

b. A culture of high expectations is evident for self, student, and staff performance.

c. Staff and students are treated with courtesy, fairness, dignity and mutual respect.

d. Student and staff accomplishments are recognized and celebrated.

e. Relationships are built through a nurturing environment for staff and students.

f. Technology is effectively used in promoting student learning and staff professional growth.

g. A variety of approaches to learning is available to all students.

h. Curricular programs are designed, implemented, evaluated and refined on a

continuing basis.

- i. Curriculum decisions are based on research, expertise of teachers, and recognized promising practices.
- j. The importance of career selection is evident in curriculum and instruction.
- k. Multiple sources of information regarding performance are used to assess student learning and to foster program improvement.
- l. Student assessment establishes high performance standards.
- m. The principal serves as a mentor and coach for staff.
- n. Personnel evaluation is used as a means to promote staff growth and including coaching and motivating techniques.
- o. Professional development promotes a focus on student learning consistent with the school vision and goals.
- p. Student problem areas are reviewed and recommendations are made for appropriate instructional modifications/interventions.

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

- a. Knowledge of learning, teaching, and student development is used to make informed management decisions.
- b. Continuous improvement strategies are evident in all aspects of the school environment.
- c. Operational procedures are designed and managed to maximize opportunities for successful learning.
- d. Technology is used effectively to find, retrieve, and analyze the appropriate data to guide long-range planning and daily practice.
- e. A collaborative, team building approach to organize the school is in place.

- f. Faculty senate is used to make a positive impact on instructional and management decisions.
- g. Understanding of the strength of diversity is promoted.
- h. A process for resolving conflict is established and implemented.
- i. Staff selection is a collaborative process.
- j. The school plant, equipment, and support system operates safely, efficiently and effectively.
- k. Laws, policies and regulations are observed in maintaining a safe, supportive environment.
- l. Confidentiality and privacy of school records are maintained.
- m. A variety of sources of information including data, experience, expertise, vision and goals, is used to make decisions.
- n. Prioritization and decisiveness are evident in decision-making by the principal.
- o. Problems are identified and resolved in a timely manner.
- p. Project management is effective and efficient.
- q. Strategic planning provides opportunities for longitudinal data collection and revision of programs.
- r. Resources and funds are used appropriately and wisely.
- s. Time is managed to maximize attainment of organizational goals.
- t. Delegation of authority is used to the benefit of staff and administration.
- u. Staff empowerment is coupled with responsibility and accountability.
- v. Consensus is used as a means of management.

4.1.4. Community: The ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources. This ability

is demonstrated when:

- a. Families and other stakeholders are involved in school decision-making.
- b. Families are partners in the education of their children.
- c. Diversity is recognized and valued.
- d. The school and community serve one another as resources.
- e. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support goal attainment.
- f. Available community resources are secured to help the school solve problems and achieve goals.
- g. Local school improvement councils make effective decisions.
- h. The establishment and implementation of a comprehensive program of community relations informs and involves the public in all aspects of the school.
- i. Students and parents are viewed as clients.
- j. Excellent communication skills: (written, verbal, listening, interpretative, conferencing and grammatical), are used by the principal.
- k. Meetings are chaired effectively.
- l. Consensus is used as a decision-making tool.

4.1.5. Professional: The ability to act with integrity, fairness and in an ethical manner. This ability is demonstrated by the principal when:

- a. The highest personal and professional values are reflected and required.
- b. Integrity and ethical behaviors are reflected and required.
- c. Dedication through commitment and involvement is displayed.
- d. A positive attitude and pride in the school and community are evidenced in his/her serving as a role model in the community.

- e. The legitimate authority of others is recognized and reflected.
- f. Legal and contractual obligations are fulfilled.
- g. Laws and procedures are applied fairly, wisely, and consistently.
- h. The influence of his/her office is used constructively and productively in the service of students and their families.
- i. Reflective practice is used to maximize effectiveness.
- j. A commitment to life-long learning and professional renewal is practiced.
- k. Current research in professional practice is applied.

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. This ability is demonstrated when:

- a. Active involvement and communication with the larger community are a high priority.
- b. Relationships with community leaders are identified and nurtured.
- c. System thinking to ensure that decisions reflect input from all stakeholders is used.
- d. A local, national and global perspective in decision making is evidenced.
- e. A pioneer spirit as a courageous entrepreneur, willing to take measured risks, is evidenced.
- f. A professional image is conveyed.
- g. Democratic principles in day-to-day operations are evidenced.
- h. Federal, state and county policies are implemented and observed.

§126-147-5. Implementation.

5.1. All professional development for principals shall address the qualities, proficiencies and leadership skills set forth in these rules, including developing and delivering the curriculum for the Principals' Academy.

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 sustained opportunities through the Principals' Academy to develop the specific qualities, proficiencies and leadership skills required pursuant to these rules.

5.3.1. The Center for Professional Development shall consider best practices as established by research in developing and delivering the curriculum of the Principal's Academy.

§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 1996 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. Principals attending the Academy who are not under contract during the period in which the Academy is in session will receive a stipend provided funding is allocated by the Legislature.

6.5. 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.

6.6. 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.

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 PROFOSAL	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 and are funded in the 1996-97 budget of the Center for Professional Development.

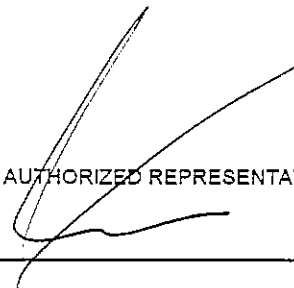
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

January 2, 1997

West Virginia Department of Education



**POLICY 5500.03: Qualities, Proficiencies and Leadership Skills for Principals
Comment Log**

ACTION TYPE
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted 0 Neutral

Date	Individual / Organization	Comments	Action /Type	Rationale
\$126-147-1. General				
2-6-97	David E. White Wood County Schools	I believe it will be necessary to align State Board Policy 5310, Sections 17, <u>Administrator's Responsibilities</u> and 18, <u>Administrative Performance Characteristics</u> with the proposed policy 5500.03.	N/O	
2-11-97	Barbara Carlton, Principal Peyton Elementary Huntington	Please spend this \$500,000 on children. It is the individual county's responsibility to do improvement plans and remediation where needed. Two staff development sessions per year are sufficient for most principals. Please spend the money more wisely. We would enjoy a retreat but I'm not convinced this is in the best interest of education.	NA/-	Contrary to code requirements.
2-14-97	Principals' Standards Advisory Council/Center for Professional Development 179 Summers St Suite 221 Charleston 25301	The document will be clearer, easier to interpret and more powerful by using declarative sentences with action verbs and eliminating participial phrases. A revised version of section \$126-147-4 Qualities, proficiencies, and skills is attached. The revised section is found on pages 2-6 of the policy.	A/+	
2-18-97	Yvonne Santin, Director Special Education Wood County Schools	This policy needs to be aligned with Policy 5310, Section 17, Administrators' Responsibilities.	N/O	
2-18-97	Richard A. Flanary Sr. Administrator for Assessment NASSP	...Today's principals must build and maintain an environment that promotes student achievement & responds to the needs of diverse communities living and functioning in a global society...Principals need a powerful professional development program that provides them with the tools necessary to meet challenges...Effective professional development must be skill focused. Typically, ineffective school leaders aren't successful due to a lack of knowledge, but more often failure comes from a lack of skill. I encourage you to consider programs that are skill based and collaborative. The NASSP has developed a list of skills critical of the successful school principal. As you proceed with this professional development task, we serve as a resource for your efforts.	A/+	5.3.1

Date	Individual / Organization	Comments	Action /Type	Rationale
2-24-97	Mr. Atkins, Principal Musselman Middle Bunker Hill 25413	From everything stated here we principals always know we were super humans. Now, we know it for sure after reading this policy.	N/O	
2-25-97	Walter Duke(?) Hedgesville High Faculty Senate Policy Review Committee	Who determines (and how) whether a principal is/is not sufficiently proficient in these areas? What happens if they are not? Any probationary period or any improvement contract put in place?	N/O	
§126-147-2. Purpose				
2-3-97	James R Piccirillo Weirton Heights Elem 160 S 12th St Weirton WV 26062	To insure that proper funding be made available to fully implement program. Principals should be compensated at their daily rate or the Academy be scheduled during the school year.	NA/-	Contrary to code requirement
2-11-97	Ed Alfred, Principal Jefferson Center Parkersburg	The word "require" is too strict in scope. Principals should strive towards the acquisition of these qualities, proficiencies and skills.	NA/-	Contrary to code requirement
2-25-97	Walter Duke(?) Hedgesville High Faculty Senate Policy Review Committee	What if a principal is lacking in these qualities, proficiencies, skills?	N/O	
§126-147-3. Definitions				
2-3-97	James R Piccirillo Weirton Heights Elem 160 S 12th St Weirton WV 26062	Contracted Days: Principals are paid from 200 to 260 days.	A/O	6.4
2-14-97	Kenneth E. Holbrook Lead Teacher Huttonsville Correctional Center/Denmar Correctional Center Huttonsville 26273	In 3.1 a principal is defined. This definition also defines my position; but my title is Lead Teacher. By having this title I am in a position in the middle, I am not a teacher or a principal by title but I am by duties. I do budgets, LEA's, JTPA, Policy 5310, for two schools Denmar and Huttonsville, etc. I attend the WV Administrators' Evaluation Leadership Institute, all principal seminars, the principal's academy, have completed a masters in school administration and should [sic] my title be different; I would be eligible for permanent certification.	N/O	

Date	Individual / Organization	Comments	Action /Type	Rationale
2-18-97	Berkeley Heights Elem Faculty Senate Martinsburg	The terms "client", "stakeholder", need to be defined in this section (see 4.1.4.1. and 4.1.4.9.)	A/0	
2-18-97	Dr. Norma Winter Executive Director WV Assoc of Secondary School Principals	Definitions "principal" ...supervision, management, and control of a school or school... This definition is from the state school code, but none of the document addresses authority of the principal to control the school. The principal, according to this document, is not expected to exercise control-- only to manage consensus, nurturing, mentoring, collaboration, process, etc. There is a mention that principals must be proficient in "recognizing and respecting the legitimate authority of others", (skill 4.1.5.5), but nowhere is there any mention of the legitimate authority of principals and the need for appropriate exercise of that authority.	NA/-	Document includes a variety of strategies to a "control" school. Definition establishes legitimate authority of the principal.
2-24-97	Berkeley Heights Elementary Faculty Senate Martinsburg	The terms "client", "stakeholder", need to [be] defined in this section (see 4.1.4.1 and 4.1.4.9.)	A/0	
2-25-97	Walter Duke(?) Hedgesville High Faculty Senate Policy Review Committee	May need more definitions to explain educationese language (4.13.17 - "longitudinal data") (4.1.5.9 "reflective practice")	NA/-	
§126-147-4. Qualities, proficiencies and skills				
1-27-97	Bill Toussaint WVDE	I recommend that "stake-holders" be defined when first mentioned at 4.1.4., for example, like so "... stakeholders (parents, etc.); however, its definition at 4.1.4.1., as: "Families and other stakeholders . . ." should, I think, remain as is.	A/0	
2-3-97	Jeanne Moore WVDE	4.1.2.15. - Something should be added here to stress that professional development should be provided for <u>all</u> teachers in <u>all</u> the subjects they teach. The arts have been ignored for too long. 4.1.4.10 an 4.1.1.11 - is it possible to teach effective communication skills and parliamentary procedures in a single academy? 4.1.5.9. - <u>What</u> is "reflective practice"?	NA/- N/0 N/0	
2-11-97	Ed Alfred, Principal Jefferson Center Parkersburg	No one could match up to the 83 indicators listed. It is idealistic, not realistic. If these were restated as goals for professional improvement, it would be more realistic.	NA/-	

Date	Individual / Organization	Comments	Action /Type	Rationale
2-13-97	Lawrence Hitt, Principal Shepherdstown Elementary Shepherdstown	<p>4.1.4.7. - How will this be judged and by whom? This seems vague.</p> <p>4.1.4.8. - Will this require another plan?</p> <p>Will all of these be the standards for the evaluation of principals now?</p>	N/O	
2-14-97	Principals' Standards Advisory Council/Center for Professional Development 179 Summers St Suite 221 Charleston 25301	<p>4.1. Qualities, proficiencies, and skills of leadership as defined below are required of all principals after January 1, 1997:</p> <p>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. This ability is demonstrated when:</p> <p>4.1.1.1. The vision reflects high standards for student learning and the belief that all students can learn.</p> <p>4.1.1.2. The school is goal driven by national, state and school goals that are aligned.</p> <p>4.1.1.3. The vision, goals and expectations, and implementation plan are clearly communicated to staff, parents, students and community members.</p> <p>4.1.1.4. A consensus regarding vision is developed among all stakeholders.</p> <p>4.1.1.5. A clearly articulated implementation plan is developed containing objectives and strategies to achieve the vision and goals.</p> <p>4.1.1.6. Vision, goals and implementation plans are regularly monitored, evaluated and revised.</p> <p>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. This ability is demonstrated when:</p> <p>4.1.2.1. Student learning is the fundamental purpose for education.</p> <p>4.1.2.2. There is a culture of high expectations for self, student, and staff performance.</p> <p>4.1.2.9. Curriculum decisions are based on research, expertise of teachers, and recognized promising practices.</p> <p>4.1.2.10. The importance of career selection being evident in curriculum and instruction.</p>	A/+	

Date	Individual / Organization	Comments	Action /Type	Rationale
2-14-97	Principals' Standards Advisory Council/Center for Professional Development 179 Summers St Suite 221 Charleston 25301	<p>4.1.2.11. Multiple sources of information regarding performance being used to assess student learning and to foster program improvement.</p> <p>4.1.2.12. Student assessment using high performance standards.</p> <p>4.1.2.13. The principal serving as a mentor and coach for staff.</p> <p>4.1.2.14. Personnel evaluation being used as a means to promote staff growth and including coaching and motivating techniques.</p> <p>4.1.2.15. Professional development promoting a focus on student learning consistent with the school vision and goals.</p> <p>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:</p> <p>4.1.3.1. Knowledge of learning, teaching, and student development being used to make informed management decisions.</p> <p>4.1.3.2. Continuous improvement in all aspects of the school environment.</p> <p>4.1.3.3. Operational procedures designed and managed to maximize opportunities for successful learning.</p> <p>4.1.3.4. Technology being used effectively to find, retrieve, and analyze the appropriate data to guide long-range planning and daily practice.</p> <p>4.1.3.5. A collaborative, team building approach to organize the school.</p> <p>4.1.3.6. Faculty senates being used to make a positive impact on instructional and management decisions.</p> <p>4.1.3.7. Promotion of an understanding of the strength of diversity.</p> <p>4.1.3.8. A process for resolving conflict being established and implemented.</p> <p>4.1.3.9. Staff selection being a collaborative process.</p> <p>4.1.3.10. The school plant, equipment, and support system operating safely, efficiently and effectively.</p> <p>4.1.3.11. Laws, policies and regulations being observed in maintaining a safe, supportive environment.</p> <p>4.1.3.12. Confidentiality and privacy of school records.</p> <p>4.1.3.13. A variety of sources of information including data,</p>	A/+	

Date	Individual / Organization	Comments	Action /Type	Rationale
2-14-97	Principals' Standards Advisory Council/Center for Professional Development 179 Summers St Suite 221 Charleston 25301	<p>experience, expertise, vision and goals being used to make decisions.</p> <p>4.1.3.14. Prioritization and decisiveness in decision-making being practiced by the principal.</p> <p>4.1.3.15. Problems being identified and resolved in a timely manner.</p> <p>4.1.3.16. Effective and efficient project management.</p> <p>4.1.3.17. Strategic planning providing opportunities for longitudinal data collection and revision of programs.</p> <p>4.1.3.18. Resources and funds being used appropriately and wisely.</p> <p>4.1.3.19. Time being managed to maximize attainment of organizational goals.</p> <p>4.1.3.20. Delegation being used to the benefit of staff and administration.</p> <p>4.1.3.21. Coupling staff empowerment with responsibility and accountability.</p> <p>4.1.3.22. Consensus being used as a means of management.</p> <p>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:</p> <p>4.1.4.1. Families and other stakeholders being involved in school decision-making.</p> <p>4.1.4.2. Families being partners in the education of their children.</p> <p>4.1.4.3. Diversity being recognized and valued.</p> <p>4.1.4.4. The school and community serving one another as resources.</p> <p>4.1.4.5. Partnerships being established with area businesses, institutions of higher education, and community groups to strengthen programs and support goal attainment.</p> <p>4.1.4.6. Available community resources being secured to help the school solve problems and achieve goals.</p> <p>4.1.4.7. Local school improvement councils making effective decisions.</p> <p>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.</p> <p>4.1.4.9. Students and parents being viewed as clients.</p> <p>4.1.4.10. Excellent communication skills: written, verbal, listening, interpretative, conferencing and grammatical, being used by the principal.</p>	A/+	

Date	Individual / Organization	Comments	Action /Type	Rationale
2-14-97	<p>Principals' Standards Advisory Council/Center for Professional Development 179 Summers St Suite 221 Charleston 25301</p>	<p>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 is 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. Students are assessed using high performance standards. 4.1.2.13. The school leader is a mentor and coach for staff. 4.1.2.14. Personnel evaluation is used as a means to promote staff growth and includes coaching and motivating techniques. 4.1.2.15. Professional development promotes 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. This ability is demonstrated when: 4.1.3.1. Knowledge of learning, teaching, and student development is used to make informed management decisions. 4.1.3.2. Continuous improvement is the focus in all aspects of the school environment. 4.1.3.3. Operational procedures are designed and managed to maximize opportunities for successful learning. 4.1.3.4. Technology is 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 is used to organize the school. 4.1.3.6. Faculty senates are used to make a positive impact on instructional and management decisions. 4.1.3.7. Understanding of the strength of diversity is promoted. 4.1.3.8. A process for resolving conflict is established and implemented. 4.1.3.9. Staff selection is a collaborative process. 4.1.3.10. The school plant, equipment, and support system operate safely, efficiently and effectively. 4.1.3.11. Laws, policies and regulations are observed in maintaining a safe, supportive environment. 4.1.3.12. Confidentiality and privacy of school records are maintained.</p>	A/+	

Date	Individual / Organization	Comments	Action /Type	Rationale
2-14-97	Principals' Standards Advisory Council/Center for Professional Development 179 Summers St Suite 221 Charleston 25301	<p>4.1.3.13. A variety of sources of information including data, experience, expertise, vision and goals is used to make decisions.</p> <p>4.1.3.14. Prioritization and decisiveness in decision-making are practiced by the principal.</p> <p>4.1.3.15. Problems are identified and resolved in a timely manner.</p> <p>4.1.3.16. Project management is effective and efficient.</p> <p>4.1.3.17. Strategic planning provides opportunities for longitudinal data collection and revision of programs.</p> <p>4.1.3.18. Public resources and funds are used appropriately and wisely.</p> <p>4.1.3.19. Time is managed to maximize attainment of organizational goals.</p> <p>4.1.3.20. Delegation is used to the benefit of staff and administration.</p> <p>4.1.3.21. Staff empowerment is coupled with responsibility and accountability.</p> <p>4.1.3.22. Building consensus is used as a means of management.</p> <p>4.1.4. Community: The ability to collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources. This ability is demonstrated when:</p> <p>4.1.4.1. Families and other stakeholders are involved in school decision-making.</p> <p>4.1.4.2. Families are partners in the education of their children.</p> <p>4.1.4.3. Diversity is recognized and valued.</p> <p>4.1.4.4. The school and community serve one another as resources.</p> <p>4.1.4.5. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support goal attainment.</p> <p>4.1.4.6. Available community resources are secured to help the school solve problems and achieve goals.</p> <p>4.1.4.7. Local school improvement councils str effective decision makers.</p> <p>4.1.4.8. A comprehensive program of community relations is established informing and involving the public in all aspects of the school.</p> <p>4.1.4.9. Students and parents are viewed as clients.</p> <p>4.1.4.10. Excellent communication skills: written, verbal, listening, interpretative, conferencing and grammatical, are demonstrated by the principal.</p>	A/+	

Date	Individual / Organization	Comments	Action /Type	Rationale
2-14-97	Principals' Standards Advisory Council/Center for Professional Development 179 Summers St Suite 221 Charleston 25301	<p>4.1.4.11. Meetings are chaired effectively.</p> <p>4.1.4.12. Consensus is used as a decision-making tool.</p> <p>4.1.5. Professional: The ability to act with integrity, fairness and in an ethical manner. This ability is demonstrated when the principal:</p> <p>4.1.5.1. Reflects and requires the highest personal and professional values.</p> <p>4.1.5.2. Reflects and requires integrity and ethical behavior.</p> <p>4.1.5.3. Displays dedication through commitment and involvement.</p> <p>4.1.5.4. Is a role model in the community reflecting a positive attitude and pride in the school and community.</p> <p>4.1.5.5. Recognizes and respects the legitimate authority of others.</p> <p>4.1.5.6. Fulfills legal and contractual obligations.</p> <p>4.1.5.7. Applies laws and procedures fairly, wisely, and consistently.</p> <p>4.1.5.8. Uses the influence of his/her office constructively and productively in the service of students and their families.</p> <p>4.1.5.9. Uses reflective practice for maximizing effectiveness.</p> <p>4.1.5.10. Demonstrates an obligation to life-long learning and professional renewal.</p> <p>4.1.5.11. Integrates current research in professional practice.</p> <p>4.1.6. Systems: The ability to understand, respond to, and influence the larger political, social, economical, cultural, and legal context as it relates to the school. This ability is demonstrated when:</p> <p>4.1.6.1. High visibility, active involvement and communication with the larger community a high priority.</p> <p>4.1.6.2. Relationships with community leaders are identified and nurtured.</p> <p>4.1.6.3. Systems thinking to ensure that decisions reflect input from all stakeholders.</p> <p>4.1.6.4. Decisions reflect a local, national and global perspective.</p> <p>4.1.6.5. A pioneer spirit is demonstrated by the school leader as a courageous entrepreneur willing to take measured risks.</p> <p>4.1.6.6. The principal conveys a professional image.</p> <p>4.1.6.7. Democratic principles are practiced in day-to-day operations.</p>	A/+	

Date	Individual / Organization	Comments	Action /Type	Rationale
N/02-17-97	Linda Clautti, Principal Morgantown High School	<p>4.1.3.6. - Principal must be instructional leader. Unless principal has vehicle for control over faculty senate, this can be time consuming and non-productive. I have 20 department chairs with whom I meet monthly. They are more focused than my large Faculty Senate.</p> <p>4.1.3.22 / 4.1.4.12. - Consensus (bringing everyone to agreement) is possible with a reasonably sized group. Expecting consensus out of 80 plus teachers is not a reasonable expectation.</p> <p>4.1.4.9. - This is great! We need to stress this more among faculties and office staff. I have had great success with this concept among our office staff and administrators.</p>	N/0 N/- N/+	
2-18-97	Berkeley Heights Elem Faculty Senate Martinsburg	<p>4.1.4.1. - The word "stakeholder" should be changed to partner.</p> <p>4.1.4.2. - Teachers should have more of a say in the educational needs of the child.</p> <p>4.1.4.9. - The word "client" is not appropriate here.</p> <p>4.1.4.12. - This needs to be more clearly defined.</p>	N/0 N/0 N/- N/-	
2-18-97	unknown, faxed in	4.1.4.9. - I don't see my students and parents as clients.	N/-	
2-18-97	Yvonne Santin, Director Special Education Wood County Schools	There is no mention of a principal needing to recognize <u>all</u> students and integrate them when appropriate. Also, under 4.1.2., should add "review student problem areas and recommend appropriate instructional modifications/interventions" or some similar wording.	NA/- A/+	Addressed in 4.1.2.7 4.1.2.8 4.1.2.16
2-18-97	Dr. Norma Winter Executive Director WV Assoc of Secondary School Principals	<p>4.1.4 - It is interesting that principals must work with his/her staff to develop a consensus among all stakeholders about a school's vision. The Department of Education does not practice that which it expects from its principals; not does it give principals the opportunity to participate in a process which could serve as the model for consensus building and involvement of stakeholders. The DOE did not seek a consensus among principals' qualities, proficiencies, and skills. DOE members served as the primary and most numerous members of the committee which drew up this legislative rule. There was not attempt to have principals, as the major stakeholder, have any meaningful input into this document.</p> <p>4.1.3.22 - Again, principals are expected to use consensus as the means of management, but there is nothing being modeled by the DOE in terms of arriving at consensus involving principals.</p>	NA/- N/-	This document is the combination of two processes: 1) the committee referred by Dr. Winter did preliminary work 2) the Principal's Academy Advisory Standards Board. A final document will result following public comment period.

Date	Individual / Organization	Comments	Action /Type	Rationale
2-24-97	Mr. Aikens, Principal Muselman Middle Bunker Hill 25413	4.1.4.9. - I don't see my students and parents as clients. The term client is very impersonal.	N/O	
2-24-97	Berkeley Heights Elementary Faculty Senate Martinsburg	4.1.4.1. - The word "stakeholder" should be changed to partner. 4.1.4.2. - Teachers should have more of a say in the educational needs of the child. 4.1.4.9. - The word "client" is not appropriate here. 4.1.4.12. - This needs to be more clearly defined.	N/O N/O NA/ N/O	
2-25-97	Walter Duke(?) Hedgesville High Faculty Senate Policy Review Committee	How is, and who, makes judgement as to a principal's degree of satisfactory performance in these areas? What happens if he/she is not? Is any evaluation input of principal going to come from evaluation forms filled out by staff and faculty, parents? 4.1.1.4. How do you measure consensus? What degree? 4.1.2.1. As measured by what facts? 4.1.2.8 Is something missing here? 4.1.2.9 Does this refer to assigning advanced level courses to the teacher who is best qualified to deliver the best education to the students? 4.1.3.5 Just on paper or actually function this way? 4.1.3.9 Who should principal collaborate with concerning staff selection - faculty senate? Department members, department chairs? 4.1.3.18 What if principal puts tens of thousands into certificates of deposit and never spends it? 4.1.3.20 Delegation of what? Add (4.1.6.8) Principal shall not violate state law and county policy concerning how schools operate.	N/O N/O N/O N/O N/O N/O N/O N/O A/+	4.1.6.8
§126-147-5. Implementation				
1-27-97	Bill Toussaint WVDE	I recommend that a §5.4. be added, viz - "The State Board of Education invites assistance from the Principals Standards Advisory Council to help it devise standards for minimum qualities, proficiencies, and skills to be required of principals."	NA/O	Policy does this.
2-11-97	Ed Alfred, Principal Jefferson Center Parkersburg	5.3 is more realistic than stating principals are required to have accomplished all 83 indicators.	N/+	
2-13-97	Lawrence Hitt, Principal Shepherdstown Elementary Shepherdstown	Were principals involved in this preparation of this document? Will principals be on the standards council?	N/+	

Date	Individual / Organization	Comments	Action /Type	Rationale
2-18-97	Berkeley Heights Elem Faculty Senate Martinsburg	You have \$500,000 set aside for this, but not for technology needs and classroom needs across the state/ [sic] How will this measure the impact on principal performance?	N/O	
2-24-97	Berkeley Heights Elementary Faculty Senate Martinsburg	You have \$500,000 set aside for this, but not for technology needs and classroom needs across the state? How will this measure the impact on principal performance?	N/O	
§126-147-6. Attendance at the Principals' Academy				
2-3-97	Jacqueline Davis Principal Pleasant View Elem Rt. 3 Box 365 Hedgesville WV 25427	Objection to 6.1.2. (Probationary status) I do not object to 6.5 attendance at an academy every four years, but relating it to the school probationary status is unfair. There are lots of reasons a school may be on probation. The principal may not have control over the reason. Let the punishment fit the crime. Why not send the teachers to a teachers academy when the school is on probation? Both 6.1.2 and 6.5 will be grieved, I'm sure. Principals are in a catch 22 situation. The Legislature has made it impossible to dismiss teachers for poor job performance. Why not change the grievance procedure and out personnel laws so principals can hire the very best teachers. In West Virginia teachers own their job, it becomes personal property in the eyes of the law. Does this mean principals own their jobs, also? Principals should not be singled out as the <u>one</u> reason a school may be on probation. Some principals are employed 210 days. Summer is not employment time, contracts are not in effect. Please rewrite this part of the policy.	NA/-	Requirements are established in state code.
2-3-97	James R Piccirillo Weirton Heights Elem 160 S 12th St Weirton WV 26062	To require attendance the academy should be scheduled during the school year but excluding August, September, April, May and June. If principals are required to attend during non contracted days they will be compensated at regular daily rate. A principal on a 260 day contract would be paid and a principal on a 210 would not be paid if it was scheduled outside his/her contract.	A/+	6.4
2-7-97	Beverly Kingery Principal, Whatton Elem PO Box 60 Whatton WV 25208	I have attended two previous Principal's Academy and enjoyed them immensely. I do not agree that the principal should be held totally (section 6.1.2) responsible for deficiencies of a school. Teachers should also be held accountable and attend comparable training.	NA/O	Required by code

Date	Individual / Organization	Comments	Action /Type	Rationale
2-10-97	David Stevens Principal, New Manchester Elementary	Have no problem with Principal's Academy once every four years. Attended in 1987, found it enriching. However, working under a 210 day contract I did not intend to attend through the summer without being paid my daily rate. Due to opening and closing of school I do not feel the academy should be held in late August or September or May and early June.	A/-	6.4
2-10-97	Michael C. Swartzmiller, Principal New Cumberland Elementary	Principal's Academy Scheduling - Elementary Attendance Window - October through April	N/O	
2-13-97	Lawrence Hitt, Principal Shepherdstown Elementary Shepherdstown	Will the Principal's Academy be done throughout the state or at one location? It seems incredible to me that the state did away with the "old" academy and now brings this format back. Why are principals required to attend every four years?	NA/O	State code
2-14-97	Kenneth E. Holbrook Lead Teacher Huttonsville Correctional Center/Denmar Correctional Center Huttonsville 26273	Since I have attended the Principal's Leadership Academy and the training at Coolfont for Policy 5310 offered by the Center for Professional Development, I feel it would be a mistake to send only 1st year principals and seriously impaired principals to the Academy. I have found you gain considerable guidance and knowledge from the experienced veterans. I have seen this with our team leaders at the principals academy and feel having them in the training would be very valuable to first year/ impaired principals. The above is why I do not believe you would want to limit the principal's academy to first year, impaired principals.	NA/-	Academy is not limited to this group. Code gives them a priority status.
2-17-97	Linda Clautti, Principal Morgantown High School	1-This should be <u>totally</u> waived for anyone with a certain number of years of administrative experience (and with superintendent's recommendation). I would be more than happy to teach at one of these Academy's or to help formulate ideas to be presented. 2-College credit toward a doctorate (or Master's) should be available.	NA/-	
2-18-97	unknown, faxed in	Who pays for a principal to attend who is not on contract at the time of the academy? If this is not a quality program such as we had several years ago then it is a waste of time and money.	A/O	6.4

Date	Individual / Organization	Comments	Action /Type	Rationale
2-18-97	Dr. Norma Winter Executive Director WV Assoc of Secondary School Principals	Principals who have attended past WV Principal's Academies have universally praised the experience as a positive one, but these participants were selected to attend. They felt privileged and rewarded. They felt they learned a lot and were able to take new skills back to their school with them. These new attendance guidelines will change all that. Attendance has become punitive. If a school is deemed to be impaired, then the principal must attend, etc. This, coupled with the inability of the academy to pay the principals at their approved daily rates, will result in negative reactions to attendance of the Principal's Academy.	NA-	Requirements are established by state code.
2-24-97	Mr. Aikens, Principal Musselman Middle Bunker Hill 25413	Who pays for a principal to attend who is not on contract at the time of the Academy? If this is not a quality program such as we had several years ago, then it is a waste of time and money.	A/O	6.4.

KEN HECHLER
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APR 29 8 51 AM '97

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(Plus all the volunteer
help we can get)

Barbara Jones

TO: VIRGINIA HARRIS

AGENCY: EDUCATION

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: April 7, 1997

THE ATTACHED RULE FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 147 TITLE: 126 EDUCATION

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: _____ *Dr. Barbara Jones*

TITLE OF PERSON SIGNING: Executive Assistant to the State

DATE: Superintendent of Schools 04/25/97

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.