



WEST VIRGINIA BOARD OF EDUCATION
Capitol Building 6, Room 351
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May 24, 2010

The Honorable Natalie E. Tennant
Secretary of State
State of West Virginia
Capitol Building 1, Suite 157-K
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

OFFICE OF THE SECRETARY OF STATE

2010 MAY 24 AM 11:18

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Dear Secretary Tennant:

The West Virginia Board of Education, at its May 2010 meeting, approved W. Va. 126CSR165, Policy 5800, Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders. Policy 5800 was filed on May 13 and becomes effective July 1. During a review of the filing it was discovered that the paper copy and CD copy of the rule are not the same document. To correct this oversight, it is requested that Policy 5800, filed on May 13, 2010, be withdrawn and that the attached rule be accepted for filing.

Thank you for your consideration of this request.

Sincerely,

Steven L. Paine
State Superintendent of Schools

WEST VIRGINIA
SECRETARY OF STATE

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE 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, §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: _____

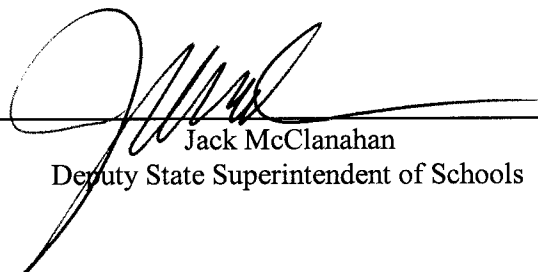
TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 165

TITLE OF RULE BEING PROPOSED: Standards of Professional Practice for

West Virginia Superintendents, Principals and Teacher Leaders (5800)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2010.


Jack McClanahan
Deputy State Superintendent of Schools

5/10.20

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 5800 - Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders

Background: In 2008, a Leadership Collaborative was organized to develop a West Virginia Master Plan for improving educational leadership. This Collaborative was made up of representatives of higher education, public education, professional organizations, policy makers and other entities with responsibilities for leadership development and support. This Collaborative worked for 18 months to develop leadership standards for principals, superintendents and teacher leaders and to complete a series of recommendations for improving leadership succession planning, preparation, licensure, induction, evaluation, professional development and conditions of work. Appropriate WVDE staff will begin addressing the sixteen recommendations of this Collaborative through various work teams and will present the WVBE with suggested changes in policy and code. The accompanying *Policy 5800 - Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders* is the first new policy to be generated from the work of the Collaborative. These new standards will require modification of existing WVBE policies including Policy 5100, *Approval of Educational Personnel Preparation Programs*; Policy 5500.03, *Qualities, Proficiencies, Skills for Principals*; Policy 2510, *Assuring Quality of Education: Regulations for Education Programs*; and Policy 5310, *Performance Evaluation of School Personnel*. The new policy shall be effective beginning July 1, 2010.

Proposal: The overall purpose of Policy 5800 is to define a coherent and aligned set of leadership standards for superintendents, principals and teacher leaders which represent the research-based qualities associated with high performing schools and school systems. By organizing the leadership roles of teachers, principals and superintendents around the same set of quality standards, greater cohesion and consistency of leadership effort can be leveraged toward the improvement of student achievement.

Impact: This document is written as a foundational policy to inform and guide subsequent policy and program decisions that affect leadership development and support including the recruitment, hiring, preparation, licensure, induction, professional development and evaluation of leaders. The standards and functions described in this policy should impact all state, regional and local efforts in developing, selecting and supporting quality leaders.

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 165
STANDARDS OF PROFESSIONAL PRACTICE FOR WEST VIRGINIA
SUPERINTENDENTS, PRINCIPALS AND TEACHER LEADERS (5800)**

§126-165-1. General.

1.1. Scope. -- Legislative rule authorizes the West Virginia Board of Education (hereinafter WVBE) to promulgate policies that define responsibilities of school personnel. Policy 5800 describes the professional standards and desired expectations of county superintendents, principals and teacher leaders. To achieve the Global 21 mission and rigorous goals established by the WVBE, there must be quality leadership at all levels of the state education system. Organizations do not improve by themselves. Effective educational change is dependent on visionary, persistent and collaborative leaders with the deep knowledge, skills and dispositions necessary to move the educational system forward. Central to this work is the absolute commitment to creating student-centered, learning-focused schools. This policy describes the nine common standards expected of educational leaders and the specific role functions of school superintendents, principals and teacher leaders. In total, the policy represents a coherent and aligned set of leadership expectations necessary to transform schools and school systems into outcome focused, innovative, accountable learning organizations that can prepare all students for powerful life options in the global, digital age of the 21st century.

1.2. Authority. -- West Virginia Constitution, Article XII, §2, W. Va. Code §18-2-5, and Senate Bill 300.

1.3. Filing Date. -- May 13, 2010

1.4. Effective Date. -- July 1, 2010.

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

§126-165-2. Purpose.

2.1. Policy 5800 is developed as a foundational document to inform and direct educational leadership policy and programs at the state, county, regional and school level. This policy is intended to be the central guide for future policy and program in the areas of leadership recruitment, selection, preparation, licensure, induction, professional development and evaluation. This policy is also intended to be a framework of professional practice around which current and future leaders can reflect on and improve their professional expertise. In the area of teacher leadership, a new and emerging role, this policy will serve as an impetus to expand teacher leadership and promote this role as a viable and critical role in improving professional practice.

§126-165-3. Operating Premises. The leadership standards described in this policy are generated based on a series of premises intended to guide their application to policy and practice.

3.1. Focus on Learning. The underlying focus of each leadership standard described in this policy is a pervasive commitment to the *advancement of student learning*. This learning must be broad enough, deep enough and individualized enough to prepare each student with the conceptual understandings, the Global 21 skills and the behavioral dispositions necessary for personal success and preparation for post-secondary education and careers. The fundamental job description of the leader is to create the appropriate organizational conditions and develop the personnel expertise necessary to assure that this learning occurs for each and every student.

3.2. Continuum of Professional Skills. The leadership standards and functions set a high bar for the level of quality expected of West Virginia superintendents, principals and teacher leaders. Reaching this high bar will demand changes in all aspects of the development of leaders including quality succession planning, more rigorous and job-embedded preparation programs and a continuum of professional development that assures on-going professional growth. No leader will realistically begin his or her career with all the knowledge, skills and dispositions outlined in these standards. However, future policy derived from these standards must guide leaders (1) to increasingly gain proficiency in every standard and (2) assemble leadership teams that can collectively over time manifest all the functions outlined in this document.

3.3. Leadership Occurs in Context. An important part of leadership preparation is gaining perspective on how and when to exert particular skills in order to advance the organization. All leadership efforts occur in an organizational context. Although all nine leadership standards are interconnected and necessary for creating and sustaining effective schools and school systems, some may be more important depending on existing circumstances and conditions. Leadership is a complex act, but effective leaders are able to use contextual understanding and a broad set of skills and knowledge to do the right things at the right time and in the right way to move the organization forward.

3.4. Distributed and Collaborative Leadership. The very definition of leadership entails *moving others toward a collective goal and set of actions*. In order to bring about the significant organizational changes necessary to teach all students to high levels, there must be distributive and collaborative models of leadership that recognize the boundless expertise that exists in the organization and harnesses this expertise on behalf of students. This standards document inculcates these collaborative principles throughout the language and actions described in specific functions. Implementation of these standards will require new role definitions and expectations of principals, teachers and superintendents; it will also require the creation of new organizational structures that allow collaboration and disbursed leadership to occur. With viable structures of collaborative teams and a more inclusive view of leadership, from the classroom to the board room, it will be possible to generate the collective accountability and action necessary to advance student learning.

3.5. Expected Evidence of Outcomes. As part of the public investment in educational quality comes accountability for results. This goes beyond the accountability for those behaviors

outlined in these standards such as fiscal responsibility, moral and ethical responsibility and duty to implement and follow policies and code. The standards and functions outlined in this policy establish accountability for creating conditions and developing personnel in ways that positively *impact valued outcomes for students*. These valued outcomes for students include evidence of growth in (1) student academic achievement, (2) proficiency in Global 21 skills, (3) graduation rates, and (4) effective preparation for post-secondary education and careers.

§126-165-4. Standards of Professional Practice for County Superintendents.

4.1. Role. The Standards of Professional Practice for County Superintendents establishes the superintendent as the chief instructional leader and executive officer of the school system who works in collaboration with the county board of education to assure that all elements of system operations come together to advance student learning. This requires a leader absolutely dedicated to student academic achievement and well-being who can create systems and processes that improve the quality of learning in each school. Today's superintendents must understand the broad national and global economic/social context to which schools must respond but work within the context of the local community to address these issues in a coherent and viable strategic direction for the school system. The overall direction of the system must ultimately be realized within each school and classroom; the progress made by each school can be profoundly influenced by the quality of district operations, fiscal management, support, culture and systems of accountability. Thus, the superintendent must not only assure that district systems and processes are of the highest quality but that they are differentiated and orchestrated to address each school's improvement needs. Within this context, the superintendent must establish clear goals and benchmarks of accountability while supporting the work of collaborative teams to find the best ways of improving professional practice within each school. The work of a county superintendent is multifaceted and relies on both technical knowledge and interpersonal skill. However, by forming stakeholder coalitions and staff communities of professional practice, the superintendent, working with the county board, can be the necessary transformational change agent able to influence the progress and success of students in each school.

4.2. Standards.

4.2.1. Demonstrates Interpersonal and Collaborative Skills.

- a. The superintendent models professional, moral and ethical behaviors that build trust and respect among staff and the community.
- b. The superintendent develops a productive working relationship with and among the county board members that enables collective action on behalf of students.
- c. The superintendent forms a cohesive district office team whose efforts coalesce to support schools in improving student achievement.
- d. The superintendent develops and supports the leadership capabilities of others and delegates appropriately.

e. The superintendent builds networks and fosters teamwork and collaboration within and across the school system and the community.

f. The superintendent demonstrates effective communication skills including use of digital tools and applications.

g. The superintendent frames problems and makes decisions that promote the long-term best interest of students.

h. The superintendent anticipates and addresses conflict in ways that promote the improvement of the system.

i. The superintendent recognizes accomplishment and assures there are school and school system recognition processes.

4.2.2. Creates a Clear and Focused Learning Mission.

a. The superintendent works with the county board to mutually determine and sustain a district strategic vision, mission and goals that reflect student needs in a changing nation and world.

b. The superintendent works with the county board, staff and stakeholders to build the urgency for change and a shared commitment to actions that will advance the system vision, mission and goals.

c. The superintendent works with the county board and staff to incorporate state and national priorities into the system's vision, mission and goals.

d. The superintendent understands the internal and external political systems and the larger social, economic and legal context and applies this knowledge to advance the district's vision, mission and goals.

e. The superintendent uses the district's vision, mission and goals to collaboratively build and guide a coherent and focused approach for school and district improvement.

f. The superintendent works with the county board and staff to evaluate, communicate and recognize system and school progress toward the vision, mission and goals.

4.2.3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.

a. The superintendent demonstrates commitment to learning by prioritizing leadership time and efforts on those actions that will advance student achievement.

b. The superintendent creates a district climate of accountability where individual and collective success is judged by growth in student achievement and well being.

c. The superintendent continually evaluates, revises, and recommends district policies that will advance student achievement and improve staff performance.

d. The superintendent works with staff to implement an aligned rigorous standards-based curriculum in every school that prepares all students to be globally competitive for post-secondary education and work.

e. The superintendent assures engaging and relevant instruction in every classroom by working with district staff and school leaders to coordinate a comprehensive system of monitoring and support.

f. The superintendent assures that the system has a coordinated assessment process for effectively using summative, benchmark and formative assessment data to guide decisions at the district, school and classroom levels.

g. The superintendent assures that the district has a well-designed and coordinated system of student academic intervention and enrichment tailored to the individual differences and needs of schools.

h. The superintendent assures that the system has an articulated design for pre-school, early childhood, middle childhood, adolescent and adult education that represents programmatic research and best practice.

i. The superintendent assures that district programs and processes are aligned to enhance student seamless progression among schools and to institutions of post-secondary education and careers.

j. The superintendent works with district staff and principals to establish clear targets for instructional improvement that are regularly monitored and evaluated for progress.

k. The superintendent works with the county board and staff to provide appropriate instructional facilities, resources and technologies to support learning.

4.2.4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.

a. The superintendent works with the county board, staff and stakeholders to identify core beliefs and values that are the foundation of a student-centered learning-focused school system.

b. The superintendent communicates and promotes strong ideals about schooling, teaching and learning that represent the system's beliefs and values.

c. The superintendent models behaviors and implements activities to assess, build and sustain a system culture that is cohesive and reflective of core beliefs and values.

d. The superintendent works with principals to assure that schools have processes and programs for assessing and developing a student-centered learning-focused culture.

e. The superintendent establishes and articulates high expectations for staff and students and works with the county board to create policies and support systems that promote these expectations.

f. The superintendent assures implementation of programs and processes to create safe, orderly and well-maintained schools conducive to student learning.

g. The superintendent assures the district has a coordinated approach for enhancing student character and good citizenship.

h. The superintendent assures a coordinated and equitable approach for offering and operating student extra-curricular and co-curricular activities that add to student learning, character and good citizenship.

4.2.5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.

a. The superintendent ensures there are processes and policies for hiring, inducting and mentoring new teachers, principals and other staff that result in the recruitment and retention of highly qualified staff.

b. The superintendent works with district staff and principals to create policies and processes that guide staff evaluation, reflection and feedback that are linked to district and school goals for student achievement and that drive improvement of professional practice.

c. The superintendent models professional inquiry, engages in professional growth activities and promotes on-going professional growth of all staff.

d. The superintendent works with the county board to assure that appropriate time and resources are allocated for professional growth and school improvement activities.

e. The superintendent assures that professional development is aligned with the district mission, goals and learning targets and differentiated to address the needs of schools and staff.

f. The superintendent assures that the district and schools have a process for examining data, analyzing staff needs, delivering quality professional development, and assessing the impact of professional development on student learning and professional practice.

g. The superintendent works with principals and district staff to support teacher collaborative teams as a central vehicle for enhancing professional growth.

h. The superintendent promotes teachers as leaders of professional practice and creates conditions that enhance their leadership success.

4.2.6. Acts as a Student Advocate and Creates Support Systems for Student Success.

a. The superintendent acts as a steadfast advocate for students and cultivates this advocacy in others.

b. The superintendent works with the board of education to assure that system policies, practices and decisions are built from a fundamental commitment to advancing the well-being of each student.

c. The superintendent works with the county board and staff to create policies and practices that value and protect diversity and promote social justice.

d. The superintendent communicates the necessity of identifying and addressing student physical and social-emotional needs in order to advance the primary goal of academic success.

e. The superintendent works with district staff and principals to create and use a comprehensive data system that allows early identification and intervention to address students' physical and social-emotional needs.

f. The superintendent works with district and school staff to implement coordinated programs for improving and protecting the physical and social-emotional well being of students including comprehensive wellness, counseling and social services.

4.2.7. Manages Operations to Promote Learning.

a. The superintendent assures that district operations and services are designed and operated in ways that add value and support to student learning.

b. The superintendent implements an integrated management system for planning, monitoring and evaluating district operations.

c. The superintendent assures that the system adheres to federal, state, and local policies and code and that there are clear expectations and procedures for how the system will be operated and managed.

d. The superintendent establishes cooperative budgeting processes to appropriately blend and braid fiscal resources to target district priorities.

e. The superintendent works with the county board and staff to assess and evaluate resource allocation and program effectiveness for relevancy and value added to student learning.

f. The superintendent assures implementation of efficient and effective fiscal accounting and management systems.

g. The superintendent assures that current technologies are used to enhance the management of operations and ancillary services.

h. The superintendent assures the district has efficient and effective child nutrition and transportation services.

i. The superintendent works with the county board and stakeholders to identify and plan for long-term system facility needs.

j. The superintendent assures that the district has processes to maintain safe and inviting school facilities that serve student and community needs.

k. The superintendent assures that the district has processes for the storage, security, privacy and integrity of data and information systems.

4.2.8. Connects to Families and the Larger Community.

a. The superintendent uses knowledge of the culture, demographics and needs of the various communities within the district to inform decisions and develop involvement strategies.

b. The superintendent engages family, business, and community leaders in the development of and strategic support for the mission and goals of the school system.

c. The superintendent works with school principals and staff to enhance family and community engagement and partnerships in the schools.

d. The superintendent uses various communication technologies to keep families and the community informed of system operations and to promote on-going dialogue about system improvements.

e. The superintendent develops system processes for communicating with and responding to print, digital and other media in ways that promote the best interests of the students in the system.

f. The superintendent partners with community agencies and organizations to improve and align services to students and families.

g. The superintendent partners with post-secondary institutions to assure greater access and coordination of programs and services for both students and staff.

4.2.9. Effects Continuous Improvement.

a. The superintendent exhibits the interpersonal and organizational skills associated with leading successful district change.

b. The superintendent challenges the status quo and searches for innovative ways of leading and operating the system to better prepare students for the global, digital world in which they will live.

c. The superintendent has an effective process for system continuous improvement that involves the county board, district staff and all schools in on-going data analysis, goal setting and collective action to improve student performance.

d. The superintendent assures that the district and each school develops a viable and coherent strategic plan to establish targets and align resources to improve student achievement, graduation rate and preparation for post-secondary education and careers.

e. The superintendent works with principals and district staff to develop the time, structure, teacher leadership skills and supports necessary for effective collaborative improvement teams in each school.

f. The superintendent uses school and district strategic plans to establish and regularly monitor school and district performance targets; the superintendent uses progress related to these targets to inform evaluation and feedback.

g. The superintendent works with the county board and staff to regularly evaluate and strategically target use of district resources to achieve the goals established in the school and district strategic plans.

h. The superintendent assures that district staff is organized to serve and support individual schools and that district resources and services are differentiated according to each school's needs.

i. The superintendent assesses and communicates progress toward district goals and performance targets to the board of education, staff and community.

§126-165-5. Standards of Professional Practice for School Principals.

5.1. Role. The effectiveness of the school principal, next to that of the classroom teacher, is the single most significant influence on student achievement. Principals who have interpersonal and collaborative skills combined with technical expertise in instructional leadership can dramatically elevate the overall effectiveness of the school. Each school has its own unique culture, level of expectation, priorities, procedures and programs that come together to positively or negatively influence student learning. It is the role of the school principal to elevate the quality of operations and align the efforts of staff so they coalesce to support the learning and well-being of each student. Though simply put, this is a challenging and complex expectation. The nine standards and functions outlined in this policy are a descriptive guide that can help leaders move in this direction. Central to the nine standards is the premise that principals can no longer be expected to do the complex work of moving the school forward by themselves and with little authority. First, there must be quality, school-specific support services and resources from the district office; services and resources that are based on the student data and professional

needs of the school. Second, there must be an increase in the leadership of teachers; teacher leaders who promote and instill a sense of collective accountability and who engage staff in on-going collaborative discussions on how to improve school and classroom practice to produce desired results. This kind of "culture of results through professional practice" will not develop by itself. This must be organized, valued, nurtured and supported by the principal with appropriate supports from the central office including time to meet, structures for collaboration and professional development. Third, there must be increased attention to providing principals and teachers with the flexibility to make school-based decisions that affect student learning and school improvement. If these conditions are put in place, then principals can be a "leader of a team of leaders" empowered to create a highly effective organization accountable for the valued results desired of all WV schools.

5.2. Standards.

5.2.1. Demonstrates Interpersonal and Collaborative Skills.

- a. The principal models professional, moral and ethical behaviors that engender trust and respect among staff, students and the community.
- b. The principal builds networks and fosters a sense of teamwork and collaboration across the school and community.
- c. The principal demonstrates effective communication skills including use of digital tools and applications.
- d. The principal frames problems and make decisions to promote the long-term best interest of students.
- e. The principal anticipates, addresses and resolves conflict.
- f. The principal develops the leadership capabilities of others and delegates appropriately.
- g. The principal models a positive attitude and recognizes individual and collective accomplishments.

5.2.2. Creates a Clear and Focused Learning Mission.

- a. The principal collaboratively sustains a learning-centered vision, mission and goals that reflect student needs in a changing nation and world.
- b. The principal works with staff to incorporate district, state and national priorities into the school's vision, mission and goals.
- c. The principal develops a sense of urgency for change and a commitment to actions necessary to bring about that change.

d. The principal uses the school's vision, mission and goals to collaboratively build a focused and coherent set of strategies for school improvement.

e. The principal works collaboratively to evaluate the alignment of school initiatives with the mission and goals and revises and/or eliminates activities as necessary.

f. The principal sustains commitment to the vision, mission and goals by communicating and celebrating progress.

5.2.3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.

a. The principal demonstrates a commitment to student learning by prioritizing leadership time and efforts on those actions that will advance student learning.

b. The principal creates a climate of accountability where all staff demonstrates a collective sense of responsibility for student learning.

c. The principal organizes the school around a cohesive philosophy and research-based programs appropriate to the programmatic level of the school.

d. The principal works with staff to promote strategies that develop student self-direction and personal accountability for learning.

e. The principal assures a rigorous standards-based curriculum and engaging instruction in each classroom by providing processes of collegial discussion, observation, feedback and support.

f. The principal uses benchmark and summative assessment data to guide and modify school programs, allocate resources, assign staff and alter time to improve student achievement.

g. The principal assists staff in developing and using quality assessment practices to inform and guide instructional decisions.

h. The principal regularly monitors classroom instruction and collaboratively determines targets for improvement.

i. The principal works with district and school staff to implement a coordinated system of enrichment and intervention for students whose academic growth is not progressing.

j. The principal works with staff to continually assess how the school schedule, staff assignments and use of resources are modified to improve learning.

k. The principal facilitates acquisition and effective use of instructional resources and technologies that reflect current best practice.

5.2.4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.

- a. The principal works with stakeholders to identify core beliefs and values that create a student-centered learning-focused school.
- b. The principal models, communicates and promotes core beliefs and values.
- c. The principal implements activities to assess, develop and sustain a cohesive student-centered learning- focused culture.
- d. The principal establishes and communicates high expectations for both students and staff and implements programs and policies to support these expectations.
- e. The principal implements programs and processes to assure the school is safe, orderly, well-maintained and conducive to learning.
- f. The principal works with staff to implement a school-wide coordinated approach for enhancing student character and good citizenship.
- g. The principal assures that student extra-curricular and co-curricular activities are well-coordinated, equitable and add value to student learning, character and citizenship.

5.2.5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.

- a. The principal implements district processes for hiring and mentoring new staff that result in the recruitment and retention of highly qualified personnel.
- b. The principal implements effective processes for staff evaluation, reflection and feedback that are linked to student achievement and improved professional practice.
- c. The principal models professional inquiry, engages in professional growth and promotes the continual learning of all staff.
- d. The principal works with staff to analyze a variety of school data including achievement data and effectiveness of instructional practice to develop professional development targets.
- e. The principal works collaboratively to design and implement research-based approaches for professional development, including digital age learning experiences, to address the school's professional development targets.
- f. The principal works with staff to organize, support and sustain teacher collaborative teams as the school's central vehicle for enhancing professional growth.

g. The principal promotes teachers as leaders of professional practice and creates conditions that enhance their leadership success.

5.2.6. Acts as a Student Advocate and Creates Support Systems for Student Success.

a. The principal acts as a steadfast advocate for the achievement and well-being of all students and cultivates this advocacy in others.

b. The principal works with staff to assure that the advancement of student achievement and well-being are the central focus of school practices and decisions and works to develop this commitment throughout the school.

c. The principal creates an environment and implements practices that value and protect diversity and promote social justice.

d. The principal assures there are programs, services and timely interventions to address student physical and social-emotional needs including wellness, counseling and social services.

5.2.7. Manages Operations to Promote Learning.

a. The principal works with district staff to evaluate operations and services to assure they support to student learning.

b. The principal assures that the school adheres to federal, state, and local policies and code.

c. The principal communicates and monitors procedures for carrying out the routines and management functions of the school.

d. The principal follows district processes for obtaining, allocating, managing and monitoring the distribution of school fiscal resources.

e. The principal assures that current technology tools and applications are used to enhance efficiency and effectiveness.

f. The principal works with district staff to provide efficient and effective transportation and child nutrition services.

g. The principal assures that school facilities are safe, well-maintained and used to maximize student learning.

h. The principal assures that the school has processes for the storage, security, privacy and integrity of data and information systems.

5.2.8. Connects to Families and the Larger Community.

a. The principal uses knowledge of demographics, culture and community needs to inform school decisions and develop school programs.

b. The principal works with staff to create an inviting atmosphere and sense of partnership with families and the community.

c. The principal uses various communication systems and technologies to keep families and the community informed and involved.

d. The principal works with the district staff to develop school processes for communicating with and responding to print, digital and other media.

e. The principal works with staff and stakeholders to create parent involvement programs and community partnerships that advance the school vision, mission and goals.

f. The principal creates partnerships with community agencies and organizations to improve and align services to students and families.

5.2.9. Effects Continuous Improvement.

a. The principal exhibits interpersonal and organizational skills associated with leading and sustaining successful change.

b. The principal challenges the status quo and searches for innovative ways of improving the school.

c. The principal creates the expectation and provides the structure for all staff to participate in collaborative teams to advance student achievement and improve the school.

d. The principal develops, supports and participates in the work of collaborative school team(s) that are accountable for school and classroom continuous improvement.

e. The principal assures that appropriate data is collected, accessible and used to guide school and classroom improvement efforts.

f. The principal works with the school collaborative team(s) to develop, implement and revise a viable, coherent strategic plan that charts the collective course for school improvement.

g. The principal assures accountability for continuous improvement by working with teams to establish and monitor school and classroom performance targets and benchmarks.

h. The principal energizes improvement efforts through communication and celebration of individual and collective success.

§126-165-6. Standards of Professional Practice for Teacher Leaders.

6.1. Role. The role of teacher as leader is an emerging and highly promising advancement in educational improvement. In schools where teachers are given central roles in leading improvement efforts, guiding professional practice and shaping school improvement strategies, reform efforts tend to be of a higher quality, more enduring and pervasive. All teachers are expected to participate in school improvement efforts outside their classroom (Policy 5100). This document, however, outlines those expectations for teachers who participate in more formalized and designated leadership roles. This may include key roles in leading collaborative teams or such designated leadership roles as teacher instructional coaches, mentors or improvement specialists. Preparation is an important correlate of success. Thus, this policy is intended to guide the professional development and formal preparation of teacher leaders. Ultimately, this policy should serve as a vehicle for elevating teacher voice and teacher professional influence in West Virginia schools. It is intended to recognize and enhance the deep knowledge and professional skill that resides in the West Virginia professional teaching force and to better apply it to improve results for students.

6.2. Standards.**6.2.1. Demonstrates Interpersonal and Collaborative Skills.**

a. The teacher models the personal and professional characteristics that engender trust and respect among colleagues.

b. The teacher leader uses an inclusive leadership approach that fosters mutual support, teacher teamwork and professional collaboration.

c. The teacher leader demonstrates effective communication skills including the use of digital tools and applications.

d. The teacher leader demonstrates proficiency in presentation and facilitation processes.

e. The teacher leader is effective in framing school and classroom problems, posing solutions and facilitating decisions.

f. The teacher leader is skilled at anticipating, addressing and resolving conflict in ways that promote growth and improvement within the school.

6.2.2. Creates a Clear and Focused Learning Mission.

a. The teacher leader assists in shaping and revising the vision, mission and goals of the school by communicating the needs and perspectives of students and colleagues.

b. The teacher leader works with colleagues to develop an understanding of district, state and national priorities that may affect the school vision, mission and goals.

c. The teacher helps create an urgency for change and a commitment to those actions necessary to accomplish the school's vision, mission and goals.

d. The teacher leader works with individuals and within collaborative teams to design and implement school and classroom practices to accomplish the school's vision, mission and goals.

e. The teacher leader works with the collaborative team to discuss and evaluate the effectiveness of school programs in achieving the school's mission and goals and makes recommendations to the principal on areas to modify or eliminate.

6.2.3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.

a. The teacher leader promotes individual and collective accountability for student learning and well-being.

b. The teacher leader works with colleagues to develop classroom environments and instructional practices that promote student self-direction and personal responsibility.

c. The teacher leader supports school-wide implementation of rigorous standards-based curriculum by assisting colleagues with instructional design aligned to the WV content standards and objectives.

d. The teacher leader influences the quality of instruction through reflective practice, professional dialogue and collegial support for seeking out, sharing and implementing research-based strategies.

e. The teacher leader works to improve assessment practices by advancing staff assessment literacy and by working to assure that assessment is used effectively to guide school and classroom instructional decisions.

f. The teacher leader works with the principal and colleagues to implement a coordinated system of intervention and enrichment for students whose academic growth is not progressing.

g. The teacher leader works with the principal and colleagues to evaluate and recommend better ways to strategically use time, resources and staffing to serve the learning needs of students.

h. The teacher leader advocates for the acquisition and effective use of quality instructional resources and digital learning technologies.

6.2.4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.

a. The teacher leader contributes to a cohesive school-wide culture by modeling core beliefs and values in daily actions and by encouraging these beliefs and values among students and staff.

b. The teacher leader works within collaborative teams to support colleagues in seeking out, sharing and implementing strategies that build and sustain a student-centered, learning-focused culture.

c. The teacher leader demonstrates a sense of personal efficacy, encourages and recognizes the efficacy of others and works to establish high expectations for staff and students.

d. The teacher leader assists the principal and colleagues in developing school and classroom procedures and dispositions that create an organized, safe and nurturing learning environment for all students.

e. The teacher leader collaborates with colleagues to assess, modify and advance school and classroom programs that enhance positive character traits and promote good citizenship.

f. The teacher leader advises the principal on how extra-curricular and co-curricular activities can add value to student learning, character and citizenship.

6.2.5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.

a. The teacher leader assists and advises the principal in attracting and selecting high quality personnel.

b. The teacher leader works with the principal, district staff and collaborative teams to support the induction and on-going mentoring of new teachers.

c. The teacher leader models continuous self-improvement through reflective practice, collective inquiry and on-going engagement in professional growth.

d. The teacher leader works within collaborative teams to determine professional growth needs and advises the principal on the design and delivery of school professional development.

e. The teacher leader is knowledgeable of various professional growth opportunities including digital age learning experiences and uses this knowledge to guide the school's professional development plan.

f. The teacher leader fosters professional growth by building a relationship of mutual support within the collaborative team where shared learning occurs and professional practice is discussed and refined.

g. The teacher leader contributes knowledge to the professional practice of teaching through personal and group systematic study and documentation of best practices.

h. The teacher leader is an advocate for enhancing the role of teachers as leaders and works with school and district leaders to develop and support these roles.

6.2.6. Acts as a Student Advocate and Creates Support Systems for Student Success.

a. The teacher leader acts as a steadfast advocate for the personal growth and well-being of each student and works to advance this commitment throughout the school.

b. The teacher leader communicates student needs to stakeholder groups, policy developers and decision-makers in ways that influence and advance support for students.

c. The teacher leader works with colleagues to promote school and classroom practices that value diversity, assure equity and promote social justice.

d. The teacher leader works with the principal and colleagues to seek out, study and make recommendations on school-wide programs that protect and advance student physical and social-emotional well-being.

6.2.7. Manages Operations to Promote Learning.

a. The teacher leader is a source of teacher and student perspective on how ancillary services and operational procedures may be modified and improved.

b. The teacher leader demonstrates effective and efficient organizational and management skills and uses technology tools and application to enhance performance.

c. The teacher leader is skilled at accessing and using appropriate school data and information systems to complete leadership tasks.

d. The teacher leader works within the collaborative team to determine ways to maximize, manage and share educational resources.

6.2.8. Connects to Families and the Larger Community.

a. The teacher leader accesses demographic data and other information to build understanding of the characteristics and needs of the school community.

b. The teacher leader models personal behaviors that promote positive interaction with families and the community and promotes collegial discussions on how to advance such interactions throughout the school.

c. The teacher leader works with colleagues to improve effective communication processes with families and the school community.

d. The teacher leader seeks out and shares effective practices for improving student learning and well-being through family and community partnerships.

e. The teacher leader raises the awareness of the need to connect with the broader national and global community and supports strategies to achieve this.

6.2.9. Effects Continuous Improvement.

a. The teacher leader exhibits interpersonal and organizational skills associated with leading and sustaining successful change.

b. The teacher leader challenges the status quo and cultivates creative and innovative approaches for improving school and classroom practice.

c. The teacher leader has a "whole school" perspective which assists in generating improvement solutions and strategies beyond the individual classroom.

d. The teacher leader understands effective improvement processes and can lead collaborative teams in the study of data, identification of issues/concerns and the implementation of strategies that improve school and classroom practice.

e. The teacher leader works with the principal and district staff to communicate the supports, resources and time needed to advance efforts of the collaborative team.

f. The teacher leader participates in the development of the school strategic plan and connects the work of collaborative teams to the plan's design, implementation and revision.

FILED

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

2010 MAY 13 PM 3: 51

**SERIES 165
STANDARDS OF PROFESSIONAL PRACTICE FOR WEST VIRGINIA
SUPERINTENDENTS, PRINCIPALS AND TEACHER LEADERS (5800)**

WEST VIRGINIA
DEPARTMENT OF STATE

§126-165-1. General.

1.1. Scope. -- Legislative rule authorizes the West Virginia Board of Education (hereinafter WVBE) to promulgate policies that define responsibilities of school personnel. Policy 5800 describes the professional standards and desired expectations of county superintendents, principals and teacher leaders. To achieve the Global 21 mission and rigorous goals established by the WVBE, there must be quality leadership at all levels of the state education system. Organizations do not improve by themselves. Effective educational change is dependent on visionary, persistent and collaborative leaders with the deep knowledge, skills and dispositions necessary to move the educational system forward. Central to this work is the absolute commitment to creating student-centered, learning-focused schools. This policy describes the nine common standards expected of educational leaders and the specific role functions of school superintendents, principals and teacher leaders. In total, the policy represents a coherent and aligned set of leadership expectations necessary to transform schools and school systems into outcome focused, innovative, accountable learning organizations that can prepare all students for powerful life options in the global, digital age of the 21st century.

1.2. Authority. -- West Virginia Constitution, Article XII, §2, W. Va. Code §18-2-5, and Senate Bill 300.

1.3. Filing Date. -- May 13, 2010

1.4. Effective Date. -- July 1, 2010.

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

§126-165-2. Purpose.

2.1. Policy 5800 is developed as a foundational document to inform and direct educational leadership policy and programs at the state, county, regional and school level. This policy is intended to be the central guide for future policy and program in the areas of leadership recruitment, selection, preparation, licensure, induction, professional development and evaluation. This policy is also intended to be a framework of professional practice around which current and future leaders can reflect on and improve their professional expertise. In the area of teacher leadership, a new and emerging role, this policy will serve as an impetus to expand teacher leadership and promote this role as a viable and critical role in improving professional practice.

3.1.1 Focus on Learning. The underlying focus of each leadership standard described in this policy is a pervasive commitment to the advancement of student learning; learning that is broad enough, deep enough and individualized enough to develop the conceptual understandings, skills and dispositions necessary for transition to post-secondary education and careers. The fundamental job description of the leader is to create the appropriate organizational conditions and develop the personnel expertise necessary to ensure that learning occurs for each and every student. Central to this outcome is a new role for students and teachers. Leaders must be able to implement school and classroom processes that intentionally foster student self-directed learning and personal accountability. This means teachers will act as learning facilitators; facilitators who design instructional processes to foster student ownership, use personalized strategies that promote engagement, and plan evaluation processes that provide opportunities for student self-assessment, reflection and goal setting.

3.1.2. Continuum of Professional Skills. The leadership standards and functions set a high bar for the level of quality expected of West Virginia superintendents, principals and teacher leaders. Reaching this high bar will demand changes in all aspects of the development of leaders including quality succession planning, more rigorous and job-embedded preparation programs and a continuum of professional development that ensures on-going professional growth. No leader will realistically begin his or her career with all the knowledge, skills and dispositions outlined in these standards. However, future policy derived from these standards must guide leaders (1) to increasingly gain proficiency in every standard and (2) to assemble leadership teams that can collectively over time manifest all the functions outlined in this document.

3.1.3. Leadership Occurs in Context. An important part of leadership preparation is gaining perspective on how and when to exert particular skills in order to advance individual and organizational effectiveness. All leadership efforts occur in a context. Although all nine leadership standards are interconnected and necessary for creating and sustaining effective schools and school systems, some may be more important depending on existing circumstances and conditions. Leadership is a complex act, but effective leaders are able to use contextual understanding and a broad set of skills and knowledge to do the right things at the right time and in the right way to move the organization forward.

3.1.4. Distributed and Collaborative Leadership. In order to bring about the significant organizational changes necessary to teach all students to high levels, there must be distributive and collaborative models of leadership throughout the school system. This view of leadership recognizes that there is boundless expertise and creativity within the organization that can be harnessed on behalf of students. Policy 5800 inculcates these collaborative principles throughout the language and actions described in specific functions. Certainly, implementation of these standards will require new role definitions and expectations of principals, teachers and superintendents. It will also require the creation of new organizational structures that allow collaboration and disbursed leadership to occur. With viable structures of collaborative teams and a more inclusive view of leadership, from the classroom to the board room, it will be possible to generate the collective accountability and collective action necessary to advance student learning.

3.1.5. Expected Evidence of Outcomes. As part of the public investment in educational quality comes leadership accountability for results. This goes beyond the accountability for those behaviors outlined in these standards such as fiscal responsibility, moral and ethical responsibility and duty to implement and follow policies and code. The standards and functions outlined in this policy establish broader accountability for creating conditions and developing personnel in ways that positively affect student outcomes. These valued outcomes for students include evidence of growth in (1) student academic achievement, (2) proficiency in Global 21 skills, (3) graduation rates and (4) effective preparation for post-secondary education and careers.

3.1.6. Coherent Leadership Focus. Although Policy 5800 differentiates the specific role functions for superintendents, principals and teacher leaders, the functions relate to the same nine leadership standards. This format is intentional. High quality leadership at any level of the organization shares certain common research-based characteristics. By organizing the three sets of standards around these learning-centered elements, the standards send a strong message regarding the importance of leadership coherence within a school district. Clearly the specific roles of teacher leaders, principals and superintendents are unique and must be developed accordingly. However, organizational effectiveness will be significantly improved when all leaders work within their respective level of influence to develop the characteristics common to high performing schools and systems.

3.1.7. Importance of Technology to Leadership Efficacy. Using the digital tools of the 21st century is an integral and necessary element of educational leadership. The relevance of these tools to effective leadership practice is appropriately addressed throughout the standards document. However, Policy 5800 does not define the specific technology proficiencies for leaders. These proficiencies are outlined in W. Va. 126CSR114, WVBE Policy 5100, Approval of Educational Personnel Preparation Programs (hereinafter Policy 5100). Thus, Policy 5800 provides the leadership context for technology use while Policy 5100 guides the more specific skill development and application.

§126-165-4. Standards of Professional Practice for County Superintendents.

4.1. Role. The standards of professional practice for county superintendents establish the superintendent as the chief instructional leader and executive officer of the school system who works in collaboration with the county board of education to ensure that all elements of system operations come together to advance student learning. This requires a leader absolutely dedicated to student academic achievement and well-being who can create fiscally responsible systems and processes that improve the quality of learning in each school. Today's superintendents must understand the broad national and global economic/social context to which schools must respond but must work within the context of the local community to address these issues in a coherent and viable strategic direction for the school system. The overall direction of the system must ultimately be realized within each school and classroom; the progress made by each school can be profoundly influenced by the quality of district operations, fiscal management, support, culture and systems of accountability. Thus, the superintendent must not only ensure that district systems and processes are of the highest quality but that they are differentiated and orchestrated to address each school's improvement needs. Within this context, the superintendent must establish clear goals and benchmarks of accountability while supporting the

work of collaborative teams to find the best ways of improving professional practice within each school. The work of a county superintendent is multifaceted and relies on both technical knowledge and interpersonal skill. However, by forming stakeholder coalitions and staff communities of professional practice, the superintendent, working with the county board, can be the necessary transformational change agent able to influence the progress and success of student in each school.

4.2. Standards.

4.2.1. Demonstrates Interpersonal and Collaborative Skills.

- a. The superintendent models professional, moral and ethical behaviors that build trust and respect among staff and the community.
- b. The superintendent develops a productive working relationship with and among the county board members that enables collective action on behalf of students.
- c. The superintendent forms a cohesive district office team whose efforts coalesce to support schools in improving student achievement.
- d. The superintendent develops and supports the leadership capabilities of others and delegates appropriately.
- e. The superintendent builds networks and fosters teamwork and collaboration within and across the school system and the community.
- f. The superintendent demonstrates effective communication skills including use of digital tools and applications.
- g. The superintendent frames problems and makes decisions that promote the long-term best interest of students.
- h. The superintendent anticipates and addresses conflict in ways that promote the improvement of the system.
- i. The superintendent recognizes accomplishment and ensures there are school and school system recognition processes.

4.2.2. Creates a Clear and Focused Learning Mission.

- a. The superintendent works with the county board to mutually determine and sustain a district strategic vision, mission and goals that reflect student needs in a changing nation and world.

b. The superintendent works with the county board, staff and stakeholders to build the urgency for change and a shared commitment to actions that will advance the system vision, mission and goals.

c. The superintendent works with the county board and staff to incorporate state and national priorities into the system's vision, mission and goals.

d. The superintendent understands the internal and external political systems and the larger social, economic and legal context and applies this knowledge to advance the district's vision, mission and goals.

e. The superintendent uses the district's vision, mission and goals to collaboratively build and guide a coherent and focused approach for school and district improvement.

f. The superintendent works with the county board and staff to evaluate, communicate and recognize system and school progress toward the vision, mission and goals.

4.2.3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.

a. The superintendent demonstrates commitment to learning by prioritizing leadership time and efforts on those actions that will advance student achievement.

b. The superintendent creates a district climate of accountability where individual and collective success is judged by growth in student achievement and well being.

c. The superintendent continually evaluates, revises and recommends district policies that will advance student achievement and improve staff performance.

d. The superintendent works with staff to implement an aligned rigorous standards-based curriculum in every school that prepares all students to be globally competitive for post-secondary education and work.

e. The superintendent ensures engaging and relevant instruction in every classroom by working with district staff and school leaders to coordinate a comprehensive system of monitoring and support.

f. The superintendent ensures that the system has a coordinated assessment process for effectively using summative, benchmark and formative assessment data to guide decisions at the district, school and classroom levels.

g. The superintendent ensures that the district has a well-designed and coordinated system of student academic intervention and enrichment tailored to the individual differences and needs of schools.

h. The superintendent ensures that the system has an articulated design for pre-school, early childhood, middle childhood, adolescent and adult education that represents programmatic research and best practice.

i. The superintendent ensures that district programs and processes are aligned to enhance student seamless progression among schools and to institutions of post-secondary education and careers.

j. The superintendent works with district staff and principals to establish clear targets for instructional improvement that are regularly monitored and evaluated for progress.

k. The superintendent works with the county board and staff to provide appropriate instructional facilities, resources and technologies to support learning.

4.2.4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.

a. The superintendent works with the county board, staff and stakeholders to identify core beliefs and values that are the foundation of a student-centered learning-focused school system.

b. The superintendent communicates and promotes strong ideals about schooling, teaching and learning that represent the system's beliefs and values.

c. The superintendent models behaviors and implements activities to assess, build and sustain a system culture that is cohesive and reflective of core beliefs and values.

d. The superintendent works with principals to ensure that schools have processes and programs for assessing and developing a student-centered learning-focused culture.

e. The superintendent establishes and articulates high expectations for staff and students and works with the county board to create policies and support systems that promote these expectations.

f. The superintendent ensures implementation of programs and processes to create safe, orderly and well-maintained schools conducive to student learning.

g. The superintendent ensures the district has a coordinated approach for enhancing student character and good citizenship.

h. The superintendent ensures a coordinated and equitable approach for offering and operating student extra-curricular and co-curricular activities that add to student learning, character and good citizenship.

4.2.5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.

a. The superintendent ensures there are processes and policies for hiring, inducting and mentoring new teachers, principals and other staff that result in the recruitment and retention of highly qualified staff.

b. The superintendent works with district staff and principals to create policies and processes that guide staff evaluation, reflection and feedback that are linked to district and school goals for student achievement and that drive improvement of professional practice.

c. The superintendent models professional inquiry, engages in professional growth activities and promotes on-going professional growth of all staff.

d. The superintendent works with the county board to ensure that appropriate time and resources are allocated for professional growth and school improvement activities.

e. The superintendent ensures that professional development is aligned with the district mission, goals and learning targets and differentiated to address the needs of schools and staff.

f. The superintendent ensures that the district and schools have a process for examining data, analyzing staff needs, delivering quality professional development and assessing the impact of professional development on student learning and professional practice.

g. The superintendent works with principals and district staff to support teacher collaborative teams as a central vehicle for enhancing professional growth.

h. The superintendent promotes teachers as leaders of professional practice and creates conditions that enhance their leadership success.

4.2.6. Acts as a Student Advocate and Creates Support Systems for Student Success.

a. The superintendent acts as a steadfast advocate for students and cultivates this advocacy in others.

b. The superintendent works with the county board to ensure that system policies, practices and decisions are built from a fundamental commitment to the well-being of each student.

c. The superintendent works with the county board and staff to create policies and practices that value and protect diversity and promote social justice.

d. The superintendent communicates the necessity for identifying and addressing student physical and social-emotional needs in order to advance student academic success.

e. The superintendent works with district staff and principals to create and use a comprehensive data system that allows early identification and intervention to address students' physical and social-emotional needs.

f. The superintendent works with district and school staff to implement coordinated programs for improving and protecting the physical and social-emotional well being of students Including comprehensive wellness, counseling and social services.

4.2.7. Manages Operations to Promote Learning.

a. The superintendent ensures that district operations and services are designed and operated in ways that add value and support to student learning.

b. The superintendent implements an integrated management system for planning, monitoring and evaluating district operations.

c. The superintendent ensures that the system adheres to federal, state, and local policies and code and that there are clear expectations and procedures for how the system will be operated and managed.

d. The superintendent ensures implementation of efficient and effective fiscal accounting and management systems.

e. The superintendent establishes cooperative budgeting processes to appropriately blend and braid fiscal resources to target district priorities.

f. The superintendent ensures that current technologies are used to enhance the management of operations and ancillary services.

g. The superintendent ensures the district has efficient and effective child nutrition and transportation services.

h. The superintendent works with the county board and stakeholders to identify and plan for long-term system facility needs.

i. The superintendent ensures that the district has processes to maintain safe, clean and inviting school facilities that serve student and community needs.

j. The superintendent ensures that the district has processes for the storage, security, privacy and integrity of data and information systems.

4.2.8. Connects to Families and the Larger Community.

a. The superintendent uses knowledge of the culture, demographics and needs of the various communities within the district to inform decisions and focus improvements.

b. The superintendent engages families, businesses and community leaders in the development of and strategic support for the mission and goals of the school system.

c. The superintendent works with school principals and staff to enhance family and community engagement and partnerships with the schools.

d. The superintendent uses various communication technologies to keep families and the community informed of system programs and operations and to promote on-going dialogue about system improvements.

e. The superintendent develops system processes for communicating with and responding to print, digital and other media in ways that promote the best interests of the students in the system.

f. The superintendent partners with community agencies and organizations to improve and align services to students and families.

g. The superintendent partners with post-secondary institutions to ensure greater access and coordination of programs and services for both students and staff.

4.2.9. Effects Continuous Improvement.

a. The superintendent exhibits the interpersonal and organizational skills associated with leading successful change.

b. The superintendent challenges the status quo and searches for innovative ways of leading and operating the system to better prepare students for the global, digital world in which they will live.

c. The superintendent has an effective process for system continuous improvement that involves the county board, district staff and all schools in on-going data analysis, goal setting, strategy development and collective action to improve student learning.

d. The superintendent ensures that district and school continuous improvement efforts result in viable and coherent strategic plans focused on improved student achievement, developing 21st century skills, increasing graduation rates and preparing all students for post-secondary education and careers.

e. The superintendent works with principals and district staff to develop the time, structure, teacher leadership skills and supports necessary for effective collaborative improvement teams in each school.

f. The superintendent uses school and district strategic plans to establish and regularly monitor school and district performance targets; the superintendent uses progress related to these targets to inform evaluation and feedback.

g. The superintendent works with the county board and staff to regularly evaluate and strategically target use of district resources to achieve the goals established in the school and district strategic plans.

h. The superintendent ensures that district staff is organized to serve and support individual schools and that district resources and services are differentiated according to each school's needs.

i. The superintendent assesses and communicates progress toward district goals and performance targets to the board of education, staff and community.

§126-165-5. Standards of Professional Practice for School Principals.

5.1. Role. The effectiveness of the school principal, next to that of the classroom teacher, is the single most significant influence on student achievement. Principals who have interpersonal and collaborative skills combined with technical expertise in instructional leadership can dramatically elevate the overall effectiveness of a school. Each school has its own unique culture, level of expectation, priorities, procedures and programs that come together to positively or to negatively influence student learning. It is the role of the school principal to elevate the quality of operations and to align the efforts of staff so they coalesce to support the learning and well-being of each student. Certainly, this is a challenging and complex expectation. The nine standards and functions outlined in this policy are a descriptive guide to help leaders move in this direction. Central to the nine standards is the premise that principals can no longer be expected to do the complex work of moving the school forward by themselves and with little assistance and authority. First, there must be quality, school-specific support services and resources from the district office; services and resources that are based on the student data and professional needs of the school. Second, there must be an increase in the leadership of teachers; teacher leaders who promote and instill a sense of collective accountability and who engage staff in on-going collaborative discussions on how to improve school and classroom practice to improve student learning. This culture of cooperation and results will not develop by itself. This must be organized, valued, nurtured by the principal with appropriate supports from the central office including time for teachers to meet, structures for collaboration and quality professional development. Third, principals and teachers must be given appropriate flexibility to make school-based decisions about the research-based processes and strategies to improve school and classroom practice. If these conditions are put in place, then principals can be the leader of a team of leaders empowered to create those conditions that enhance the learning of all students in the school.

5.2. Standards.

5.2.1. Demonstrates Interpersonal and Collaborative Skills.

a. The principal models professional, moral and ethical behaviors that engender trust and respect among staff, students and the community.

b. The principal builds networks and fosters a sense of teamwork and collaboration across the school and community.

c. The principal demonstrates effective communication skills including use of digital tools and applications.

d. The principal frames problems and make decisions to promote the long-term best interest of students.

e. The principal anticipates, addresses and resolves conflict.

f. The principal develops the leadership capabilities of others and delegates appropriately.

g. The principal models a positive attitude and recognizes individual and collective accomplishments.

5.2.2. Creates a Clear and Focused Learning Mission.

a. The principal collaboratively sustains a learning-centered vision, mission and goals that reflect student needs in a changing nation and world.

b. The principal works with staff to incorporate district, state and national priorities into the school's vision, mission and goals.

c. The principal develops a sense of urgency for change and a commitment to actions necessary to bring about that change.

d. The principal uses the school's vision, mission and goals to collaboratively build a focused and coherent set of strategies for school improvement.

e. The principal works with staff to evaluate the alignment of school initiatives with the mission and goals and revises and/or eliminates activities as necessary.

f. The principal sustains commitment to the vision, mission and goals by communicating progress and celebrating success.

5.2.3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.

a. The principal demonstrates a commitment to student learning by prioritizing leadership time and efforts on those actions that will advance student learning.

b. The principal creates a climate of accountability where all staff demonstrates a collective sense of responsibility for student learning.

c. The principal organizes the school around a cohesive philosophy and research-based programs appropriate to the programmatic level of the school.

d. The principal works with staff to encourage strategies that develop student self-direction and personal accountability for learning.

e. The principal ensures a rigorous standards-based curriculum and engaging instruction in each classroom by providing processes of collegial discussion, observation, feedback and support.

f. The principal uses benchmark and summative assessment data to guide and modify school programs, allocate resources, assign staff and alter time to improve student achievement.

g. The principal assists staff in developing and using quality assessment practices to guide instructional decisions.

h. The principal regularly monitors classroom instruction and collaboratively determines targets for improvement.

i. The principal works with district and school staff to implement a coordinated system of enrichment and intervention for students whose academic growth is not progressing satisfactorily.

j. The principal works with staff to continually assess how the school schedule, staff assignments and use of resources can be modified to improve learning.

k. The principal facilitates the acquisition and effective use of instructional resources and technologies that reflect current best practice.

5.2.4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.

a. The principal works with stakeholders to identify core beliefs and values that create a student-centered learning-focused school.

b. The principal models, communicates and promotes core beliefs and values.

c. The principal implements activities to assess, develop and sustain a cohesive student-centered learning-focused culture.

d. The principal establishes and communicates high expectations for both students and staff and implements programs and policies to support these expectations.

e. The principal implements programs and processes to ensure the school is safe, orderly, well-maintained and conducive to learning.

f. The principal works with staff to implement a school-wide coordinated approach for enhancing student character and good citizenship.

g. The principal ensures that student extra-curricular and co-curricular activities are well-coordinated, equitable and add value to student learning, character and citizenship.

5.2.5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.

- a. The principal implements district processes for hiring and mentoring new staff that result in the recruitment and retention of highly qualified personnel.
- b. The principal implements effective processes for staff evaluation, reflection and feedback that are linked to student achievement and improved professional practice.
- c. The principal models professional inquiry, engages in professional growth and promotes the continual learning of all staff.
- d. The principal works with staff to analyze a variety of data, including data on instructional practices and student achievement, to establish the school's professional development targets.
- e. The principal works collaboratively to design and implement research-based approaches for professional growth, including digital age learning experiences, to address the school's professional development targets.
- f. The principal works with staff to organize, support and sustain teacher collaborative teams as the school's central vehicle for enhancing professional growth.
- g. The principal promotes teachers as leaders of professional practice and creates conditions that enhance their leadership success.

5.2.6. Acts as a Student Advocate and Creates Support Systems for Student Success.

- a. The principal acts as a steadfast advocate for the achievement and well-being of all students and cultivates this advocacy in others.
- b. The principal ensures that student achievement and well-being are the central focus of all school practices and decisions and works to develop this commitment among all the staff in the school.
- c. The principal creates an environment and implements practices that value and protect diversity and promote social justice.
- d. The principal creates support for programs and processes that address student physical and social-emotional needs by communicating their link to student academic success.
- e. The principal works with staff to effectively use the state data system to identify and diagnose students with physical and social-emotional needs.
- f. The principal ensures there are programs, services and timely interventions to address student physical and social-emotional needs including wellness, counseling and social services.

5.2.7. Manages Operations to Promote Learning.

- a. The principal works with district staff to evaluate operations and ancillary services to ensure they add value to student learning and well-being.
- b. The principal ensures that the school adheres to federal, state, and local policies and code.
- c. The principal develops, communicates and monitors effective procedures for carrying out the routines and management functions of the school.
- d. The principal follows district processes for obtaining, allocating, managing and monitoring the distribution of school fiscal resources.
- e. The principal ensures that current technology tools and applications are used to enhance efficiency and effectiveness.
- f. The principal works with district staff to provide efficient and effective transportation and child nutrition services.
- g. The principal ensures that school facilities are safe, well-maintained and used to maximize student learning.
- h. The principal ensures that the school has processes for the storage, security, privacy and integrity of data and information systems.

5.2.8. Connects to Families and the Larger Community.

- a. The principal uses knowledge of demographics, culture and community needs to inform school decisions and develop school programs.
- b. The principal works with staff to create an inviting atmosphere and sense of partnership with families and the community.
- c. The principal uses various communication systems and technologies to keep families and the community informed and involved.
- d. The principal works with the district staff to develop school processes for communicating with and responding to print, digital and other media.
- e. The principal works with staff and stakeholders to create family involvement programs and community partnerships that advance the school vision, mission and goals.
- f. The principal creates partnerships with community agencies and organizations to improve and align services to students and families.

5.2.9. Effects Continuous Improvement.

- a. The principal exhibits interpersonal and organizational skills associated with leading and sustaining successful change.
- b. The principal challenges the status quo and searches for innovative ways of improving the school.
- c. The principal creates the expectation and provides the structure for all staff to participate in collaborative teams to advance student achievement and improve the school.
- d. The principal develops, supports and participates in the work of collaborative school team(s) that are accountable for school and classroom continuous improvement.
- e. The principal ensures that appropriate data is collected, accessible and used to guide school and classroom improvement efforts.
- f. The principal works with the school collaborative team(s) to develop, implement and revise a viable, coherent strategic plan that charts the collective course for school improvement.
- g. The principal ensures accountability for continuous improvement by working with teams to establish and monitor school and classroom performance targets and benchmarks.
- h. The principal energizes improvement efforts through communication and celebration of individual and collective success.

§126-165-6. Standards of Professional Practice for Teacher Leaders.

6.1. Role. The role of teacher as leader is an emerging and highly promising strategy for school and classroom improvement. In schools where teachers are given central roles in leading improvement efforts, guiding professional practice and shaping school improvement strategies, reform efforts tend to be of a higher quality, more enduring and pervasive. All teachers are expected to participate in school improvement efforts outside their classroom (Policy 5100). This document, however, outlines those expectations for teachers who participate in more formalized and designated leadership roles. This may include key roles in leading collaborative teams or such designated leadership roles as teacher instructional coaches, mentors, or improvement specialists. Preparation is an important correlate of success. Thus, this policy is intended to guide the professional development and formal preparation of teacher leaders. Ultimately, this policy should serve as a vehicle for elevating teacher voice and teacher professional influence in West Virginia schools. It is intended to recognize and enhance the deep knowledge and professional skill that resides in West Virginia's professional teaching force and to more widely apply this knowledge and skill to school and classroom improvement.

6.2. Standards.

6.2.1. Demonstrates Interpersonal and Collaborative Skills.

- a. The teacher models the personal and professional characteristics that engender trust and respect among colleagues.
- b. The teacher leader uses an inclusive leadership approach that fosters mutual support, teacher teamwork and professional collaboration.
- c. The teacher leader demonstrates effective communication skills including the use of digital tools and applications.
- d. The teacher leader demonstrates proficiency in presentation and facilitation processes.
- e. The teacher leader is effective in framing school and classroom problems, posing solutions and facilitating decisions.
- f. The teacher leader is skilled at anticipating, addressing and resolving conflict in ways that promote growth and improvement within the school.

6.2.2. Creates a Clear and Focused Learning Mission.

- a. The teacher leader assists in shaping and revising the vision, mission and goals of the school by communicating the needs and perspectives of students and colleagues.
- b. The teacher leader works with colleagues to develop an understanding of district, state and national priorities that may affect the school vision, mission and goals.
- c. The teacher leader helps create an urgency for change and a commitment to those actions necessary to accomplish the school's vision, mission and goals.
- d. The teacher leader works with individuals and within collaborative teams to design and implement school and classroom practices to accomplish the school's vision, mission and goals.
- e. The teacher leader works with the collaborative team to discuss and evaluate the effectiveness of school programs in achieving the school's mission and goals and makes recommendations to the principal on areas to modify or eliminate.

6.2.3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.

- a. The teacher leader promotes individual and collective accountability for facilitating student learning and well-being.

b. The teacher leader works with colleagues to develop classroom environments and instructional processes that promote student self-direction and personal responsibility.

c. The teacher leader supports school-wide implementation of rigorous standards-based curriculum by assisting colleagues with instructional design aligned to the WV content standards and objectives.

d. The teacher leader influences the quality of instruction through reflective practice, professional dialogue and collegial support for seeking out, sharing and implementing research-based strategies.

e. The teacher leader works to improve assessment practices by advancing staff assessment literacy and by working to ensure that assessment data guide school and classroom instructional decisions and promote student ownership of learning.

f. The teacher leader works with the principal and colleagues to implement a coordinated system of intervention and enrichment for students whose academic growth is not progressing.

g. The teacher leader works with the principal and colleagues to evaluate and recommend improved ways to strategically use time, resources and staffing to serve the learning needs of students.

h. The teacher leader advocates for the acquisition and effective use of quality instructional resources and digital learning technologies.

6.2.4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.

a. The teacher leader contributes to a cohesive school-wide culture by modeling core beliefs and values in daily actions and by encouraging these beliefs and values among students and staff.

b. The teacher leader works within collaborative teams to support colleagues in seeking out, sharing and implementing strategies that build and sustain a student-centered, learning-focused culture.

c. The teacher leader demonstrates a sense of personal efficacy, encourages and recognizes the efficacy of others, and works to establish high expectations for staff and students.

d. The teacher leader assists the principal and colleagues in developing school and classroom procedures and dispositions that create an organized, safe and nurturing learning environment for all students.

e. The teacher leader collaborates with colleagues to assess, modify and advance school and classroom programs that enhance positive character traits and promote good citizenship.

f. The teacher leader advises the principal on how extra-curricular and co-curricular activities can add value to student learning, character and citizenship.

6.2.5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.

a. The teacher leader assists and advises the principal in attracting and selecting high quality personnel.

b. The teacher leader works with the principal, district staff and collaborative teams to support the induction and on-going mentoring of new teachers.

c. The teacher leader models continuous self-improvement through reflective practice, collective inquiry and on-going engagement in professional growth.

d. The teacher leader works within collaborative teams to determine professional growth needs and advises the principal on the design and delivery of school professional development.

e. The teacher leader is knowledgeable of various professional growth opportunities including digital age learning experiences and uses this knowledge to guide the school's professional development plan.

f. The teacher leader fosters professional growth by building a relationship of mutual support within the collaborative team where shared learning occurs and professional practice is discussed and refined.

g. The teacher leader contributes knowledge to the professional practice of teaching through personal and group systematic study and documentation of best practices.

h. The teacher leader is an advocate for enhancing the role of teachers as leaders and works with school and district staff to develop and support these roles.

6.2.6. Acts as a Student Advocate and Creates Support Systems for Student Success.

a. The teacher leader acts as a steadfast advocate for the personal growth and well-being of each student and works to advance this commitment throughout the school.

b. The teacher leader communicates student needs to stakeholder groups, policy developers and decision-makers in ways that influence and advance support for students.

c. The teacher leader works with colleagues to promote school and classroom practices that value diversity, ensure equity and promote social justice.

d. The teacher leader works with the principal and colleagues to seek out, study and make recommendations on school-wide programs that protect and advance student physical and social-emotional well-being.

6.2.7. Manages Operations to Promote Learning.

a. The teacher leader is a source of teacher and student perspective on how ancillary services and operational procedures may be modified and improved.

b. The teacher leader demonstrates effective and efficient organizational and management skills and uses technology tools and application to enhance performance.

c. The teacher leader is skilled at accessing and using appropriate school data and information systems to complete leadership tasks.

d. The teacher leader works within the collaborative team to determine ways to maximize, manage and share educational resources.

6.2.8. Connects to Families and the Larger Community.

a. The teacher leader accesses demographic data and other information to build understanding of the characteristics and needs of the school community.

b. The teacher leader models personal behaviors that promote positive interaction with families and the community and promotes collegial discussions on how to advance such interactions throughout the school.

c. The teacher leader works with colleagues to improve effective communication processes with families and the school community.

d. The teacher leader seeks out and shares effective practices for improving student learning and well-being through family and community partnerships.

e. The teacher leader raises the awareness of the need to connect with the broader national and global community and supports strategies to achieve this.

6.2.9. Effects Continuous Improvement.

a. The teacher leader exhibits interpersonal and organizational skills associated with leading and sustaining successful change.

b. The teacher leader challenges the status quo and cultivates creative and innovative approaches for improving school and classroom practice.

c. The teacher leader has a "whole school" perspective which assists in generating improvement solutions and strategies that go beyond the individual classroom.

d. The teacher leader understands effective improvement processes and can lead collaborative teams in the study of data, identification of issues/concerns and the implementation of strategies that improve school and classroom practice.

e. The teacher leader works with the principal and district staff to communicate the supports, resources and time needed to advance the effectiveness of the collaborative team.

f. The teacher leader participates in the development of the school strategic plan and connects the work of collaborative teams to the plan's design, implementation and revision.

§126-165-7. Severability.

7.1. 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: Policy 5800. Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders

Type of Rule: Legislative Interpretive Procedural

Agency: West Virginia Department of Education

Address: Building 6, Room 362
 1900 Kanawha Blvd East
 Charleston, WV 25305-0330

Phone Number: 304-558-2118

Email: lmccue@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.

Policy 5800 will have no fiscal impact on the costs and revenues of state government. It is a foundational document that will be the basis of change in policy and practice regarding the recruitment, preparation, induction, certification, evaluation and professional development of leaders.

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	n/a	n/a	n/a
Personal Services	n/a	n/a	n/a
Current Expenses	n/a	n/a	n/a
Repairs & Alterations	n/a	n/a	n/a
Assets	n/a	n/a	n/a
Other	n/a	n/a	n/a
2. Estimated Total Revenues	n/a	n/a	n/a

Rule Title: Policy 5800. Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders

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

Policy 5800 will have no fiscal impact on the costs and revenues of state government.

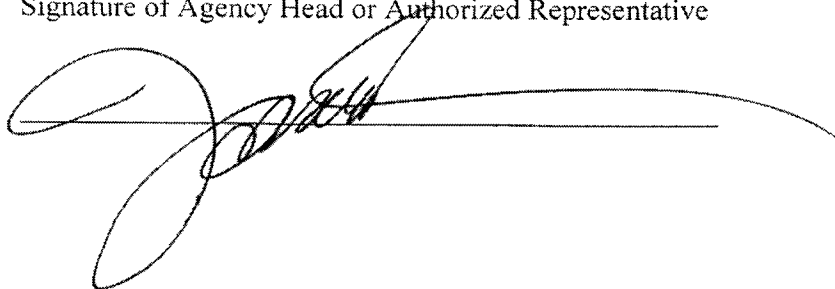
MEMORANDUM

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.

Policy 5800 will have no fiscal impact on the costs and revenues of state government.

Signature of Agency Head or Authorized Representative

Date



1-26-10

**Policy 5800: STANDARDS OF PROFESSIONAL PRACTICE FOR WEST VIRGINIA SUPERINTENDENTS,
PRINCIPALS AND TEACHER LEADERS (5800)**

**Comment Log
February 11 to March 26, 2010**

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

Type
 - Negative
 + Positive
 o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/16/10	Ron Cantley II Administrator Raleigh County	126-##-1. General. "A great policy. If it is not connected to observation, evaluation, and the data defined growth of students then the policy is irrelevant."	N +	This comment does not relate to the substance of the standards but offers considerations for leadership evaluation processes.
2/22/10	Bob Dunkerley President/CEO Helianthus, LLC	126-##-1. General. "Although the characteristics, competencies and responsibilities delineated in Policy 5800 - Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders are clear and concise, the organizational and cultural dynamics intrinsic to the positions of superintendent and principal are not captured in the characteristics of "teacher leader". "If the intent is to meld the concepts of curriculum supervisor/director into a new, local, more connected mentor-type position, a clearer understanding of the roles within the changing school culture must be made obvious to attract	A + -	This comment does not offer specific suggestions for change in the standard's language. The comment seems to offer advice on how the role of teacher leader should be fostered as a valued member of a cohesive leadership team. A change was made in the introductory language of the policy.

	<p>high quality candidates to this work. It is imperative that the successful candidate be able to work as an effective member (having earned grass roots respect as an educator) of a "learning organization" (not a "yes man" or "hit man" for the administration) within a transitional framework leading to schooling excellence."</p> <p>"I have supported the teacher-leader-researcher model for many years and believe this can ultimately lead our schools into the 21st century. It will require sustained, on-going and embedded support from all aspects of the schooling organization in the process of developing the capacity for growing success."</p>		
2/22/10	<p>Debbie Hisam Principal St. Marys Elementary School</p>	<p>126-##-1. General. "I would like to recommend that all superintendents, before getting to that position, be classroom teachers for about 5 years, and principals for at least a year."</p>	<p>N o</p> <p>This comment does not relate to the substance of the standards but offers considerations for policies governing licensure.</p>
2/26/10	<p>Jan M. Craig President, Upshur County Education Association</p>	<p>126-##-1. General. "I think this has a great deal of merit; HOWEVER, until you address the individuals with degrees not in the education field that then take 18 hours of credit for certification and become school leaders - YOU ARE NOT GOING TO GET WHAT WE NEED. We have a number of those 18 hour people leading in our county due to our PREVIOUS supt. and we are in serious need of individuals with the background knowledge etc. to run a school. Some of these ind. have not even had a School Law course and they are running our schools! Thank you for the</p>	<p>N +</p> <p>This comment does not relate to the substance of the standards but offers considerations for policies and code governing preparation programs.</p>

		input but address the core issue first."	
3/2/10	Heather Biola Higher Education Kump Education Center	<p>126-##-1. General.</p> <p>"The idea of training teacher leaders is the best way to allow change to happen within existing schools. Top down change does not work among professionals; they must begin their own inquiry and learn to make changes that they recognize as needed in their schools. Teachers should feel empowered [sic] to change what is needed to make their own schools more effective. "</p>	<p>N +</p> <p>This comment does not relate to the substance of the standards. This comment offers a perspective on the importance of teacher leadership.</p>
3/04/10	Tim McClung Community Leader WVER	<p>126-##-1. General.</p> <p>"This is an excellent document and job description for each of the positions. My only caution, is that the policy has not taken into consideration how these positions would be impacted if a new sector of public education is made possible by legislation supporting charter schools and site-governed district schools. In both cases, decision-making is pushed down to the local school, governed by a board. In effect, the school acts as a non-profit, funded by public and private investment. This obviously changes the current paradigm of principals and teachers as employees of the district to employees of the school and employers themselves. More information about how this leadership model differs in this environment can be found at http://www.crpe.org/cs/crpe/view/csr_pubs/236"</p>	<p>N +</p> <p>This comment does not relate to the substance of the standards. This comment offers considerations on subsequent policies or code that may govern charter schools.</p>
3/25/10	Helen M. Hazi Professor of Educational Leadership West Virginia University	<p>126-##-1. General.</p> <p>While I applaud the much-needed focus on learning, I find that the state has taken a safe and</p>	<p>A/NA -</p> <p>To add clarity, three changes were made in the introductory sections of the policy. Once the policy is</p>

<p>College of Human Resources and Education</p>	<p>in-the-box approach to writing standards for the preparation of the public school roles of Superintendent, Principal and Teacher Leader in West Virginia. The standards tend to emphasize quantity (the more-the-better) and parallel standards among all three leadership roles (as if common language promotes cohesiveness). Beyond the sparse use of the jargon <i>dejure</i> (e.g. continuous improvement, research-based, summative/formative, professional inquiry, collaborative teams), I find that the standards and their indicators:</p> <ul style="list-style-type: none"> • are ordinary, and reminiscent of traditional thinking about what superintendents and principal should do, • lack in substance in the matters of global, 21st Century learning, and technology, • lack any reference to research, one of the expressed promises of the standards, and • omit dispositions that encourage being a model of life-long learning, of reflective practice, and of an informed consumer of research and research-based practice. <p>On a positive note, teacher leadership is an innovative aspect of the proposed policy. However, standards of The Teacher Leadership Exploratory Consortium seem more focused on teaching and learning than those proposed.</p> <p>In addition, the alignment of the Teacher Leadership standards suggests that the role is a quasi-administrator and pre-requisite to becoming a principal. This may discourage some from</p>	<p>+</p>	<p>adopted, additional documents will be developed that show the alignment to national standards as well as a bibliography of the supporting research.</p>
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		<p>considering what can be an essential school improvement role in the state. Missing, as well, is the articulation of how the teacher leader complements the principal and superintendent, and how all collaborate to advance student learning.</p> <p>Perhaps this information will appear in future presentations by the WVE that will show the unity, cohesiveness and relationships that are missing from the policy.</p>		
3/26/10	Susan Phelps Parent/Family Member St. Cloud, Florida	<p>126-##-1. General. [Note: This respondent's comments contained descriptions of a student incident in a WV school. The comments did not relate to the standards. The nature and specificity of the comments may violate confidentiality laws and at the advice of counsel are not included in this log.</p>	N	This comment related to a personnel issue involving a student. This comment was furthered to legal counsel.
3/26/10	Jacqueline Dawson Teacher Pleasant Hill School	<p>126-##-1. General. "The wording of the teacher as a leader role is clear; however, I don't understand how this will be posted at the county level. Too much diversity among counties will lead to an inability to create a networking system like the RMTs and Cadres within the Reading First program. Also, the job requirements for the position should place more emphasis on years of experience versus level of degrees."</p>	N +	This comment does not relate to the substance of the standards. The suggestions relate to policies and code that govern hiring practices.

Lydia McCue

From: Nobody [nobody@wvde.state.wv.us]
Sent: Tuesday, February 16, 2010 2:34 PM
To: fibanez@wvde.state.wv.us; lmccue@access.k12.wv.us
Subject: Comment Received for Policy 5800 (2010-02-16 14:34:18)

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Comment Received for Policy 5800

#####

Name: Ron Cantley II
Organization: Raleigh County
Email: rbcantle@access.k12.wv.us
Title: SpEd Asst. Admin.
Address1: 301 Park Avenue
Address2:
City/State/Zip: Beckley, WV 25801
Role: School System Staff
Posted: 2010-02-16 14:34:18
Posted from IP: 64.127.29.59

Comments for section General Comments

A great policy. If it is not connected to observation, evaluation, and the data defined growth of students then the policy is irrelevant.

Lydia McCue

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 22, 2010 4:42 PM
To: fibanez@wvde.state.wv.us; lmccue@access.k12.wv.us
Subject: Comment Received for Policy 5800 (2010-02-22 16:41:35)

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Comment Received for Policy 5800

#####

Name: Bob Dunkerley
Organization: Helianthus LLC
Email: bob@helianthusonline.com
Title: President/CEO
Address1: PO Box 2267
Address2: 125 Earle St.
City/State/Zip: Elkins, WV 26241
Role: Business-Industry
Posted: 2010-02-22 16:41:35
Posted from IP: 173.50.0.69

Comments for section General Comments

Although the characteristics, competencies and responsibilities delineated in Policy 5800 - Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders are clear and concise, the organizational and cultural dynamics intrinsic to the positions of superintendent and principal are not captured in the characteristics of "teacher leader".

If the intent is to meld the concepts of curriculum supervisor/director into a new, local, more connected mentor-type position, a clearer understanding of the roles within the changing school culture must be made obvious to attract high quality candidates to this work. It is imperative that the successful candidate be able to work as an effective member (having earned grass roots respect as an educator) of a "learning organization" (not a "yes man" or "hit man" for the administration) within a transitional framework leading to schooling excellence.

I have supported the teacher-leader-researcher model for many years and believe this can ultimately lead our schools into the 21st century. It will require sustained, on-going and embedded support from all aspects of the schooling organization in the process of developing the capacity for growing success.

Lydia McCue

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, February 22, 2010 5:30 PM
To: fibanez@wvde.state.wv.us; lmccue@access.k12.wv.us
Subject: Comment Received for Policy 5800 (2010-02-22 17:29:38)

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Comment Received for Policy 5800

#####

Name: Debbie Hisam
Organization: St. Marys Elementary School
Email: dhisam@access.k12.wv.us
Title: principal
Address1: 317 Washington St.
Address2:
City/State/Zip: St. Marys , WV 26170
Role: Principal
Posted: 2010-02-22 17:29:38
Posted from IP: 168.216.102.43

Comments for section General Comments

I would like to recommend that all superintendents, before getting to that position, be classroom teachers for about 5 years, and principals for at least a year.

Lydia McCue

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, February 26, 2010 10:03 PM
To: fibanez@wvde.state.wv.us; lmccue@access.k12.wv.us
Subject: Comment Received for Policy 5800 (2010-02-26 22:02:54)

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Comment Received for Policy 5800

#####

Name: Jan M. Craig
Organization: UCEA Pres. / Employee Upshur Co.
Email: jcraig421@aol.com
Title:
Address1: 108 Tanglewood Drive
Address2:
City/State/Zip: Buckhannon, WV 26201
Role: School System Staff
Posted: 2010-02-26 22:02:54
Posted from IP: 72.84.51.113

Comments for section General Comments

I think this has a great deal of merit; HOWEVER, until you address the individuals with degrees not in the education field that then take 18 hours of credit for certification and become school leaders - YOU ARE NOT GOING TO GET WHAT WE NEED. We have a number of those 18 hour people leading in our county due to our PREVIOUS supt. and we are in serious need of individuals with the background knowledge etc. to run a school. Some of these ind. have not even had a School Law course and they are running our schools! Thank you for the input but address the core issue first.

Lydia McCue

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, March 01, 2010 3:58 PM
To: fibanez@wvde.state.wv.us; lmccue@access.k12.wv.us
Subject: Comment Received for Policy 5800 (2010-03-01 15:57:48)

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Comment Received for Policy 5800

#####

Name: Heather Biola
Organization: Kump Education Center
Email: heatherbiola@yahoo.com
Title: Director
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Address2:
City/State/Zip: Elkins,, WV 26241
Role: Higher Education Faculty
Posted: 2010-03-01 15:57:48
Posted from IP: 72.84.39.223

Comments for section General Comments

The idea of training teacher leaders is the best way to allow change to happen within existing schools. Top down change does not work among professionals; they must begin their own inquiry and learn to make changes that they recognize as needed in their schools. Teachers should feel empowered to change what is needed to make their own schools more effective.

Lydia McCue

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, March 04, 2010 9:58 AM
To: fibanez@wvde.state.wv.us; lmc cue@access.k12.wv.us
Subject: Comment Received for Policy 5800 (2010-03-04 09:57:38)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5800

#####

Name: Tim McClung
Organization: WVER
Email: tim@wvedreform.com
Title: Community Leader
Address1: 200B 27th Street
Address2:
City/State/Zip: Charleston, WV 25304
Role: Community Member
Posted: 2010-03-04 09:57:38
Posted from IP: 151.151.109.14

Comments for section General Comments

This is an excellent document and job description for each of the positions. My only caution, is that the policy has not taken into consideration how these positions would be impacted if a new sector of public education is made possible by legislation supporting charter schools and site-governed district schools. In both cases, decision-making is pushed down to the local school, governed by a board. In effect, the school acts as a non-profit, funded by public and private investment. This obviously changes the current paradigm of principals and teachers as employees of the district to employees of the school and employers themselves.

More information about how this leadership model differs in this environment can be found at

http://www.crpe.org/cs/crpe/view/csr_pubs/236

West Virginia University
College of Human Resources and Education

March 25, 2010

To: WVBE

Fr: Helen M. Hazi, Professor of Educational Leadership

Re: Comments on WVBE Policy 5800

While I applaud the much-needed focus on learning, I find that the state has taken a safe and in-the-box approach to writing standards for the preparation of the public school roles of Superintendent, Principal and Teacher Leader in West Virginia. The standards tend to emphasize quantity (the more-the-better) and parallel standards among all three leadership roles (as if common language promotes cohesiveness). Beyond the sparse use of the jargon de jour (e.g. continuous improvement, research-based, summative/formative, professional inquiry, collaborative teams), I find that the standards and their indicators:

- are ordinary, and reminiscent of traditional thinking about what superintendents and principal should do,¹
- lack in substance in the matters of global, 21st Century learning, and technology.²
- lack any reference to research, one of the expressed promises of the standards,³ and
- omit dispositions that encourage being a model of life-long learning, of reflective practice, and of an informed consumer of research and research-based practice.

¹ This policy promises to “transform schools and school systems into outcome focused, innovative, accountable learning organizations that can prepare all students for powerful life options in the global, digital age of the 21st century” (WVBE 5800, 1.1). However, there is nothing transformative in language or scope.

² While it helps that Technology standards for administrators appear elsewhere in WVBE 5100, there are few standards herein that actually require technology knowledge to perform. This point contradicts the need for technology standards.

³ The promise states “ which represent the research-based qualities associated with high performing schools and school systems“ (WVBE 5800, Executive Summary, p. 1). The ISLLC 2008 Educational Leadership Policy Standards adopted by the National Policy Board For Educational Administration reference empirical research. See:
<http://www.ccsso.org/publications/details.cfm?PublicationID=365>

Page 2

On a positive note, teacher leadership is an innovative aspect of the proposed policy. However, standards of The Teacher Leadership Exploratory Consortium⁴ seem more focused on teaching and learning than those proposed.

In addition, the alignment of the Teacher Leadership standards suggests that the role is a quasi-administrator and pre-requisite to becoming a principal. This may discourage some from considering what can be an essential school improvement role in the state. Missing, as well, is the articulation of how the teacher leader complements the principal and superintendent, and how all collaborate to advance student learning.

Perhaps this information will appear in future presentations by the WVDE that will show the unity, cohesiveness and relationships that are missing from the policy.

⁴ <http://www.teachingquality.org/surveys/tlstandards/tlstandards.htm>

March 25, 2010

To: Lydia McCue
WV Department of Education
Building 6, Room 362
1900 Kanawha Blvd East
Charleston, WV 25305-0330
Fax No.: (304) 558-0048

Fr: Helen M. Hazi

Re: Comments on WVBE 5800 out on Comment

Thank you!

Lydia McCue

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, March 25, 2010 7:45 PM
To: fibanez@wvde.state.wv.us; lmccue@access.k12.wv.us
Subject: Comment Received for Policy 5800 (2010-03-25 19:45:25)

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Comment Received for Policy 5800

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Name: Susan Phelps
Organization:
Email: rs3john4@gmail.com
Title:
Address1:
Address2:
City/State/Zip: Saint Cloud, FL
Role: Parent-Family
Posted: 2010-03-25 19:45:25
Posted from IP: 70.121.148.141

Comments for section General Comments

Dear Vienna, WV Readers:

I am simply appalled at what I have heard today about my hometown. My niece is 6 years old and attends Neale Elementary School in Vienna, WV. While playing on the playground yesterday (March 24, 2010), she and four of her classmates were approached by a white male asking them to come to the fence so he could give them some candy and "show them something". This fence is so low that had one of these children gone to him, he could have easily reached over and grabbed them without being noticed, obviously since the teachers and the principal had no clue this man was even on school property. Luckily, my niece and her friends were smart and did not go near the fence, but instead ran and told a teacher on the playground, which by the way, where were the teachers when this creep was lurking around the playground area while all of our children, especially kindergarten children, were supposed to be kept safe? Where was the principal, who says he was on the playground !

at that time too... It takes such a short time for one of these precious children to disappear and we as parents trust our principal and teachers to keep them safe from sexual predators. After my niece retrieved a teacher, the man was gone, disappearing down a back alley of the school.

A positive identification has been made by my niece and one of her friends of a man through West Virginia's Sexual Predator website. After my sister contacted Neale Elementary School, the Board of Education, and Vienna Police Department in Vienna, West Virginia, she was been advised that there is nothing they can do because this creep has not committed a crime. That is absurd! According to WV Code, Section 62-12-26(b)(1), "a paroled sex offender cannot live within 1,000 feet of a school or childcare facility." This creep is a sexual predator and he was within 1,000 feet of a school - he was on the property! I would call that a crime! He has also been spotted at Greenmont Elementary (which by the way we have since found out he lives very close to Greenmont Elementary) and Vienna Elementary

School. My sister has also been told by Principal Fling at Neale Elementary School that they are making a big deal out of this! Principal Fling has also suggested that t!

these children were making this up! Principal Fling did not think that yesterday when he called my sister and alarmed her by telling her someone tried to abduct her child on the playground. Well, Mr. Principal Fling, maybe we should let a sexual predator abduct you and do to you what he is going to do to one of these children and see how you like it! She has also contacted the Board of Education only to be told there is nothing they can do and she was hung up on twice.

This type of stupidity is exactly why our precious children are not being protected. A message to the teachers of Neale Elementary School and Principal Fling, instead of discussing your daily after school activities or what you did the day before, why not protect our children since we leave them in your custody - we and they depend on you to protect them from these creeps. This creep is just waiting for an opportunity to abduct a child and you are going to give it to him if you don't have him arrested - he broke the law by being on your property! How about earning your pay that our tax dollars pay you and pay attention to who is lurking around the school. This e-mail is being sent to WTAP News, Parkersburg News & Sentinel, America's Most Wanted, WV State Police, Vienna Police Department and the Wood County Board of Education and they have my express written permission to print this letter. Hopefully someone can put a stop to this nonsense or take preventative!

steps before a child gets hurt, abducted or worse, killed and never to be seen and loved again. Perhaps a telephone call or a visit to an attorney is warranted since Principal Fling and the School Board think it isn't a big deal... Before this child predator attempts to lean over another school fence and abduct an innocent child, I am pleading with you to take the appropriate actions. Contact information will be provided upon request via e-mail.

Florida,

Phelps

Upset in

Susan

Lydia McCue

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, March 26, 2010 10:16 AM
To: fibanez@wvde.state.wv.us; lmccue@access.k12.wv.us
Subject: Comment Received for Policy 5800 (2010-03-26 10:16:00)

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Comment Received for Policy 5800

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Name: Jacqueline Dawson
Organization: Pleasant Hill School
Email: jshimer@access.k12.wv.us
Title: teacher
Address1: P.O. Box 87
Address2:
City/State/Zip: Grantsville, WV 26147
Role: Teacher
Posted: 2010-03-26 10:16:00
Posted from IP: 168.216.24.28

Comments for section General Comments

The wording of the teacher as a leader role is clear; however, I don't understand how this will be posted at the county level. Too much diversity among counties will lead to an inability to create a networking system like the RMTs and Cadres within the Reading First program. Also, the job requirements for the position should place more emphasis on years of experience versus level of degrees.