

Board of Education Agenda Item

Item: _____ D. _____

Date: November 20, 2008

Topic: Final Review of the Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

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Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: The document provides guidance in the implementation of the Board of Education's Licensure Regulations for School Personnel.

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date October 23, 2008

action First Review of the Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

Background Information:

On September 21, 2007, the Board of Education's *Licensure Regulations for School Personnel* became effective. These regulations established alternate routes to the administration and supervision endorsement, created Level I and Level II administration and supervision endorsements, and included the school leaders licensure assessment as a requirement for school principals consistent with the *Code of Virginia*. The administration and supervision endorsement consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire.

The Virginia Department of Education received a grant from the Wallace Foundation to support the initiative, "Advancing Virginia's Leadership Agenda." This funding was to strengthen standards and identify indicators for school leaders (assistant principals and principals) and provide guidance to school

divisions in recommending principals for the “Principal of Distinction” (Level II) administration and supervision endorsement.

A Request for Proposals (RFP) was disseminated to solicit proposals from qualified Virginia public institutions of higher education to develop a guidance document to address the revisions in the licensure regulations. The University of Virginia received the award. This project engaged school leaders, college and university personnel, and representatives from professional organizations.

Summary of Major Elements

Attached is the *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*. This document has three major components:

Performance Standards for School Leaders;
Performance Indicators; and
Documentation for the “Principal of Distinction” (Level II) Administration and Supervision Endorsement.

Performance Standards for School Leaders: The revised Performance Standards for School Leaders (principals and assistant principals) articulate the expectations of principals in the Commonwealth’s schools. They describe the functions of the position that can be used to judge the effectiveness of principals and focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall performance. The standards were aligned with the *Educational Leadership Policy Standards*, formerly known as the *Interstate Leaders Licensure Consortium (ISLLC)* standards. The 17 standards are categorized into five areas: Planning and Assessment; Instructional Leadership; Safety and Organizational Management for Learning; Communication and Community Relations; and Professionalism.

Performance Indicators: The performance indicators developed for each of the 17 Virginia Performance Standards for School Leaders are based on the two-tiered endorsement model. The “Principal of Distinction” Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. The “Principal of Distinction” administration and supervision endorsement is optional, and the indicators reflect **examples** of distinguished performance by principals.

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the principal must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;
2. Evidence of effective instructional leadership;
3. Evidence of positive effect on school climate or culture;

4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or
5. Evidence of completion of a high-quality professional development project designed by the division superintendent.

The performance expected for the “Principal of Distinction” administration and supervision endorsement involves creating a systemic framework for school processes that become integrated into the school’s culture and are sustainable beyond a principal’s tenure. Inherent in the Level II performance indicators is the skill to responsively meet student needs, create collaborative work environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

Documentation for the “Principal of Distinction” (Level II) Administration and Supervision

Endorsement: Principals have the option of seeking the “Principal of Distinction” administration and supervision endorsement. Candidates for this “Principal of Distinction” status must hold a Level I endorsement (unrestricted), have five years of successful service as a building-level administrator, meet two of the five criteria specified by the Board of Education, completed a formal induction program or an alternative activity described in the guidelines, and be recommended by their employing Virginia school division superintendent. Principals who seek the “Principal of Distinction” administration and supervision endorsement must submit a written notice of their intent to seek the endorsement to their division superintendent.

A completed portfolio would be submitted to the superintendent for review and determination of whether the principal met all requirements for the “Principal of Distinction” administration and supervision endorsement. The superintendent may request the recommendation of a review panel serving in an advisory capacity to determine if sufficient evidence has been presented to support the “Principal of Distinction” administration and supervision endorsement. Panels could be constituted within the division or across regional areas of the state. At least one outside reviewer is advisable to lend credibility to the process. The review panel would make their recommendation for the granting or denial of the “Principal of Distinction” administration and supervision endorsement and the rationale for the decision to the superintendent. The division superintendent’s recommendation will be required for the “Principal of Distinction” administration and supervision endorsement.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*.

Impact on Resources: Support will need to be provided to school leaders seeking the “Principal of Distinction” administration and supervision endorsement.

Timetable for Further Review/Action: Upon Board of Education approval, the document will be disseminated to Virginia school divisions, institutions of higher education, and professional organizations.

*Advancing Virginia's Leadership Agenda
Guidance Document: Standards and
Indicators for School Leaders and
Documentation for the Principal of
Distinction (Level II) Administration and
Supervision Endorsement*



**Presented to the
Virginia Board of Education
November 20, 2008**

**Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120**

***Advancing Virginia's Leadership Agenda Guidance Document:
Standards and Indicators for School Leaders and Documentation for
the Principal of Distinction (Level II) Administration and
Supervision Endorsement***

Executive Summary

INTRODUCTION

The Virginia Department of Education received a grant from the Wallace Foundation to support the initiative of “Advancing Virginia’s Leadership Agenda.” This funding was to strengthen standards and identify indicators for school leaders (assistant principals and principals) and provide guidance to school divisions in recommending principals for the Level II administration and supervision endorsement. On September 21, 2007, the Board of Education’s *Licensure Regulations for School Personnel* became effective. These regulations established alternate routes to the administration and supervision endorsement, created Level I and Level II administration and supervision endorsements, and included the school leaders licensure assessment as a requirement for school principals consistent with the *Code of Virginia*.

A Request for Proposals (RFP) was disseminated to solicit proposals from qualified Virginia public institutions of higher education, and the University of Virginia received the award. As a result of this work, the *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement* was developed.

Objectives of Grant for School Leadership

1. Review, strengthen, and align standards for school leaders;
2. Identify indicators for standards; and
3. Develop guidance for the verification of Level II administration and supervision endorsement for principals.

Routes to the Administration and Supervision Prek-12 Level I Endorsement

The *Licensure Regulations for School Personnel*, effective September 21, 2007, set forth the requirements for the administration and supervision prek-12 endorsement. The endorsement consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire.

Individuals who are seeking an initial administration and supervision endorsement (Level I) must meet the requirements for the endorsement through one of four options and be recommended by a Virginia school division superintendent. A school leader's assessment prescribed by the Board of Education (School Leaders Licensure Assessment) must be met for

all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

For **Options 1, 2, and 3** below, the following requirements must be met for a Level I administration and supervision endorsement:

1. A master's degree from a regionally accredited college or university;
2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia; and
3. Satisfied the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

In addition, individuals must meet the requirements listed under each option:

Option 1: Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate also must have: Completed an approved program in administration and supervision from a regionally accredited college or university and completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school.

Option 2: Alternate route to Level I administration and supervision preK-12 endorsement restricted to the Virginia school division in which the superintendent submitted the recommendation for endorsement. This endorsement is valid only in the designated Virginia school division and would not be portable or reciprocal. In order for a Virginia division superintendent to recommend the Level I endorsement under this option, the candidate also must have completed graduate coursework in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program. **[An individual who holds this restricted administration and supervision Level I endorsement is not eligible to seek a Level II endorsement.]**

Option 3: Alternate route to Level I administration and supervision preK-12 endorsement. In order to be recommended by an employing Virginia school division superintendent, the candidate also must have completed graduate coursework in school law, evaluation of instruction, special education, school finance, and educational leadership, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program.

Option 4: Out-of-state administration and supervision endorsement. The candidate must have a master's degree from a regionally accredited college or university and a current, valid out-of-state license (full credential) with an endorsement in administration and supervision.

Virginia Performance Standards for School Leaders

The revised Performance Standards for School Leaders (principals and assistant principals) articulate the expectations of principals in the Commonwealth's schools. They describe the functions of the position that can be used to judge the effectiveness of principals and focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall performance. The standards were aligned with the *Educational Leadership Policy Standards*, formerly known as the *Interstate Leaders Licensure Consortium (ISLLC)* standards. The 17 standards are categorized into five areas: Planning and Assessment; Instructional Leadership; Safety and Organizational Management for Learning; Communication and Community Relations; and Professionalism.

Categories of Standards

1. Planning and Assessment;
2. Instructional Leadership;
3. Safety and Organizational Management for Learning;
4. Communication and Community Relations; and
5. Professionalism.

Performance Indicators

The performance indicators developed for each of the 17 Virginia Performance Standards for School Leaders are based on the two-tiered endorsement model. Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. Level II is an optional endorsement, and the indicators reflect **examples** of distinguished performance by principals.

Levels of Endorsement for Principals

Level I: Assistant
Principals and Principals

Level II (Optional):
Principals of Distinction

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the principal must meet two or more of the following criteria as specified by the Board of Education

and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;
2. Evidence of effective instructional leadership;
3. Evidence of positive effect on school climate or culture;
4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or
5. Evidence of completion of a high-quality professional development project designed by the division superintendent.

The performance expected for the Level II endorsement involves creating a systemic framework for school processes that become integrated into the school's culture and are sustainable beyond a principal's tenure. Inherent in the Level II performance indicators is the skill to responsively meet student needs, create collaborative work environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

Documentation for the “Principal of Distinction” (Level II) Administration and Supervision Endorsement

Principals have the option of seeking the Level II administration and supervision endorsement. Candidates for this “Principal of Distinction” status must hold a Level I endorsement (unrestricted), have five years of successful service as a building-level administrator, meet two of the five criteria specified by the Board of Education, completed a formal induction program or an alternative activity described in the guidelines, and be recommended by their employing Virginia school division superintendent. **Principals who seek the Level II endorsement must submit a written notice of their intent to seek the endorsement to their division superintendent.**

Key considerations by the superintendent in determining eligibility for the Level II administration and supervision endorsement might include, but is not limited to, the following:

1. Readiness and capabilities to meet a majority of the Level II performance indicators. The extent to which the performance standards for school leaders and

the indicators for principals have been demonstrated must be a major focus in the process as the principal seeks to obtain the Level II administration and supervision endorsement. The Level II performance indicators provide examples of distinguished performance by school principals.

2. Service to the school division in the capacity of a principal for at least three years of the required five years of principal experience; and
3. Active participation in an induction program.*

* Some building-level principals have served in the role for many years, and an induction program may not have been available to them. In these cases, the principal must document and reflect on his or her experiences in lieu of an induction program. This documentation may take the form of records indicating conferences attended, courses taken, teaching experience, and reflections on his or her professional growth since becoming a principal. An alternative means to document professional growth could be a professional growth plan that indicates intentional efforts to develop a set of skills conducive to advanced school leadership and evidence of goal attainment.

Portfolio of Evidence

Steps to Level II
1. Determination of Eligibility
2. Submission of Portfolio
3. Assessment of Portfolio
4. Recommendation of Superintendent
5. Award Level II Endorsement

Critical to the Level II endorsement is the review and analysis of evidence submitted by the candidate that demonstrates a significant move from competence toward excellence in leadership at the building level. The candidate must submit a portfolio of evidence indicating that at least two of the five criteria established by the Board of Education have been met. An electronic portfolio of evidence is encouraged to facilitate transmission and evaluation.

The portfolio must include the following components:

1. The division superintendent's notice of eligibility to the candidate;
2. Evidence of demonstrating the Virginia Performance Standards for School Leaders, including Level II performance indicators. [The extent to which the performance standards for school leaders and the indicators for principals have been demonstrated must be a major focus in the process as the principal seeks to obtain the Level II administration and supervision endorsement. The Level II performance indicators provide examples of distinguished performance by school principals.]
3. A completed assessment (360 assessment) of the candidate's leadership skills (including a self-assessment and additional assessments from any combination of teachers, students, or parents, as requested by the superintendent); and

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4. A brief community profile of the school in which the candidate works or has worked. [The purpose of the community profile is to allow flexibility for and consideration of confounding variables such as available resources or the composition of the student population in the principal's building or division. For example, leadership in a low-performing school would be given special consideration.]

The completed portfolio would be submitted to the superintendent for review and determination of whether the principal met all requirements. The superintendent may request the recommendation of a review panel serving in an advisory capacity to determine if sufficient evidence has been presented to support the Level II endorsement. Panels could be constituted within the division or across regional areas of the state. At least one outside reviewer is advisable to lend creditability to the process. The review panel would make their recommendation for the granting or denial of Level II endorsement and the rationale for the decision to the superintendent.

<p>Level II Verification Process</p> <p>An estimate of the time required for completion of the Level II endorsement verification process is 12 to 18 months.</p>

Recommendation of the Division Superintendent

The superintendent will transmit his or her recommendation for the Level II principal distinction status to the candidate and to the Division of Teacher Education and Licensure, Virginia Department of Education.

Virginia Performance Standards for School Leaders

Part I

Virginia Performance Standards for School Leaders

The revised Performance Standards for School Leaders (principals and assistant principals) articulate the expectations of principals in the Commonwealth's schools. They describe the functions of the position that can be used to judge the effectiveness of principals and focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall performance. The standards were aligned with the *Educational Leadership Policy Standards*, formerly known as the *Interstate Leaders Licensure Consortium (ISLLC)* standards, and cross references are noted in brackets for each standard. A copy of the *Educational Leadership Policy Standards* can be accessed at the following Web site:
<http://www.ccsso.org/publications/details.cfm?PublicationID=365>

The 17 Performance Standards for School Leaders are categorized into the following five areas: Planning and Assessment; Instructional Leadership; Safety and Organizational Management for Learning; Communication and Community Relations; and Professionalism.

Planning and Assessment

1. The school leader effectively employs various processes for gathering, analyzing and using data for decision making. [1B, 4A]
2. The school leader collaboratively develops and implements a School Improvement Plan that focuses on improving student performance, communicates a clear vision of excellence and results in increased student learning. [1A, 1C, 1D, 5E]
3. The school leader plans, implements, supports and assesses instructional programs that enhance teaching and improve student achievement in the Standards of Learning. [1E, 2E, 2I]

Instructional Leadership

4. The school leader supervises the alignment, coordination and delivery of instructional programs to promote student learning and oversees an accountability system to monitor student success. [2B, 2C, 2H, 5A]
5. The school leader selects, inducts, supervises, supports, evaluates and retains quality instructional and support personnel. [2A, 2D]
6. The school leader provides professional development programs designed to improve instruction and student performance that are consistent with division initiatives and the School Improvement Plan. [2F]
7. The school leader identifies, analyzes and resolves instructional problems using effective problem-solving techniques. [3F, 5A]

Safety and Organizational Management for Learning

8. The school leader maintains effective discipline and fosters a safe, caring environment that is supportive of teaching and learning. [2A, 3C]
9. The school leader effectively coordinates and monitors the daily operation of the school to ensure efficiency, protect instructional time and maintain the focus on successful student learning. [2G, 3A, 3E]
10. The school leader effectively manages material and financial resources to ensure student learning and to comply with legal mandates. [3B]
11. The school leader demonstrates effective organizational skills to achieve school, community and division goals. [3A]

Communication and Community Relations

12. The school leader communicates effectively and establishes positive interpersonal relations with students, teachers and other staff. [2A]
13. The school leader effectively communicates with and works collaboratively with families and community members to secure resources (e.g., cultural, social, intellectual) and support the success of a diverse student population. [4B, 4C, 4D]

Professionalism

14. The school leader models professional, moral, and ethical standards as well as personal integrity in all interactions. [5B, 5C, 5D]
15. The school leader works in a collegial and collaborative manner with other division personnel. [6B]
16. The school leader takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning. [6C]
17. The school leader acts to influence decisions that affect student learning at the division, state, and/or national level. [6A, 6B]

Performance Indicators

Part II

Performance Indicators

The performance indicators developed for each of the 17 Virginia Performance Standards for School Leaders are based on the two-tiered endorsement model. Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. Level II is an optional endorsement, and the indicators reflect **examples** of distinguished performance by principals.

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1. Evidence of improved student achievement;
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Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	<i>There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.</i>	<i>There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.</i>
Planning and Assessment		
<p>1. The school leader effectively employs various processes for collecting, analyzing and using data for decision making. [1B, 4A]</p>	<p>(a) applies current research related to effective techniques for gathering data from individuals, groups and school-based programs.</p> <p>(b) applies appropriate data analysis of student academic achievement through state assessments, standardized test results, formative (benchmark) assessments, grades and other student products and performances.</p> <p>(c) analyzes data to identify strengths and weaknesses in programs (school-based and school division) and practices to facilitate continuous improvement.</p> <p>(d) uses statistical findings to make changes necessary to improve student learning and research.</p> <p>(e) collaboratively analyzes annual test and subtest scores by grade, discipline and student population.</p> <p>(f) communicates evidence of progress toward goals and objectives.</p>	<p>(a) conducts action research, disseminates results to key stakeholders and generates measurable/observable improvement in student performance.</p> <p>(b) establishes a systematic and collaborative process to gather, analyze and align curriculum, instruction and assessment that results in student achievement gains.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>2. The school leader collaboratively develops and implements a School Improvement Plan that focuses on improving student performance, communicates a clear vision of excellence and results in increased student learning. [1A, 1C, 1D, 5E]</p>	<p>(a) facilitates the collaborative development and implementation of a School Improvement Plan approved by the superintendent.</p> <p>(b) works collaboratively with faculty and staff to develop a vision and mission consistent with the division goals and objectives.</p> <p>(c) supports the school mission by identifying, articulating and planning to meet the educational needs of students, staff and other stakeholders.</p> <p>(d) works collaboratively with faculty and staff to develop long-term goals, objectives and action steps consistent with needs assessment data.</p> <p>(e) evaluates the effects of changes on student achievement and provides feedback on goal achievement and needs for improvement.</p> <p>(f) supports teachers and other staff through the stages of school-level change.</p> <p>(g) maintains stakeholders' focus on long-range mission and goals throughout the implementation process.</p> <p>(h) promotes social justice by ensuring that individual student needs inform all aspects of schooling.</p> <p>(i) meets state and federal accountability standards, demonstrating increases in student achievement for all subgroups.</p>	<p>(a) works collaboratively with faculty, staff and stakeholders to develop, implement, and sustain commitment to a school improvement plan consistent with the division's strategic plan.</p> <p>(b) focuses all school decisions consistently and systematically on the school's mission, vision, and goals.</p> <p>(c) works collaboratively with stakeholders to develop a school culture that embraces change resulting in continuous, measurable and observable improvement.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	<i>There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.</i>	<i>There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.</i>
Instructional Leadership		
<p>3. The school leader plans, implements, supports and assesses instructional programs that enhance teaching and improve student achievement in the Standards of Learning. [1E, 2E, 2I]</p>	<p>(a) demonstrates a working knowledge and understanding of the Standards of Learning and school division curricular requirements.</p> <p>(b) articulates curricular goals and objectives to teachers, staff and other stakeholders.</p> <p>(c) works with teachers and other staff to plan, implement and evaluate the curriculum on a systematic and ongoing basis.</p> <p>(d) applies current research related to effective practices in planning and assessment to curriculum and instruction.</p> <p>(e) provides resources and materials to accomplish instructional goals for all students.</p> <p>(f) implements programs/curricular changes to meet local, state or federal requirements.</p> <p>(g) monitors and assesses the effect of the programs and/or curricula on student achievement.</p> <p>(h) implements division-testing program for students.</p> <p>(i) uses varied assessment data to offer instructional programs that are responsive to students' academic needs, as measured by improvement in student achievement in all subgroups.</p> <p>(j) reviews summative assessments of student products and performances to encourage students' learning of essential knowledge.</p>	<p>(a) leads data-based professional development for teachers and administrators on how to exceed the Standards of Learning while enhancing and expanding school division curricular requirements.</p> <p>(b) leads faculty to adapt curriculum and instruction in anticipation of student needs, resulting in improved student performance.</p> <p>(c) takes a leadership role in the profession to apply researched-based practices in planning and assessment to curriculum and instruction.</p> <p>(d) takes initiative to pilot or model and assess programs/curricular changes to exceed local, state, or federal requirements.</p> <p>(e) educates teachers and key stakeholders on uses of multiple student performance measures.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>4. The school leader supervises the alignment, coordination and delivery of instructional programs to promote student learning and oversees an accountability system to monitor student success. [2B, 2C, 2H, 5A]</p>	<p>(a) works collaboratively with faculty to develop a written plan for the coordination and articulation of curricular goals.</p> <p>(b) meets and works with teachers and other staff on a regular basis to identify needs and determine priorities regarding program delivery.</p> <p>(c) provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.</p> <p>(d) monitors coordination of instructional programs with state and local standards.</p> <p>(e) demonstrates and applies knowledge of effective instructional models and strategies.</p> <p>(f) identifies effective instructional practices for student groups with identified needs.</p> <p>(g) provides instructional resources, materials, training and support to accomplish instructional goals.</p> <p>(h) monitors short- and long-term teacher lesson plans and their implementation.</p> <p>(i) monitors the delivery of appropriate remediation and intervention for students.</p> <p>(j) communicates commitment to protecting academic instructional time.</p> <p>(k) recognizes, encourages and celebrates excellence among teachers, staff and students.</p> <p>(l) promotes the use of the most effective and appropriate technologies to support teaching and learning.</p> <p>(m) routinely reviews and reacts to summative assessments to encourage instruction is focused on essential knowledge.</p> <p>(n) encourages the use of financial and human resources to provide immediate, extended learning opportunities for students when they fail to learn essential knowledge.</p>	<p>(a) establishes a framework for collaboratively identifying needs, determining priorities and assessing program delivery; coordinating instructional programs with state and local standards; and implementing researched-based instructional practices that result in measurable and observable student learning.</p> <p>(b) establishes a framework for the adoption and use of new technology to support student learning in a global society.</p> <p>(c) leads faculty collaboration regarding resources, materials, training and support to promote student learning.</p> <p>(d) recognizes, encourages and celebrates accomplishments and responsible risk taking.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>5. The school leader selects, inducts, supervises, supports, evaluates and retains quality instructional and support personnel. [2A, 2D]</p>	<p>(a) maintains and disseminates a current faculty handbook.</p> <p>(b) establishes and uses fair and equitable selection procedures that encourage the hiring of high-quality candidates.</p> <p>(c) makes recommendations regarding personnel decisions consistent with established policies and procedures.</p> <p>(d) establishes and implements induction procedures to support new employees.</p> <p>(e) effectively implements the division’s mentorship program.</p> <p>(f) sets high standards for teacher and staff performance.</p> <p>(g) evaluates performance of personnel consistent with division policies, provides formal and informal feedback and maintains accurate evaluation records.</p> <p>(h) evaluates classroom practices and methods for improvement of instruction.</p> <p>(i) provides support and resources for teachers and other staff to improve job performance and recognizes and supports the achievements of highly effective staff members.</p> <p>(j) creates a systematic plan for teacher evaluation data to drive professional development initiatives.</p> <p>(k) monitors compliance with teacher renewal requirements.</p> <p>(l) assigns duties based on current record of licensure, endorsement and staff expertise.</p> <p>(m) adheres to established evaluation schedules, timelines and procedures.</p>	<p>(a) takes a leadership role with central office and building administrators to provide input on revising personnel policies and procedures, establishing protocols that articulate personnel policies and procedures, and developing strategies to recruit, select, and retain high-quality candidates.</p> <p>(b) consistently models effective teacher observation and evaluation practices for improvement of instruction.</p> <p>(c) establishes a plan for teachers to use their evaluation data to pursue professional development opportunities.</p> <p>(d) encourages high-quality teachers to work with the full range of learners.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>6. The school leader provides professional development programs designed to improve instruction and student performance and that are consistent with division initiatives and the School Improvement Plan. [2F]</p>	<p>(a) leads the development and implementation of a systematic professional development plan for individuals and for the school.</p> <p>(b) involves teachers and other staff in identifying professional development needs based on various data sources (i.e., student achievement, survey).</p> <p>(c) provides professional development that supports effective instruction.</p> <p>(d) shares knowledge and information about new, improved, or alternative methods of instruction and related issues.</p> <p>(e) meets with instructional teams and teachers regularly to discuss ongoing school improvement efforts.</p> <p>(f) disseminates information about conferences, coursework and membership in professional organizations.</p> <p>(g) supports participation of teachers and other staff in internal and external professional development opportunities as appropriate.</p> <p>(h) monitors implementation of instructional strategies presented during professional development and other training.</p> <p>(i) builds organizational capacity by developing teacher leaders.</p> <p>(j) takes action to encourage professional learning as a “way of life” in the school.</p> <p>(k) holds teachers and other staff accountable for the successful implementation of research-based practices.</p>	<p>(a) establishes and implements a framework in which teachers and staff anticipate and actively pursue professional development activities that support the school’s mission and are job-embedded, classroom-focused and on-going.</p> <p>(b) leads teachers and staff in a culture that monitors, develops, and assesses consistent research-based practices within the school.</p> <p>(c) facilitates a culture for professional learning communities to advance the school’s mission, vision and goals.</p> <p>(d) provides resources for staff participation in professional development.</p> <p>(e) establishes a culture of learning where teacher leaders oversee instructional improvements and guide teacher development.</p> <p>(f) utilizes school data to inform individual and schoolwide professional development plans.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>7. The school leader identifies, analyzes and resolves instructional problems using effective problem-solving techniques. [3F, 5A]</p>	<p>(a) identifies and solves problems in a timely and effective manner.</p> <p>(b) demonstrates fairness in identifying multiple perspectives around problem situations.</p> <p>(c) involves stakeholders in analyzing problems and developing solutions.</p> <p>(d) monitors implementation of problem resolutions.</p> <p>(e) provides shared leadership and decision-making opportunities for teachers and other staff that promote a climate of collaboration and collegiality.</p> <p>(f) delegates responsibility appropriately to staff members.</p> <p>(g) promotes an atmosphere of mutual respect, trust and courtesy.</p>	<p>(a) establishes a collaborative process with faculty and staff for anticipating, identifying and proactively addressing problems.</p> <p>(b) establishes a systemic framework for shared leadership and decision-making opportunities for key stakeholders.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	<i>There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.</i>	<i>There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.</i>
Safety and Organizational Management for Learning		
<p>8. The school leader maintains effective discipline and fosters a safe, caring environment that is supportive of teaching and learning. [2A, 3C]</p>	<p>(a) works to provide a safe, secure, orderly, clean and attractive school environment.</p> <p>(b) clearly communicates expectations regarding behavior to students, staff and parents.</p> <p>(c) encourages a consistent use of procedures for handling disciplinary problems.</p> <p>(d) implements and enforces school division code of conduct and appropriate disciplinary procedures in a timely and consistent manner.</p> <p>(e) establishes effective programs through which students develop self-discipline and conflict resolution skills.</p> <p>(f) proactively recognizes and effectively manages emergency situations.</p> <p>(g) consistently conveys mutual respect, concern and high expectations to students, staff and parents.</p> <p>(h) recognizes students, teachers and other staff for their academic, co-curricular, extra-curricular, personal and professional achievements in meeting school goals.</p> <p>(i) develops proactive prevention programs that help retain at-risk students in schools.</p>	<p>(a) establishes a commitment among stakeholders to encourage a safe, orderly, clean and attractive school environment.</p> <p>(b) establishes a systemic process that clearly communicates social and academic expectations to stakeholders.</p> <p>(c) engenders positive social behaviors among students that have measurable/ observable impact on student discipline referrals and school drop outs.</p> <p>(d) establishes leadership team practices to anticipate and effectively manage emergency situations.</p> <p>(e) encourages teachers and staff to consistently convey mutual respect, concern and high expectations to students, staff, parents and other stakeholders.</p> <p>(f) develops a systemic process for celebrating stakeholders' successes in meeting the school goals.</p> <p>(g) establishes a systemic process that promotes a team approach to discipline intervention and encourages external recognition for student self-discipline and conflict resolution programs.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>9. The school leader effectively coordinates and monitors the daily operation of the school to ensure efficiency, protect instructional time and maintain the focus on successful student learning. [2G, 3A, 3E]</p>	<p>(a) organizes staff to conduct daily routines efficiently, use space effectively and provide appropriate instructional time.</p> <p>(b) publicizes routines and procedures through handbooks, orientation sessions and other means.</p> <p>(c) protects academic instructional time from unnecessary interruptions.</p> <p>(d) organizes schedule to keep time students are out of class to a minimum.</p> <p>(e) monitors and supervises all programs and activities.</p> <p>(f) oversees the general maintenance, upkeep and appearance of the school.</p> <p>(g) monitors established routines and use of facilities on a regular and timely basis.</p>	<p>(a) collaborates with school leadership team to design and implement a systemic process to effectively monitor and supervise all programs and activities.</p> <p>(b) establishes a process to continually monitor and improve established routines and use of facilities to maximize instructional time.</p>
<p>10. The school leader effectively manages material and financial resources to ensure student learning and to comply with legal mandates. [3B]</p>	<p>(a) follows federal, state and local statutes, policies, regulations and procedures.</p> <p>(b) collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals.</p> <p>(c) establishes and uses accepted procedures for receiving and disbursing funds.</p> <p>(d) monitors records of receipts and disbursements of all funds.</p> <p>(e) keeps staff informed about status of budget requests.</p> <p>(f) monitors the efficient use of resources.</p> <p>(g) meets and works collaboratively with appropriate staff to determine priorities for effective allocation of space as well as human and other resources.</p> <p>(h) secures grants to support school goals.</p>	<p>(a) collaboratively prepares a fiscally responsible budget to support the school improvement goals by implementing a systemic process to monitor, evaluate, and redirect resources efficiently and effectively.</p> <p>(b) implements a well-defined process for accuracy and diligent adherence to procedures for all staff members who handle school funds to comply with state and division accountability rules regarding school funds.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>11. The school leader demonstrates effective organizational skills to achieve school, community and division goals. [3A]</p>	<p>(a) demonstrates and communicates a working knowledge and understanding of school division policies, regulations and procedures.</p> <p>(b) encourages compliance and follow-through regarding policies, regulations and procedures.</p> <p>(c) uses time effectively and follows tasks to completion.</p> <p>(d) performs duties in an accurate and timely manner, adhering to deadlines.</p> <p>(e) monitors the maintenance of student records.</p> <p>(f) efficiently and appropriately prioritizes and addresses multiple issues and projects.</p> <p>(g) demonstrates proficiency in the use of electronic data management tools.</p> <p>(h) makes every effort to be sure all meetings are well planned and facilitated.</p> <p>(i) makes every effort to assist staff, students and parents in clearly understanding school and division goals, objectives and expectations.</p>	<p>(a) works with school division leaders to continually develop and revise school division policies and procedures, and establishes and implements a systemic framework for compliance and follow-through.</p> <p>(b) establishes a process for the monitoring and maintenance of complete and accurate student records; leadership team analyzes dropout records to develop plans for dropout reduction.</p> <p>(c) provides leadership and training to others regarding the effective use of electronic data management tools and/or planning and facilitating effective meetings.</p> <p>(d) establishes consensus for school and division goals, objectives and expectations with key stakeholders.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	<i>There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.</i>	<i>There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.</i>
Communication and Community Relations		
<p>12. The school leader communicates effectively and establishes positive interpersonal relations with students, teachers and other staff. [2A]</p>	<p>(a) promotes a climate of trust within the school.</p> <p>(b) facilitates constructive and timely communication.</p> <p>(c) initiates communication and facilitates cooperation among teachers and other staff.</p> <p>(d) models professionally appropriate communication skills, interpersonal relations and conflict mediation.</p> <p>(e) maintains visibility and accessibility to staff and students.</p> <p>(f) uses collaborative processes to discuss issues, set goals and make decisions.</p> <p>(g) establishes and maintains a collaborative relationship with faculty and staff.</p> <p>(h) monitors various modes of communication used within the building and intervenes when corrective action is required.</p> <p>(i) uses acceptable written and oral language in relation to students and staff.</p> <p>(j) collaborates with staff to identify and respond to student needs.</p>	<p>(a) establishes a climate of trust among key stakeholders within the school community.</p> <p>(b) establishes a timely, systemic communication--and when appropriate, decision-making--process to facilitate constructive involvement from multiple stakeholders.</p> <p>(c) maintains situational awareness of school/community undercurrents and uses this information to respond appropriately to existing and potential problems.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>13. The school leader effectively communicates with and works collaboratively with families and community members to secure resources (e.g., cultural, social, intellectual) and support the success of a diverse student population. [4B, 4C, 4D]</p>	<p>(a) plans for and solicits parent and community member input.</p> <p>(b) promotes the development of community partnerships.</p> <p>(c) encourages parent and community involvement in promoting student learning and achieving school goals.</p> <p>(d) collaborates with families and community leaders to respond to identified needs of students.</p> <p>(e) seeks community resources to support school goals.</p> <p>(f) treats people with respect.</p> <p>(g) models and promotes the appreciation of diversity in the school-community.</p> <p>(h) promotes the value of understanding and celebrating school and community cultures.</p> <p>(i) maintains visibility and accessibility to parents and the community.</p> <p>(j) uses multiple modes of communication to notify stakeholders of issues, events and useful information in a timely manner.</p> <p>(k) uses acceptable written and oral language in relation to parents and community members.</p> <p>(l) communicates school and division goals, objectives and expectations to community members.</p>	<p>(a) establishes effective parent and community advisory councils and/or partnerships for collaborative decision-making and considers recommendations as a part of the decision-making process to promote school goals.</p> <p>(b) facilitates a systemic framework for engaging parents and community leaders in ongoing programs with measurable/observable benefits to students.</p> <p>(c) develops alternative funding resources to supplement local, state and federal funds.</p> <p>(d) provides professional development on multicultural awareness, gender sensitivity and the appreciation of diversity in the school community.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	<i>There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.</i>	<i>There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.</i>
Professionalism		
14. The school leader models professional, moral and ethical standards as well as personal integrity in all interactions. [5B, 5C, 5D]	<p>(a) relates to members of the school community in an ethical and professional manner.</p> <p>(b) represents the school/office favorably in the division and community.</p> <p>(c) resolves concerns and problems in an appropriate manner.</p> <p>(d) respects and maintains confidentiality and assumes responsibility for personal actions.</p> <p>(e) maintains a professional demeanor and appearance appropriate to responsibilities.</p> <p>(f) considers and evaluates the potential moral and legal consequences of decision-making.</p>	<p>(a) expects all faculty, staff and students to relate to others in an ethical, professional and confidential manner.</p> <p>(b) empowers staff, students, and parents to assume responsibility for their personal actions in a respectful manner.</p> <p>(c) takes a leadership role and encourages teachers to do so as well, by presenting workshops at local, state, and regional conferences, delivering coursework for institutions of higher education, and/or serving in professional organizations.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>15. The school leader works in a collegial and collaborative manner with other division personnel. [6B]</p>	<p>(a) demonstrates flexibility and collaborative attitude in supporting colleagues.</p> <p>(b) supports the organization and advances its goals and objectives.</p> <p>(c) supports divisionwide programs and activities and makes a positive contribution to the overall climate of the school and division.</p> <p>(d) maintains effective working relationships with other principals and staff.</p> <p>(e) shares ideas and information and considers the interests and needs of other principals and community stakeholders in promoting and supporting division goals and objectives.</p> <p>(f) contributes to and supports the development of the profession (i.e., member of professional association, attends professional conferences, presents at local conferences).</p>	<p>(a) applies situational leadership to meet the needs of any given situation.</p> <p>(b) leads professional development activities, serves as a mentor to new administrators on working effectively with colleagues and stakeholders, and/or contributes to the development of the profession.</p>

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>16. The school leader takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning. [6C]</p>	<p>(a) participates in professional growth activities related to student learning, such as, conferences, workshops, coursework and/or membership in professional organizations at the division, state and/or national level.</p> <p>(b) evaluates and identifies areas of personal strength and weakness related to professional skills.</p> <p>(c) sets goals for improvement of skills and professional performance.</p> <p>(d) maintains a high level of personal knowledge regarding new developments and strategies.</p> <p>(e) applies current research of educational issues, trends and practices.</p> <p>(f) networks with colleagues to share knowledge about effective educational practices.</p> <p>(g) maintains valid licensure.</p>	<p>(a) leads ongoing professional development activities based on data-informed school and individual professional needs to enhance student learning.</p> <p>(b) mentors new administrators in reflective evaluation and goal setting.</p> <p>(c) facilitates the awareness by faculty and staff of the most current educational theories and practices and makes the discussion of these an integral aspect of the school's culture.</p>
<p>17. The school leader acts to influence decisions that affect student learning at the division, state and/or national level. [6A, 6B]</p>	<p>(a) maintains membership in professional organizations.</p> <p>(b) serves on division, state and/or national committees.</p> <p>(c) participates in community service or civic organizations.</p>	<p>(a) assumes leadership role in professional organizations and on state and/or national committees.</p> <p>(b) actively engages in shaping policy regarding social, educational and economic issues.</p> <p>(c) engages in community activities above and beyond the school and/or school division responsibilities.</p>

The *Educational Leadership Policy Standards* may be accessed at the following Web site:

<http://www.ccsso.org/publications/details.cfm?PublicationID=365>

**Documentation for the
“Principal of Distinction”
(Level II) Administration and
Supervision Endorsement**

Part II

Level II (Principal of Distinction) Verification

Principals have the option of seeking the Level II administration and supervision preK-12 endorsement. Candidates for this “Principal of Distinction” status must hold a Level I endorsement (unrestricted), have five years of successful service as a building-level administrator, meet two of the five criteria specified by the Board of Education, completed a formal induction program or an alternative activity described in the guidelines, and be recommended by an employing Virginia school division superintendent. Principals who seek the Level II endorsement must submit a written notice of their intent to seek the endorsement to their division superintendent.

The performance expected for the Level II endorsement involves creating a systemic framework for school processes that becomes integrated into the school’s culture and are sustainable beyond a principal’s tenure. Inherent in the Level II performance indicators is the skill to responsively meet student needs, create collaborative work environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

Requirements for the Level II Administration and Supervision Endorsement “Principal of Distinction”

The requirements to seek the Level II administration and supervision preK-12 are set forth in 8VAC-22-590(F) of the *Licensure Regulations for School Personnel*. Below is an excerpt from the regulations.

8VAC-22-590(F)

Level II endorsement in administration and supervision preK-12. A principal may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;
2. Evidence of effective instructional leadership;
3. Evidence of positive effect on school climate or culture;
4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance,

supervision, human resource management, and instructional leadership;
or

5. Evidence of a completion of a high-quality professional development project designed by the division superintendent.

Recommended Level II Verification Process

Step One: Determination of Eligibility

Specific eligibility requirements for Level II endorsement are stated in Section F of 8VAC-22-590 of the *Licensure Regulations for School Personnel*.

- Candidates for Level II endorsement must be principals and hold Level I endorsement as building-level administrators.
- Building-level administrators *may* seek Level II endorsement. Therefore, acquisition of the Level II endorsement is a voluntary action not required of all building-level administrators.
- Five years of successful service as a building-level administrator in a public or accredited nonpublic school is required.
- Completion of a formal induction program as a building-level administrator or an alternative activity as described in these guidelines is required.

Consequently, all Level I endorsed school leaders who choose to seek Level II endorsement shall provide their division superintendents with the following:

- written notice of their intent to seek the endorsement,
- evidence of five years of successful service as a building administrator, and
- evidence of having completed a formal induction program as a building-level administrator or alternative activity.

Notice of intent to seek the endorsement shall be in the form of a letter to the superintendent stating that the principal intends to undertake the process. Evidence of five years of successful service shall be the candidate's performance evaluations for the most recent five year period of service as required by local school board policy, the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*, and the *Code of Virginia*. Evidence of having completed a formal induction program as a principal or assistant principal shall be derived from the candidate's personnel record, school division records, and records of approved providers of such programs.

Key considerations by the superintendent in determining eligibility might include:

1. Service to the school division in the capacity of a principal for at least three years of the five year time period to demonstrate direct responsibility for building-level leadership.
2. Willingness to lead a low performing school.

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3. Performance evaluations that indicate satisfactory ratings or better in all areas of the evaluation.
 4. Readiness and capabilities to meet a majority of the Level II performance indicators.
 5. Active participation in an induction program, if one was available at the time the candidate was hired.*

* Some building-level principals have served in the role for many years, and an induction program may not have been available to them. In these cases, the principal must document and reflect on his or her experiences in lieu of an induction program. This documentation may take the form of records indicating conferences attended, courses taken, teaching experience, and reflections on his or her professional growth since becoming a principal. An alternative means to document professional growth could be an 18-month professional growth plan that indicates intentional efforts to develop a set of skills conducive to advanced school leadership and evidence of goal attainment. Either alternative to the formal induction program could be submitted as part of the portfolio.

Having received and reviewed the notice and evidence from the building level administrator and having found it complete and satisfactory, the division superintendent shall notify the building-level administrator in writing that he or she has met the eligibility requirement and is considered a candidate for Level II endorsement.

Step Two: Submission of Portfolio of Evidence

Overview

Critical to the Level II endorsement is the review and analysis of evidence submitted by the candidate that demonstrates a significant move from competence toward excellence in leadership at the building level. Toward that end, candidates seeking Level II endorsement in administration and supervision preK-12 shall submit an electronic portfolio of evidence indicating that he or she has met two of the criteria established in 8VAC-22-590 (Part VI) of the *Licensure Regulations for School Personnel*. An electronic portfolio of evidence is intended to facilitate transmission and evaluation.

The electronic portfolio shall include clear, convincing and consistent evidence of significant and substantial progress over an extended period of time in moving from competence to excellence in at least two of the five criteria established in the *Regulations*. The Level II endorsement is designed for building-level leaders who can provide documentation and evidence that they have been directly responsible for improving student achievement in substantive and significant ways. These documents might include projects focused on the learning environment that are related to improving student achievement, analyzing data for problem solving, developing a safe learning environment, and other aspects of program

improvement including action research to address specific needs and solve problems in schools.

The candidate is charged with submitting the application and assembling the required evidence to substantiate meeting two of the five criteria. The evidence presented should be the result of the first five years or most recent five years of the Level I administrator's career.

Components of the Level II Portfolio of Evidence

All application materials for the Level II administrative credential will be submitted online in a consistent and agreed-upon portfolio format. The portfolio of evidence for Level II administrative endorsement shall consist of the following components as a minimum.

General Content

1. The division superintendent's notice of eligibility to the candidate.
2. A completed 360-degree assessment of their leadership skills (including a self-assessment and additional assessments from any combination of teachers, students, or parents, as requested by the superintendent). Possible tools for this purpose include the *NASSP 360 Assessment* and the *Leadership Practices Inventory*, based upon leadership research conducted by Kouzes and Posner.
3. A brief community profile of the school in which the candidate works or has worked. The purpose of the community profile is to allow flexibility for and consideration of confounding variables such as available resources or the composition of the student population in the candidate's building or division. For example, leadership in a low-performing school would be given special consideration.

Criterion Specific Content

1. Criterion 1: For all candidates, multiple measures of "improved student achievement" over a three-year period would be suggested. Examples of recommended evidence are provided in Appendix A.
2. Criterion 2: If the candidate is seeking to meet Criterion 2, multiple measures of "effective instructional leadership" over a three-year period would be suggested. Examples of recommended evidence are provided in Appendix A.
3. Criterion 3: If the candidate is seeking to meet Criterion 3, multiple measures of "positive effect on school climate or culture" would be suggested. Examples of recommended evidence are provided in Appendix A.
4. Criterion 4: If the candidate is seeking to meet Criterion 4, official transcripts from a regionally accredited college or university demonstrating completion of an earned doctorate in educational administration or advanced level (post-

master's degree) coursework in school law, school finance, supervision, human resource management, and instructional leadership are required.

5. Criterion 5: If the candidate is seeking to meet Criterion 5, a professional development plan derived from the results of the 360 assessment designed to improve student achievement, implement effective instructional leadership practices, establish a positive school climate or culture, or address other specific needs of the school identified and agreed upon by the candidate and the division superintendent is suggested. The plan shall include measurable objectives for its evaluation and shall be approved by the division superintendent. Evidence of the successful completion of the plan shall include outcome measures for the improvement of the school and for the professional development of the candidate. Collectively, the professional development plan and evidence of its successful completion would constitute the verification of criterion five.

Step Three: Assessment of the Portfolio

Once completed, the portfolio would be submitted to the superintendent for review and determination of whether the principal met Criterion 1 and one of the other four criteria for Level II endorsement. The superintendent may request the recommendation of a review panel in an advisory capacity on the determination of sufficient evidence to support Level II endorsement. Panels could be constituted within the division or across regional areas of the state. At least one outside reviewer is advisable to lend credibility to the process. The review panel would make their recommendation for the granting or denial of Level II endorsement and the rationale for the decision to the superintendent.

Key considerations in the assessment of the portfolio evidence:

1. In meeting two out of the five criteria for Level II endorsement, one of the two criteria must address improved student achievement (Criterion 1).
2. An on-site visit to the school is suggested to review and substantiate the evidence to meet Criterion 1, 2, or 3.
3. Evidence for Criterion 1, 2, or 3 should substantiate the minimum of a three-year pattern of effort.
4. Evidence for Criterion 1, 2, or 3 should substantiate improvement, not maintenance, of achievement, instruction, or climate.
5. Multiple pieces of evidence are offered to substantiate the meeting of Criterion 1, 2, or 3.
6. All evidence meets the standard of clear, convincing and measurable or observable.

Step Four: Recommendation of the Division Superintendent

The superintendent will transmit his or her recommendation to the candidate and to the Virginia Department of Education Division of Teacher Education and Licensure.

Step Five: Award of the Level II Endorsement

Upon receipt of the division superintendent's recommendation of a candidate for Level II endorsement in administration and supervision preK-12, the Division of Teacher Education and Licensure shall award the endorsement to the candidate and add it to the candidate's license.

Timetable and Deadlines for the Process

An estimate of the time required for completion of the Level II endorsement verification process is 12-18 months.

Appendix

Appendix

Sample Evidence for Criteria 1, 2, and 3

The following lists are not intended to be comprehensive or exhaustive of the types of evidence that might be offered to support a principal's request to be considered for Level II endorsement. They are suggested as the types of evidence that typically would be considered credible for the purposes of recognition.

Criterion 1: Improve Student Achievement¹

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among subgroups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of third graders reading on grade level
- Increase in the number of students enrolled in Algebra I by grade 8
- Pattern of increased percentage of students passing Algebra I by grade 8
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college level courses
- Pattern of increased number of students passing college level courses
- Pattern of increased attainment of advanced diplomas
- Pattern of increased attainment of career and industry certifications

Criterion 2: Effective Instructional Leadership

- Proactive use of data analysis and interpretation to offer responsive programming to meet student needs
- Intentional improvements to curriculum and instructional programs
- Delivery of flexible and proactive intervention strategies to meet the needs of struggling students
- Improved programs and services that impact student learning

¹ Sample evidence for Criterion 1 includes items from the Virginia Index of Performance incentive program (2007).

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- Action research to assess and improve programs and services
 - Availability of comprehensive enrichment programs for all students
 - Availability of comprehensive program of studies for all students
 - Creation of sustained professional learning communities
 - Establishment of an embedded, ongoing professional development program for teachers and staff
 - Clearly defined program of differentiated instruction for all students

Criterion 3: Positive Effect on School Climate or Culture

- Pattern of improved climate or culture based on stakeholder surveys
- Increased daily attendance by students
- Increased daily attendance by teachers and staff
- Reduced student discipline referrals
- Reduced dropout rate
- Increased graduation rate
- Increased parent involvement in school activities, programs and decision-making
- Ongoing teacher recognition program
- Ongoing student recognition program
- Development of effective internal communication system with stakeholders
- Development of effective external communication system with stakeholders
- Development of stakeholder advisory councils
- Increased involvement by students in after-school activities
- Increased teacher retention
- Recognition received from local, regional, state and national organizations