

**West Virginia
Principals' Leadership Academy
for Experienced Principals**

Credit Hour Guidelines

Updated January 2017

Beginning July 1, 2008 requests for credit must be submitted within 30 days of completion of the professional development.

West Virginia Center for Professional Development
208 Hale Street
Charleston, WV 25301
304-558-0539
1-800 WV CPD 4 U
FAX (304) 558-0989
<http://www.wvcpd.org>

Table of Contents

West Virginia Center for Professional Development Board of Directors	1
Introduction	2
West Virginia Center for Professional Development Staff	3
West Virginia Principals' Leadership Academy Advisory Council	4
West Virginia Principals' Leadership Academy Advisory Committee for Approval of Experienced Principals' Credit Hours	6
Delivery System for the West Virginia Principals' Leadership Academy	7
Delivery System for the West Virginia Principals' Leadership Academy for Experienced Principals: Executive Summary	8
Delivery System for the West Virginia Principals' Leadership Academy for Experienced Principals	10
Standards from State Board Policy §5500.03	13
Directions for Using the Center's Website to Monitor Credit Hours.....	18

West Virginia Center for Professional Development

Board Members

Gayle Manchin
Co-Chair

*Secretary, WV Department of
Education and the Arts*

Dr. Michael Martirano
Co-Chair

*WV State Superintendent of
Schools*

Dr. Teresa Eagle
Marshall University

Dan Berry
*Morgantown High School
Monongalia County*

David R. Deuell
*Berkeley County Administrator
(Retired)*

Dr. Gypsy Denzine
West Virginia University

Will Hosaflook
*Ripley High School
Jackson County*

Beverly Kingery
WV Board of Education

Ray Londeree
*Fayette County Administrator
(Retired)*

Cari Pauley
*Lincoln County High School
Lincoln County*

Joseph Oliverio
*Executive Director
RESA V*

Dr. Emily Waugh
WV State University

Introduction

The *West Virginia Principals' Leadership Academy for Experienced Principals* has been redesigned to provide opportunities for principals, assistant principals, school based vocational/technical directors, and assistant directors to exercise choice among professional development sessions that both fulfill Academy requirements and are available during contractual periods, so that these administrators can fulfill requirements within a six year timeline. This newest update of the catalog provides additional information about the online request process.

The *West Virginia Principals' Leadership Academy Advisory Council* has developed a set of guidelines for this redesign effort. These guidelines form the basis for this catalog. The guidelines incorporate West Virginia Code requirements as well as other revisions recommended by the *Council* and approved by the West Virginia Center for Professional Development Board.

This catalog details procedures for principals and for professional development providers under the new delivery system. It includes the following:

- 1) A list of members of the West Virginia Center for Professional Development Board of Directors and Staff , the West Virginia Principals' Leadership Academy Advisory Council, and the Advisory Council Committee for Approval of Experienced Principals' Credit Hours.
- 2) An explanation of the delivery system for the West Virginia Principals' Leadership Academy both in summary and in detail.
- 3) State Board Policy §5500.03, Standards for Principals, to serve as a guide in the selection of sessions for completion of Academy requirements.
- 4) Directions for using the Center website to monitor credit hours.

The website for the Center for Professional Development (<http://www.wvcpd.org>) provides an online request form for professional development credits. The website also provides online registration for professional development sessions provided by the West Virginia Center for Professional Development.

West Virginia Center for Professional Development Staff

Lorrie Smith	Chief Operating Officer
Lisa Knell	Program Assistant, Principals' Leadership Academy
Mindy Miesner	Coordinator, Special Projects
Christy Day	Director of Communications
Karen Linville	Program Director, Advanced Placement Program
Jenna Greene	Coordinator, Advanced Placement Program
Carla Warren	Program Director, Teacher Leadership
Brooke Green	Coordinator, Teacher Leadership
Nikki Graybeal	Office Associate
Pamela Watts	Program Assistant and Event Coordinator
Mary DePriest	Program Coordinator
Michelle Tharp Penaloza	Coordinator, Instructional Technology

West Virginia Principals' Leadership Academy Advisory Council 2017

Dreama Bell	Principal	Stanaford Elementary School (Retired)
Dr. Mickey Blackwell	Program Coordinator Executive Director	Department of Education, WV State University WV Association of Elementary/Middle School Principals
Paula Brown	Assistant Superintendent	Mingo County Schools
Clinton Burch	Assistant Director, Office of Innovation, Perkins, & Technical Support	West Virginia Department of Education
Johnathan Denham	Assistant Principal	West Fairmont Middle School
Dr. Frank Devono	Superintendent	Monongalia County Schools
Dr. Teresa Eagle	Dean of Graduate School of Education and Professional Development	Marshall University
Lee Ebersole	School Improvement Specialist	Jefferson County Schools
Christy Miller	Executive Director, Office of Student and School Support	West Virginia Department of Education
Howard O' Cull	Executive Director	WV School Boards Association
Joe Oliverio	Executive Director	RESA V
David Perry	Representative	West Virginia State Board of Education
Melissa Ruddle	Assistant Superintendent	Kanawha County Schools
Ron Reedy	Principal	Sissonville High School
Brad Simmons	Executive Director	West Virginia Association of Secondary School Principals

West Virginia Principals' Leadership Academy Advisory Committee for Approval of Experienced Principals' Credit Hours

Dreama Bell	Principal	Stanaford Elementary (Retired)
Dr. Mickey Blackwell	Program Coordinator, Department of Education	West Virginia State University
	Executive Director	WV Association of Elementary/Middle School Principals
Paula Brown	Assistant Superintendent	Mingo County Schools
Clinton Burch	Assistant Director, Office of Innovation, Perkins, & Technical Support	West Virginia Department of Education
Johnathan Denham	Assistant Principal	West Fairmont Middle School
Dr. Teresa Eagle	Dean of Graduate School of Education and Professional Development	Marshall University
Joseph Oliverio	Executive Director	RESA V
Ronald Reedy	Principal	Sissonville High School
Melissa Ruddle	Assistant Superintendent	Kanawha County Schools

**Delivery System for the
West Virginia Principals' Leadership
Academy
for Experienced Principals**

**Delivery System for the
West Virginia Principals' Leadership Academy
for Experienced Principals**

Executive Summary

1. Experienced principals must earn a total of 45 clock hours of professional development over a six year period beginning July 1, 2002, or the school year immediately following completion of the West Virginia Principals' Leadership Academy for New Principals.
2. A maximum of 21 clock hours may be earned through online professional development sessions.
3. Professional development sessions that are required by the county, RESA, WVDE or other agencies may be included as part of the 45 clock hours.
4. Principals may count a session only once. For example, someone who attends the same session in consecutive years cannot receive credit more than once.
5. The 45 hours must include at least one session of two or more hours from four of the six categories of the ISLLC Standards or State Board Policy §5500.03. The categories are:

1.) Vision	4.) Community
2.) School Culture/Instruction	5.) Professional
3.) Management/Environment	6.) Systems
6. After 45 clock hours have been completed, principals may apply to receive three hours of graduate credit for each 45 hour block.
7. All new principals will begin their six year credit hour cycle immediately following their successful completion of the New Principals' Leadership Academy (PLA) offered through WVCPD.
8. Work sessions required by virtue of the principalship, e.g. creating a school schedule, are not eligible to receive clock hour credit.
9. Experienced principals who have not completed their 45 clock hours requirement within the six year cycle must request a waiver from the State Board of Education.
10. Experienced principals can monitor their credit hours through the WVCPD website.

11. All forms for requesting professional development credit may be completed and submitted on the West Virginia Center for Professional Development website (www.wvcpd.org) within 30 business days of completion of the session.
12. Changes or additions to the PLA catalog can be viewed at the WVCPD website.
13. Participation in the West Virginia Department of Education 21st Century Leadership Institute will count toward the 45 hour requirement for principals that have completed New PLA.

Delivery System for the West Virginia Principals' Leadership Academy for Experienced Principals

The West Virginia Principals' Leadership Academy for Experienced Principals and the delivery system delineated in this document specifically apply to principals whose schools have received full, exemplary, temporary, or conditional approval status from the Office of Education Performance Audits (OEPA).

Definitions:

For the purposes of the West Virginia Principals' Leadership Academy Delivery System, experienced principals are defined as principals, assistant principals, vocational/technical directors, and assistant directors whose schools have received full or exemplary approval status from OEPA; or whose schools have received conditional approval status from OEPA, whose plan for correcting the deficiency exceeds one year, and whose schools are meeting the requirements of the plan. These principals, assistant principals, directors and assistant directors must also have completed the West Virginia Principals' Leadership Academy for New Principals.

Overview:

- I. Experienced principals will be expected to participate over a period of six years in at least 45 clock hours of professional development. Professional development sessions provided by the Center, the West Virginia Department of Education, and the Regional Education Service Agencies (RESAs) are pre-approved. Other professional development must go through the PLA Advisory Council Approval Process. The PLA Advisory Council has the authority to grant or deny credit hours.
- II. Experienced principals who participate in at least 45 hours of approved professional development beyond the West Virginia Principals' Leadership Academy may register for three hours of graduate credit through the Center.
- III. The Center will provide opportunities to accumulate at least 45 clock hours of sessions annually.
- IV. The first year of the six year cycle of the West Virginia Principals' Leadership Academy will begin July 1, 2002 for all experienced principals.

- A. New principals who completed the West Virginia Principals' Leadership Academy for New Principals during the 2001-02 School Year begin their six year cycle in 2002-03.
 - B. After July 1, 2002, all new principals will begin their six year cycle with the start of the school year immediately following the year they complete the West Virginia Principals' Leadership Academy for New Principals.
- V. Experienced principals' participation in the West Virginia Department of Education 21st Century Leadership Institute will count toward the 45 hour requirement.
 - VI. Experienced principals may select a maximum of 21 out of the required 45 clock hours of professional development from approved online instructional sessions.
 - VII. Professional development sessions will count toward the required 45 clock hours one time only. Principals may not receive clock hour credit for the purpose of fulfilling the requirement if they attend the same session in subsequent years.
 - VIII. Time spent in professional development sessions mandated by the county, RESA, WVDE or other agency may be counted toward the required 45 clock hours.
 - IX. Work sessions required by virtue of the principalship, e.g. creating a school schedule, are not eligible to receive clock hour credit.
 - X. Experienced principals who have not completed their 45 clock hours requirement within the six year cycle must request a waiver from the State Board of Education.

Credit Hour Approval Process:

- I. Instructional leadership sessions provided by West Virginia agencies, associations, and local districts may be considered for clock hour credit provided they meet the following criteria:
 - A. Professional development sessions must correlate with at least one category of the ISLLC Standards or State Board Policy §5500.03.
 - B. Professional development sessions must be submitted for the credit hour approval process.
- II. The following process is used to request professional development credit hours:
 - A. Complete the online application for requesting that a session be approved as part of the required 45 hours of professional development.
 - B. A committee of the PLA Advisory Council members will make recommendations to the Center Board regarding approval of sessions.

C. The Center Board will make final approval.

III. Experienced principals must include at least one session of two or more hours from four of the six categories of the ISLLC Standards or State Board Policy §5500.03. Categories will be clearly indicated in the professional development record and each principal's progress toward this goal will be maintained individually online.

IV. The Center will keep all records for each experienced principal during this process.

A. The Center will maintain online records for each experienced principal regarding hours completed by categories in ISLLC Standards or State Board Policy §5500.03. Principals may also access their hours on the Center's website with a personal login.

B. Each experienced principal will submit requests for approval of clock hours online at the Center's website for sessions not provided by the Center. Principals must submit the online request for credit within 30 business days of the session. The West Virginia Department of Education and the RESAs will have the option of completing and submitting online the clock hours for principals attending their sessions.

C. An online request must be completed within 30 days of a session. A verification of attendance for all out-of-state sessions must be e-mailed, faxed, or mailed to WVCPD within 30 business days of the completion of each session.

Standards for Principals

from

West Virginia Board of Education Policy §5500.03

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

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

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

- A. the school vision reflects high standards for student learning and the belief that all students can learn.
- B. the school is driven by an alignment of national, state and school goals.
- C. the vision, goals and expectations, and implementation plan are clearly communicated to staff, parents, students and community members.
- D. a consensus regarding vision is developed among all stakeholders (staff, parents, students, community).
- E. a clearly articulated implementation plan, containing objectives and strategies to achieve the vision and goals, is developed.
- F. vision, goals and implementation plans are regularly monitored, evaluated and revised.

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

- A. student learning is viewed as the fundamental purpose for education.
- B. a culture of high expectations is evident for self, student, and staff performance.
- C. staff and students are treated with courtesy, fairness, dignity and mutual respect.

- D. student and staff accomplishments are recognized and celebrated.
- E. relationships are built through a nurturing environment for staff and students.
- F. technology is effectively used in promoting student learning and staff professional growth.
- G. a variety of approaches to learning is available to all students.
- H. curricular programs are designed, implemented, evaluated and refined on a continuing basis.
- I. curriculum decisions are based on research, expertise of teachers, and recognized promising practices.
- J. the importance of career selection is evident in curriculum and instruction.
- K. multiple sources of information regarding performance are used to assess student learning and to foster program improvement.
- L. student assessment establishes high performance standards.
- M. the principal serves as a mentor and coach for staff.
- N. personnel evaluation is used as a means to promote staff growth and including coaching and motivating techniques.
- O. professional development promotes a focus on student learning consistent with the school vision and goals.
- P. student problem areas are reviewed and recommendations are made for appropriate instructional modifications/interventions.

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

- A. knowledge of learning, teaching, and student development is used to make informed management decisions.
- B. continuous improvement strategies are evident in all aspects of the school environment.
- C. operational procedures are designed and managed to maximize opportunities for successful learning.

- D. technology is used effectively to find, retrieve, and analyze the appropriate data to guide long-range planning and daily practice.
- E. a collaborative, team building approach to organize the school is in place.
- F. faculty senate is used to make a positive impact on instructional and management decisions.
- G. strength of diversity is promoted.
- H. a process for resolving conflict is established and implemented.
- I. staff selection is a collaborative process.
- J. the school plant, equipment, and support system operates safely, efficiently and effectively.
- K. laws, policies and regulations are observed in maintaining a safe, supportive environment.
- L. confidentiality and privacy of school records are maintained.
- M. a variety of sources of information including data, experience, expertise, vision and goals, is used to make decisions.
- N. prioritization and decisiveness are evident in decision-making by the principal.
- O. problems are identified and resolved in a timely manner.
- P. project management is effective and efficient.
- Q. strategic planning provides opportunities for longitudinal data collection and revision of programs.
- R. resources and funds are used appropriately and wisely.
- S. time is managed to maximize attainment of organizational goals.
- T. delegation of authority is used to the benefit of staff and administration.
- U. staff empowerment is coupled with responsibility and accountability.
- V. consensus is used as a means of management.

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

- A. families and other stakeholders are involved in school decision-making.
- B. families are partners in the education of their children.
- C. diversity is recognized and valued.
- D. the school and community serve one another as resources.
- E. partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support goal attainment.
- F. available community resources are secured to help the school solve problems and achieve goals.
- G. local school improvement councils make effective decisions.
- H. the establishment and implementation of a comprehensive program of community relations informs and involves the public in all aspects of the school.
- I. students and parents are viewed as clients.
- J. excellent communication skills: (written, verbal, listening, interpretative, conferencing and grammatical) are used by the principal.
- K. meetings are chaired effectively.
- L. consensus is used as a decision-making tool.

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

- A. the highest personal and professional values are reflected and required.
- B. integrity and ethical behaviors are reflected and required.
- C. dedication through commitment and involvement is displayed.
- D. a positive attitude and pride in the school and community are evidenced in his/her serving as a role model in the community.
- E. the legitimate authority of others is recognized and reflected.

F. legal and contractual obligations are fulfilled.

G. laws and procedures are applied fairly, wisely, and consistently.

H. the influence of his/her office is used constructively and productively in the service of students and their families.

I. reflective practice is used to maximize effectiveness.

J. a commitment to life-long learning and professional renewal is practiced.

K. current research in professional practice is applied.

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

A. active involvement and communication with the larger community are a high priority.

B. relationships with community leaders are identified and nurtured.

C. system thinking to ensure that decisions reflect input from all stakeholders is used.

D. a local, national and global perspective in decision making is evidenced.

E. a pioneer spirit as a courageous entrepreneur, willing to take measured risks, is evidenced.

F. a professional image is conveyed.

G. democratic principles in day-to-day operations are evidenced.

H. federal, state and county policies are implemented and observed.

Directions for Using the Center's Website

1. Individual principal credit hour records are maintained by the West Virginia Center for Professional Development and can be accessed at www.wvcpd.org.
2. Principals create a personal login using their email and password.
3. A menu provides the option to view *PLA Approved Credits*. The record of approved professional development includes: session, date, location, standard, hours approved, provider, total hours, standards with more than 2 hours, and requirements met.
4. The menu also provides the option of *Request Credit*. The request credit form allows principals to click the add button and enter information for a new request for credit hours. Approved sessions are automatically listed in the *PLA Approved Credits* page. Other requests are sent to the Principals' Advisory Council for review. The Council's Approval Committee reviews requests online on a regular basis.
5. Principals must request credit within 30 days of the completion of the professional development session. Please note that credit for sessions may not be submitted in advance of the actual session date.