

*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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**Virginia Department of Education
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Standards and Indicators for School Leaders and Documentation for
the Principal of Distinction (Level II) Administration and
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Executive Summary

INTRODUCTION

In 2007, 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 Principal of Distinction (Level II) administration and supervision endorsement. The Board of Education’s *Licensure Regulations for School Personnel* became effective on September 21, 2007, and were revised on January 19, 2011. These regulations established alternate routes to the administration and supervision endorsement, created Level I and Level II (Principal of Distinction) 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.

In 2012, the Virginia Board of Education approved a new set of guidelines for principal evaluation. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Virginia Board of Education, 2012) revised the standards and associated indicators for proficient principal performance. These changes have been incorporated into this revised version of the *Advancing Virginia’s Leadership Agenda Guidance Document*.

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 the Principal of Distinction (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, and revised on January 19, 2011, 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 (Principal of Distinction), 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) is required for 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 Principal of Distinction (Level II) administration and supervision 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 uniform performance standards for principals (includes 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. There are seven standards: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism, and Student Academic Progress.

Performance Standards
1. Instructional Leadership;
2. School Climate;
3. Human Resources Management;
4. Organizational Management;
5. Communication and Community Relations;
6. Professionalism; and
7. Student Academic Progress.

Performance Indicators

The performance indicators developed for each of the seven performance standards 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 performance by principals of distinction.

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 Principal of Distinction (Level II) administration and supervision endorsement. A building-level administrator may seek the Principal of Distinction (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 the Principal of Distinction (Level II) administration and supervision 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 (Level II) 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 (Principal of Distinction) 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 (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 Principal of Distinction (Level II) administration and supervision 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 Principal of Distinction (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 (Principal of Distinction) 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 Principal of Distinction (Level II) administration and supervision endorsement. The Level II (Principal of Distinction) 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 (Principal of Distinction)

1. Determination of Eligibility
2. Submission of Portfolio
3. Assessment of Portfolio
4. Recommendation of Superintendent
5. Award the Principal of Distinction (Level II) Endorsement

Critical to the Principal of Distinction (Level II) administration and supervision 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 uniform performance standards for principals, including Level II (Principal of Distinction) 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 Principal of Distinction (Level II) administration and supervision endorsement. The Level II performance indicators provide examples of performance by school principals of distinction.];
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
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 Principal of Distinction (Level II) 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 creditability to the process. The review panel would make their recommendation for granting or denying the

Principal of Distinction (Level II) administration and supervision endorsement and the rationale for the decision to the superintendent.

Recommendation of the Division Superintendent

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

**Level II (Principal of Distinction)
Verification Process**

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

Virginia Performance Standards for School Leaders

Part I

Virginia Performance Standards for School Leaders

The revised 2012 *Guidelines for Uniform Performance Standards and Evaluation Criteria for 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. A copy of the *Educational Leadership Policy Standards* can be accessed at the following Web site:

http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html.

1. **Instructional Leadership:** *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*
2. **School Climate:** *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*
3. **Human Resources Management:** *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*
4. **Organizational Management:** *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*
5. **Communication and Community Relations:** *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*
6. **Professionalism:** *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*
7. **Student Academic Progress:** *The principal's leadership results in acceptable, measurable student academic progress based on established standards.*

Performance Indicators

Part II

Performance Indicators

The performance indicators developed for each of the seven uniform performance standards for principals 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 performance by principals of distinction.

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Principal of Distinction (Level II) administration and supervision endorsement. A building-level administrator may seek the Principal of Distinction (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 the Principal of Distinction (Level II) administration and supervision 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 (Level II) 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 (Principal of Distinction) 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.

The Educational Leadership Policy Standards may be accessed at the following Web site:
http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISL_LC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html.

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<p>(a) Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan. (1.1)</p> <p>(b) Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement. (1.2)</p> <p>(c) Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness. (1.3)</p> <p>(d) Possesses knowledge of research-based instructional best practices in the classroom. (1.4)</p> <p>(e) Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum. (1.5)</p> <p>(f) Provides teachers with resources for the successful implementation of effective instructional strategies. (1.6)</p> <p>(g) Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices. (1.7)</p> <p>(h) Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time. (1.8)</p>	<p>(a) Shares the development of a schoolwide vision and mission and academic progress goals with educators outside of the school and division in conferences and other professional meetings by demonstrating how to anchor this work in the analysis of multiple data sources disaggregated by sub-populations.</p> <p>(b) Sustains an improvement 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 exceptional student learning.</p> <p>(c) Analyzes and applies data gathered from school improvement measurements that include student assessment results and staff implementation practices and seeks solutions from sources outside the division (e.g., conferences, research studies, journal articles) to challenges faced by the school.</p> <p>(d) Takes the initiative to pilot or model and assess programs/curricular changes to exceed local, state, or federal requirements.</p> <p>(e) Provides opportunities for members of the school's leadership team to participate in national, state, or local professional conferences and workshops to present best practices.</p>

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<ul style="list-style-type: none"> (i) Provides the focus for continued learning of all members of the school community. (1.9) (j) Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress. (1.10) (k) Participates in professional development alongside teachers when instructional strategies are being taught for future implementation. (1.11) (l) Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams). (1.12) (m) Evaluates the impact professional development has on the staff/school improvement and student academic progress. (1.13) 	

The numbers in parentheses following the Level I indicators are references to the indicators in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Virginia Board of Education, 2012). The (a) indicator in the Level I column is not necessarily parallel to the (a) indicator in the Level II column.

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<p>(a) Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment. (2.1)</p> <p>(b) Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community. (2.2)</p> <p>(c) Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale. (2.3)</p> <p>(d) Models and inspires trust and a risk-tolerant environment by sharing information and power. (2.4)</p> <p>(e) Maintains a collegial environment and supports the staff through the stages of the change process. (2.5)</p> <p>(f) Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel. (2.6)</p> <p>(g) Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner. (2.7)</p> <p>(h) Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures. (2.8)</p> <p>(i) Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents. (2.9)</p>	<p>(a) Applies appropriate intrinsic and extrinsic motivational mechanisms to inspire the staff to set specific and challenging, but attainable goals for higher performance.</p> <p>(b) Fosters a positive, supportive culture and climate that bind staff members together by sharing professional development aspirations and encouraging creativity and innovation.</p> <p>(c) Leads teachers and staff in a culture of inquiry that encourages them to develop, implement, and evaluate research-based practices within the school.</p> <p>(d) Conducts research-supported school climate assessments to determine culture, organizational health, morale, resource support, and academic emphasis within the school and uses the results to guide decision-making.</p> <p>(e) Collaboratively 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>

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
(j) Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders. (2.10) (k) Maintains a positive, inviting school environment that promotes and assists in the development of the whole student, and values every student as an important member of the school community. (2.11)	

The numbers in parentheses following the Level I indicators are references to the indicators in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Virginia Board of Education, 2012). The (a) indicator in the Level I column is not necessarily parallel to the (a) indicator in the Level II column.

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<ul style="list-style-type: none"> (a) Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements. (3.1) (b) Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel. (3.2) (c) Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring. (3.3) (d) Manages the supervision and evaluation of staff in accordance with local and state requirements. (3.4) (e) Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources. (3.5) (f) Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance. (3.6) (g) Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration. (3.7) 	<ul style="list-style-type: none"> (a) Regularly assesses the human resource skills in the school and proactively conveys needs to the division to assist them in adjusting the recruitment plan so they hire individuals with the right match of knowledge and skills. (b) Demonstrates expertise in the processes of using coaching, mentoring, and reflection, and shares these abilities with other administrators and teacher leaders to guide staff development. (c) Creates conditions that encourage a professional learning community that is characterized by mutual cooperation, emotional support, and substantial personal growth. (d) Takes a leadership role in the division 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. (e) Builds a pool of talent and capacity within the school by empowering staff members to fulfill their potential through demonstrating competence, trust, inclusive leadership, and opportunities to advance.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<p>(h) Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility. (3.8)</p> <p>(i) Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills. (3.9)</p>	

The numbers in parentheses following the Level I indicators are references to the indicators in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Virginia Board of Education, 2012). The (a) indicator in the Level I column is not necessarily parallel to the (a) indicator in the Level II column.

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<p>(a) Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures. (4.1)</p> <p>(b) Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds. (4.2)</p> <p>(c) Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process. (4.3)</p> <p>(d) Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner. (4.4)</p> <p>(e) Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources. (4.5)</p> <p>(f) Reviews fiscal records regularly to ensure accountability for all funds. (4.6)</p> <p>(g) Plans and prepares a fiscally responsible budget to support the school's mission and goals. (4.7)</p> <p>(h) Follows state and local policies with regard to finances and school accountability and reporting. (4.8)</p> <p>(i) Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace. (4.9)</p>	<p>(a) Consistently collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.</p> <p>(b) Redistributes resources to ensure optimal success in teaching and learning for all.</p> <p>(c) Works with the division to continually monitor and revise school division policies and procedures and to establish and implement a systemic framework for compliance and follow-through.</p> <p>(d) Collaborates with and empowers the school leadership team to design and implement a systemic process to effectively supervise and evaluate all programs and activities, and use resources accordingly.</p>

The numbers in parentheses following the Level I indicators are references to the indicators in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Virginia Board of Education, 2012). The (a) indicator in the Level I column is not necessarily parallel to the (a) indicator in the Level II column.

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<ul style="list-style-type: none"> (a) Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate. (5.1) (b) Communicates long- and short-term goals and the school improvement plan to all stakeholders. (5.2) (c) Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources. (5.3) (d) Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships. (5.4) (e) Maintains visibility and accessibility to students, parents, staff, and other stakeholders. (5.5) (f) Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders. (5.6) (g) Provides a variety of opportunities for parent and family involvement in school activities. (5.7) (h) Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community. (5.8) (i) Advocates for students and acts to influence local, division, and state decisions affecting student learning. (5.9) (j) Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence. (5.10) 	<ul style="list-style-type: none"> (a) Establishes timely, systemic communication, and when appropriate, decision-making process, to nurture relationships with key stakeholders and engage parents and community members to benefit students. (b) Develops formal and informal techniques (e.g., establishing parent and community advisory councils and/or partnerships, surveys, personal contacts) to garner external perceptions and input as a part of the decision-making process to promote school goals. (c) Engages in community activities above and beyond school and/or division responsibilities. (d) Demonstrates conflict mediation and consensus-building skills to bring together groups of different interests into a collaborative effort and maintains situational awareness of school/community undercurrents to respond appropriately to existing and potential problems. (e) Builds strong relationships with state and national education organizations to inform and influence policies that impact children and families.

The numbers in parentheses following the Level I indicators are references to the indicators in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Virginia Board of Education, 2012). The (a) indicator in the Level I column is not necessarily parallel to the (a) indicator in the Level II column.

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<ul style="list-style-type: none"> (a) Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis. (6.1) (b) Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements. (6.2) (c) Maintains a professional appearance and demeanor. (6.3) (d) Models professional behavior and cultural competency to students, staff, and other stakeholders. (6.4) (e) Maintains confidentiality. (6.5) (f) Maintains a positive and forthright attitude. (6.6) (g) Provides leadership in sharing ideas and information with staff and other professionals. (6.7) (h) Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division. (6.8) (i) Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher. (6.9) (j) Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge. (6.10) 	<ul style="list-style-type: none"> (a) Develops and implements a plan to provide the school staff with research-based perspectives in order to stimulate thinking and strengthen school programs. (b) Takes a leadership role and encourages teachers to do so as well, by presenting workshops at local, state, and regional conferences, authoring publications, or delivering coursework for institutions of higher education. (c) Assumes a leadership role in professional organizations and on state and/or national committees in order to identify, respond to, and influence issues and trends that impact education. (d) Actively seeks out opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

The numbers in parentheses following the Level I indicators are references to the indicators in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Virginia Board of Education, 2012). The (a) indicator in the Level I column is not necessarily parallel to the (a) indicator in the Level II column.

Performance Standard 7: Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
<ul style="list-style-type: none"> (a) Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress. (7.1) (b) Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement. (7.2) (c) Communicates assessment results to multiple internal and external stakeholders. (7.3) (d) Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies. (7.4) (e) Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes. (7.5) (f) Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals. (7.6) (g) Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders. (7.7) (h) Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines. (7.8) (i) Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks. (7.9) 	<ul style="list-style-type: none"> (a) Demonstrates exemplary skill in gathering and interpreting student assessment data and in using this information to achieve measurable student progress that exceeds expectations. (b) Leads teachers in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate corrective instruction for individual students as indicated by that analysis. (c) Conducts action research, disseminates results to key stakeholders and generates measurable/observable improvement in student performance.

Examples of Level I Indicators	Examples of Level II (Principal of Distinction) Indicators
(j) Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes. (7.10)	

The numbers in parentheses following the Level I indicators are references to the indicators in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Virginia Board of Education, 2012). The (a) indicator in the Level I column is not necessarily parallel to the (a) indicator in the Level II column.

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

Part III

Principal of Distinction (Level II) Verification

Principals have the option of seeking the Principal of Distinction (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 Principal of Distinction (Level II) endorsement must submit a written notice of their intent to seek the endorsement to their division superintendents.

The performance expected for the Principal of Distinction (Level II) administration and supervision 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 (Principal of Distinction) 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 Principal of Distinction (Level II) Administration and Supervision PreK-12 Endorsement

The requirements to seek the Principal of Distinction (Level II) administration and supervision PreK-12 endorsement 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 Principal of Distinction (Level II) Verification Process

Step One: Determination of Eligibility

Specific eligibility requirements for the Principal of Distinction (Level II) administration and supervision 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 the 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 the Principal of Distinction (Level II) administration and supervision 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 Principals*, 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.
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 Principal of Distinction (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 the Principal of Distinction (Level II) administration and supervision endorsement.

Step Two: Submission of Portfolio of Evidence

Overview

Critical to the Principal of Distinction (Level II) administration and supervision 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 the Principal of Distinction (Level II) administration and supervision preK-12 endorsement 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 Principal of Distinction (Level II) administration and supervision 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 Principal of Distinction (Level II) Portfolio of Evidence

All application materials for the Principal of Distinction (Level II) administration and supervision endorsement will be submitted online in a consistent and agreed-upon portfolio format. The portfolio of evidence for the Principal of Distinction (Level II) administration and supervision 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).
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 the Principal of Distinction (Level II) administration and supervision endorsement. The superintendent may request the recommendation of a review panel in an advisory capacity on the determination of sufficient evidence to support the Principal of Distinction (Level II) 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 granting or denying the Principal of Distinction (Level II) administration and supervision 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 the Principal of Distinction (Level II) administration and supervision 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 Principal of Distinction (Level II) Administration and Supervision Endorsement

Upon receipt of the division superintendent's recommendation of a candidate for the Principal of Distinction (Level II) administration and supervision preK-12 endorsement, 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 Principal of Distinction (Level II) administration and supervision 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 the Principal of Distinction (Level II) administration and supervision endorsement. They are suggested as the types of evidence that typically would be considered credible for the purposes of recognition. The rigor of the goal that is expected at this level and the degree of attainment are important considerations.

Criterion 1: Improve Student Achievement

- 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
- 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