



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: A

Date: September 26, 2024

Title: Final Review to Certify a List of Qualified Persons for the Office of Division Superintendent of Schools

Presenter: Rob Gilstrap, Assistant Superintendent for Education Preparation

Purpose of Presentation:

Action required by state or federal law or regulation.

Executive Summary:

[Article VIII, Section 5](#) of the *Constitution of Virginia* requires the Board of Education (“Board”) to “certify to the school board of each division a list of qualified persons for the office of division superintendent of schools, one of whom shall be selected to fill the post by the division school board.”

On November 19, 2020, the Board approved a process to certify the list of qualified persons for the office of division superintendent of schools. In accordance with this process, staff has attached a list of the names of individuals for certification by the Board.

Action Requested:

Final review: Action requested at this meeting.

Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board certify the individuals named on Attachment 1 for the office of division superintendents of schools.

Rationale for Action:

The certification of individuals for the office of division superintendent of schools is required to comply with the *Constitution of Virginia*.

Previous Review or Action:

No previous review or action.

Background Information and Statutory Authority:

On November 19, 2020, the Board approved the following procedure to certify the list of qualified persons for the office of division superintendent of schools:

- Initially, the Board will certify a list of the names of individuals who currently hold an active Division Superintendent License.
- Upon receipt, new applications for the Division Superintendent License will be reviewed to verify that the Board requirements have been met.
- The names of those individuals who have met Board requirements for the Division Superintendent License will be presented to the Board of Education to certify.
- Upon Board certification, the individuals will be issued a Division Superintendent License.

Stakeholder Engagement:

No stakeholder engagement activities were conducted as this is a regular process for the completion of a Division Superintendent license.

The list will include the following excerpt from the *Code of Virginia*:

§ 22.1-63. Certain officers ineligible for or to hold office of superintendent.

- A. No member of the governing body of a county, city or town and no member of a school board shall be eligible for the office of division superintendent of schools in the school division in which he serves.
- B. No federal officer or employee, no state officer, except an officer appointed by the Governor, no state employee, no deputy of such officers, no officer or employee or the deputy of an officer of a city, county or town, no member of the governing body of a county, city or town, no member of a school board and no chairman of any political party shall be eligible to hold the office of division superintendent of schools.

The timeline for the certification and issuance of Division Superintendent Licenses will depend on the receipt of a complete application packet and the Board meeting dates.

Authority:

Constitution of Virginia

Article VIII. Education

Section 5. Powers and duties of the Board of Education

The powers and duties of the Board of Education shall be as follows:

- (a) Subject to such criteria and conditions as the General Assembly may prescribe, the Board shall divide the Commonwealth into school divisions of such geographical area and school-age population as will promote the realization of the prescribed standards of quality and shall periodically review the adequacy of existing school divisions for this purpose.
- (b) It shall make annual reports to the Governor and the General Assembly concerning the condition and needs of public education in the Commonwealth and shall in such report identify any school divisions which have failed to establish and maintain schools meeting the prescribed standards of quality.
- (c) **It shall certify to the school board of each division a list of qualified persons for the office of division superintendent of schools, one of whom shall be selected to fill the post by the division school board. In the event a division school board fails to select a division superintendent within the time prescribed by law, the Board of Education shall appoint him. [emphasis added]**
- (d) It shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.
- (e) Subject to the ultimate authority of the General Assembly, the Board shall have primary responsibility and authority for effectuating the educational policy set forth in this article, and it shall have such other powers and duties as may be prescribed by law.

Code of Virginia

§ 22.1-59. Qualifications of superintendent.

The Board of Education shall prescribe by regulation the minimum qualifications for the position of division superintendent of schools and a copy of such regulations shall be furnished to all applicants.

§ 22.1-60. Appointment and term of superintendent; certain contractual matters.

A. The division superintendent of schools shall be appointed by the school board of the division from the entire list of eligibles certified by the State Board....

§ 22.1-63. Certain officers ineligible for or to hold office of superintendent.

A. No member of the governing body of a county, city or town and no member of a school board shall be eligible for the office of division superintendent of schools in the school division in which he serves.

B. No federal officer or employee, no state officer, except an officer appointed by the Governor, no state employee, no deputy of such officers, no officer or employee or the deputy of an officer of a city, county or town, no member of the governing body of a county, city or town, no member of a school board and no chairman of any political party shall be eligible to hold the office of division superintendent of schools.

Licensure Regulations for School Personnel (effective August 23, 2018)

8VAC20-23-630. Division Superintendent License.

An individual may be a candidate for the list of eligible division superintendents and the renewable Division Superintendent License through the completion of the requirements in one of the following four options:

1. Option I. The individual shall have:

- a. Earned a doctorate degree in educational administration or educational leadership from a regionally accredited college or university; and
- b. Completed five years of educational experience in a public or an accredited nonpublic school, two of which shall be successful, full-time teaching experience at the preK-12 level and two of which shall be in administration and supervision at the preK-12 level.

2. Option II. The individual shall have:

- a. Earned a master's degree from a regionally accredited college or university and successfully completed 30 graduate semester hours beyond the conferral date of the master's degree; and
- b. Completed requirements for administration and supervision preK-12 endorsement that includes the demonstration of competencies in the following areas:

- (1) Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:

(a) Principles of student motivation, growth, and development as a foundation for age-appropriate and grade-appropriate curriculum, instruction, and assessment;

(b) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;

(c) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;

(d) Collaborative planning and implementation of a variety of assessment techniques, including examination of student work that yields individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;

(e) Incorporation of differentiated and effective instruction that responds to individual learner needs, including appropriate response to cultural, ethnic, and linguistic diversity;

(f) Knowledge, understanding, and application of the federal and state regulatory requirements and expectations associated with identification, education, and evaluation of students with disabilities;

(g) Collaboratively working with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education programs;

(h) Integration of technology in curriculum and instruction to enhance learner understanding;

(i) Identification, analysis, and resolution of problems using effective problem-solving techniques; and

(j) Development, articulation, implementation, and stewardship of a vision of excellence linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.

(2) Knowledge, understanding, and application of leadership and organizations, including:

- (a) The change process of systems, organizations, and individuals, using appropriate and effective adult learning models;
 - (b) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
 - (c) Information sources and processing, including data collection and data analysis strategies;
 - (d) Using data as a part of ongoing program evaluation to inform and lead change;
 - (e) Developing a change management strategy for improved student outcomes;
 - (f) Developing distributed leadership strategies to create personalized learning environments for diverse schools; and
 - (g) Effective two-way communication skills including consensus building, negotiation, and mediation skills.
- (3) Knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress, including:
- (a) Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division or district level;
 - (b) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;
 - (c) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning, and professional development models;
 - (d) Knowledge, understanding, and application of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals;
 - (e) Principles and issues related to fiscal operations of school management;

(f) Principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;

(g) Legal issues impacting school operations and management;

(h) Technologies that support management functions; and

(i) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.

(4) Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community, including:

(a) Emerging issues and trends within school and community relations;

(b) Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;

(c) Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and

(d) Integration of technology to support communication efforts.

(5) Knowledge, understanding, and application of the purpose of education and the role of professionalism in advancing educational goals, including:

(a) Philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;

(b) Integration of high-quality, content-rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;

(c) Reflective understanding of moral and legal consequences of decision making in the school setting;

(d) Intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions; and

(e) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

(6) Knowledge, understanding, and application of leadership theories and influences that impact schools, including:

(a) Concepts of leadership including systems theory, change theory, learning organizations, and current leadership theory;

(b) Ability to identify and respond to internal and external forces and influences on a school;

(c) Ability to identify and apply the processes of educational policy development at the state, local, and school level; and

(d) Ability to identify and demonstrate ways to influence educational policy development at the state, local, and school level.

c. Completed five years of successful educational experience in a public or an accredited nonpublic school, two years of which must be full-time teaching experience at the preK-12 level and two years of which must be in administration and supervision.

3. Option III. The individual shall have:

a. Earned a master's degree from a regionally accredited college or university;

b. A current, valid out-of-state license with an endorsement as a division or district superintendent; and

c. Completed five years of successful educational experience in a public or an accredited nonpublic school, two of which must be full-time teaching experience at the preK-12 level and two of which must be in administration and supervision.

4. Option IV. The individual shall have:

a. Earned a master's degree or its equivalent from a regionally accredited college or university;

b. A minimum of three years of successful, full-time experience in a senior leadership position, such as chief executive officer or senior military officer; and

c. Be recommended by a Virginia school board interested in employing the individual as superintendent.

Implementation and Communication:

A Division Superintendent License will be issued to the individuals who have been certified by the Board for the office of division superintendent of schools.

Impact on Fiscal and Human Resources:

The administrative impact required in this process will be absorbed within existing resources at the Department of Education.