

AMENDED IN SENATE APRIL 16, 2012

SENATE BILL

No. 1292

Introduced by Senator Liu
(Principal coauthor: Senator Lowenthal)
(~~Coauthor: Principal coauthor:~~ Assembly Member Bonilla)

February 23, 2012

An act to add Article 13 (commencing with Section 44670) to Chapter 3 of Part 25 of Division 3 of Title 2 of the Education Code, relating to school employees.

LEGISLATIVE COUNSEL'S DIGEST

SB 1292, as amended, Liu. School employees: principals: evaluation.

~~(1) Existing~~

Existing law establishes the Administrator Training Program, to be administered by the Superintendent of Public Instruction, with the approval of the State Board of Education. Existing law requires the Superintendent to award incentive funding from funds appropriated for that purpose, to provide instruction and training to school administrators in various areas, including, among others, school financial and personnel management, instructional leadership and management strategies, and the use of state and local pupil assessments. Existing law states the intent of the Legislature that local educational agencies give highest priority to training school administrators assigned to, and practicing in, high-priority or hard-to-staff schools.

This bill would ~~require~~ *authorize* a school district to evaluate a principal ~~to be evaluated~~ annually for the first and second year as a new principal. The bill would ~~require~~ *authorize* the governing board of a school district to identify who will conduct the evaluation of each school principal. The bill would ~~require~~ *authorize* the criteria for school

principal evaluations to be based upon the California Professional Standards for Educational Leaders and to include evidence of, among other things, pupil academic growth, effective and comprehensive teacher evaluations, culturally responsive instructional strategies, the ability to analyze quality instructional strategies and provide effective feedback, and effective school management. ~~To the extent that this evaluation program would require a school district to carry out additional duties, the bill would impose a state-mandated local program.~~

The bill would authorize the use of specified federal carryover funds and certain other funds to implement this act.

~~(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.~~

~~This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.~~

Vote: majority. Appropriation: no. Fiscal committee: ~~yes-no~~. State-mandated local program: ~~yes-no~~.

The people of the State of California do enact as follows:

- 1 SECTION 1. (a) The Legislature finds and declares all of the
- 2 following:
- 3 (1) State and local educational agencies, not the federal
- 4 government, should determine the process for implementing
- 5 principal evaluations and determine what constitutes an effective
- 6 principal based on specified criteria.
- 7 (2) School district level evaluators have the obligation to ensure
- 8 that principals are evaluated fairly, consistently, and effectively
- 9 using multiple methods consistent with the California Professional
- 10 Standards for ~~Education~~ *Educational* Leaders.
- 11 (3) The system of principal evaluation must consider the impact
- 12 of the diversity of schools in regard to size, demographics, and
- 13 available resources.
- 14 (4) Principals should be provided with the resources needed to
- 15 be truly effective.
- 16 (5) Policymakers must ensure there is a coherent and
- 17 comprehensive system to support principal development and
- 18 leadership.

1 (b) (1) It is the intent of the Legislature that the governing
2 boards of school districts establish a uniform system of evaluations
3 to guide principal growth and to improve principal performance
4 while raising pupil achievement. Evaluations should reflect the
5 complex responsibilities of a principal’s daily work as it impacts
6 pupil success. Evaluations should differentiate how to accelerate
7 success, address professional development needs, or as necessary,
8 intervene when there are persistent performance issues.

9 (2) *It is also the intent of the Legislature that when funds become*
10 *available all evaluators will receive training for purposes of*
11 *calibrating evaluations.*

12 SEC. 2. Article 13 (commencing with Section 44670) is added
13 to Chapter 3 of Part 25 of Division 3 of Title 2 of the Education
14 Code, to read:

15
16 Article 13. Principal Evaluation System
17

18 44670. (a) The governing board of a school district ~~shall~~ *may*
19 identify who will conduct the evaluation of each school principal.

20 (b) A school principal ~~shall~~ *may* be evaluated annually for the
21 first and second year *of employment* as a new principal *in a school*
22 *district*. The governing board ~~shall~~ *may* determine the frequency
23 *at regular intervals* of evaluations after this period.

24 (c) Additional evaluations may be agreed upon between the
25 evaluator and the principal.

26 (d) Evaluators and principals ~~shall~~ *may* review school success
27 and progress throughout the year. This review should include goals
28 that are defined by the school district.

29 44671. (a) Criteria for effective school principal evaluations
30 ~~shall~~ *may* be based upon the California Professional Standards for
31 Educational Leaders. These standards identify a school
32 administrator as being an educational leader who promotes the
33 success of all pupils ~~by doing~~. *These standards may include, but*
34 *are not limited to, all of the following:*

35 (1) Facilitating the development, articulation, implementation,
36 and stewardship of a vision of learning that is shared and supported
37 by the school community.

38 (2) Advocating, nurturing, and sustaining a school culture and
39 instructional program conducive to pupil learning and staff
40 professional growth.

- 1 (3) Ensuring management of the organization, operations, and
2 resources for a safe, efficient, and effective learning environment.
- 3 (4) Collaborating with families and community members,
4 responding to diverse community interests and needs, and
5 mobilizing community resources.
- 6 (5) Modeling a personal code of ethics and developing
7 professional leadership capacity.
- 8 (6) Understanding, responding to, and influencing the larger
9 political, social, economic, legal, and cultural context.
- 10 (b) A quality school principal evaluation ~~shall~~ *may* include, but
11 not be limited to, evidence of all of the following:
- 12 (1) Academic growth of pupils based on multiple measures that
13 may include pupil work as well as pupil and school longitudinal
14 data that demonstrates pupil academic growth over time.
15 Assessments used for this purpose must be valid and reliable and
16 used for the purposes intended and for the appropriate pupil
17 populations. Local and state academic assessments include, but
18 are not limited to, state standardized assessments, formative,
19 summative, benchmark, end of chapter, end of course, advanced
20 placement, international baccalaureate, college entrance, and
21 performance assessments. For career and technical education,
22 authentic performance assessment is a strong indicator of effective
23 teaching and learning.
- 24 (2) Effective and comprehensive teacher evaluations, including,
25 but not limited to, curricular and management leadership, ongoing
26 professional development, teacher-principal teamwork, and
27 professional learning communities.
- 28 (3) Culturally responsive instructional strategies to address and
29 eliminate the achievement gap.
- 30 (4) The ability to analyze quality instructional strategies and
31 provide effective feedback that leads to instructional improvement.
- 32 (5) High expectations for all pupils and leadership to ensure
33 active pupil engagement and learning.
- 34 (6) Collaborative professional practices for improving
35 instructional strategies.
- 36 (7) Effective school management, including personnel and
37 resource management, organizational leadership, sound fiscal
38 practices, a safe campus environment, and appropriate pupil
39 behavior.

1 (8) Meaningful self-assessment to improve as a professional
2 educator. Self-assessment may include, but not be limited to, a
3 self-assessment on state professional standards for educational
4 leaders and the identification of areas of strengths and areas for
5 professional growth to engage in activities to foster professional
6 growth.

7 (9) Consistent and effective relationships with pupils, parents,
8 teachers, staff, and other administrators.

9 SEC. 3. Federal carryover funds received pursuant to Title I
10 and Title II of the federal No Child Left Behind Act of 2001 (20
11 U.S.C. ~~Section~~ *Sec.* 6301 et seq.) and any other available state and
12 federal funds may be used to implement this act.

13 ~~SEC. 4. If the Commission on State Mandates determines that~~
14 ~~this act contains costs mandated by the state, reimbursement to~~
15 ~~local agencies and school districts for those costs shall be made~~
16 ~~pursuant to Part 7 (commencing with Section 17500) of Division~~
17 ~~4 of Title 2 of the Government Code.~~