

AMENDED IN ASSEMBLY JUNE 20, 2012

AMENDED IN SENATE MAY 2, 2012

AMENDED IN SENATE APRIL 16, 2012

**SENATE BILL**

**No. 1292**

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

February 23, 2012

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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. 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 authorize a school district to evaluate a principal annually for the principal's first and second year of employment as a

new principal. The bill would authorize the governing board of a school district to identify who will conduct the evaluation of each school principal. The bill would 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.

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

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

19       (b) (1) It is the intent of the Legislature that the governing  
20 boards of school districts establish a uniform system of evaluations  
21 to guide principal growth and to improve principal performance  
22 while raising pupil achievement. Evaluations should reflect the  
23 complex responsibilities of a principal's daily work as it impacts  
24 pupil success. Evaluations should differentiate how to accelerate

1 success, address professional development needs, or, as necessary,  
2 intervene when there are persistent performance issues.

3 (2) It is also the intent of the Legislature that when funds become  
4 available all evaluators will receive training for purposes of  
5 calibrating evaluations.

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

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10                   Article 13. Principal Evaluation System

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12       44670. (a) The governing board of a school district may  
13 identify who will conduct the evaluation of each school principal.

14       (b) A school principal may be evaluated annually for the first  
15 and second year of employment as a new principal in a school  
16 district. The governing board may determine the frequency at  
17 regular intervals of evaluations after this period.

18       (c) Additional evaluations *that occur outside of the regular*  
19 *intervals determined by the governing board* may be agreed upon  
20 between the evaluator and the principal.

21       (d) Evaluators and principals may review school success and  
22 progress throughout the year. This review should include goals  
23 that are defined by the school district.

24       44671. (a) Criteria for effective school principal evaluations  
25 may be based upon the California Professional Standards for  
26 Educational Leaders. These standards identify a school  
27 administrator as being an educational leader who promotes the  
28 success of all pupils through leadership that fosters all of the  
29 following:

- 30       (1) A shared vision.  
31       (2) Effective teaching and learning.  
32       (3) Management and safety.  
33       (4) Parent, family, and community involvement.  
34       (5) Professional and ethical leadership.  
35       (6) Contextual awareness.

36       (b) A-quality school principal evaluation may include, but not  
37 be limited to, evidence of all of the following:

38       (1) Academic growth of pupils based on multiple measures that  
39 may include pupil work as well as pupil and school longitudinal  
40 data that demonstrates pupil academic growth over time.

1 Assessments used for this purpose must be valid and reliable and  
2 used for the purposes intended and for the appropriate pupil  
3 populations. Local and state academic assessments include, but  
4 are not limited to, state standardized assessments, formative,  
5 summative, benchmark, end of chapter, end of course, advanced  
6 placement, international baccalaureate, college entrance, and  
7 performance assessments. For career and technical education,  
8 authentic performance assessment is a strong indicator of effective  
9 teaching and learning.

10 (2) Effective and comprehensive teacher evaluations, including,  
11 but not limited to, curricular and management leadership, ongoing  
12 professional development, teacher-principal teamwork, and  
13 professional learning communities.

14 (3) Culturally responsive instructional strategies to address and  
15 eliminate the achievement gap.

16 (4) The ability to analyze quality instructional strategies and  
17 provide effective feedback that leads to instructional improvement.

18 (5) High expectations for all pupils and leadership to ensure  
19 active pupil engagement and learning.

20 (6) Collaborative professional practices for improving  
21 instructional strategies.

22 (7) Effective school management, including personnel and  
23 resource management, organizational leadership, sound fiscal  
24 practices, a safe campus environment, and appropriate pupil  
25 behavior.

26 (8) Meaningful self-assessment to improve as a professional  
27 educator. Self-assessment may include, but not be limited to, a  
28 self-assessment on state professional standards for educational  
29 leaders and the identification of areas of strengths and areas for  
30 professional growth to engage in activities to foster professional  
31 growth.

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

34 SEC. 3. Federal carryover funds received pursuant to Title I  
35 and Title II of the federal No Child Left Behind Act of 2001 (20  
36 U.S.C. Sec. 6301 et seq.) and any other available state and federal  
37 funds may be used to implement this act.