

Senate Bill No. 1292

CHAPTER 435

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.

[Approved by Governor September 21, 2012. Filed with
Secretary of State September 21, 2012.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1292, 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 and authorize additional evaluations, as specified. 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.

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

SECTION 1. (a) The Legislature finds and declares all of the following:

(1) State and local educational agencies, not the federal government, should determine the process for implementing principal evaluations and determine what constitutes an effective principal based on specified criteria.

(2) School district level evaluators have the obligation to ensure that principals are evaluated fairly, consistently, and effectively using multiple methods consistent with the California Professional Standards for Educational Leaders.

(3) The system of principal evaluation must consider the impact of the diversity of schools in regard to size, demographics, and available resources.

(4) Principals should be provided with the resources needed to be truly effective.

(5) Policymakers must ensure there is a coherent and comprehensive system to support principal development and leadership.

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

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

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

Article 13. Principal Evaluation System

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

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

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

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

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

- (1) A shared vision.
- (2) Effective teaching and learning.
- (3) Management and safety.

- (4) Parent, family, and community involvement.
- (5) Professional and ethical leadership.
- (6) Contextual awareness.

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

(1) Academic growth of pupils based on multiple measures that may include pupil work as well as pupil and school longitudinal data that demonstrates pupil academic growth over time. Assessments used for this purpose must be valid and reliable and used for the purposes intended and for the appropriate pupil populations. Local and state academic assessments include, but are not limited to, state standardized assessments, formative, summative, benchmark, end of chapter, end of course, advanced placement, international baccalaureate, college entrance, and performance assessments. For career and technical education, authentic performance assessment is a strong indicator of effective teaching and learning.

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

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

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

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

(6) Collaborative professional practices for improving instructional strategies.

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

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

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

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