

TITLE 24

DEPARTMENT OF EDUCATION

Article

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24:56	Cooperation in education.
24:57	Teacher performance standards and evaluation.
<u>24:58</u>	<u>Principal performance standards and evaluation.</u>

24:57:01:01. Definitions. Terms used in this article mean:

(1) "Danielson framework," the twenty-two components, clustered into domains one through four, inclusive, in The Framework for Teaching Evaluation Instrument (2013 edition) by Charlotte Danielson;

(2) "Department," the South Dakota Department of Education;

(3) "Evaluation," a process to assess objectively the performance of a teacher;

(4) "Professional practice rating," the rating assigned to a teacher using at least one component from each of the four domains of the Danielson framework;

(5) "State assessments," the academic achievement tests referenced in SDCL 13-3-55 and the science achievement test provided by the Department pursuant to 20 U.S.C. § 6311(b)(1)(C), as amended through December 1, 2013;

(6) "State minimum evaluation requirements," the model for evaluating teacher performance which, for each teacher:

(a) Assigns a professional practice rating;

(b) Assigns a student growth rating based on attainment of student learning objectives;

(c) Combines the professional practice rating and student growth rating into one summative effectiveness rating;

(d) Will be used to guide professional growth; and

(e) Provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development;

(7) "Student growth," a change in student achievement between two or more points in time;

(8) "Student growth rating," the rating assigned to a teacher based on student growth;

(9) "Student learning objectives," target goals of student growth which:

(a) Reflect a rigorous, yet realistic expectation of student growth that can be achieved during the instructional period;

(b) Are written by a teacher and approved by an evaluator; and

(c) Include district, school, or teacher-developed assessments and, where applicable, state assessments;

(10) "Summative effectiveness rating," the combination of a teacher's professional practice rating and student growth rating into one of the following categories: Below Expectations, Meets Expectations, or ~~Above~~ Exceeds Expectations;

(11) "Teacher," for purposes of this article, an individual who:

(a) Provides instruction to any grade, kindergarten through grade twelve, or ungraded class or who teaches in an environment other than a classroom setting;

(b) Maintains daily student records;

(c) Has completed an approved teacher education program at an accredited institution or completed an alternative certification program;

(d) Has been issued a South Dakota certificate; and

(e) Is not serving as a principal, assistant principal, superintendent, or assistant superintendent.

Source: 40 SDR 102, effective December 4, 2013.

General Authority: SDCL 13-3-69(7), 13-42-33.

Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

Reference: Charlotte Danielson, **The Framework for Teaching Evaluation Instrument**, published by the Danielson Group, 2013 edition. The materials are available for viewing at the South Dakota Department of Education, 800 Governors Drive, Pierre, South Dakota. Copies may be obtained from www.danielsongroup.org.

ARTICLE 24:58

PRINCIPAL PERFORMANCE STANDARDS AND EVALUATION

Chapter

- 24:58:01 Definitions.
- 24:58:02 Framework for effective principals.
- 24:58:04 Principal evaluation process.

CHAPTER 24:58:01

DEFINITIONS

Section

- 24:58:01:01 Definitions.
- 24:58:01:02. School growth rating defined.

24:58:01:01. Definitions. Unless otherwise defined in this section, terms defined in § 24:57:01:01 have the same meaning when used in this article. Other terms used in this article mean:

- (1) “Academic progress goal,” the goal referenced in chapter 24:55:05;
- (2) “Assistant principal,” for purposes of this article, an individual who:
 - (a) Is a school building level leader;
 - (b) Has been issued a South Dakota teaching certificate; and
 - (c) Is designated as an assistant principal in reports required by the department pursuant to SDCL § 13-3-51;
- (3) "Evaluation," a process to assess objectively the performance of a principal;
- (4) “Principal,” for purposes of this article, an individual who:
 - (a) Is a school building level leader;

- (b) Has completed an approved principal or administrator preparation program at an accredited institution;
- (c) Has been issued a South Dakota teaching certificate and principal endorsement;
- (d) Is not serving as a superintendent or assistant superintendent; and
- (e) Is designated as a principal in reports required by the department pursuant to SDCL § 13-3-51.

The requirements of subdivisions (b) and (c) do not apply if the individual is in the process of completing a plan of intent pursuant to chapter 24:43:13;

(5) "Principal framework," the framework for effective principals referenced in chapter 24:58:02;

(6) "Professional practice rating," the rating assigned to a principal or assistant principal using at least one component from each of the six domains of the principal framework;

(7) "School," an attendance center belonging to a school district which is accredited by the secretary for the purpose of instructing children of compulsory school age as provided in SDCL § 13-27-1 and to which the principal or assistant principal is assigned in reports required by the department pursuant to SDCL § 13-3-51;

(8) "School growth rating," the rating defined in section 24:58:01:02;

(9) "State minimum evaluation requirements," the model for evaluating principal or assistant principal performance which, for each principal or assistant principal:

- (a) Assigns a professional practice rating;
- (b) Assigns a school growth rating;

- (c) Combines the professional practice rating and school growth rating into one summative effectiveness rating;
- (d) Will be used to guide professional growth; and
- (e) Provides clear, timely, and useful feedback which identifies needs and guides professional development;

(10) "Summative effectiveness rating," the combination of a principal's or assistant principal's professional practice rating and school growth rating into one of the following categories: Below Expectations, Meets Expectations, or Exceeds Expectations.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:01:02. School growth rating defined. The school growth rating shall be calculated based upon:

- (1) The percentage of teachers under the principal's or assistant principal's supervision attaining expected or high student growth ratings on the teachers' evaluations pursuant to article 24:57 unless the department approves another method pursuant to chapter 24:58:03 ; and
- (2) The school's SPI key indicator scores referenced in chapter 24:55:02, the school's academic progress goal referenced in chapter 24:55:05, or some combination thereof.

The items referenced in subdivision (2) must be at least twenty-five percent of the total school growth rating.

CHAPTER 24:58:02

FRAMEWORK FOR EFFECTIVE PRINCIPALS

Section

- 24:58:02:01. Framework for effective principals defined.
- 24:58:02:02. Vision and goals domain defined.
- 24:58:02:03. Instructional leadership domain defined.
- 24:58:02:04. School operations and resources domain defined.
- 24:58:02:05. School, student, and staff safety domain defined.
- 24:58:02:06. School and community relationships domain defined.
- 24:58:02:07. Ethical and cultural leadership domain defined.

24:58:02:01. Framework for effective principals defined. The framework for effective principals shall consist of the six domains and twenty-two components of professional performance to promote student success referenced in this chapter. Nothing in this chapter is intended to supplement or modify the code of professional ethics in chapters 24:08:03 and 24:11:03. The department shall provide a principal evaluation handbook to assist schools in implementing this framework.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:02:02. Vision and goals domain defined. Principals and assistant principals shall demonstrate the ability to guide the development and implementation of a shared vision, mission and goals for the school. This shall include the following components:

(1) Developing and implementing goals, objectives, and strategies to achieve a shared vision for school and student success; and

(2) Reviewing and monitoring the school's vision, mission, goals and school improvement plans referenced in section 24:43:02:03(2) to ensure high expectations for student learning and continuous school improvement.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:02:03. Instructional leadership domain defined. Principals and assistant principals shall demonstrate the ability to communicate with staff and review research and data to promote a school culture and instructional program that foster student learning and professional growth for staff. This shall include the following components:

(1) Promoting, facilitating, and effectively using data from multiple measures to evaluate student performance and to inform and support effective instruction;

(2) Leading and supporting staff in acquiring, planning and implementing research-based instructional strategies and technologies that advance the school's vision and goals and meet the diverse needs of all students;

(3) Utilizing the skills of staff and encouraging staff to assume leadership roles within the school to improve teaching and learning;

(4) Ensuring that the instructional content and curriculum is aligned with state and district content standards and the curriculum priorities of the school and district; and

(5) Developing a professional growth plan for staff for the purpose of continuous improvement.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:02:04. School operations and resources domain defined. Principals and assistant principals shall demonstrate the ability to efficiently and productively manage school operations and resources. This shall include the following components:

- (1) Managing and budgeting all resources and school operational procedures to provide an efficient, effective and well-maintained learning environment that maximizes learning opportunities for all students;
- (2) Developing the capacity of staff to serve as leaders within the school, maximizing both ownership and accountability;
- (3) Selecting, placing, supervising, coaching and evaluating staff to ensure high quality instruction and student success; and
- (4) Resolving potential challenges and maximizing opportunities within existing school operations and resources to ensure high levels of student and staff learning.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:02:05. School, student, and staff safety domain defined. Principals and assistant principals shall demonstrate the ability to foster a physically, emotionally, and cognitively safe learning environment for students, staff, and community. This shall include the following components:

- (1) Creating a safe school environment that addresses the physical, emotional and cognitive needs of the parents, students, staff, and the community by openly addressing and resolving potential safety issues;
- (2) Establishing and communicating clear and consistent expectations regarding staff and student conduct;
- (3) Utilizing fair, effective, and supportive practices in establishing student behavior management; and
- (4) Using effective conflict resolution skills to resolve challenges in a timely manner.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:02:06. School and community relationships domain defined. Principals and assistant principals shall demonstrate the ability to foster relationships by collaborating with parents, staff and community members. This shall include the following components:

- (1) Supporting and promoting a culture of family and community involvement to engage stakeholders in school goals and programs;
- (2) Using multiple methods to frequently and clearly communicate to and seek input from parents, students, staff, and community members;
- (3) Establishing and supporting a school culture, climate and environment that treats all individuals with dignity, fairness, and respect; and
- (4) Exhibiting high visibility and active involvement within the school and community.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:02:07. Ethical and cultural leadership domain defined. Principals and assistant principals shall demonstrate the ability to provide ethical, cultural and skilled leadership. This shall include the following components:

- (1) Expressing appreciation for and sensitivity to diversity and cultural differences;
- (2) Displaying values, beliefs, and attitudes that inspire others to higher levels of performance; and
- (3) Complying with the code of professional ethics in chapters 24:08:03 and 24:11:03.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

CHAPTER 24:58:03

PRINCIPAL EVALUATION PROCESS

Section

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| 24:58:03:01. | Principal evaluation timelines. |
| 24:58:03:02. | State minimum evaluation requirements. |
| 24:58:03:03. | Alternative professional practice model. |
| 24:58:03:04. | Alternative student growth model. |
| 24:58:03:05. | Alternative evaluation application. |
| 24:58:03:06. | Application timelines. |
| 24:58:03:07. | Effect of application denial. |

24:58:03:08. Evaluators.

24:58:03:09. Evaluations of principals or assistant principals holding multiple appointments.

24:58:03:01. Principal evaluation timelines. Beginning in the 2016-2017 school year, each public school district shall evaluate the performance of each principal and assistant principal at least once per year for the principal's or assistant principal's first four years of employment with the district and at least every other year thereafter.

Each school district shall adopt procedures for evaluating the performance of principals and assistant principals that:

- (1) Meet the requirements of this article;
- (2) Serve as the basis for programs to increase professional growth and development of principals and assistant principals; and
- (3) Include a plan of assistance for any principal or assistant principal whose performance does not meet the requirements of this article.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:03:02. State minimum evaluation requirements. Beginning in the 2016-17 school year, each school district must, at a minimum, use all state minimum evaluation requirements when evaluating principals and assistant principals in the district.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:03:03. Alternative professional practice model. Notwithstanding

§ 24:58:03:02, a school district may use a model of professional practice other than the principal framework to evaluate principals and assistant principals if the district proves to the department that the model is aligned with the principal framework.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:03:04. Alternative student growth model. Notwithstanding § 24:58:03:02, a school district may be excused from the requirements of § 24:58:01:02(1) if the district proves to the department that the method of measuring school growth for all principals and assistant principals in the district reflects a rigorous, yet realistic expectation of student growth and meets the requirements of § 24:58:01:02(2).

24:58:03:05. Alternative evaluation application. If a district intends to use another model of professional practice or student growth as referenced in §§ 24:58:03:03 and 24:58:03:04, it must apply on forms provided by the department. The department may require additional documents and information necessary to enable the department to make the determinations referenced in those sections.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:03:06. Application timelines. All materials specified in § 24:58:03:05 must be received by the department by January thirty-first before the school year in which the district intends to implement the alternative evaluation model. By April 1 of that year, the department shall review the application and all documentation and issue a decision on the application. If a district's model is approved by the department, the district must submit any subsequent revisions for review and approval pursuant to this chapter.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:03:07. Effect of application denial. The department may deny the application if the district fails to submit all materials specified in § 24:58:03:05 by the deadline or if the department determines that the proposed model does not meet the requirements of §§ 24:58:03:03 or 24:58:03:04. If the application is denied, the district shall comply with all state minimum evaluation requirements for the upcoming school year. Nothing in this chapter requires the department to provide a hearing on the district's application.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:03:08. Evaluators.

Principal and assistant principal evaluations shall be performed by the district superintendent or another supervisor of the principal or assistant principal assigned by the superintendent to perform the evaluation.

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.

24:58:03:09. Evaluations of principals or assistant principals holding multiple appointments.

If an individual serves as a superintendent or assistant superintendent and also serves as a principal or assistant principal, then the individual may be evaluated as:

- (a) A principal or assistant principal pursuant to this article;
- (b) A superintendent or assistant superintendent pursuant to district policy or procedure; or
- (c) Both (a) and (b).

Source:

General Authority: 13-1-12.1, 13-3-69(7).

Law Implemented: SDCL 13-1-12.1, 13-3-47, 13-3-68, 13-3-69.