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**STATE BOARD OF EDUCATION**

CHAPTER 43

Statutory Authority: 1976 Code Sections 59-5-60 and 59-24-40

43-165.1. Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)

**Synopsis:**

 This regulation needs to be revised to remove outdated verbiage, update and clarify current responsibilities and procedures of school districts and the South Carolina Department of Education, reflect the revisions to the national Interstate School Leaders Licensure Consortium (ISLLC) standards, and allow for general collection of principals’ demographic data for purposes of pre-service and in-service of principals.

Section-by-Section Discussion

Section I. PURPOSE. Changes to this section update terminology (e.g., “state” Department of Education is now “South Carolina” Department of Education). Added to this section is an emphasis that principal evaluations are not only used for reemployment decisions but also to assist districts and the Office of School Leadership in developing principals’ leadership skills.

Section II. DEFINITIONS FOR THE PURPOSES OF THIS EVALUATION PROGRAM. Terminology (e.g., “Leadership Academy” is now “Office of School Leadership”) was updated. Definitions have been clarified according to what our focus groups (representing superintendents, human resources directors, principals, university education professors, SCDE staff) told us was unclear in the original regulation. Some terms (such as interim and experienced) were clarified using language from the statute. Under “C”, the alternative evaluation process was clarified, according to current statute and practice by the SCDE since 2001. Under “D”, statute states that principals must be evaluated at least every three years.

Section III. PARTICIPATION. Some districts have requested that their principals (who are new to South Carolina but have out-of-state experience) be allowed to participate in the South Carolina Principal Induction Program, in order to become familiar with South Carolina procedures. In this section, district personnel asked that we clarify expectations that supervisors of principals conduct mid-year and end-of-year conferences with principals. These district personnel (superintendents and human resources directors) recommended that interim principals not enter the formal evaluation cycle until their second year (after the Principal Induction Program is completed). Regarding experienced principals, the focus groups asked that emphasis be given to providing informal feedback annually, with at least mid- and end-of-year conferences, even though formal evaluations are required only every three years; the current PADEPP regulation and PADEPP training of supervisors currently emphasize that feedback be given each year. The superintendents and human resources directors recommended that experienced principals new to our state be evaluated the first year of their principalship in South Carolina.

Section IV. PERFORMANCE STANDARDS AND CRITERIA. The revised regulation removes the performance standards and criteria from the regulation. The wording in the revised regulation mirrors the language in the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) regulation.

The South Carolina standards are based upon the ISLLC (Interstate School Leaders Licensure Consortium) standards which were revised nationally in January 2008. Even though substantial changes were not made to the 1996 ISLLC standards, minor changes will be recommended in the near future to the South Carolina Performance Standards’ Criteria (e.g., to reflect the new EEDA requirements passed by the South Carolina General Assembly). Therefore, the South Carolina Performance Standards and Criteria will be placed in PADEPP Implementation Guidelines; these implementation guidelines, as well as any changes to these guidelines in the future, would require approval by the State Board of Education.

Section V. FORMAL EVALUATION PROCESS. The revised wording was recommended by the focus group of district, university, and SCDE personnel. Procedures were clarified.

Section VI. DISTRICT RESPONSIBILITIES

Section VII. SOUTH CAROLINA DEPARTMENT OF EDUCATION RESPONSIBILITIES. The last two sections (VI and VII) clarify the responsibilities of both the district and the South Carolina Department of Education. All wording was moved from other sections of the original regulation, with one exception. In VI.E., the words “and required principal evaluation data” are new to the regulation. In order to prepare highly qualified principals in the future, the South Carolina Department of Education may need to collect general performance information from districts in order to give feedback to South Carolina universities’ principal preparation programs.

Notice of Drafting for the proposed amendments was published in the State Register on June 27, 2008.

**Instructions:**

The following sections of Regulation 43-165.1 are modified as provided below. All other items and sections remain unchanged.

**Text:**

43-165.1. Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).

 I. PURPOSE

 The State Board of Education, through the South Carolina Department of Education, is required to adopt statewide performance standards and criteria that shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this state. School districts shall use the standards and procedures adopted by the State Board of Education for the purposes of conducting formal or informal evaluations and guiding the professional development of principals. Any principal whose performance on the formal evaluation is determined to be unsatisfactory must be formally evaluated the following year. Districts are to consider evaluation results in making reemployment decisions. However, satisfactory performance on an evaluation does not guarantee reemployment as a principal.

 The South Carolina Department of Education shall ensure the implementation of the principal evaluation in the school districts.

 Principals must be evaluated using the Performance Standards and Criteria for Principal Evaluation adopted by the State Board of Education. Additional performance standards and criteria may be established by the superintendent. As required by S.C. Code Ann. Section 59-24-30, the principal's annual professional development plan shall be established on the basis of the PADEPP performance standards and criteria and the school's renewal plan.

 II. DEFINITIONS FOR THE PURPOSES OF THIS EVALUATION PROGRAM

 A. PRINCIPAL: A principal is the chief administrative head or director of an elementary, middle, or secondary school or of a vocational, technical, special education, or alternative school. Induction principals are those serving for the first time as building-level principals. These principals are considered interim until the requirements of the Principal Induction Program (PIP) are completed. Experienced principals are those principals with one or more years of in-state or out-of-state experience as a principal.

 B. EVALUATOR: The evaluator is the district superintendent and/or the superintendent's designee. All evaluators must have successfully completed the Office of School Leadership’s (OSL) Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) training before evaluating principals.

 C. EVALUATION INSTRUMENT: The evaluation instrument developed by the South Carolina Department of Education is based upon the PADEPP Performance Standards and Criteria and is available from the Office of School Leadership. In lieu of the state instrument, districts may request permission to use an alternative evaluation process that meets state requirements and national standards. This instrument must be approved by the South Carolina Department of Education and the State Board of Education.

 D. EVALUATION CYCLE: The evaluation cycle shall be consistent with the school year as defined by law. At a minimum, principals shall be informally evaluated each year. Principals shall be formally evaluated at least once every three years.

 III. PARTICIPATION

 A. FIRST-YEAR PRINCIPALS

 (1) First-year principals shall participate in an induction program as provided for in State Board of Education Regulation 43-167, "Principal Induction Program." Districts may elect to send principals with out-of-state experience to the Principal Induction Program in order to introduce them to South Carolina statutes, regulations, and performance standards.

 (2) The superintendent or his or her designee shall provide the first-year principal with written and oral feedback relative to each performance standard and criterion. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

 (3) The South Carolina Department of Education shall provide superintendents and their designees with training designed to enable them to support and evaluate their first-year principals. Specifically, the training will ensure that participants have the knowledge and skills necessary to collect and document data relative to a principal’s performance, analyze the data to identify strengths and weaknesses, provide feedback to the principal in terms of the PADEPP Performance Standards, and counsel, coach, and assist the principal to improve effectiveness. Additionally, the training will ensure that participants are prepared to formally evaluate the principal in a valid, reliable manner and to make a summative judgment regarding the principal’s performance.

 (4) The superintendent or his or her designee will observe, collect relevant data, and consult with the first-year principal on a regular and consistent basis.

 (5) The principal will enter the formal evaluation cycle in his or her second year.

 B. EXPERIENCED PRINCIPALS

 (1) The superintendent or his or her designee shall formally evaluate experienced principals at least once every three years. The formal evaluation shall address each of the nine performance standards and accompanying criteria.

 (2) The superintendent or his or her designee shall conduct informal evaluations and provide feedback to the principal on an annual basis. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

 (3) An experienced principal new to South Carolina shall be formally evaluated during his or her first year in the state.

 IV. PERFORMANCE STANDARDS AND CRITERIA

 Principal preparation programs and school districts must address, but are not limited to, the performance standards for the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP), as specified in the State Board of Education’s PADEPP implementation guidelines.

 V. FORMAL EVALUATION PROCESS

 A. The formal evaluation of each principal shall consist of both formative and summative phases.

 (1) The formative phase shall begin with an initial review of the evaluation instrument by the evaluator with the principal. Regular conferences shall be held to discuss the principal's progress and shall include an analysis of the data collected during the year.

 (2) The summative phase shall provide for evaluative conclusions regarding the principal’s performance based upon the data collected in the manner specified by the evaluation instrument. Upon completion of the evaluation, the evaluator will meet with the principal to discuss the findings in terms of each of the PADEPP Performance Standards, as well as the overall results. At the conclusion of the meeting, the evaluator and the principal shall sign the evaluation form, and a copy shall be given to the principal.

 B. After reviewing the overall results of the formal evaluation, the principal and evaluator shall establish the principal’s annual professional development plan on the basis of the identified strengths and weaknesses, as well as the school's renewal plan.

 C. Each principal has the right to respond in writing to the completed principal evaluation instrument. This written response must be submitted to the evaluator within ten working days of the summative conference.

 D. All appeals shall follow local school district policies and procedures governing the local appeal process.

 VI. DISTRICT RESPONSIBILITIES

 A. Each school district shall ensure that principals receive awareness training that includes

 (1) the PADEPP Performance Standards and Criteria for Principal Evaluation,

 (2) the PADEPP principal evaluation instrument, and

 (3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)."

 B. Each school district shall ensure that the district superintendent and the superintendent’s designee(s) are trained as evaluators of principals.

 C. Each school district shall designate one individual to be trained as a district coordinator for PADEPP. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.

 D. Each school district shall maintain principal evaluation data and shall ensure the confidentiality of the evaluation results in accordance with the Freedom of Information Act.

 E. Each school district shall submit annual assurances and required principal evaluation data to the South Carolina Department of Education indicating compliance with this regulation and PADEPP implementation guidelines.

 VII. SOUTH CAROLINA DEPARTMENT OF EDUCATION RESPONSIBILITIES

 A. The South Carolina Department of Education shall ensure that the PADEPP is appropriately implemented by each school district in accordance with this regulation and PADEPP implementation guidelines.

 B. The South Carolina Department of Education shall collect from school districts

 (1) required principal evaluation data to determine trends and inform decisions concerning educational leadership preparation and professional development, and

 (2) annual assurances that the Program for Assisting, Developing, and Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

 C. The South Carolina Department of Education shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

**Fiscal Impact Statement:**

None.

**Statement of Rationale:**

The regulation is required by statute to adopt statewide performance standards and criteria that will serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the state’s school districts.