

SENATE
STATE OF MINNESOTA
EIGHTY-SEVENTH LEGISLATURE

S.F. No. 2213

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DATE	D-PG	OFFICIAL STATUS
03/05/2012	4101	Introduction and first reading Referred to Education
03/13/2012	4361	Comm report: To pass
	4363	Second reading
03/26/2012	5146	Special Order
	5146	Third reading Passed See HF24949, Art. 2, Sec. 8

A bill for an act
relating to education; modifying certain principal evaluation provisions;
amending Minnesota Statutes 2011 Supplement, section 123B.147, subdivision 3.
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2011 Supplement, section 123B.147, subdivision 3,
is amended to read:

Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative,
supervisory, and instructional leadership services, under the supervision of the
superintendent of schools of the district and according to the policies, rules, and
regulations of the school board, for the planning, management, operation, and evaluation
of the education program of the building or buildings to which the principal is assigned.
(b) To enhance a principal's leadership skills and support and improve teaching
practices, school performance, and student achievement, a district must develop and
implement a performance-based system for annually evaluating school principals assigned
to supervise a school building within the district. The evaluation must be designed
to improve teaching and learning by supporting the principal in shaping the school's
professional environment and developing teacher quality, performance, and effectiveness.
The annual evaluation must:

- (1) support and improve a principal's instructional leadership, organizational
management, and professional development, and strengthen the principal's capacity in the
areas of instruction, supervision, evaluation, and teacher development;
- (2) include formative and summative evaluations;
- (3) be consistent with a principal's job description, a district's long-term plans and
goals, and the principal's own professional multiyear growth plans and goals, all of which

must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;

(4) include on-the-job observations and previous evaluations;

(5) allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

(6) use longitudinal data on student academic growth as ~~an~~ 35 percent of the evaluation ~~component~~ and incorporate district achievement goals and targets;

(7) be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture; and

(8) for principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.

The provisions of this paragraph are intended to provide districts with sufficient flexibility to accommodate district needs and goals related to developing, supporting, and evaluating principals.

EFFECTIVE DATE. This section is effective for the 2013-2014 school year and later.