

ESEA and MN Principal Evaluation – Side By Side

Evaluation Model: The state evaluation and support system must include these factors:

ESEA Flexibility Requirements	MN Principal Evaluation Statute 123B.143; 123B.147; Spec. Leg.: SEC 47	Current The Evaluation of Minnesota’s School Principals	Other State Models	GAPS/ Recommendations
(1) Will be used for continual improvement of instruction;	<p>123B.147 ...must be designed to improve teaching and learning by support the principal in shaping the school’s professional environment and developing teacher quality, performance, and effectiveness.</p> <p>(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;</p> <p>SEC. 47 (workgroup charge) ... how principals develop and maintain: (1) high standards for student performance; (2) rigorous curriculum; (3) quality instruction; (4) a culture of learning and professional behavior; (6) systemic performance accountability; and (7) leadership behaviors that create effective schools and improve school performance, including how to plan for, implement, support, advocate for, communicate about, and monitor continuous and improved learning</p>			
(2) Meaningful, differentiated performance using at least three (3) performance levels;	<p>SEC. 47 (workgroup) The group also may consider whether to establish a multitiered evaluation system that supports newly licensed principals in becoming highly skilled school leaders and provides opportunities for advanced learning for more experienced school leaders.</p>			

<p>(3) Use multiple valid measures of determining performance levels, including as a significant factor data on student growth for all students (including English Learning and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);</p>	<p>123B.147 (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 evaluation component and incorporate district achievement goals and targets;</p> <p>Sec. 47 (workgroup charge) how principals develop and maintain: (6) systemic performance accountability; and (7) leadership behaviors that create effective schools and improve school performance, including how to plan for, implement, support, advocate for, communicate about, and monitor continuous and improved learning</p>			
<p>(6) Evaluate teachers and principals on a regular basis;</p>	<p>123B.147 (b)...a district must develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building within a district.</p> <p>123B.143 (3) annually evaluate each school principal assigned responsibility for supervising a school building within the district, consistent with section 123B.147, subdivision 3, paragraph (b);</p> <p>SEC. 47 to develop a performance-based system model for annually evaluating school principals.</p>			
<p>(7) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development;</p>	<p>123B.147 (2) include formative and summative evaluations;</p> <p>(3) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's</p>			

	<p>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;</p> <p>(7) be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture</p>			
(8) Will be used to inform personnel decisions;	<p>123B.147 (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.</p>			
	<p>SEC 47 (workgroup charge) (4) a culture of learning and professional behavior;</p>			
	<p>SEC 47 (workgroup charge) (5) connections to external communities;</p>			

Evaluation and support systems - SEA level

ESEA Flexibility Requirements	MN Principal Evaluation Statute 123B.143; 123B.147; Spec. Leg.: SEC 47	Current The Evaluation of Minnesota's School Principals	Other State Models	Gaps and/or Recommendations
SEA and LEA must commit to develop, adopt, pilot and implement teacher and principal evaluation systems	<p>SEC 47 (workgroup charge) (a) To implement the requirements of Minnesota Statutes, sections 123B.143, subdivision 1, clause (3), and 123B.147, subdivision 3, paragraph (b), the commissioner of education, the Minnesota Association of Secondary School Principals, and the Minnesota Association of Elementary School Principals must convene a group of recognized and qualified experts and interested stakeholders, including principals, superintendents, teachers, school board members, and parents,</p>			

	<p>among other stakeholders, to develop a performance-based system model for annually evaluating school principals.</p> <p>SEC 47 (workgroup charge) This section is effective the day following final enactment and applies to principal evaluations beginning in the 2013-2014 school year and later.</p> <p>123B.143 The amendment to subdivision 1 by Laws 2011, First Special Session chapter 11, article 2, section 21, is effective for the 2013-2014 school year and later. Laws 2011, First Special Session chapter 11, article 2, section 21, the effective date.</p>			
SEA must develop and adopt guidelines for these systems	<p>SEC 47 (workgroup charge) (b) To implement the requirements of Minnesota Statutes, sections 123B.143, subdivision 1, clause (3), and 123B.147, subdivision 3, paragraph (b), the commissioner of education, the Minnesota Association of Secondary School Principals, and the Minnesota Association of Elementary School Principals must convene a group of recognized and qualified experts and interested stakeholders, including principals, superintendents, teachers, school board members, and parents, among other stakeholders, to develop a performance-based system model for annually evaluating school principals.</p>			
To ensure high-quality implementation, all teachers, principals, and evaluators should be training on the evaluation system and their responsibilities;				
SEA must also provide student growth data on current students				

and the students taught in the previous year to, at minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects				
SEA may use data from these systems to meet the requirements of ESEA section 1111(b)(8)(C) that it ensure that poor and minority				

Evaluation and support systems – LEA level

ESEA Flexibility Requirements	MN Principal Evaluation Statute 123B.143; 123B.147; Spec. Leg.: SEC 47	Current The Evaluation of Minnesota’s School Principals	Other State Models	Gaps and/or Recommendations
SEA and LEA must commit to develop, adopt, pilot and implement teacher and principal evaluation systems	SEC 47 (workgroup charge) (c) To implement the requirements of Minnesota Statutes, sections 123B.143, subdivision 1, clause (3), and 123B.147, subdivision 3, paragraph (b), the commissioner of education, the Minnesota Association of Secondary School Principals, and the Minnesota Association of Elementary School Principals must convene a group of recognized and qualified experts and interested stakeholders, including principals, superintendents, teachers, school board members, and parents, among other stakeholders, to develop a performance-based system model for annually evaluating school principals.			
LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with SEAs guidelines;	123B.147 The amendment to subdivision 3 by Laws 2011, First Special Session chapter 11, article 2, section 22, is effective for the 2013-2014 school year and later. Laws 2011, First Special Session chapter 11, article 2, section 22, the effective date.			

	<p>123B.143 The superintendent of a district shall perform the following: (3) annually evaluate each school principal assigned responsibility for supervising a school building within the district, consistent with section 123B.147, subdivision 3, paragraph (b);</p>			
<p>To ensure high-quality implementation, all teachers, principals, and evaluators should be trained on the evaluation system and their responsibilities in the evaluation system;</p>				

MN Statutes References

123B.147 PRINCIPALS.

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 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.

The amendment to subdivision 3 by Laws 2011, First Special Session chapter 11, article 2, section 22, is effective for the 2013-2014 school year and later. Laws 2011, First Special Session chapter 11, article 2, section 22, the effective date.

123B.143 SUPERINTENDENT.

Subdivision 1. Contract; duties.

The superintendent of a district shall perform the following:

(3) annually evaluate each school principal assigned responsibility for supervising a school building within the district, consistent with section [123B.147, subdivision 3](#), paragraph (b);

The amendment to subdivision 1 by Laws 2011, First Special Session chapter 11, article 2, section 21, is effective for the 2013-2014 school year and later. Laws 2011, First Special Session chapter 11, article 2, section 21, the effective date.

Sec. 47. **IMPLEMENTING A PERFORMANCE-BASED EVALUATION SYSTEM FOR PRINCIPALS.**

(a) To implement the requirements of Minnesota Statutes, sections [123B.143, subdivision 1, clause \(3\), and 123B.147, subdivision 3, paragraph \(b\)](#), the commissioner of education, the Minnesota Association of Secondary School Principals, and the Minnesota

Association of Elementary School Principals must convene a group of recognized and qualified experts and interested stakeholders, including principals, superintendents, teachers, school board members, and parents, among other stakeholders, to develop a performance-based system model for annually evaluating school principals. In developing the system model, the group must at least consider how principals develop and maintain:

- (1) high standards for student performance;
- (2) rigorous curriculum;
- (3) quality instruction;
- (4) a culture of learning and professional behavior;
- (5) connections to external communities;
- (6) systemic performance accountability; and
- (7) leadership behaviors that create effective schools and improve school performance, including how to plan for, implement, support, advocate for, communicate about, and monitor continuous and improved learning.

The group also may consider whether to establish a multitiered evaluation system that supports newly licensed principals in becoming highly skilled school leaders and provides opportunities for advanced learning for more experienced school leaders.

(b) The commissioner, the Minnesota Association of Secondary School Principals, and the Minnesota Association of Elementary School Principals must submit a written report and all the group's working papers to the education committees of the legislature by February 1, 2012, discussing the group's responses to paragraph (a) and its recommendations for a performance-based system model for annually evaluating school principals. The group convened under this section expires June 1, 2012.

EFFECTIVE DATE. This section is effective the day following final enactment and applies to principal evaluations beginning in the 2013-2014 school year and later.