

Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)

Implementation Guidelines

**Presented to the South Carolina
State Board of Education by the
South Carolina Department of Education
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Revised March 2015



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Mission of South Carolina State Board of Education (SBE)

SBE Mission: The State Board of Education's mission is to provide a leadership role in helping South Carolina set policy and direction to transform teaching and learning so that students are prepared with the necessary knowledge and skills, including innovation, to compete globally and live a productive life.

Overview and History of Principal Evaluation in South Carolina

One of the statutes resulting from the South Carolina Education Improvement Act (EIA) of 1984 was the Principal Incentive Program (PIP). A critical piece of the PIP was the statewide Principal Evaluation Program (PEP), which called for annual evaluation of principals. This initial program for authentic assessment required extensive documentation of principal performance. After a three-year pilot and field tests, the principal evaluation cycle was changed to require formal evaluations at least once every three years. In 1989, a statewide principal evaluation document was adopted by the State Board of Education.

The statute for principal evaluation (S.C. Code § 59-24-40) was amended in May 1997. This amended statute required the State Board of Education (SBE), through the South Carolina Department of Education (SCDE), to accomplish these three tasks: 1) Identify and adopt criteria and standards for principal performance, 2) Promulgate regulations, and 3) Ensure that all principals develop ongoing professional development plans using the adopted standards and criteria and the school renewal plan. The following was the initial timeline to accomplish these tasks:

- 1997–1998 Identification of Criteria and Standards
- 1998–1999 Development and Testing
- 1999–2000 Statewide Implementation
- 1999–2000 Development and Testing (continued)
- 2000–2001 Statewide Implementation through Pilot Project

A one-year extension was designated during the process.

During the 1998–99 school year, the statewide Principal Evaluation Program Review Committee (PEPRC), in collaboration with the Leadership Academy at the SCDE and the South Carolina Educational Policy Center at the University of South Carolina, identified standards for principal evaluation in South Carolina, based upon the 1996 Interstate School Leaders Licensure Consortium (ISLLC).¹ Criteria were developed by a PEPRC subcommittee, resulting in a document entitled “Proposed Standards and Criteria for South Carolina Principal Evaluation.”

During the spring of 1999, eighteen members of a statewide committee were invited to serve on a new committee. The newly-established committee consisted of eighteen individuals representing superintendents, human resources personnel, directors, principals from all levels, classroom teachers, guidance counselors, media center specialists, other school district employees across South Carolina, and higher education. The Office of Professional Development in the SCDE contracted with the Educational Policy Center at USC to serve on this committee, as well as provide technical expertise regarding reliability and validity of evaluation instruments and processes. This committee analyzed thirty-five evaluation documents from other states, four evaluation documents from national organizations, and fifteen evaluation instruments from local school districts.

The committee also sought input from the National Association of Secondary School Principals (NASSP) representatives and the SCDE's Office of Teacher Certification and Office of Teacher Induction and Evaluation regarding the principals' performance standards and criteria. In soliciting input from a statewide field review, seventy pages of comments and suggestions were considered and used in revising the proposed standards and

¹ The ISLLC standards are currently (March 2015) under review by the Council of Chief State School Officers (CCSSO), and a refreshed version of the standards is anticipated later this spring. The SCDE intends to convene stakeholders to review the revised standards in the context of changes to principal evaluation, including greater emphasis on key elements, such as distributed leadership.

criteria. The program name was changed from the Principal Evaluation Program (PEP) to the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). After input from State Superintendent Inez Tenenbaum, the proposed PADEPP regulation, including reference to guidelines for standards and criteria, was adopted by the State Board of Education in December 2000. The PADEPP regulation was approved by the General Assembly in June 2001.

In January 2008, National Policy Board of Educational Administration adopted the *Educational Leadership Policy Standards: ISLLC 2008*, which updated the *1996 ISLLC Standards for School Leaders*. Since the South Carolina PADEPP standards and criteria are based upon the 1996 Interstate School Leaders Licensure Consortium (ISLLC) standards, it was appropriate to update the 2001 PADEPP regulation. In addition, the Regulation 43-165.1 needed revisions to remove outdated verbiage, update and clarify current responsibilities and procedures of school districts and the SCDE, and allow for general collection of principals' evaluation data for purposes of pre-service and in-service preparation and training of principals.

To this end, the Office of School Leadership in the SCDE solicited input from a representative group of superintendents, human resources directors, educational leadership professors from South Carolina universities, principals, and SCDE personnel during the summer and early fall of 2008 regarding revisions to the PADEPP regulation. The proposed revisions were also presented to the South Carolina Educational Leadership Roundtable, the School Leaders Educational Institute Fellows (SLEI), and the SCASA Instructional Leaders Roundtable for further suggestions.

After the SBE adopted the revised PADEPP regulation in December 2008, Regulation 43-165.1 was submitted to the General Assembly for promulgation. The amended regulation was approved by the General Assembly effective May 2009 and published in the *State Register* on June 26, 2009.

After amendment of the regulation in 2009, the standards and criteria, referred to in Regulation 43-165.1, were placed in the ***PADEPP Implementation Guidelines***; upon adoption these guidelines clarified responsibilities, procedures, and forms for the principal evaluation process in South Carolina to school districts, principals, and the SCDE.

In June 2014, the SBE amended the South Carolina educator evaluation guidelines, including PADEPP, to include student growth as a significant factor.

The PADEPP regulation was amended on January 21, 2015 to include references to Standard 10 on Student Growth to conform to the June 2014 change. As of March 11, 2015, the amended regulation is pending before the General Assembly.

During 2015, the SCDE conducted stakeholder meetings to revise and update the educator evaluation guidelines. These amendments to the ***PADEPP Implementation Guidelines*** are the result of incorporating that feedback and to meet requirements for the ESEA flexibility waiver. The SCDE has developed a process for collecting ongoing feedback for continuous improvement of the systems.

The Purposes of Principal Evaluation

After being commissioned by the Wallace Foundation in 2004 to complete a review of the research regarding the correlation between leadership and student achievement, authors Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom summarized that "Leadership not only matters: It is second only to teaching among school-related factors that affect student learning." In their well-known publication entitled "*How Leadership Influences Student Learning*", these researchers also emphasized that leadership's "impact is greatest in schools with the greatest needs...."

The South Carolina General Assembly also published their beliefs in the importance of the school principal in Section 59, Chapter 24, of the South Carolina Code of Laws. §59-24-5 states, "The General Assembly finds that the leadership of the principal is key to the success of a school, and support for

ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff.” In emphasizing the importance of assisting principals in their professional growth, Section 59-24-30 mandates that “All school administrators shall develop an ongoing individual professional development plan with annual updates which is appropriate for their role or position...and shall support both their individual growth and the organizational needs.” In Section 59-24-40, the statute emphasizes a primary purpose of the principal’s evaluation process, namely that “Evaluation results must be provided in writing and a professional development plan established based on the principal’s strengths and weaknesses and taking into consideration the school’s strategic plan for improvement *for the purpose of improving the principal’s performance.*” (Emphasis added.)

ESEA Flexibility Requirements

The PADEPP Guidelines as revised meet all criteria for eligibility for ESEA flexibility and the requirements of the South Carolina statutes and regulations:

Requirement 1: be used for continual improvement of instruction.

- *All principals must be evaluated every year on Instructional Leadership, Student Growth, and any standard rated below “Proficient,” and must have a professional growth and development plan.*

Requirement 2: differentiate performance using at least three performance levels.

- *PADEPP has at least three levels: Exemplary, Proficient, Improvement Needed and Unsatisfactory*

Requirement 3: use multiple valid measures to determine performance levels, including, as a significant factor, data in student growth for all students (including English language learners and students with disabilities), and other measures of professional practice.

- *PADEPP utilizes 10 performance standards based upon ISLLC.*
- *All principals must be evaluated every year on at least two standards, one of which must be Student Growth.*
- *Student Growth must be at least 20% of a principal’s overall evaluation rating. Although we refer to the weighting as a percentage, South Carolina applies a decision matrix that requires principals who are rated “Unsatisfactory” on Student Growth can score no higher than “Improvement Needed” on the overall evaluation. Principals rated “Improvement Needed” on Student Growth may score “Proficient” overall only if they receive the highest rating on the PADEPP Performance Standards.*

Requirement 4: will evaluate educators on a regular basis.

- *Principals are evaluated formally at least every three years, and informally in the years between on at least two standards (Instructional Leadership and Student Growth). The decision matrix is in the table below.*

Requirement 5: will provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

- *Principals receive annual written feedback and must have approved, individualized growth and professional development plans.*

Requirement 6: will be used to inform personnel decisions.

- *All principals are employed on an at-will basis. Evaluations are used to inform certification, advancement to Tier 2 status, continuing employment as a principal, assignments, and professional growth and development plans.*

Decision Matrix

Although we will refer to the different components as weighted percentages, the decision rules South Carolina is adopting result in *summative ratings that are not mathematically driven.*

Percentages are provided solely to guide districts that wish to propose alternative models. The following is the State model decision matrix.

Table A – Decision Matrix

Professional Practice (≤ 80%) + Decision Rules	Student Growth (≥20%) + Decision Rules			
	Unsatisfactory	Improvement Needed (IN)	Proficient	Exemplary
Unsatisfactory	Unsatisfactory	Improvement Needed	Improvement Needed	Improvement Needed
Improvement Needed	Unsatisfactory	Improvement Needed	Proficient	Proficient
Proficient	Improvement Needed	Improvement Needed	Proficient	Proficient
Exemplary	Improvement Needed	Proficient	Proficient	Exemplary

PADEPP Definitions

For the purposes of this principal evaluation process, the following terms are defined below:

1. **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.
2. **EVALUATOR:** The evaluator is the district superintendent and/or the superintendent's designee. All evaluators must have successfully completed the SCDE's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) training before evaluating principals.
3. **EVALUATION INSTRUMENT:** The evaluation instrument developed by the SCDE is based upon the PADEPP Performance Standards and Criteria and is available from the SCDE. 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 as part of the district's PADEPP plan.

4. **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.
5. **PERFORMANCE STANDARDS:** The performance standards are guidelines for evaluating principal behavior based upon a level of quality or excellence, specifically set by South Carolina, based upon Interstate School Leaders Licensure Consortium (ISLLC) Policy Standards.
6. **PERFORMANCE CRITERIA:** The performance criteria are observed levels of proficiency or descriptors for specific practices that characterize a standard.
7. **EVIDENCE/SUPPORTING DATA:** Evidence/supporting data are documents or proof that demonstrate or verify the rating given a principal on a specific standard or criteria.
8. **PERFORMANCE RATING PROFILE:** The following are levels of proficiency on a specific standard or criteria:
 - **Exemplary**– Indicates the school principal does an outstanding job in the use of this standard. No area for improvement readily identifiable.
 - **Proficient** – Indicates the school principal consistently meets and sometimes exceeds expectations for performance in the use of this standard. Performance can be improved in area(s) identified, but current practices are clearly acceptable.
 - **Improvement Needed** – Indicates the school principal's performance sometimes but not always meets expectations in the use of this standard.
 - **Unsatisfactory**– Indicates the principal's performance does not meet expectations.

Principal Evaluation Instrument

South Carolina Department of Education

“In many ways, the school principal is the most important and influential individual in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal’s leadership as the key to success.”

United States Senate Report, 1972

Directions:

This instrument was developed by the SCDE in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals annually. Principals will be rated on each standard by checking the category that most appropriately describes the principal’s performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

_____	_____
Name of Principal	Date
_____	_____
Name of Superintendent/Designee	Date

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Improvement Needed level.

Exemplary	Proficient	Improvement Needed
<p>The principal’s performance is characterized by most of the following:</p> <p>Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision.</p> <p>Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.</p> <p>Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.</p> <p>Implements, evaluates, and refines the plan of action for achieving the school’s vision.</p> <p>_____</p> <p>Other local criteria:</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision.</p> <p>Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.</p> <p>Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community.</p> <p>Implements, evaluates, and refines selected portions of the plan of action for achieving the school’s vision.</p> <p>_____</p> <p>Other local criteria:</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district’s mission and vision.</p> <p>Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.</p> <p>Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.</p> <p>Fails to implement, evaluate or refine the plan of action for achieving the school’s vision.</p> <p>_____</p> <p>Other local criteria:</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal’s performance is characterized by most of the following:</p> <p>Sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates proficiency in analyzing research and assessment data.</p> <p>Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Monitors and evaluates the effectiveness of instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Generally sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates some proficiency in analyzing research and assessment data.</p> <p>Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Monitors and evaluates the effectiveness of most instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Rarely sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates little proficiency in analyzing research and assessment data.</p> <p>Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Rarely monitors or evaluates the effectiveness of instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>

Circle Rating: E P IN U

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2:

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal’s performance is characterized by most of the following:</p> <p>Seeks and allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements</p> <p>Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.</p> <p>Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.</p> <p>Ensures the maintenance of a clean and aesthetically pleasing school environment.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Often seeks, and/or adequately allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing according to most local, state, and federal requirements.</p> <p>Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data .</p> <p>Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.</p> <p>Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Rarely seeks and/or adequately allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.</p> <p>Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.</p> <p>Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.</p> <p>Does not ensure the maintenance of a clean and aesthetically pleasing school environment.</p> <p>Other local criteria: _____</p>

Circle Rating: **E** **P** **IN** **U**

Evidence/Supporting Data:

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal’s performance is characterized by most of the following:</p> <p>Initiates and maintains strategies to promote collegiality and collaboration among the staff. Involves parents, students, and the community in efforts to create and maintain a positive learning environment.</p> <p>Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Manages conflict and crisis situations in an effective and timely manner.</p> <p>Deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.</p> <p>Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.</p> <p>Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Manages conflict and crisis situations in an effective and timely manner the majority of the time.</p> <p>Usually deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.</p> <p>Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.</p> <p>Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Rarely manages conflict and crisis situations in an effective and timely manner.</p> <p>Infrequently deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria: _____</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

□ Exemplary	Proficient	Improvement Needed
<p>The principal’s performance is characterized by most of the following:</p> <p>Develops an effective and interactive communications plan and public relations program.</p> <p>Participates in school community activities.</p> <p>Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.</p> <p>Responds to diverse community interests and needs.</p> <p>Creates and sustains a variety of opportunities for parent and community involvement in school activities.</p> <p>Collaborates with staff to develop effective strategies for parents and the community to support students’ learning.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Develops a somewhat effective and interactive communications plan and public relations program.</p> <p>Participates in selected school community activities.</p> <p>Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.</p> <p>Responds to diverse community interests and needs in most cases.</p> <p>Creates and sustains some opportunities for parent and community involvement in school activities.</p> <p>Collaborates with staff to develop strategies for parents and the community to support students’ learning.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Does not develop an effective and interactive communications plan and public relations program.</p> <p>Rarely participates in school community activities.</p> <p>Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.</p> <p>Rarely considers diverse community interests and needs.</p> <p>Misses opportunities for involving parents and the community in school activities.</p> <p>Seldom collaborates with staff to develop strategies for parents and the community to support students’ learning.</p> <p>Other local criteria: _____</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Models respect, understanding, sensitivity, and appreciation for all people.</p> <p>Adheres to local, state, and federal requirements.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Models respect, understanding, sensitivity, and appreciation in most circumstances.</p> <p>Adheres to local, state, and federal requirements</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Inconsistently models respect, understanding, sensitivity, and appreciation for all people.</p> <p>Usually adheres to local, state, and federal requirements.</p> <p>Other local criteria: _____</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal’s performance is characterized by most of the following:</p> <p>Demonstrates respect for others.</p> <p>Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Communicates effectively with stakeholders to support school and district goals.</p> <p>Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Uses appropriate oral and written communication skills.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Demonstrates respect for others with few exceptions.</p> <p>Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Typically communicates effectively with stakeholders to support school and district goals.</p> <p>Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Uses appropriate oral and written communication skills on most occasions.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Inconsistently demonstrates respect for others.</p> <p>Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Usually does not communicate effectively with stakeholders to support school and district goals.</p> <p>Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Oral and/or written communication skills hinder effective interactions with stakeholders.</p> <p>Other local criteria: _____ _____</p>

Circle Rating: **E** **P** **IN** **U**

Evidence/Supporting Data:

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal’s performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.</p> <p>Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Encourages staff to set goals for professional growth.</p> <p>Shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Encourages and develops distributed leadership.</p> <p>Other local criteria:</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.</p> <p>Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Typically encourages staff to set goals for professional growth.</p> <p>Usually shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Usually encourages and develops distributed leadership.</p> <p>Other local criteria:</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.</p> <p>Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Inconsistently encourages staff to set goals for professional growth.</p> <p>Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Sometimes encourages and develops distributed leadership.</p> <p>Other local criteria:</p>

Circle Rating: E P IN U
Evidence/Supporting Data:

Standard 9: Principal’s Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal’s professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal’s performance is characterized by most of the following:</p> <p>Develops and implements an appropriate plan for professional development consistent with school and district goals.</p> <p>Establishes and maintains a professional network with other administrators.</p> <p>Complies with district and state professional development requirements.</p> <p>Participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Develops and implements a plan for professional development.</p> <p>Establishes and maintains a limited professional network with other administrators.</p> <p>Complies with district and state professional development requirements.</p> <p>Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria: _____</p>	<p>The principal’s performance is characterized by most of the following:</p> <p>Develops and implements an inappropriate plan for professional development.</p> <p>Does not establish or maintain a professional network with other administrators.</p> <p>Complies with district and state professional development requirements some of the time.</p> <p>Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria: _____</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 10: Student Growth

A school principal is an educational leader who is responsible for the success and achievement of all students by being accountable for student outcomes within federal, state, and local assessments and other evidence used to determine the academic growth or status of all students. On formal evaluation, multiple years of academic student growth will be considered and account for at least 20% of the overall rating; however, the matrix on the summative rating page controls. “Student growth” is defined as the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means, for grades and subjects in which assessments are required under ESEA section 1111(b)(3) (“*tested grades and subjects*”), a student’s score on such assessments; and student achievement may include other measures of student learning, provided they are rigorous and comparable across schools within an LEA. “Other measures of student learning” includes alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement.

Criteria: Performance criteria below describe the observed levels of proficiency for the Student Growth Standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

Unsatisfactory

The principal’s performance is characterized by any of the following:

- For “*tested grades and subjects*” the evidence of school-wide student growth performance over multiple academic years does not meet State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years does not meet State standard.
- Rarely establishes and makes known objectives which document the academic growth or status of all students.
- Rarely uses assessments or statistics to establish the achievement levels or status of all students.
- Seldom accounts for all students under the principal’s jurisdiction in appropriate assessments to determine students’ academic growth or status.
- Frequently uses unrecognized or non-approved assessment instruments to determine students’ academic growth or status. Does not accurately report on student achievement or status as required by state and district policies to some constituencies.

Other local criteria: _____

Improvement Needed

The principal’s performance is characterized by any of the following:

- For “*tested grades and subjects*” the evidence of school-wide student growth performance over multiple academic years does not meet or only occasionally meets State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years does not meet or only occasionally meets State standard.
- Seldom establishes and makes known objectives which document the academic growth or status of all students.
- Seldom uses assessments or statistics to establish the achievement levels or status of all students.
- Frequently does not account for all students under the principal’s jurisdiction in appropriate assessments to determine students’ academic growth or status.
- Sometimes uses unrecognized or non-approved assessment instruments to determine students’ academic growth or status. Does not accurately report on student achievement or status as required by state and district policies to some constituencies.

Other local criteria: _____

Proficient

The principal’s performance is characterized by some of the following:

- For “*tested grades and subjects*” the evidence of school-wide student growth performance over multiple academic years meets State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years meets State standard.
- Occasionally does not establish and make known objectives which document the academic growth or status of all students.
- Usually uses assessment or statistic to establish the achievement levels or status of all students.
- Usually accounts for all students under the principal’s jurisdiction in appropriate assessments to determine students’ academic growth or status.
- Occasionally uses unrecognized or non-approved assessment instruments to determine students’ academic growth or status.
- Usually reports on student achievement or status as required by state and district policies to some constituencies in an accurate manner.

Other local criteria: _____

Exemplary

The principal’s performance is characterized by most of the following:

- For “*tested grades and subjects*” the evidence of school-wide student growth performance over multiple academic years meets or exceeds State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years meets or exceeds State standard.
- Most of the time establishes and makes known objectives which document the academic growth or status of all students.
- Most of the time uses assessments or statistics to establish the achievement levels or status of all students.
- Almost always accounts for all students under the principal’s jurisdiction in appropriate assessments to determine students’ academic growth or status.
- Rarely uses unrecognized or non-approved assessment instruments to determine students’ academic growth or status.
- Almost always reports on student achievement or status as required by state and district policies to some constituencies in an accurate manner.

Other local criteria: _____

Rating: E P IN U

Evidence/Supporting Data:

PADEPP Evaluation Requirements for Induction Principals

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. According to South Carolina Code 59-24-80, first-year principals shall participate in an induction program as provided for in State Board of Education Regulation 43-167, "Principal Induction Program." (School 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; however, formal evaluation is required as stated below.)

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.

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.

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

PADEPP Evaluation Requirements for Principals after the Induction Year (1+ Years of Experience)

Experienced principals are those principals with one or more years of in-state or out-of-state experience as a principal.

The superintendent or his/her designee shall formally evaluate experienced principals at least once every third year. The formal evaluation shall address each of the performance standards and accompanying criteria.

The superintendent or his or her designee shall conduct informal evaluations and provide feedback to the principal in the years between formal evaluation. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

An experienced principal new to South Carolina shall be formally evaluated during his or her first year in the State of South Carolina.

District's PADEPP Responsibilities

Each school district shall ensure that principals receive awareness training that includes familiarity with the following:

- (1) The PADEPP Performance Standards and Criteria for Principal Evaluation,
 - (2) The PADEPP principal evaluation instrument, and
- Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating

Principal Performance (PADEPP)."

Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals. In addition, school districts must assure that one individual in that district is trained by the SCDE as a district coordinator for PADEPP. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.

Each school district shall maintain principal evaluation data forms and shall ensure the confidentiality of the evaluation results. Assurances and principal evaluation data forms must be submitted annually to the SCDE indicating compliance with this regulation and PADEPP implementation guidelines.

Alternative, Aligned District-Developed Systems for Evaluation

All districts will be required to implement the revised PADEPP system beginning 2015–16. Districts have flexibility to develop an alternative, yet aligned approach to evaluation of professional practice. Any district that proposes using an alternative to the State's standards and/or models for evaluating and supporting educators must present, as part of the district's annual educator evaluation plans, evidence that verifies that the proposed standards and/or models meet all six ESEA flexibility requirements and the state-level specifications in statute and regulation. A decision matrix must be included, and in no event may Student Growth account for less than 20% of the overall formal, summative rating. Additionally, alternative models must yield educator effectiveness ratings that are aligned with the State's ratings and that can be reported annually to the SCDE in the standard statewide reporting format. All alternative educator support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

SCDE's PADEPP Responsibilities

The SCDE shall ensure that the PADEPP is appropriately implemented by each school district in accordance with the statute, regulation and PADEPP implementation guidelines.

The SCDE shall collect the following from school districts:

1. Required principal evaluation data to determine trends and inform decisions concerning educational leadership preparation and professional development, and
2. Annual assurance forms verifying 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.

The SCDE shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

The SCDE will provide training for evaluators and review data and suggest changes to continuously improve the system so that principals receive valuable feedback to improve their professional practice and increase success among South Carolina's students.

PADEPP Statutes

Current through the end of the 2014 Regular Session.

SECTION 59-24-5. Importance of leadership of principal recognized.

The General Assembly finds that the leadership of the principal is key to the success of a school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff.

SECTION 59-24-10. Assessment of leadership and management capabilities before appointment as principal.

Beginning with the school year 1999-2000, before permanent appointment as a principal for an elementary school, secondary school, or career and technology center, a person must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. A district may appoint a person on an interim basis until the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to a person currently employed as principal on the effective date of this section or to a person hired as principal before the beginning of school year 1999-2000.

SECTION 59-24-15. Rights of certified education personnel employed as administrators.

Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract.

SECTION 59-24-20. Requirements for admission to graduate programs in school administration.

Beginning with the school year 1986-87, the Commission on Higher Education, with the assistance of the State Board of Education, shall require all state-supported colleges and universities which offer graduate degrees in school administration to increase the entrance requirements for admission to these graduate programs and shall specifically enumerate what increases are necessary to each college and university offering these programs.

SECTION 59-24-30. Individual professional development plans.

All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position. This plan shall support both their individual growth and organizational needs. Organizational needs must be defined by the districts' strategic plans or school renewal plans. Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment. The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development.

SECTION 59-24-35. Expenditure of funds.

Funding authorized to be expended for assessments of prospective principals and for administrator leadership seminars must be expended for the new leadership assessment and for support of the school administrator professional development planning.

SECTION 59-24-40. Development and adoption of statewide performance standards for principals; annual evaluation of principals; training program for principals receiving unsatisfactory rating.

For the purposes of assisting, developing, and evaluating principals, the State Board of Education, through the State Department of Education, shall adopt criteria and statewide performance standards which shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this State. The State Department of Education shall select or cause to be developed and the State Board of Education shall promulgate regulations for the evaluation of the performance of all principals based on those criteria and standards. School districts shall use the standards and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. The State Department of Education shall ensure that the criteria and standards are valid and reliable and are appropriately administered. Evaluation results must be provided in writing and a professional development plan established based on the principal's strengths and weaknesses and taking into consideration the school's strategic plan for improvement for the purpose of improving the principal's performance. Any principal whose performance on an evaluation is rated unsatisfactory must be evaluated again within one year. Nothing in this section limits or prohibits school districts from setting additional and more stringent standards for the evaluation of principals. A satisfactory rating on the evaluation is one of several criteria for overall performance evaluation and is not sufficient for reemployment as a principal by a school district.

The State Department of Education shall review the implementation of the principal evaluation in the school districts for the purpose of providing technical assistance and ensuring the evaluations are appropriately administered.

....

SECTION 59-24-50. Continuous professional development programs.

By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project.

SECTION 59-24-60. Requirement of school officials to contact law enforcement authorities when criminal conduct occurs.

In addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy.

SECTION 59-24-65. Principals' Executive Institute (PEI); program design task force; purpose; governing regulations; focus.

The State Department of Education shall establish a Principals' Executive Institute (PEI) with the funds appropriated for that purpose.

(1) A task force appointed by the State Superintendent of Education shall begin on or before July 1, 1999, to design this program so that the first class of participants shall begin during school year 1999-2000. The task force shall include, but is not limited to, representatives from the State Department of Education, business leaders, university faculty, district superintendents, school principals, South Carolina Teachers of the Year, representatives from professional organizations, members of the Education Oversight Committee, and appropriate legislative staff.

(2) The purpose of the PEI is to provide professional development to South Carolinas principals in management and school leadership skills.

(3) By January 1, 2000, the State Board of Education shall establish regulations governing the operation of the PEI.

(4) The focus of the first year of the Principals' Executive Institute shall be to serve the twenty-seven principals from impaired schools and other experienced principals as identified by the South Carolina Leadership Academy of the Department of Education and as approved by the local public school districts which employ such principals.

(5) The creation of the Principals' Executive Institute shall not duplicate the State Department of Education's Leadership Academy programs but shall provide intensive, in-depth training in business principles and concepts as they relate to school management and the training and developmental programs for principals mandated under the 1998 Education Accountability Act.

SECTION 59-24-80. Formal induction program for first year principals.

Beginning with school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools research, and analysis of test scores for curricular improvement.

SECTION 59-24-100. Establishment and funding of school principal incentive program.

The State Board of Education acting with the assistance of the Education Oversight Committee shall cause to be developed and implemented a school principal incentive program to reward school principals who demonstrate superior performance and productivity. Funds for school principal incentive programs must be provided by the General Assembly in the annual general appropriation act.

SECTION 59-24-110. Guidelines for development of program; promulgation of regulations; distribution of funds to school districts on per principal basis.

The school principal incentive program must be developed based on the following guidelines:

(1) The State Board of Education shall identify incentive criteria in school year 1984-85. The State Board shall cause no more than three programs to be developed or selected in nine school districts in school year 1985-86. Pilot testing of no more than these three programs must occur in nine school districts, designated by the State Board upon the recommendation of the Education Oversight Committee, in school year 1986-87 and by regulation implemented statewide beginning with school year 1987-88.

(2) No school principals shall receive funds under the incentive program unless the individual meets or exceeds all eligibility standards set out in the district's program.

(3) Prior to the 1987-88 school year, the State Board, with the assistance of an advisory committee it appoints, and acting through the State Department of Education, shall establish by

regulation an incentive program for rewarding and retaining principals who demonstrate superior performance and productivity.

(4) The incentive program shall include: (a) evaluation for instructional leadership performance as it related to improved student learning and development; (b) evaluation by a team which includes school administrators, teachers, and peers; (c) evidence of self-improvement through advanced training; (d) meaningful participation of school principals in the development of the plan; and (e) working with student teachers whenever possible.

(5) Funds for the school principal incentive program must be distributed to the school districts of the State on a per principal basis. Principal incentive rewards may not exceed five thousand dollars a principal.

The State Board of Education shall promulgate regulations that ensure that the districts of the state utilize the funds in an appropriate manner and establish a procedure for redistributing funds from districts that do not require all of their allocations.

SECTION 59-24-120. Apprenticeship for principal.

The State Board of Education shall establish guidelines for selected school districts of this State to implement programs whereby persons who demonstrate outstanding potential as principals in the opinion of the district may be given the opportunity to serve an apprenticeship as a principal in the selected districts.

SECTION 59-24-130. Principal, defined.

For purposes of funds appropriated in the annual general appropriations act and program eligibility for the School Principal Incentive Program and the School Administrator Evaluation Program, the term "principal" also includes the administrative head of a career and technology center.

PADEPP Regulation No.: R 43-165.1

Pending revision March 2015

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 evaluations and guiding the professional development of principals. Districts are to consider evaluation results in making decisions regarding principal development, compensation, promotion, retention, and removal.

The South Carolina Department of Education shall ensure the implementation of 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 (PDP) 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 probationary until they have completed the requirements of the Principal Induction Program (PIP) and have received an overall rating of Proficient or higher on the PADEPP evaluation instrument.

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. After induction, principals shall be evaluated as stated in Section III.

III. PROGRAM IMPLEMENTATION

A. PRINCIPALS WITH TIER 1 CERTIFICATION

(1) First-year principals shall participate in an induction program as provided for in State Board of Education Regulation 43-167, "Principal Induction Program." 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. Principals are to receive this feedback at least at mid-year and end-of-year conferences. The superintendent or his or her designee will observe, collect relevant data, consult with the first-year principal on a regular and consistent basis, and provide the first-year principal with an informal written evaluation.

(2) Upon successful completion of both the South Carolina Principal Induction Program (PIP) and a full evaluation on the PADEPP evaluation instrument, the principal will be eligible for Tier 2 principal certification. If the overall rating on the PADEPP evaluation instrument in any year immediately subsequent to the induction year of employment as a principal is below Proficient, the principal will remain on Tier 1 certification until the South Carolina Department of Education receives verification from the employing school district that the principal has achieved an overall rating of Proficient or higher on PADEPP.

B. PRINCIPALS WITH TIER 2 CERTIFICATION

The superintendent or his or her designee shall evaluate Tier 2 principals annually. A full evaluation using all PADEPP Performance Standards will be conducted at least every third year. The evaluation shall address each of the PADEPP Performance Standards and accompanying Criteria. Principal evaluations on years between full evaluations will include Performance Standards for 2 Instructional Leadership, Student Growth, and all Performance Standards rated the previous year as below "Proficient," as well as any additional Performance Standards identified in the Principal's Professional Development Plan (PDP). Full evaluations may, of course, be conducted every year, if the superintendent chooses to do so. A principal is to receive feedback from the superintendent or his designee regarding the principal's performance at least at mid-year and end-of-year conferences.

IV. PERFORMANCE STANDARDS AND CRITERIA

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

V. EVALUATION PROCESS

A. The 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. 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 evaluation, the principal and evaluator shall establish the principal's annual Professional Development Plan (PDP) on the basis of the identified strengths and weaknesses, as well as the school's renewal plan.

C. Satisfactory performance on an evaluation does not guarantee reemployment as a principal.

D. 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.

E. 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, including an annual submission for all principals in their district.

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.

F. Each school district shall utilize the results from the principal evaluations in decisions regarding principal development, compensation, promotion, retention, and removal.

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 required principal evaluation data, as well as Assurance/Validation forms, in order to

(1) determine trends and inform decisions concerning educational leadership preparation and professional development, and

(2) ensure 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. 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 the principal's performance strengths and weaknesses, provide feedback to the principal in terms of the PADEPP Performance Standards and Criteria, and counsel, coach, and assist the principal to improve effectiveness. Additionally, the training will ensure that participants are prepared to

evaluate the principal in a valid, reliable manner, and to make a summative judgment regarding the principal's performance.

VIII. TRAINING REQUIREMENTS

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

- (1) the Standards and Criteria for Principal Evaluation,
- (2) the selected principal evaluation instrument, and
- (3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating

Principal Performance."

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 the Program for Assisting, Developing, and Evaluating Principal Performance. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.

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

IX. PROGRAM IMPLEMENTATION AND ADMINISTRATION

A. The South Carolina Department of Education shall ensure that the Program for Assisting, Developing, and Evaluating Principal Performance is appropriately implemented by each school district in accordance with this regulation.

B. Local school districts shall provide annual assurances to the Department 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 has the authority to develop guidelines, approved by the State Board of Education, in accordance with the provisions of this regulation.