

ARTICLE 24:58: PRINCIPAL PERFORMANCE STANDARDS AND EVALUATION

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

- (1) "Assistant principal," for purposes of this article, an individual who:
 - (a) Is a school building level leader;
 - (b) Has been issued a current South Dakota administrator certificate;
 - (c) Is designated as an assistant principal in reports required by the department pursuant to SDCL [13-3-51](#); and
 - (d) Participates in the evaluation of teachers pursuant to article 24:57;
- (2) "Evaluation," a process to assess objectively the performance of a principal;
- (3) "Principal," for purposes of this article, an individual who:
 - (a) Is a school building level leader;
 - (b) Has completed an approved principal or administrator preparation program at an accredited institution;
 - (c) Has been issued a current South Dakota administrator certificate;
 - (d) Is not serving as a superintendent or assistant superintendent;
 - (e) Is designated as a principal in reports required by the department pursuant to SDCL [13-3-51](#); and
 - (f) Participates in the evaluation of teachers pursuant to article 24:57.

The requirements of subdivisions (b) and (c) do not apply if the individual is in the process of completing alternative certification pursuant to chapter 24:28:15;

- (4) "Principal framework," the framework for effective principals referenced in chapter 24:58:02;
- (5) "School," an attendance center belonging to a school district which is accredited by the secretary for the purpose of instructing children of compulsory school age as provided in SDCL [13-27-1](#) and to which the principal or assistant principal is assigned in reports required by the department pursuant to SDCL [13-3-51](#);
- (6) "State minimum evaluation requirements," the model for evaluating principal or assistant principal performance which, for each principal or assistant principal:
 - (a) Is based upon the principal framework in chapter 24:58:02;
 - (b) Is used to guide professional growth; and
 - (c) Provides clear, timely, and useful feedback which identifies needs and guides professional development.

Source: 41 SDR 109, effective January 12, 2015; 44 SDR 42, effective September 12, 2017.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

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

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

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

- (1) Developing and implementing goals, objectives, and strategies to achieve a shared vision for school and student success; and
- (2) Reviewing and monitoring the school's vision, mission, goals, and school improvement plans referenced in § 24:43:02:03(2) to ensure high expectations for student learning and continuous school improvement.

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

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

- (1) Promoting, facilitating, and utilizing the effective use of data from multiple measures to inform instruction and evaluate student performance to support effective instruction;
- (2) Leading and supporting staff in acquiring, planning, and implementing research-based instructional strategies and technologies that advance the school's vision and goals and meet the diverse needs of all students;
- (3) Utilizing the skills of staff and encouraging staff to assume leadership roles within the school to improve teaching and learning;
- (4) Ensuring that the instructional content and curriculum is aligned with state and district content standards and the curriculum priorities of the school and district; and
- (5) Developing a professional growth plan for staff for the purpose of continuous improvement.

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

24:58:02:04. School operations and resources domain

defined. Principals and assistant principals shall demonstrate the ability to efficiently and productively manage school operations and resources. This shall include the following components:

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

Source: 41 SDR 109, effective January 12, 2015.

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

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

24:58:02:05. School, student, and staff safety domain

defined. Principals and assistant principals shall demonstrate the ability to foster a physically, emotionally, and cognitively safe learning environment for students, staff, and community. This shall include the following components:

- (1) Creating a safe school environment that addresses the physical, emotional, and cognitive needs of the parents, students, staff, and the community by openly addressing and resolving potential safety issues;

- (2) Establishing and communicating clear and consistent expectations regarding staff and student conduct;
- (3) Utilizing fair, effective, and supporting practices in establishing student behavior management; and
- (4) Using effective conflict resolution skills to resolve challenges in a timely manner.

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

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

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

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

24:58:02:07. Ethical and cultural leadership domain

defined. Principals and assistant principals shall demonstrate the ability to provide ethical, cultural, and skilled leadership. This shall include the following components:

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

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

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

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

- (1) Meet the requirements of this article; and
- (2) Serve as the basis for programs to increase professional growth and development of principals and assistant principals.

Nothing in this article is intended to supersede the authority of a district or school to dismiss or non-renew a principal or assistant principal.

Source: 41 SDR 109, effective January 12, 2015; 44 SDR 42, effective September 12, 2017.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

24:58:03:02. State minimum evaluation requirements. Beginning in the 2016-2017 school year, each school district must, at a minimum, use all state minimum evaluation requirements when evaluating principals and assistant principals in the district.

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

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

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

24:58:03:04. Alternative student growth model. Repealed.

Source: 41 SDR 109, effective January 12, 2015; 44 SDR 42, effective September 12, 2017.

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

Source: 41 SDR 109, effective January 12, 2015; 44 SDR 42, effective September 12, 2017.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

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

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

24:58:03:07. Effect of application denial. The department may deny the application if the district fails to submit all materials specified in § 24:58:03:05 by the deadline or if the department determines that the proposed model does not meet the requirements of § 24:58:03:03. If the application is denied, the district shall comply with all state minimum evaluation requirements for the upcoming school year.

Nothing in this chapter requires the department to provide a hearing on the district's application.

Source: 41 SDR 109, effective January 12, 2015; 44 SDR 42, effective September 12, 2017.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

24:58:03:08. Evaluators. Principal and assistant principal evaluations shall be performed by the district superintendent or another supervisor of the principal or assistant principal assigned by the superintendent to perform the evaluation.

Source: 41 SDR 109, effective January 12, 2015.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).

24:58:03:09. Evaluations of principals or assistant principals holding multiple appointments. If an individual serves as a superintendent or assistant superintendent and also serves as a principal or assistant principal, then the individual may be evaluated as:

- (1) A principal or assistant principal pursuant to this article, notwithstanding § 24:58:01:01(3)(d);
- (2) A superintendent or assistant superintendent pursuant to district policy or procedure; or
- (3) Both (1) and (2).

Source: 41 SDR 109, effective January 12, 2015; 44 SDR 42, effective September 12, 2017.

General Authority: SDCL [13-1-12.1](#), [13-3-69\(7\)](#).

Law Implemented: SDCL [13-1-12.1](#), [13-3-47](#), [13-3-68](#), [13-3-69](#).