

Checklist for Local Principal Development and Evaluation (PDE) Models

Traditional Public School Districts

This tool is designed to provide local district teams with a checklist to assess whether their local PDE model meets requirements in statute.

In general, the statute uses terms that are left to local education authorities to define in the context of their local PDE Model. This checklist summarizes statutory language; districts are required to meet the language in law. For statutory language, visit Minnesota Statutes § [Minn. Stat. § 123B.147](#).

For more information, see [Frequently Asked Questions about Principal Development and Evaluation Statutory Requirements](#).

Overall Model Design Goals

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 system (also referred to as a local principal development and evaluation model) must be designed to:

- Enhance a principal's leadership skills.
- Support and improve teaching practices, school performance, and student achievement for diverse student populations, including:
 - at-risk students
 - children with disabilities
 - English learners
 - gifted students
 - among others
- Improve teaching and learning by supporting the principal in:
 - Shaping the school's professional environment.
 - Developing teacher quality, performance, and effectiveness.

Model Requirements for Principals

The model must...

- Annually evaluate school principals.
- Support and improve a principal's instructional leadership, organizational management, and professional development.
- Strengthen a principal's capacity in the areas of instruction, supervision, evaluation, and teacher development.
- Include both formative and summative evaluations based on multiple measures of student progress toward career and college readiness.
- Support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction by being consistent with:
 - A principal's job description.
 - A district's long-term plans and goals.
 - A principal's own professional multi-year growth plans and goals.
- Include previous evaluations.
- Include on-the-job observations.
- Use longitudinal data on student academic growth as 35 percent of the evaluation and incorporate district achievement goals and targets.
- Be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and collaborative professional culture.
- For principals not meeting standards, implement a plan to improve a principal's performance and specify the procedure and consequence if performance is not improved.
- 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.

Public Charter Schools

Requirements for the development and evaluation of charter school leaders are articulated in Minnesota Statutes § [124E.12, Subd 2](#). The information in this section is specific to the school leaders of charter schools, whether the leader has or does not have an administrator's license.

A person, without holding a valid administrator's license, may perform administrative, supervisory, or instructional leadership duties. The board of directors shall establish qualifications for all persons who hold administrative, supervisory, or instructional leadership roles.

The board of directors shall use qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles. Qualifications shall cover at least:

- Instruction and assessment
- Human resource and personnel management
- Financial management
- Legal and compliance management
- Effective communication
- Board, authorizer, and community relationships.

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan.