

**SB300 ENGROSSED**



1 ZSXTWK-2  
2 By Senator Orr  
3 RFD: Finance and Taxation Education  
4 First Read: 09-May-23  
5 2023 Regular Session



**SB300 Engrossed**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28

A BILL  
TO BE ENTITLED  
AN ACT

To create the School Principal Leadership and Mentoring Act and the Alabama Principal Leadership Development System for public K-12 education; to provide for the creation and implementation of a mentoring program for new principals and a continuing professional learning program for principals and assistant principals; and to provide annual stipends for each principal and assistant principal who satisfactorily completes the program.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. This act shall be known and may be cited as the School Principal Leadership and Mentoring Act.

Section 2. For the purposes of this act, the following terms shall have the following meanings:

- (1) BOARD. The State Board of Education.
- (2) DEPARTMENT. The State Department of Education.
- (3) DESIGN TEAM. The group of individuals appointed to design the Alabama Principal Leadership Development System including, but not limited to, school leadership standards, principal leadership framework, design of a leadership academy, ongoing professional learning, mentoring, evaluation



## SB300 Engrossed

29 system, or any other aspect the design team determines  
30 necessary for the growth and development of successful school  
31 administrators.

32 (4) HIGH-POVERTY SCHOOL. A school that has a free and  
33 reduced federal lunch student percentage of 75 percent or  
34 greater as determined by the most recent data posted or that  
35 provides meals to all students through the community  
36 eligibility provision.

37 (5) LOW-PERFORMING SCHOOL. Any school that is  
38 identified as a Comprehensive Support and Improvement School,  
39 a Targeted Support and Improvement School, an Additional  
40 Targeted Support and Improvement School, a school with a D or  
41 F grade as defined by the Alabama Education Report Card,  
42 Chapter 6C of Title 16, Code of Alabama 1975, or a full  
43 support school or limited support school as defined by the  
44 Alabama Literacy Act, Chapter 6G of Title 16, Code of Alabama  
45 1975, or the Alabama Numeracy Act, Chapter 6H of Title 16,  
46 Code of Alabama 1975.

47 (6) MENTORING. A long-term relationship between a new  
48 principal mentee and a trained principal mentor that fosters  
49 the professional, academic, or personal development of the  
50 principal mentee.

51 (7) NEW PRINCIPAL. A principal who is serving in his or  
52 her first or second year as a principal.

53 (8) PRINCIPAL. An individual who is certified for the  
54 position of principal, as prescribed by the board, and who is  
55 employed full-time by a local board of education as the chief  
56 school administrator of a public school.



## SB300 Engrossed

57 (9) PRINCIPAL MENTEE. A new principal who is  
58 participating in a mentoring relationship with a more  
59 experienced principal through which the principals may further  
60 define and articulate core values, grow instructional  
61 leadership competencies, and develop professional confidence.

62 (10) PRINCIPAL MENTOR. An experienced school  
63 administrator who guides new principals in defining and  
64 articulating core values, growing instructional leadership  
65 competencies, and developing professional confidence.

66 (11) PROFESSIONAL LEARNING. A comprehensive, sustained,  
67 job-embedded, and collaborative approach to improving the  
68 effectiveness of principals in elevating student achievement  
69 through professional study.

70 (12) PROFESSIONAL LEARNING UNIT. A content-driven,  
71 long-term unit of professional study for instructional leaders  
72 that fully addresses all knowledge and ability indicators  
73 under at least one of the Alabama Standards for School  
74 Leaders, or a professional study that constitutes a  
75 professional learning unit that requires multiple professional  
76 learning experiences over time and is aligned with the Alabama  
77 Standards for School Leadership, the Principal Leadership  
78 framework, and the Alabama Standards for Professional  
79 Learning.

80 (13) PROGRAM. The Alabama Principal Leadership  
81 Development System created by this act.

82 (14) SCHOOL. A public school located in the state and  
83 providing instruction in grades preK-12, or any configuration  
84 of those grades.



## SB300 Engrossed

85 (15) SCHOOL ADMINISTRATOR. Includes principals and  
86 assistant principals.

87 (16) SUPERINTENDENT. The State Superintendent of  
88 Education.

89 Section 3. (a) (1) A design team shall be appointed to  
90 develop the program. In selecting design team members, the  
91 superintendent may consult with professional associations that  
92 primarily serve school administrators, higher education  
93 partners, and others to facilitate a design team with  
94 expertise in elementary, middle, and high school leadership,  
95 as well as curriculum, school climate, data management,  
96 assessment, instruction, mentoring, and other areas necessary  
97 for leading a school with high expectations for academic  
98 achievement and growth and a positive school climate. At a  
99 minimum, the membership of the design team shall include all  
100 of the following:

101 a. The State Superintendent of Education, or his or her  
102 designee.

103 b. Three serving principals, including a high school,  
104 middle school, and elementary school principal appointed by  
105 the Board of Directors of the Council for Leaders in Alabama  
106 Schools.

107 c. Three serving assistant principals, including a high  
108 school, middle school, and elementary school assistant  
109 principal appointed by the Board of Directors of the Council  
110 for Leaders in Alabama Schools.

111 d. Two local superintendents of education appointed by  
112 the Board of Directors of the School Superintendents of



## SB300 Engrossed

113 Alabama.

114 e. Three serving public school teachers, including a  
115 high school, middle school, and elementary school teacher  
116 appointed by the Board of Directors of the Alabama Education  
117 Association.

118 f. Two members who are each serving as a member of a  
119 local board of education appointed by the Board of Directors  
120 of the Alabama Association of School Boards.

121 g. One member who is serving as an instructor at an  
122 institution of higher education in the state and is familiar  
123 with the responsibilities and roles of principals appointed by  
124 the Alabama Commission on Higher Education.

125 h. Two members appointed from the state at-large by the  
126 Board of Directors of the A+ Education Partnership.

127 i. Four members appointed from the state at-large by  
128 the Governor.

129 (2) The appointing authorities shall coordinate their  
130 appointments to assure the team membership is inclusive and  
131 reflects the racial, gender, geographic, urban, rural, and  
132 economic diversity of the state.

133 (b) To assist in developing and implementing the  
134 program, the department may contract with a professional  
135 learning organization in the state that has demonstrated  
136 successful experience in providing training to principals in  
137 distributive and collaborative leadership. In addition, the  
138 design team may contract with a national organization with  
139 demonstrated expertise in the most current research related to  
140 effective principal leadership.



## SB300 Engrossed

141 (c) The goal of the program is to increase the  
142 effectiveness of school administrators resulting in improved  
143 academic outcomes for all students. At a minimum, the program  
144 shall provide all of the following:

145 (1) Statewide infrastructure that provides consistent  
146 access to sustained, high-quality professional learning and  
147 mentoring for school administrators.

148 (2) Updated Alabama Standards for School Leadership and  
149 Principal Leadership framework to reflect recent research and  
150 best practices, which shall replace the Alabama Standards for  
151 Instructional Leaders.

152 (3) Principal Leadership framework, which shall guide  
153 development of the program. This framework shall satisfy the  
154 requirements of the instructional leadership framework in the  
155 Alabama Numeracy Act and shall provide guidance for all of the  
156 following:

157 a. A clear and shared vision for principal leadership,  
158 including the following domains for principal effectiveness:  
159 Visionary leadership, instructional leadership, innovative  
160 leadership, managerial leadership, and relational leadership.

161 b. Recognizing and supporting excellent instruction  
162 through the use of high-quality instructional materials and  
163 evidence-based teaching practices.

164 c. Supporting evidence-based best practices of  
165 high-quality professional learning.

166 d. Data driven instructional leadership to continuously  
167 drive improvement in student achievement, including managing a  
168 multi-tiered system of supports to improve student



## SB300 Engrossed

169 achievement.

170 e. Effective coaching and management of school-based  
171 academic coaches.

172 f. Norms for participation and collaboration in  
173 coaching cycles to strengthen teacher practices.

174 (4) Comprehensive instruction on school leadership and  
175 other relevant topics aligned to the new Alabama Standards for  
176 School Leadership and the Principal Leadership framework.

177 (5) Additional resources for those schools that have  
178 difficulty in recruiting and retaining effective school  
179 administrators.

180 (6) Competitive grants or technical assistance, or  
181 both, to encourage local school districts to develop principal  
182 pipeline programs.

183 Section 4. Commencing with the 2023-2024 school year,  
184 the design team shall develop the program in three phases,  
185 with increasing complexity and accountability, and implemented  
186 in the following stages:

187 (1) Commencing with the 2023-2024 school year, each  
188 school administrator shall develop a comprehensive  
189 professional learning plan to be implemented beginning in the  
190 2024-2025 school year, and in each subsequent school year  
191 thereafter. In addition to required professional learning  
192 units, the plan shall include an additional five days of  
193 high-quality professional learning targeted to building skills  
194 for school leadership as identified in the annual professional  
195 learning plan. The department shall publish a list of  
196 acceptable professional learning programs, or otherwise





## SB300 Engrossed

197 approve professional learning experiences for this purpose  
198 aligned to the Alabama Standards for School Leadership and  
199 Principal Leadership framework including, but not limited to,  
200 a menu of microcredentials, additional in-person academies,  
201 field experiences, and other advanced work. Each professional  
202 learning plan shall include at least one goal related to  
203 student academic growth or achievement, or both, and at least  
204 one goal for school climate. School administrators in  
205 elementary schools shall participate in early literacy and  
206 numeracy professional learning recommended by the  
207 superintendent for their individual schools as part of their  
208 high-quality professional learning plan.

209 (2) Commencing with the 2024-2025 school year, each new  
210 principal shall work with a principal mentor for two  
211 consecutive years. A principal mentor shall be selected based  
212 on his or her successful experience as a school leader and  
213 commitment to developing principal mentees in school  
214 leadership. A training program for principal mentors shall be  
215 developed, or selected, by the design team.

216 (3) No later than the fall of 2025, a year-long  
217 leadership academy shall be developed by the design team. The  
218 leadership academy shall be aligned to the Alabama Standards  
219 for School Leadership and Principal Leadership framework.

220 (4) No later than the fall of 2025, the design team, in  
221 partnership with a national expert, shall develop an  
222 evaluation system for all participating school administrators.  
223 The evaluation system shall be aligned to the Alabama  
224 Standards for School Leadership and Principal Leadership



## SB300 Engrossed

225 framework and shall include measures of student growth and  
226 achievement and all of the following domains for principal  
227 effectiveness:

- 228 a. Visionary leadership.
- 229 b. Instructional leadership.
- 230 c. Innovative leadership.
- 231 d. Managerial leadership.
- 232 e. Relational leadership.

233 (5) No later than July 1, 2024, the design team shall  
234 recommend to the superintendent a schedule for implementation  
235 of the program so that all principals shall have the  
236 opportunity to begin the program not later than the 2029-2030  
237 school year.

238 Section 5. (a) Any appropriation by the Legislature  
239 shall be used, in part, to fund salary supplements and related  
240 benefit costs for school administrators and other costs  
241 relating to the program.

242 (b) (1) The department shall provide an annual  
243 supplement of up to ten thousand dollars (\$10,000) to any  
244 principal and up to five thousand dollars (\$5,000) to any  
245 assistant principal who successfully completes the program, is  
246 employed full-time in a public preK-12 school, and is properly  
247 certified by the state. The department shall provide  
248 additional supplements of up to five thousand dollars (\$5,000)  
249 to any principal and up to two thousand five hundred dollars  
250 (\$2,500) to any assistant principal serving in a  
251 low-performing school or high-poverty school. The amount of  
252 any supplement provided by this subdivision is subject to



## SB300 Engrossed

253 appropriations by the Legislature. Successful completion of  
254 the program shall consist of the following:

255 a. Beginning with all then currently employed  
256 principals and assistant principals, as of October 1, 2024,  
257 annual completion of five additional days of approved,  
258 high-quality professional learning as described in Section 4.

259 b. Beginning with all newly employed, first-time  
260 principals, as of July 1, 2024, or later, annual completion of  
261 five additional days of approved, high-quality professional  
262 learning and participation in a new school administrator  
263 mentor program.

264 c. Beginning with the 2027-2028 school year, all then  
265 currently employed and new principals, in addition to the five  
266 additional days of high-quality professional learning,  
267 participation in the evaluation system created in Section 4.

268 d. Beginning with the 2029-2030 school year, all then  
269 currently employed principals, in addition to the five  
270 additional days of high-quality professional learning,  
271 participation in the evaluation system created in Section 4  
272 and participation in and completion of the year-long  
273 leadership academy in accordance with a schedule for  
274 completion as developed and disseminated by the  
275 superintendent.

276 e. Beginning with the 2029-2030 school year, for newly  
277 employed principals, annual completion of five additional days  
278 of high-quality professional learning, participation in the  
279 evaluation system created in Section 4, participation and  
280 ultimately completion of the mentorship program, and



## SB300 Engrossed

281 participation in and ultimately graduation from the year-long  
282 leadership academy.

283 (2) Notwithstanding subdivision (1), any individual  
284 employed as a principal on July 1, 2024, shall be exempt from  
285 the mentoring requirement.

286 (c) Upon completion of the evaluation system, it is the  
287 intent of the Legislature that additional supplements be  
288 provided to principals who meet or exceed student growth goals  
289 as identified through the evaluation system in low-performing  
290 schools and high-poverty schools.

291 (d) On or before January 1, 2024, the superintendent  
292 shall submit a report to the Legislature detailing the number  
293 of school administrators expected to receive the annual  
294 supplement provided in subsection (b) for the 2025 fiscal  
295 year. The report shall be submitted to the Chair of the Senate  
296 Finance and Taxation Education Committee, Chair of the House  
297 Ways and Means Education Committee, and the Legislative Fiscal  
298 Officer.

299 Section 6. (a) The Legislature shall annually  
300 appropriate to the department an amount sufficient to cover  
301 the actual costs of developing and implementing the program  
302 including, but not limited to, the awarding of stipends and  
303 grants and the hiring of additional staff as necessary. Any  
304 appropriations shall be subject to the provisions, terms,  
305 conditions, and limitations of the Budget and Financial  
306 Control Act, the Budget Management Act of 1976, and this act.

307 (b) The department shall provide technical assistance  
308 to local boards of education as necessary to ensure compliance



## SB300 Engrossed

309 with this act.

310 (c) The board may adopt rules as necessary to implement  
311 and enforce this act.

312 Section 7. (a) On or before the first legislative day  
313 of the 2025 Regular Session, the superintendent shall submit a  
314 report to the Legislature regarding the design and  
315 implementation status of the program. The report shall be  
316 submitted to the Chairs of the Senate Finance and Taxation  
317 Education Committee, Senate Education Policy Committee, House  
318 Ways and Means Education Committee, and House Education Policy  
319 Committee.

320 (b) On or before the first legislative day of the 2026  
321 Regular Session, the superintendent shall submit a report to  
322 the Chairs of the Senate Finance and Taxation Education  
323 Committee, Senate Education Policy Committee, House Ways and  
324 Means Education Committee, and House Education Policy  
325 Committee that details all of the following:

326 (1) The method for identifying exemplary, high-quality  
327 principal mentors to participate in providing instruction  
328 through the program.

329 (2) The number of school administrators, by title, who  
330 attended the program during the immediately preceding year and  
331 the number of those school administrators who successfully  
332 completed the program.

333 (3) The number of school administrators, by title,  
334 expected to participate in the program during the immediately  
335 succeeding year.

336 (4) The number of principals who have met or exceeded



## SB300 Engrossed

337 their student growth goals as identified through the  
338 evaluation system.

339 (5) The manner in which the department expects to  
340 measure the success of the program, including measuring  
341 improved retention, improvements in school climate, and  
342 improved student outcomes.

343 (6) A recommendation concerning whether to continue the  
344 program, any recommended changes to the program, and the  
345 estimated cost of continuing the program.

346 Section 8. This act shall become effective immediately  
347 following its passage and approval by the Governor, or its  
348 otherwise becoming law.



**SB300 Engrossed**

349  
350  
351 Senate

352 Read for the first time and referred .....09-May-23  
353 to the Senate committee on Finance  
354 and Taxation Education  
355  
356 Read for the second time and placed .....11-May-23  
357 on the calendar:  
358 0 amendments  
359  
360 Read for the third time and passed .....16-May-23  
361 as amended  
362 Yeas 34  
363 Nays 0  
364 Abstains 0  
365  
366

Patrick Harris,  
Secretary.

367  
368  
369