

SB300 ENROLLED



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



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1 Enrolled, An Act,

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

12 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

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

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

17 (1) BOARD. The State Board of Education.

18 (2) DEPARTMENT. The State Department of Education.

19 (3) DESIGN TEAM. The group of individuals appointed to
20 design the Alabama Principal Leadership Development System
21 including, but not limited to, school leadership standards,
22 principal leadership framework, design of a leadership
23 academy, ongoing professional learning, mentoring, evaluation
24 system, or any other aspect the design team determines
25 necessary for the growth and development of successful school
26 administrators.

27 (4) HIGH-POVERTY SCHOOL. A school that has a free and
28 reduced federal lunch student percentage of 75 percent or



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29 greater as determined by the most recent data posted or that
30 provides meals to all students through the community
31 eligibility provision.

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

42 (6) MENTORING. A long-term relationship between a new
43 principal mentee and a trained principal mentor that fosters
44 the professional, academic, or personal development of the
45 principal mentee.

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

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

52 (9) PRINCIPAL MENTEE. A new principal who is
53 participating in a mentoring relationship with a more
54 experienced principal through which the principals may further
55 define and articulate core values, grow instructional
56 leadership competencies, and develop professional confidence.



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57 (10) PRINCIPAL MENTOR. An experienced school
58 administrator who guides new principals in defining and
59 articulating core values, growing instructional leadership
60 competencies, and developing professional confidence.

61 (11) PROFESSIONAL LEARNING. A comprehensive, sustained,
62 job-embedded, and collaborative approach to improving the
63 effectiveness of principals in elevating student achievement
64 through professional study.

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

75 (13) PROGRAM. The Alabama Principal Leadership
76 Development System created by this act.

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

80 (15) SCHOOL ADMINISTRATOR. Includes principals and
81 assistant principals.

82 (16) SUPERINTENDENT. The State Superintendent of
83 Education.

84 Section 3. (a)(1) A design team shall be appointed to



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

96 a. The State Superintendent of Education, or his or her
97 designee.

98 b. Three serving principals, including a high school,
99 middle school, and elementary school principal appointed by
100 the Board of Directors of the Council for Leaders in Alabama
101 Schools.

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

106 d. Two local superintendents of education appointed by
107 the Board of Directors of the School Superintendents of
108 Alabama.

109 e. Three serving public school teachers, including a
110 high school, middle school, and elementary school teacher
111 appointed by the Board of Directors of the Alabama Education
112 Association.



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

116 g. One member who is serving as an instructor at an
117 institution of higher education in the state and is familiar
118 with the responsibilities and roles of principals appointed by
119 the Alabama Commission on Higher Education.

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

122 i. Four members appointed from the state at-large by
123 the Governor.

124 (2) The appointing authorities shall coordinate their
125 appointments to assure the team membership is inclusive and
126 reflects the racial, gender, geographic, urban, rural, and
127 economic diversity of the state.

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

136 (c) The goal of the program is to increase the
137 effectiveness of school administrators resulting in improved
138 academic outcomes for all students. At a minimum, the program
139 shall provide all of the following:

140 (1) Statewide infrastructure that provides consistent



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141 access to sustained, high-quality professional learning and
142 mentoring for school administrators.

143 (2) Updated Alabama Standards for School Leadership and
144 Principal Leadership framework to reflect recent research and
145 best practices, which shall replace the Alabama Standards for
146 Instructional Leaders.

147 (3) Principal Leadership framework, which shall guide
148 development of the program. This framework shall satisfy the
149 requirements of the instructional leadership framework in the
150 Alabama Numeracy Act and shall provide guidance for all of the
151 following:

152 a. A clear and shared vision for principal leadership,
153 including the following domains for principal effectiveness:
154 Visionary leadership, instructional leadership, innovative
155 leadership, managerial leadership, and relational leadership.

156 b. Recognizing and supporting excellent instruction
157 through the use of high-quality instructional materials and
158 evidence-based teaching practices.

159 c. Supporting evidence-based best practices of
160 high-quality professional learning.

161 d. Data driven instructional leadership to continuously
162 drive improvement in student achievement, including managing a
163 multi-tiered system of supports to improve student
164 achievement.

165 e. Effective coaching and management of school-based
166 academic coaches.

167 f. Norms for participation and collaboration in
168 coaching cycles to strengthen teacher practices.



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

172 (5) Additional resources for those schools that have
173 difficulty in recruiting and retaining effective school
174 administrators.

175 (6) Competitive grants or technical assistance, or
176 both, to encourage local school districts to develop principal
177 pipeline programs.

178 Section 4. Commencing with the 2023-2024 school year,
179 the design team shall develop the program in three phases,
180 with increasing complexity and accountability, and implemented
181 in the following stages:

182 (1) Commencing with the 2023-2024 school year, each
183 school administrator shall develop a comprehensive
184 professional learning plan to be implemented beginning in the
185 2024-2025 school year, and in each subsequent school year
186 thereafter. In addition to required professional learning
187 units, the plan shall include an additional five days of
188 high-quality professional learning targeted to building skills
189 for school leadership as identified in the annual professional
190 learning plan. The department shall publish a list of
191 acceptable professional learning programs, or otherwise
192 approve professional learning experiences for this purpose
193 aligned to the Alabama Standards for School Leadership and
194 Principal Leadership framework including, but not limited to,
195 a menu of microcredentials, additional in-person academies,
196 field experiences, and other advanced work. Each professional



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197 learning plan shall include at least one goal related to
198 student academic growth or achievement, or both, and at least
199 one goal for school climate. School administrators in
200 elementary schools shall participate in early literacy and
201 numeracy professional learning recommended by the
202 superintendent for their individual schools as part of their
203 high-quality professional learning plan.

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

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

215 (4) No later than the fall of 2025, the design team, in
216 partnership with a national expert, shall develop an
217 evaluation system for all participating school administrators.
218 The evaluation system shall be aligned to the Alabama
219 Standards for School Leadership and Principal Leadership
220 framework and shall include measures of student growth and
221 achievement and all of the following domains for principal
222 effectiveness:

- 223 a. Visionary leadership.
- 224 b. Instructional leadership.



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225 c. Innovative leadership.

226 d. Managerial leadership.

227 e. Relational leadership.

228 (5) No later than July 1, 2024, the design team shall
229 recommend to the superintendent a schedule for implementation
230 of the program so that all principals shall have the
231 opportunity to begin the program not later than the 2029-2030
232 school year.

233 Section 5. (a) Any appropriation by the Legislature
234 shall be used, in part, to fund salary supplements and related
235 benefit costs for school administrators and other costs
236 relating to the program.

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

250 a. Beginning with all then currently employed
251 principals and assistant principals, as of October 1, 2024,
252 annual completion of five additional days of approved,



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253 high-quality professional learning as described in Section 4.

254 b. Beginning with all newly employed, first-time
255 principals, as of July 1, 2024, or later, annual completion of
256 five additional days of approved, high-quality professional
257 learning and participation in a new school administrator
258 mentor program.

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

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

271 e. Beginning with the 2029-2030 school year, for newly
272 employed principals, annual completion of five additional days
273 of high-quality professional learning, participation in the
274 evaluation system created in Section 4, participation and
275 ultimately completion of the mentorship program, and
276 participation in and ultimately graduation from the year-long
277 leadership academy.

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



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

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

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

302 (b) The department shall provide technical assistance
303 to local boards of education as necessary to ensure compliance
304 with this act.

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

307 Section 7. (a) On or before the first legislative day
308 of the 2025 Regular Session, the superintendent shall submit a



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309 report to the Legislature regarding the design and
310 implementation status of the program. The report shall be
311 submitted to the Chairs of the Senate Finance and Taxation
312 Education Committee, Senate Education Policy Committee, House
313 Ways and Means Education Committee, and House Education Policy
314 Committee.

315 (b) On or before the first legislative day of the 2026
316 Regular Session, the superintendent shall submit a report to
317 the Chairs of the Senate Finance and Taxation Education
318 Committee, Senate Education Policy Committee, House Ways and
319 Means Education Committee, and House Education Policy
320 Committee that details all of the following:

321 (1) The method for identifying exemplary, high-quality
322 principal mentors to participate in providing instruction
323 through the program.

324 (2) The number of school administrators, by title, who
325 attended the program during the immediately preceding year and
326 the number of those school administrators who successfully
327 completed the program.

328 (3) The number of school administrators, by title,
329 expected to participate in the program during the immediately
330 succeeding year.

331 (4) The number of principals who have met or exceeded
332 their student growth goals as identified through the
333 evaluation system.

334 (5) The manner in which the department expects to
335 measure the success of the program, including measuring
336 improved retention, improvements in school climate, and



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337 improved student outcomes.

338 (6) A recommendation concerning whether to continue the
339 program, any recommended changes to the program, and the
340 estimated cost of continuing the program.

341 Section 8. This act shall become effective immediately
342 following its passage and approval by the Governor, or its
343 otherwise becoming law.



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President and Presiding Officer of the Senate

Speaker of the House of Representatives

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Senate 16-May-23

I hereby certify that the within Act originated in and passed the Senate, as amended.

Patrick Harris,
Secretary.

House of Representatives

Passed: 23-May-23

By: Senator Orr