

**SB300 INTRODUCED**



1 ZSXTWK-1  
2 By Senator Orr  
3 RFD: Finance and Taxation Education  
4 First Read: 09-May-23  
5  
6 2023 Regular Session



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SYNOPSIS:

Existing law requires principals and assistant principals to complete five professional learning units every five years specific to serving in those administrative positions beyond the initial instructional leadership certification provided by state institutions of higher education.

This bill would create the School Principal Leadership and Mentoring Act.

This bill would require the creation and implementation of the Alabama Principal Leadership Development System and would require all principals and assistant principals to attend and satisfactorily complete the program.

This bill would provide a mentoring program for principals with less than two years of experience in that position.

This bill would also provide annual stipends for each principal and assistant principal who satisfactorily completes the program.

A BILL  
TO BE ENTITLED  
AN ACT



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29  
30 To create the School Principal Leadership and Mentoring  
31 Act and the Alabama Principal Leadership Development System  
32 for public K-12 education; to provide for the creation and  
33 implementation of a mentoring program for new principals and a  
34 continuing professional learning program for principals and  
35 assistant principals; to provide annual stipends for each  
36 principal and assistant principal who satisfactorily completes  
37 the program; and to provide for the correlation between this  
38 act and the Alabama Instructional Leadership Framework under  
39 the Alabama Numeracy Act.

40 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

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

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

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

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

47 (3) DESIGN TEAM. The group of individuals appointed to  
48 design the Alabama Principal Leadership Development System  
49 including, but not limited to, standards and protocols for a  
50 leadership academy, ongoing professional learning, mentoring,  
51 model evaluation, and any other aspect the design team  
52 determines necessary for the growth and development of  
53 successful school administrators.

54 (4) LOW-PERFORMING SCHOOL. The same as defined as a  
55 failing school under Section 16-6D-4, Code of Alabama 1975.

56 (5) MENTORING. A long-term relationship between a new



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57 principal mentee and a trained principal mentor that fosters  
58 the professional, academic, or personal development of the  
59 principal mentee.

60 (6) NEW PRINCIPAL. A principal who is serving in his or  
61 her first or second year as a principal.

62 (7) PRINCIPAL. An individual who is certified for the  
63 position of principal, as prescribed by the board, and who is  
64 employed full time by a local board of education as the chief  
65 school administrator of a public school.

66 (8) PRINCIPAL MENTEE. A new principal who is  
67 participating in a mentoring relationship with a more  
68 experienced principal through which the principals may further  
69 define and articulate core values, grow instructional  
70 leadership competencies, and develop professional confidence.

71 (9) PRINCIPAL MENTOR. An experienced school  
72 administrator who guides new principals in defining and  
73 articulating core values, growing instructional leadership  
74 competencies, and developing professional confidence.

75 (10) PROFESSIONAL LEARNING. A comprehensive, sustained,  
76 job-embedded, and collaborative approach to improving the  
77 effectiveness of principals in elevating student achievement  
78 through professional study.

79 (11) PROFESSIONAL LEARNING UNIT. A content-driven,  
80 long-term unit of professional study for instructional leaders  
81 that fully addresses all knowledge and ability indicators  
82 under at least one of the Alabama Standards for Instructional  
83 Leaders, or a professional study that constitutes a  
84 professional learning unit that requires multiple professional



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85 learning experiences over time and is aligned with the Alabama  
86 Standards for Professional Learning.

87 (12) PROGRAM. The Alabama Principal Leadership  
88 Development System created by this act.

89 (13) SCHOOL. A public school, including a public  
90 charter school, located in the state and providing instruction  
91 in grades prek-12, or any configuration of those grades.

92 (14) SCHOOL ADMINISTRATOR. Includes principals and  
93 assistant principals.

94 (15) SUPERINTENDENT. The State Superintendent of  
95 Education.

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

108 a. The State Superintendent of Education, or his or her  
109 designee.

110 b. Three serving principals, including a high school,  
111 middle school, and elementary school principal appointed by  
112 the Board of Directors of the Council for Leaders in Alabama



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113 Schools.

114           c. Three serving assistant principals, including a high  
115 school, middle school, and elementary school assistant  
116 principal appointed by the Board of Directors of the Council  
117 for Leaders in Alabama Schools.

118           d. One local superintendent of education appointed by  
119 the Board of Directors of the School Superintendents of  
120 Alabama.

121           e. Three serving public school teachers, including a  
122 high school, middle school, and elementary school teacher  
123 appointed by the Board of Directors of the Alabama Education  
124 Association.

125           f. One member who is serving as a member of a local  
126 board of education appointed by the Board of Directors of the  
127 Alabama Association of School Boards.

128           g. One member who is serving as an instructor at an  
129 institution of higher education in the state and is familiar  
130 with the responsibilities and roles of principals appointed by  
131 the Alabama Commission on Higher Education.

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

134           i. Four members appointed from the state at-large by  
135 the Governor.

136           (2) The appointing authorities shall coordinate their  
137 appointments to assure the team membership is inclusive and  
138 reflects the racial, gender, geographic, urban, rural, and  
139 economic diversity of the state.

140           (b) To assist in developing and implementing the



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141 program, the department may contract with a professional  
142 learning organization in the state that has demonstrated  
143 successful experience in providing training to principals in  
144 distributive and collaborative leadership.

145 (c) The goal of the program is to increase the  
146 effectiveness of school administrators resulting in improved  
147 academic outcomes for all students. At a minimum, the program  
148 shall provide all of the following:

149 (1) Statewide infrastructure that provides consistent  
150 access to sustained, high-quality professional learning and  
151 mentoring for school administrators.

152 (2) Comprehensive instruction on school leadership and  
153 other relevant topics consistent with new leadership standards  
154 recommended by the design team and adopted by the board to  
155 realize the mission of enhancing school leadership among  
156 school administrators and resulting in improved academic  
157 outcomes for all students.

158 (3) Additional resources for those schools that have  
159 difficulty in recruiting and retaining effective school  
160 administrators.

161 (4) Competitive grants or technical assistance, or  
162 both, to encourage local school districts to develop principal  
163 pipeline programs.

164 Section 4. Commencing with the 2023-2024 school year,  
165 the design team shall develop the program in three phases,  
166 with increasing complexity and accountability, and implemented  
167 in the following stages:

168 (1) Commencing with the 2023-2024 school year, each



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169 school administrator shall develop a comprehensive  
170 professional learning plan to be implemented beginning in the  
171 2024-2025 school year, and in each subsequent school year  
172 thereafter. In addition to required professional learning  
173 units, the plan shall include an additional five days of  
174 high-quality professional learning targeted to building skills  
175 for school leadership as identified in the annual professional  
176 learning plan. The department shall publish a list of  
177 acceptable professional learning programs, or otherwise  
178 approve professional learning experiences for this purpose  
179 including, but not limited to, a menu of microcredentials,  
180 additional in-person academies, field experiences, and other  
181 advanced work. Each professional learning plan shall include  
182 at least one goal related to student academic growth or  
183 achievement, or both, and at least one goal for school  
184 climate.

185 (2) Commencing with the 2024-2025 school year, each new  
186 principal shall work with a principal mentor for two  
187 consecutive years. A principal mentor shall be selected based  
188 on his or her successful experience as a school leader and  
189 commitment to developing principal mentees in school  
190 leadership. A training program for principal mentors shall be  
191 developed, or selected, by the design team.

192 (3) No later than the fall of 2025, a year-long  
193 leadership academy developed by the design team shall be  
194 established to do all of the following:

195 a. Cultivate effective school leaders who engage with  
196 their schools and the community.





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197           b. Serve as a catalyst for meaningful and productive  
198 change.

199           c. Recognize and develop excellent instruction.

200           d. Create and sustain a culture of continuous learning.

201           (4) No later than the fall of 2025, the design team, in  
202 partnership with a national expert, shall develop an  
203 evaluation system for all participating school administrators.  
204 The evaluation system shall include measures of student growth  
205 and achievement and all of the following domains for principal  
206 effectiveness:

207           a. Visionary leadership.

208           b. Instructional leadership.

209           c. Innovative leadership.

210           d. Managerial leadership.

211           e. Relational leadership.

212           (5) No later than July 1, 2024, the design team shall  
213 recommend to the superintendent a schedule for implementation  
214 of the program so that all principals shall have the  
215 opportunity to begin the program not later than the 2029-2030  
216 school year.

217           Section 5. (a) Any appropriation by the Legislature  
218 shall be used, in part, to fund salary supplements and related  
219 benefit costs for school administrators and other costs  
220 relating to the program.

221           (b) (1) The department shall provide an annual  
222 supplement of ten thousand dollars (\$10,000) to any principal  
223 and five thousand dollars (\$5,000) to any assistant principal  
224 who successfully completes the program, is employed full-time



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225 in a public preK-12 school, and is properly certified by the  
226 state. The department shall provide additional supplements of  
227 five thousand dollars (\$5,000) to any principal and two  
228 thousand five hundred dollars (\$2,500) to any assistant  
229 principal serving in a low-performing school. Successful  
230 completion of the program shall consist of the following:

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

235 b. Beginning with all newly employed, first-time  
236 principals, as of July 1, 2024, or later, annual completion of  
237 five additional days of approved, high-quality professional  
238 learning and participation in a new school administrator  
239 mentor program.

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

244 d. Beginning with the 2029-2030 school year, all then  
245 currently employed principals, in addition to the five  
246 additional days of high-quality professional learning,  
247 participation in the evaluation system created in Section 4  
248 and participation in and completion of the year-long  
249 leadership academy in accordance with a schedule for  
250 completion as developed and disseminated by the  
251 superintendent.

252 e. Beginning with the 2029-2030 school year, for newly



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253 employed principals, annual completion of five additional days  
254 of high-quality professional learning, participation in the  
255 evaluation system created in Section 4, participation and  
256 ultimately completion of the mentorship program, and  
257 participation in and ultimately graduation from the year-long  
258 leadership academy.

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

262 (c) Upon completion of the evaluation system, it is the  
263 intent of the Legislature that additional supplements be  
264 provided to principals who meet or exceed performance goals in  
265 low-performing schools.

266 (d) On or before January 1, 2024, the superintendent  
267 shall submit a report to the Legislature detailing the number  
268 of school administrators expected to receive the annual  
269 supplement provided in subsection (b) for the 2025 fiscal  
270 year. The report shall be submitted to the Chair of the Senate  
271 Finance and Taxation Education Committee, Chair of the House  
272 Ways and Means Education Committee, and the Legislative Fiscal  
273 Officer.

274 Section 6. (a) The Legislature shall annually  
275 appropriate to the department an amount sufficient to cover  
276 the actual costs of developing and implementing the program  
277 including, but not limited to, the awarding of stipends and  
278 grants and the hiring of additional staff as necessary. Any  
279 appropriations shall be subject to the provisions, terms,  
280 conditions, and limitations of the Budget and Financial



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281 Control Act, the Budget Management Act of 1976, and this act.

282 (b) The department shall provide technical assistance  
283 to local boards of education as necessary to ensure compliance  
284 with this act.

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

287 Section 7. (a) On or before the first legislative day  
288 of the 2025 Regular Session, the superintendent shall submit a  
289 report to the Legislature regarding the design and  
290 implementation status of the program. The report shall be  
291 submitted to the Chairs of the Senate Finance and Taxation  
292 Education Committee, Senate Education Policy Committee, House  
293 Ways and Means Education Committee, and House Education Policy  
294 Committee.

295 (b) On or before the first legislative day of the 2026  
296 Regular Session, the superintendent shall submit a report to  
297 the Chairs of the Senate Finance and Taxation Education  
298 Committee, Senate Education Policy Committee, House Ways and  
299 Means Education Committee, and House Education Policy  
300 Committee that details all of the following:

301 (1) The method for identifying exemplary, high-quality  
302 principal mentors to participate in providing instruction  
303 through the program.

304 (2) The number of school administrators, by title, who  
305 attended the program during the immediately preceding year and  
306 the number of those school administrators who successfully  
307 completed the program.

308 (3) The number of school administrators, by title,



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309 expected to participate in the program during the immediately  
310 succeeding year.

311 (4) The number of principals who have met or exceeded  
312 their student growth goals as identified through the  
313 evaluation system.

314 (5) The manner in which the department expects to  
315 measure the success of the program, including measuring  
316 improved retention, improvements in school climate, and  
317 improved student outcomes.

318 (6) A recommendation concerning whether to continue the  
319 program, any recommended changes to the program, and the  
320 estimated cost of continuing the program.

321 Section 8. School administrators in elementary schools  
322 shall participate in early literacy and numeracy professional  
323 learning recommended by the superintendent for their  
324 individual schools as part of their high-quality professional  
325 learning plan. Participation shall satisfy the requirements of  
326 Section 16-6H-15, Code of Alabama 1975, which provides for the  
327 creation of the Alabama Instructional Leadership Framework  
328 under the Alabama Numeracy Act.

329 Section 9. This act shall become effective on the first  
330 day of the third month following its passage and approval by  
331 the Governor, or its otherwise becoming law.