

HOUSE No. 1089

The Commonwealth of Massachusetts

PRESENTED BY:

Martha M. Walz

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act relative to principal leadership in schools.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Martha M. Walz</i>	<i>8th Suffolk</i>	<i>1/20/2011</i>
<i>Carolyn C. Dykema</i>	<i>8th Middlesex</i>	<i>2/3/2011</i>
<i>John V. Fernandes</i>	<i>10th Worcester</i>	<i>2/3/2011</i>

HOUSE No. 1089

By Ms. Walz of Boston, a petition (accompanied by bill, House, No. 1089) of Martha M. Walz, Carolyn C. Dykema and John V. Fernandes relative to school principal evaluations. Education.

The Commonwealth of Massachusetts

In the Year Two Thousand Eleven

An Act relative to principal leadership in schools.

Whereas, The deferred operation of this act would tend to defeat its purpose, which is to improve school leadership, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1. Chapter 71 of the General Laws is hereby amended by striking out section
2 37, as most recently amended by section 59 of chapter 188 of the acts of 2010, and inserting in
3 place thereof the following section:-

4 Section 37. The school committee in each city and town and each regional school district
5 shall have the power to select and to terminate the superintendent, shall evaluate the
6 superintendent annually, shall review and approve budgets for public education in the district,
7 and shall establish educational goals and policies for the schools in the district consistent with
8 the requirements of law and statewide goals and standards established by the board of elementary
9 and secondary education. Said superintendent evaluation shall be conducted according to
10 procedures developed by the local school committee, provided that the evaluation shall include
11 whether or not the superintendent has evaluated district and school staff, including principals, as

12 required. The school committee in each city, town and regional school district may select a
13 superintendent jointly with other school committees and the superintendent shall serve as the
14 superintendent of all of the districts that selected him.

15 SECTION 2. Section 38 of Chapter 71 of the General Laws, as appearing in the 2008
16 Official Edition, is hereby amended by inserting before the first paragraph the following
17 paragraph:-

18 As used in this section, the following terms shall, unless the context requires otherwise,
19 have the following meanings:

20 “Board”, the board of elementary and secondary education.

21 “Commissioner”, the commissioner of elementary and secondary education.

22 “Department”, the department of elementary and secondary education.

23 “Evaluator”, the superintendent, or a designee, who conducts the evaluation.

24 SECTION 3. Said section 38, as so appearing, is hereby further amended by inserting
25 after the word “of”, in line 16, the following:-

26 elementary and secondary

27 SECTION 4. Said section 38, as so appearing, is hereby further amended by inserting
28 after the third paragraph the following paragraphs:-

29 The board shall develop a model rubric, aligned with state leadership standards, that
30 provides concrete descriptions of performance for school principals at no less than three rating

31 levels. Each superintendent shall adopt a rubric to be used in the evaluation of principals based
32 on said model rubric.

33 At the beginning of each school year, school principals and their evaluator shall devise
34 professional development plans for the year, and performance evaluations for said principals
35 shall be based in part on how well the professional development plan was carried out. At the end
36 of each school year, school principals and their evaluators shall have an end of year conference
37 to discuss the annual performance evaluation, review the year, assess progress on the
38 professional development plan, and set goals for the future.

39 Evaluations of school principals shall be aligned with leadership standards established by
40 the board and shall include, but not be limited to, the following elements:

41 (i) a self- assessment by the principal on his strengths and weaknesses, including
42 evidence to support that assessment, to which the evaluator shall provide feedback and
43 recommendations for improvement;

44 (ii) goals and a plan aligned with school improvement goals, jointly developed by the
45 principal and the evaluator, for improving the performance of a school's administrators, teachers,
46 staff and students;

47 (iii) an assessment of whether the principal evaluated other school employees as required;

48 (iv) an assessment of how, if at all, the principal uses and analyzes data, including student
49 achievement data, to inform school policy;

50 (v) an assessment of how the principal has involved parents in the education of their
51 children and in the school community;

52 (vi) multiple indicators of school quality, including student attendance, dismissal, and
53 exclusion rates; student promotion and graduation rates; teacher and staff attendance and attrition
54 rates; and student achievement data;

55 (vii) evaluation by other school employees, which may include confidential staff surveys
56 related to working conditions and instructional support;

57 (viii) interim benchmarks;

58 (ix) periodic observations by evaluators; and

59 (x) the training or support that will be available to help the principal achieve his goals.

60 The superintendent shall ensure that all evaluators have training in the principles of
61 supervision and evaluation and have, or have available to them, expertise in the subject matter or
62 areas to be evaluated.

63 SECTION 5. Said section 38, as so appearing, is hereby further amended by inserting
64 after the word “sixty-three”, in line 69, the following:-

65 , and for school principals, to inform the professional development plan.

66 The board shall make available to school districts a list of resources to help them create
67 an evaluation system for principals that aligns with state criteria. The resource list shall identify
68 assessments, processes, tools, and policies that a school district may use to develop an evaluation
69 system for principals that complies with the provisions of this section. The board shall include
70 resources that are appropriate to school districts of different sizes, demographics, and locations.
71 The board shall update the resource list at least annually to reflect new research and ongoing
72 experience.

73 SECTION 6. Chapter 71 of the General Laws is hereby amended by inserting after
74 section 38G the following section:-

75 Section 38G ½. As used in this section, the following terms shall, unless the context
76 requires otherwise, have the following meanings:

77 “Board”, the board of elementary and secondary education.

78 “Commissioner”, the commissioner of elementary and secondary education.

79 “Department”, the department of elementary and secondary education.

80 To be eligible for initial licensure as a principal, the candidate shall provide evidence that
81 he (i) holds a bachelor’s degree from an accredited college or university; (ii) has passed a test
82 established by the board which shall consist of two parts: (A) a writing section which shall
83 demonstrate the communication and literacy skills necessary for effective instruction and
84 improved communication between schools and parents; and (B) the subject matter knowledge for
85 the license; (iii) has demonstrated successful application of the professional standards for
86 administrators through completion of a performance assessment for initial license; (iv) has
87 completed at least three full years of employment in an executive management or leadership role
88 or in a supervisory, teaching, or administrative role in a public school, private school, higher
89 education, or other educational setting accepted by the department; and (v) one of the following:
90 (A) completion of an administrative apprenticeship or internship of 300 hours in the principal
91 role at the level of the license sought with a trained mentor using guidelines established by the
92 department; (B) completion of an approved post-baccalaureate program of studies including a
93 supervised practicum or practicum equivalent of 300 hours in the role of this license; or (C)
94 completion of a panel review, provided the candidate has completed a post-baccalaureate

95 program in management or administration at an accredited institution or has three full years of
96 employment in an executive, management, leadership, supervisory, or administrative role.

97 To be eligible for professional licensure as a principal, the candidate shall provide
98 evidence that he (i) holds an initial school principal license in that level; (ii) has at least three full
99 years of employment in the role of principal under that license; and (iii) has completed a one-
100 year induction program with a trained mentor.

101 School districts shall provide said induction program for all principals in their first year
102 of practice, which shall include assignment of a first year principal to a trained mentor within the
103 first two weeks of working.

104 Any individual who has served as a principal, superintendent, or assistant superintendent
105 in Massachusetts for five or more years and who has demonstrated success as an instructional
106 leader, including by meeting established best practice and research based criteria as defined by
107 the board, shall be eligible to serve as a mentor.

108 The school district employing the new principal shall assign a mentor to the new
109 principal based on (i) similarity of grade level or type of school, (ii) learning needs of the new
110 principal, (iii) geographic proximity of the mentor to the new principal, and (iv) willingness of
111 the mentor to perform in that role.

112 Mentors shall receive training by entities approved by the board and shall meet any other
113 requirements set forth by the board and by the school district employing the mentor.

114 The new principal, in collaboration with the mentor, shall identify areas for professional
115 growth, including, but not limited to, the following:

- 116 (i) analyzing student achievement data and applying it to practice;
- 117 (ii) aligning professional development and instructional programs;
- 118 (iii) building a professional learning community;
- 119 (iv) evaluation of personnel, including observing classroom practices and providing
120 feedback;
- 121 (v) facilitating effective meetings;
- 122 (vi) instructional leadership;
- 123 (vii) facilitating organizational change;
- 124 (viii) creating a safe school culture;
- 125 (ix) budgeting; or
- 126 (x) scheduling.

127 The mentor and principal shall meet not less than three times per semester. At each
128 meeting, they shall discuss progress on the areas of professional growth and other topics as
129 jointly determined by the mentor and principal. Any written or other reports of a mentor
130 regarding a principal assigned to the mentor may not be used in the evaluation of the principal.

131 The district employing the principal or the mentor may provide a stipend for the mentor
132 or provide release time for a principal or superintendent acting as a mentor.

133 All induction programs shall submit an annual report to the department that includes the
134 following information: (i) the number and a complete list of trained mentors involved in the

135 program; (ii) the number of site-based visits made by mentors; (iii) the number of hours that
136 mentors and principals spent with each other; (iv) the retention rates for first-year principals; (v)
137 participant satisfaction; and (vi) partnerships developed with other districts, professional
138 associations, and institutions of higher education to support the principal induction program.

139 The board shall promulgate rules for the approval of said induction programs and for the
140 review of approved induction programs.

141 The board shall establish policies and guidelines for a principal preparation program and
142 the commissioner may approve principal preparation programs. The policies, guidelines, and
143 approved principal preparation programs shall be aligned with the standards and qualifications
144 for principal licenses adopted by the board. A school or other institution offering an approved
145 principal preparation program shall certify to the commissioner that a student has demonstrated
146 satisfactory competence in the skills and knowledge expected of college graduates in the most
147 advanced nations and has completed the program approved. The school or other institution shall
148 also provide the commissioner with a transcript of the student's record.

149 The policies and guidelines established by the board for an approved principal
150 preparation program shall include, but not be limited to, the following:

151 (i) instruction in instructional leadership, including state curriculum frameworks and
152 student performance standards;

153 (ii) instruction in teacher and staff evaluation skills and methods, including observation,
154 performance analysis, and documentation;

155 (iii) practical experience in actual classroom and school situations, during which the
156 candidate must demonstrate the knowledge and skills described in state leadership standards;

157 (iv) field experiences in schools of varied socioeconomic and cultural characteristics,
158 organized around student achievement problems;

159 (v) observation and evaluation of preparation program faculty members who are teaching
160 a course for credit in the principal preparation program during not less than two regularly
161 scheduled classes;

162 (vi) ongoing screening and counseling of principal candidates by practicing
163 administrators or faculty;

164 (vii) proficiencies in the analysis of student assessment data and its use in setting school
165 policy;

166 (viii) an emphasis on developing the essential competencies for increasing student
167 achievement and for improving the safe and efficient management of schools;

168 (ix) proficiencies in comprehensive, long range planning, informed by multiple data
169 sources, to determine the present state of the school, identify root causes of problems, propose
170 solutions and validate improvements with regard to all aspects of the school, including
171 instructional practices; and

172 (x) instruction in parent and community relationships.

173 Approved principal preparation programs and school districts shall develop agreements
174 on how to provide internships for principal candidates that address state leadership standards.

175 Approved principal preparation programs and school districts shall also work to jointly identify

176 potential candidates for the district to move into the position of principal. Approved principal
177 preparation programs and districts may jointly design the internship framework, define learning
178 expectations, or provide training and support for mentors and principal candidates.

179 The commissioner shall annually report to the joint committee on education on the
180 effectiveness of principal preparation programs. The report shall include the percentage of
181 principal candidates graduating from each principal preparation program during the preceding
182 twelve months that applied for and received a principal license. The commissioner shall file said
183 report not later than July 31.

184 At the end of each five-year period each principal shall attest to and provide appropriate
185 supporting evidence and documentation to the department, in such form and at such time as the
186 commissioner shall prescribe, that the principal has successfully completed a professional
187 development plan which meets the standards set by the board.

188 In addition to any other requirements of this section, the board shall require, as a
189 provision of a principal's relicensure, that the principal shall have received training in strategies
190 for effective inclusive schooling for children with disabilities, instruction of students with
191 diverse learning styles, and classroom organization and management. Such training shall include,
192 at a minimum, practical experience in the application of these strategies.

193 All school district professional development plans shall have as an objective the
194 satisfactory completion of the individual professional development plans required by this
195 section; provided, however, that this requirement shall not be construed to require that a school
196 district or the commonwealth provide funding for the fulfillment of the professional development
197 requirements of this section and section thirty-eight Q beyond the foundation budget.

198 The board shall establish policies and guidelines for the approval of courses, seminars,
199 projects, and other activities that would be deemed sufficient to maintain or enhance the
200 professional skills and knowledge pertinent to particular licenses in accordance with the same
201 procedures used for initial approval of principal preparation programs. The commissioner shall
202 establish for each license alternate methods for fulfilling the professional development
203 requirement, at least one of which must be at no cost to persons employed by a school district
204 who are engaging in such an activity for the purpose of satisfying the professional development
205 requirements for relicensure of this section.

206 Each local and regional school district shall attest to the department, in such form and at
207 such time as the commissioner shall prescribe, that professional development activities for which
208 credit toward licensure renewal is granted meet the requirements set by the board and are
209 documented in accordance with procedures established by the board.

210 SECTION 7. Section 38Q of Chapter 71 of the General Laws, as appearing in the 2008
211 Official Edition, is hereby amended by inserting after the first paragraph the following
212 paragraphs:-

213 For principals, the plan shall be aligned with state leadership standards and criteria and
214 shall include training in:

215 (i) instructional leadership, including state curriculum frameworks, student performance
216 standards, how to impact student learning, and how to build staff capacity for student learning;

217 (ii) strategic leadership, including comprehensive school reform, managing change,
218 student performance data analysis, and long and short term planning;

219 (iii) how to improve all instruction through effective teacher and supervisor evaluation
220 skills and methods, including observation, performance analysis and documentation, and how to
221 identify the professional development needs of teachers and other staff that will contribute to
222 improved instructional practice;

223 (iv) coordinated management of teachers' time;

224 (v) how to use interim assessments to improve teaching and learning; and

225 (vi) for elementary school principals, literacy and early childhood education and
226 development, transition strategies and how to work more collaboratively with community-based
227 early childhood education providers in order to support increased school readiness for students.

228 Professional development plans for principals shall be aligned with school and district
229 improvement goals, shall include a component for self-evaluation, and shall be linked to student
230 results. The professional development plan for principals shall include documentation on how a
231 principal who receives professional development that has been required or offered by the state or
232 a school district incorporates the results of that professional development in the school.

233 At the beginning of each school year, principals shall devise professional development
234 plans for the year, and performance evaluations shall be based in part on how well the
235 professional development plan was carried out.

236 SECTION 8. Said section 38Q, as so appearing, is hereby further amended by striking
237 out the second paragraph and inserting in place thereof the following paragraph:-

238 The commissioner of elementary and secondary education shall prepare each year a plan
239 for providing statewide assistance in the preparation and implementation of professional

240 development plans in conjunction with a broad-based coalition of teachers, principals,
241 superintendents, and higher education representatives. Such plan shall provide opportunities for
242 district collaboration and shall evaluate the feasibility of obtaining assistance from institutions of
243 higher education and private service providers. The plan shall include data that demonstrates,
244 statewide and by school district, the types of professional development provided for educators
245 who work with limited English proficient students. The commissioner shall consult with the
246 board of higher education in developing said plan. To support the development of said statewide
247 plan, the department of elementary and secondary education shall document district professional
248 development practices and shall create a network of schools and districts that demonstrate high-
249 quality professional development practices that show evidence of improving student
250 achievement. Said network shall support low-performing schools and districts in the
251 development of professional development plans that improve student achievement. The plan
252 shall be submitted to the board of elementary and secondary education for approval. A copy of
253 said plan shall be submitted to the joint committee on education of the general court not later
254 than July 31.