

## 128th MAINE LEGISLATURE

## FIRST REGULAR SESSION-2017

**Legislative Document** 

No. 891

S.P. 291

In Senate, March 7, 2017

An Act To Support the Professional Development of Principals in Maine Schools

Reference to the Committee on Education and Cultural Affairs suggested and ordered printed.

HEATHER J.R. PRIEST Secretary of the Senate

Presented by Senator LANGLEY of Hancock.
Cosponsored by Representative POULIOT of Augusta and
Senators: MAKER of Washington, WHITTEMORE of Somerset, Representative: SAMPSON of Alfred.

1	Be it effected by the Feople of the State of Maine as follows.
2 3	<b>Sec. 1. 20-A MRSA §13704, sub-§5, ¶D,</b> as enacted by PL 2011, c. 635, Pt. A, §3, is amended to read:
4 5 6 7	D. Formation of a steering committee composed of teachers, administrators and other school administrative unit staff that regularly reviews and refines the performance evaluation and professional growth system to ensure that it is aligned with school administrative unit goals and priorities; and
8 9	<b>Sec. 2. 20-A MRSA §13704, sub-§6,</b> as corrected by RR 2011, c. 2, §18, is amended to read:
10 11 12	<b>6. Professional improvement plan.</b> The opportunity for an educator who receives a summative effectiveness rating indicating ineffectiveness in any given year to implement a professional improvement plan-; and
13	Sec. 3. 20-A MRSA §13704, sub-§7 is enacted to read:
14 15 16 17 18	7. Mentoring program; new administrative staff. For principals and assistant principals who have held the certificate for that position for less than 5 years, a mentoring program that promotes excellence in school leadership, builds a supportive environment within school administrative units, increases the retention of school leaders and promotes the personal and professional well-being of school leaders.
19	SUMMARY
20 21 22 23 24	This bill requires that the performance evaluation and professional growth system for new school administrative staff include a mentoring program that promotes excellence in school leadership, builds a supportive environment within school administrative units, increases the retention of school leaders and promotes the personal and professional wellbeing of school leaders.