



## Leadership

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### Mentor Programs for Leaders: A Policy Scan

By John Hancock

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This search is intended to focus on state policies that provide mentoring and internship programs for K-12 school leaders. The information contained here presents how policies prescribe these programs, the authorities that will implement the program and identifies the characteristics of each programs implementation.

#### Trends:

- Policies often delegate the design, implementation and oversight of the programs to the state department of education or the state board of education. In some cases these responsibilities are delegated directly to local authorities.
- Two strategies in the development of mentor programs have emerged. Some mentor programs are conducted within a formal principal-training framework, some are to be designed by the schools and districts and then submitted to the state board or state department of education for approval.
- Policies rarely mandate and appropriate for a comprehensive statewide policy available to all leaders. These programs are often selective due to limited funding or lack of resources that limits the effectiveness of these programs often where they are needed most.

This report is based on a search of Lexis-Nexis and state legislative Web sites, and has not been verified by the states. If your state legislates mentor programs for education leaders, please contact John Hancock at [jhancock@ecs.org](mailto:jhancock@ecs.org).

State	State Policy	Summary	Implementation	Structure
Arkansas	ARK. CODE ANN. § 6-17-1602	Improves school performance by creating the master school principal program; provides for annual bonuses for qualified principals serving in schools in academic distress.	<ul style="list-style-type: none"><li>• Funded partly by Arkansas department of education, districts may be required to contribute funding upon participation.</li><li>• Candidates must apply to this 3-year</li></ul>	Academy based

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			<p>program. Upon completion they receive “master” status, entitling them to higher annual pay.</p> <ul style="list-style-type: none"> <li>• Mentors evaluate each candidate individually based on Academy criteria.</li> </ul>	
<b>Arkansas</b>	<p>ARK. CODE ANN. § 6-15-440</p> <p>(Amended 2005: <a href="#">H.B. 2434</a>)</p>	<p>Creates the <a href="#">Arkansas Leadership Academy</a> School Support Program to train principals and teachers in schools and districts designated as being in school improvement. Specifies that any school district in school improvement may be invited, strongly encouraged or required to participate in the program as provided in the rules of the state board of education. Requires participating schools to remain in the program for at least three consecutive school years.</p>	<ul style="list-style-type: none"> <li>• Through Master School Principal program described above. (See S.B. 46)</li> </ul>	State based Academy
<b>California</b>	<p><a href="#">CAL. EDUC. CODE § 44511.(A)</a></p>	<p>SEC. 8: This bill would require that instruction and training in the Principal Training Program run by the state superintendent include instruction related to personnel management, including hiring, recruitment and retention practices, and misassignments of certificated personnel and instruction and training in the curriculum frameworks and instructional materials aligned to the state academic standard, including ensuring the provision of sufficient textbooks and instructional materials as required by law.</p>	<ul style="list-style-type: none"> <li>• A.B. 75 funding also will be appropriated for uses described by Sec. 8 in addition to the already established criteria for A.B. 75 funding described above.</li> <li>• Requires the Commission on Teacher Credentialing to report the number of classroom teachers who participated in an internship during their credentialing process.</li> </ul>	District based
<b>California</b>	<p><a href="#">CAL. EDUC. CODE § 224.5</a></p>	<p>Establishes the gender equity train-the-trainer grant program for the award of grants from funds available for that purpose to the governing boards of school districts and county offices of education. Requires the superintendent of public instruction, with the approval of the State Board of Education, to develop criteria for the grant applications, and the superintendent would select grant recipients.</p>	<ul style="list-style-type: none"> <li>• Superintendent of public instruction office designs and evaluates each training program with state department of education oversight.</li> <li>• Mentors conduct a program to train superintendents and principals on how to conduct educational sessions regarding gender equality to all education staff.</li> <li>• \$110,000 is reserved for the state board of education to award grants to educators in school districts in order to receive this training from the appointed “trainer.”</li> </ul>	State based

State	State Policy	Summary	Implementation	Structure
<b>Colorado</b>	<a href="#">COLO.REV.STAT § 22-60.5-111</a>	Requires the Colorado Commission on Higher Education (CCHE) to approve a plan by July 1, 2003. for establishing the program requirements for principal preparation programs at postsecondary institutions. The commission, in collaboration with the state board and postsecondary institutions that offer principal preparation programs, is to ensure the performance-based standards for licensure become the base for principal preparation programs. Requires the commission to make the final determination on the contents of the performance-based standards for licensure and the implementation of these standards. Lists additional required components of all principal preparation programs. Requires the board to adopt by January 1, 2003, performance-based principal licensure standards to aid in the development of principal preparation programs. Standards must be consistent with national standards for principal preparation and must include specified components.	<ul style="list-style-type: none"> <li>• Districts design an alternative certification program in accordance with the state <a href="#">Principal Authorization Program</a> approved by the state board of education.</li> <li>• CCHE is authorized to evaluate and change the district programs.</li> <li>• Candidates must receive approved coaching or mentoring from a state department of education licensed principal. 4.17 (5) (c).</li> </ul>	District based
<b>Delaware</b>	DEL.CODE ANN. TIT. 14, § 1305  (Amended 2005: <a href="#">S.B. 163</a> )	Adds a new section that reads: "(r) For purposes of the State educator mentoring program, a retired educator engaged in mentoring activities shall be entitled to the same stipends as otherwise provided for non-retired educator mentors. Such retired educators shall be considered a casual employee under § 5502(3) of Title 29 for purposes of pensions.	<ul style="list-style-type: none"> <li>• Paid by state board of education.</li> <li>• Oversight of mentors established by Delaware Administrative Code § 1502 below.</li> </ul>	State based
<b>Delaware</b>	<a href="#">DEL.CODE ANN. TIT. 14, § 1502</a>	Establishes regulations concerning the duties and responsibilities of educator lead mentors, mentors and new educators. All educators serving on an Initial License must successfully participate in educator mentoring to be eligible for a continuing license. In addition, educators new to Delaware or new to roles or districts within the state must participate in mentoring activities.	<ul style="list-style-type: none"> <li>• Delaware department of education monitors selection of mentors and plans the mentor process.</li> <li>• Each new educator is assigned a mentor for his/her first year, and the mentor will provide continued support for the next two years.</li> <li>• The new mentor also must participate in the <a href="#">New Educator Mentoring Program</a>. The program is provided with \$1,500 by the state board of education to pay each mentor.</li> </ul>	State based
<b>Kentucky</b>	<a href="#">KY. REV. STAT. ANN. § 156.101</a>  (Amended	Effective July 2006, requires an instructional leader to complete an intensive annual training program of a minimum of 21 hours a year and approved by the state board of education. Mandates that state board include a	<ul style="list-style-type: none"> <li>• Kentucky board of education will prescribe and oversee the leadership-training program, and provide the funds for the educators to attend such training.</li> </ul>	State based

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	2005: <a href="#">H.B. 301</a> )	provision to allow an instructional leader to annually receive three participant hours credit for duties performed as part of a beginning teacher committee. Requires a maximum of six participant hours credit be awarded annually for serving on multiple beginning teacher committees.	<ul style="list-style-type: none"> <li>No specific location for the training has yet been established. Establishes a course of discipline if educators do not comply.</li> </ul>	
<b>Maryland</b>	<a href="#">MD. CODE. ANN., EDUC. § 4-309.1</a>	Requires department and Baltimore school system to jointly develop a principal development initiative pairing distinguished principals from outside the system and action support teams with principals in training in Baltimore.	<ul style="list-style-type: none"> <li>Distinguished principals are paired up with principals in training to act as a “support” resource for these new educators.</li> <li>State department has oversight through <a href="#">Maryland Instructional Leadership Development Program</a>.</li> </ul>	District based
<b>Mississippi</b>	<a href="#">MISS. CODE ANN. § 37-9-251</a>	The School Executive Management Institute of the State Department of Education shall establish a <a href="#">Beginning Principal Support Pilot Program</a> to provide eligible beginning principals in this state with continued and sustained support from a formal assigned mentor principal during the first full year of principal service.	<ul style="list-style-type: none"> <li>Schools and districts must formulate their own mentorship program and submit the proposal to the Schools Executive Management Institute.</li> <li>The institute, policymakers and superintendents will choose one district within each of the five Mississippi congressional districts to partake in the program.</li> </ul>	District based
<b>Oregon</b>	<a href="#">OR. REV. STAT. § 329.815</a>	Provides for the hiring and training of administrative mentors in schools	<ul style="list-style-type: none"> <li>Each mentor will successfully complete a training program administered or approved by the department of education.</li> <li>The mentors will be chosen by the districts in which they will do their mentorship</li> </ul>	District based
<b>South Carolina</b>	<a href="#">S.C. CODE REGS. § 43-165.1</a>	Approves regulations of the board of education; relates to the principal induction program.	<ul style="list-style-type: none"> <li>State board administers the <a href="#">Principal Induction Program</a> for the duration of one year.</li> <li>State department of education provides a principal training academy in which each new principal is assigned a veteran mentor principal from a nearby school.</li> <li>Principal mentors are trained at the academy and reimbursed for all costs.</li> <li>Provides for an alternative option pending the approval of the academy and the state department of education.</li> </ul>	District Academy based
<b>South</b>	<a href="#">S.C CODE. § 59-18-1540</a>	Mandates that any principal continuing to be employed in a school which is designated as below average or	<ul style="list-style-type: none"> <li>South Carolina Department of Education</li> </ul>	State based

State	State Policy	Summary	Implementation	Structure
Carolina		underperforming must participate in a formal mentoring program with a mentor principal.	designs and implements the elements of this program.	
South Dakota	<a href="#">S.D. CODIFIED LAWS § 13-42-28</a>	Provides for the certification of school administrators. The alternative certification program is to be delivered by an accredited college or university with an approved program or endorsement program in the discipline. It must be delivered in coordination with the Department of Education and Cultural Affairs and the employing school system. The alternative certification program shall include education coursework in administration, on-the-job training and mentorship.	<ul style="list-style-type: none"> <li>Administrators not meeting current certification standards must propose an alternative professional development plan to the state department of education.</li> <li>Requirements must meet the alternative certification requirements as established by the state board of education.</li> <li>Program must be delivered by an accredited college or university and must include on-the-job mentorship.</li> </ul>	District based
Texas	<a href="#">TEX. EDUC. CODE ANN. § 105.204</a>	Provides for mentor program to be established at the University of Texas to provide mentors at all levels of public education in areas primarily served by the university. Does not specify any limitations of the program, presumably it can be used to mentor students perusing leadership in schools.	None found.	University based
West Virginia	<a href="#">W. VA. CODE ANN. § 18A-3-2D</a>	Every person hired for the first time in a county school system as an assistant principal, principal or vocational administrator shall complete a one school year, beginning principal internship program	<ul style="list-style-type: none"> <li>Mentors are selected by the county superintendent.</li> <li>Mentors must complete a staff development program approved by the West Virginia department of education.</li> <li>West Virginia department of education will pay at least a \$600 stipend for duties as a mentor</li> <li>At least three regular meeting per semester will be held between the mentor and beginning principal. Topics covered are mandated by the West Virginia department of education, but are not limited to those topics.</li> </ul>	District based

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