



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *mlowery*  
**DATE:** February 26, 2013  
**SUBJECT:** COMAR 13A.07.10 (ADOPTION)  
Comprehensive Principal Induction Program

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**PURPOSE:**

To request adoption of COMAR 13A.07.10, Comprehensive Principal Induction Program.

**HISTORICAL BACKGROUND:**

Maryland has long believed that effective instructional leadership provided by the principal is key to sustaining school improvement in any school. In 2005 the State Board of Education adopted the Maryland Instructional Leadership Framework, describing the knowledge and skills principals need in order to be effective instructional leaders. Student achievement over the years compared to other states is at least in part due to how much principals have grown in this regard.

However, if Maryland is to eliminate the achievement gap and reach world-class status, principals must be prepared in their first year on the job to assume instructional leadership responsibilities from the outset of their careers. Prior experience, appropriate coursework, and an effective principal induction program are critical if we are to sustain and indeed exceed the gains Maryland has seen over the years. The Wallace Foundation has suggested in a recent publication that among the five lessons in leadership training, principals need high-quality mentoring and professional development tailored to meet individual and district needs.

Maryland State Department of Education (MSDE) staff reviewed similar regulations and legislation in other states. The first draft of the proposed regulation was shared with all superintendents. It was then discussed in a conference call with Dr. Carl Roberts, Executive Director of the Public School Superintendents Association of Maryland (PSSAM). Dr. Roberts convened two local superintendents to discuss and help think through the proposed amendment further. Following that meeting staff completed a final version, which is attached to the memorandum.

In July 2011, the Maryland State Board of Education passed regulations to implement teacher induction programs. MSDE believes that a comprehensive principal induction program is the next logical step in that regard.

**EXECUTIVE SUMMARY:**

MSDE wishes to implement a new regulation providing for comprehensive principal induction programs in all LEAs. This proposed regulation allows for flexibility among LEAs while providing for basic components that should be present in all induction programs. This regulation would be a companion regulation to the comprehensive teacher induction regulation (13A.07.01).

The proposed amendment was published in the Maryland Register, Volume 39, Issue 26, on Friday, December 28, 2012 (Attachment I). No comments were received during the public comment period.

**ACTION:**

Request the adoption of COMAR 13A.07.10, Comprehensive Principal Induction Program

Attachment

## PROPOSED ACTION ON REGULATIONS

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The aspect of these regulations that requires genetics services to be provided to individuals regardless of ability to pay is unusable and not relevant to the current health care resources environment. In summary, this chapter of regulations is obsolete, unnecessary, and addresses matters regulated elsewhere. Promulgated in 1985, and having not been revised in more than 16 years, these regulations do not reflect significant advances that have taken place in knowledge and technology in the field of genetics. When this chapter was originally promulgated, the field of genetics was not regulated by other bodies and laws to the extent it is currently.

**Comparison to Federal Standards**

There is no corresponding federal standard to this proposed action.

**Estimate of Economic Impact**

The proposed action has no economic impact.

**Economic Impact on Small Businesses**

The proposed action has minimal or no economic impact on small businesses.

**Impact on Individuals with Disabilities**

The proposed action has no impact on individuals with disabilities.

**Opportunity for Public Comment**

Comments may be sent to Michele Phinney, Director, Office of Regulation and Policy Coordination, Department of Health and Mental Hygiene, 201 W. Preston St., Room 512, Baltimore, Maryland 21201, or call 410-767-6499 (TTY 800-735-2258), or email to [dhmh.regs@maryland.gov](mailto:dhmh.regs@maryland.gov), or fax to 410-767-6483. Comments will be accepted through January 28, 2013. A public hearing has not been scheduled.

JOSHUA M. SHARFSTEIN, M.D.  
Secretary of Health and Mental Hygiene

## Title 13A STATE BOARD OF EDUCATION

### Subtitle 07 SCHOOL PERSONNEL

#### 13A.07.10 Comprehensive Principal Induction Program

*Authority: Education Article, §§2-205(b), (c), and (g) and 6-202(b), Annotated Code of Maryland*

**Notice of Proposed Action**

[12-355-P-1]

The Maryland State Board of Education proposes to adopt new Regulations .01—.08 under a new chapter, COMAR 13A.07.10 Comprehensive Principal Induction Program. This action was considered at the October 31, 2012, meeting of the Maryland State Board of Education.

**Statement of Purpose**

The purpose of this action is to set out the requirements for a comprehensive principal induction program for new principals.

**Comparison to Federal Standards**

There is no corresponding federal standard to this proposed action.

**Estimate of Economic Impact****I. Summary of Economic Impact.**

This depends on the individual LEAs. Many LEAs already have comprehensive principal induction programs that will satisfy the regulation. Those that do not, have considerable flexibility in structuring such a program. Thus it is difficult to determine what the impact would be since it is within each LEA's control.

**II. Types of Economic Impact.**

	Revenue (R+/R-)	
	Expenditure (E+/E-)	Magnitude
A. On issuing agency:	NONE	
B. On other State agencies:	NONE	
C. On local governments:	(E+)	Unknown

	Benefit (+)	
	Cost (-)	Magnitude
D. On regulated industries or trade groups:	NONE	
E. On other industries or trade groups:	NONE	
F. Direct and indirect effects on public:	(+)	Unknown

**III. Assumptions. (Identified by Impact Letter and Number from Section II.)**

C. Most LEAs already have a comprehensive principal development program. In those instances, where such a program does not exist, there may be minimal costs to the LEA depending upon how they choose to structure their induction programs. They have great flexibility in implementing such programs.

F. Schools with principals who are better prepared to serve.

**Economic Impact on Small Businesses**

The proposed action has minimal or no economic impact on small businesses.

**Impact on Individuals with Disabilities**

The proposed action has no impact on individuals with disabilities.

**Opportunity for Public Comment**

Comments may be sent to Cheryl A. Wells, Executive Associate, Division of Academic Reform and Innovation, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0368 (TTY 410-333-6442), or email to [cwells@msde.state.md.us](mailto:cwells@msde.state.md.us), or fax to 410-333-3867. Comments will be accepted through January 28, 2013. A public hearing has not been scheduled.

**Open Meeting**

Final action on the proposal will be considered by the Maryland State Board of Education during a public meeting to be held on February 26, 2013, at 9 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

**Editor's Note on Incorporation by Reference**

Pursuant to State Government Article, §7-207, Annotated Code of Maryland, the Maryland Instructional Leadership Framework, February 2005, has been declared a document generally available to the public and appropriate for incorporation by reference. For this reason, it will not be printed in the Maryland Register or the Code of Maryland Regulations (COMAR). Copies of this document are filed in special public depositories located throughout the State. A list of these depositories was published in 39:2 Md. R. 104 (January 27, 2012), and is available online at [www.dsd.state.md.us](http://www.dsd.state.md.us). The document may also be inspected at the office of the Division of State Documents, 16 Francis Street, Annapolis, Maryland 21401.

**.01 Scope.**

This chapter applies to a comprehensive induction program for new principals. The purpose of this regulation is to provide guidance for local school systems to establish a high quality induction program that addresses critical professional learning needs of new principals, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession. The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. Recognizing that "one-size-fits-all" induction programs do not meet the needs of new principals, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

**.02 Incorporation by Reference.**

In this chapter, the following document is incorporated by reference:

Maryland Instructional Leadership Framework, 2005, which has been incorporated by reference in COMAR 13A.07.09.03.

**.03 Definitions.**

A. In this chapter, the following terms have the meanings indicated.

**B. Terms Defined.**

- (1) "Mentee" means a public school principal who is the recipient of the services of a mentor.
- (2) "Mentor" means an individual who possesses the attributes set forth in Regulation .06 of this chapter.
- (3) "New principal" means a principal who is:
  - (a) New to the position; or
  - (b) A veteran who is new to the local school system.
- (4) "Executive officer" means a principal's supervisor who evaluates the principal in accordance with COMAR 13A.01.04.02.

**.04 General Requirements.**

A. Each local school system shall have a comprehensive induction program for new principals. Such programs should be differentiated based on the needs of the principal and should include such components as:

- (1) A locally designed orientation program for all principals new to the principalship and/or local school system;
- (2) Ongoing support from a mentor; and
- (3) Appropriate levels of staffing to plan and coordinate all induction activities.

B. All principals new to the position or to the local school system shall participate in induction activities in year one. Beyond year one, participation in induction activities will be a local decision.

C. To the extent practicable given staffing and fiscal concerns, local school systems shall consider minimizing system-wide responsibilities in the new principal's first year.

**.05 Mentoring Component of the Comprehensive Induction Program.**

A. A local school system shall identify full-time or part-time mentors to support principals during their comprehensive induction period.

B. In collaboration with the mentor, the new principal shall identify areas for focus of his/her professional growth.

**C. Mentors shall:**

(1) Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee; and

(2) Have been a principal and have been rated as satisfactory or effective or be a retiree from a local school system and have been rated as a satisfactory or effective principal.

D. Local school systems shall provide ongoing training for mentors as appropriate.

**.06 Evaluation of the Comprehensive Induction Program.**

Local school systems shall evaluate the effectiveness of the comprehensive induction program.

**.07 Date of Compliance.**

Local school systems shall be in full compliance with this chapter by July 1, 2014.

**.08 Reporting Requirements.**

By September 1, 2014, and each 5 years after, each local school system superintendent shall certify to the State Superintendent of Schools that the Comprehensive Principal Induction Program meets the minimum requirements set forth in this chapter.

LILLIAN M. LOWERY, Ed.D.  
State Superintendent of Schools

**Subtitle 12 CERTIFICATION**

**13A.12.03 Specialists**

Authority: Education Article, §§2-205, 2-303(g), 6-101—6-104, and 6-701—6-706; Health Occupations Article, §2-301; Annotated Code of Maryland

**Notice of Proposed Action  
[12-347-F]**

The Professional Standards and Teacher Education Board proposes to amend Regulation .02 under COMAR 13A.12.03 Specialists. This action was considered at the Professional Standards and Teacher Education Board meeting held on October 4, 2012.

**Statement of Purpose**

The purpose of this action is to republish the regulation incorporating changes which were made as a result of testimony received during the initial publication of the regulation. These changes were inadvertently omitted when the regulation was adopted.

**Comparison to Federal Standards**

There is no corresponding federal standard to this proposed action.

**Estimate of Economic Impact**

The proposed action has no economic impact.

**Economic Impact on Small Businesses**

The proposed action has minimal or no economic impact on small businesses.

**Impact on Individuals with Disabilities**

The proposed action has no impact on individuals with disabilities.