

An Act

HOUSE BILL 19-1002

BY REPRESENTATIVE(S) McLachlan and Wilson, Bird, Buckner, Buentello, Caraveo, Catlin, Cutter, Duran, Esgar, Exum, Galindo, Gray, Hansen, Hooton, Kipp, Lontine, Melton, Michaelson Jenet, Snyder, Tipper, Titone, Valdez D., Jackson, Kennedy;
also SENATOR(S) Zenzinger and Priola, Bridges, Court, Fenberg, Fields, Ginal, Lee, Moreno, Pettersen, Story, Todd, Winter, Garcia.

CONCERNING PROFESSIONAL DEVELOPMENT IN LEADERSHIP FOR PUBLIC SCHOOL PRINCIPALS, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. In Colorado Revised Statutes, **add** part 2 to article 13 of title 22 as follows:

PART 2 SCHOOL LEADERSHIP PILOT PROGRAM

22-13-201. Legislative declaration. (1) THE GENERAL ASSEMBLY FINDS THAT:

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

(a) EFFECTIVE SCHOOL LEADERSHIP IS SECOND ONLY TO TEACHING WITH REGARD TO THE IN-SCHOOL COMPONENTS IDENTIFIED AS HAVING THE GREATEST EFFECT ON STUDENT LEARNING AND OUTCOMES;

(b) A RECENT REPORT BY THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF HIGHER EDUCATION CONCERNING TEACHER SHORTAGES IN COLORADO STATES THAT, IN IDENTIFYING REASONS FOR LEAVING A SCHOOL, TEACHERS CITE POOR OR INEFFECTIVE SCHOOL LEADERSHIP. TO ADDRESS THE TEACHER SHORTAGE, THE REPORT RECOMMENDS PROVIDING IMPROVED EDUCATIONAL LEADERSHIP PREPARATION AND PROFESSIONAL DEVELOPMENT TO ASSIST PRINCIPALS IN CREATING POSITIVE SCHOOL CLIMATE AND CULTURE.

(c) SCHOOL PRINCIPALS ARE EXPECTED TO FILL MANY ROLES THAT MOVE FAR BEYOND ADMINISTRATIVE TASKS, INCLUDING SETTING A SCHOOL-WIDE VISION FOR STUDENT LEARNING AND OUTCOMES, CREATING A SCHOOL-WIDE CLIMATE THAT IS HOSPITABLE TO LEARNING, PROVIDING INSTRUCTIONAL LEADERSHIP WITH EDUCATORS, NURTURING A PROFESSIONAL LEARNING COMMUNITY WITH THE EDUCATORS IN THE SCHOOL, AND CULTIVATING LEADERSHIP IN OTHERS SO THAT THE SCHOOL OPERATES ON A DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP MODEL;

(d) THERE ARE EXAMPLES OF EXCELLENT PRINCIPALS IN PUBLIC SCHOOLS IN COLORADO WHO SUCCESSFULLY PRACTICE DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP AND HAVE BUILT AND MAINTAINED A STRONG COLLABORATIVE LEARNING COMMUNITY IN THEIR SCHOOLS THAT RESULTS IN POSITIVE STUDENT OUTCOMES. SCHOOL PRINCIPALS IN COLORADO SHOULD HAVE THE OPPORTUNITY TO OBSERVE AND LEARN FROM THESE EXCELLENT PRINCIPALS TO BE ABLE TO REPLICATE BEST PRACTICES IN THEIR OWN SCHOOLS.

(e) CREATING A COHORT OF PUBLIC SCHOOL PRINCIPALS THROUGHOUT THE STATE WHO HAVE THE OPPORTUNITY TO OBSERVE AND LEARN FROM EXCELLENT PRINCIPALS AND TOGETHER DEVELOP THEIR LEADERSHIP SKILLS AND LEARN TO IMPLEMENT BEST PRACTICES IN LEADING A PUBLIC SCHOOL COMMUNITY IS LIKELY TO RESULT IN SCHOOL IMPROVEMENT THROUGHOUT THE STATE AND BETTER STUDENT ACADEMIC OUTCOMES; AND

(f) IMPROVING SCHOOL LEADERSHIP THROUGH A PROGRAM THAT

EMPOWERS PUBLIC SCHOOL PRINCIPALS TO BUILD THEIR LEADERSHIP SKILLS AND TEACHES THEM TO EFFECTIVELY IMPLEMENT DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP IS LIKELY TO RESULT IN IMPROVEMENTS IN THE CLIMATE AND CULTURE OF PUBLIC SCHOOLS, DECREASED EDUCATOR TURNOVER, AND A REDUCTION IN THE TEACHER SHORTAGE EXPERIENCED BY MANY PUBLIC SCHOOLS.

(2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS NECESSARY FOR THE BENEFIT OF PUBLIC EDUCATION IN COLORADO TO DIRECT THE DEPARTMENT OF EDUCATION TO DESIGN AND IMPLEMENT A PROGRAM TO PROVIDE EMBEDDED, EXPERIENTIAL TRAINING FOR A COHORT OF PUBLIC SCHOOL PRINCIPALS TO ENABLE THEM TO PROVIDE DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP WITHIN THEIR PUBLIC SCHOOLS THAT SUPPORTS INCREASED EDUCATOR RETENTION, IMPROVED SCHOOL CLIMATE AND CULTURE, AND IMPROVED STUDENT ACADEMIC OUTCOMES.

22-13-202. Definitions. AS USED IN THIS PART 2, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 24-1-115.

(2) "ENTITY" MEANS A NONPROFIT ENTITY OR A PUBLIC OR PRIVATE INSTITUTION OF HIGHER EDUCATION THAT OFFERS A PRINCIPAL PREPARATION PROGRAM.

(3) "PROGRAM" MEANS THE SCHOOL LEADERSHIP PILOT PROGRAM CREATED IN SECTION 22-13-203.

(4) "PUBLIC SCHOOL" MEANS A SCHOOL THAT DERIVES ITS SUPPORT, IN WHOLE OR IN PART, FROM MONEY RAISED BY A GENERAL STATE OR SCHOOL DISTRICT TAX AND INCLUDES A SCHOOL OF A SCHOOL DISTRICT, A PUBLIC SCHOOL OPERATED BY A BOARD OF COOPERATIVE SERVICES, AND AN INSTITUTE CHARTER SCHOOL AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE 30.5 OF THIS TITLE 22.

(5) "SCHOOL PRINCIPAL" MEANS AN INDIVIDUAL WHO IS EMPLOYED AS THE CHIEF ADMINISTRATIVE OFFICER OF A PUBLIC ELEMENTARY, MIDDLE, OR HIGH SCHOOL IN COLORADO.

(6) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION CREATED IN SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

22-13-203. School leadership pilot program - created - participation. (1) THERE IS CREATED IN THE DEPARTMENT OF EDUCATION THE SCHOOL LEADERSHIP PILOT PROGRAM TO PROVIDE EMBEDDED, EXPERIENTIAL PROFESSIONAL DEVELOPMENT TO IMPROVE THE QUALITY OF SCHOOL PRINCIPALS AND EMPOWER THEM TO EXERCISE DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP THAT SUPPORTS COLLABORATION AMONG THE PROFESSIONAL EDUCATORS IN THE SCHOOL BUILDING. THE PURPOSE OF THE PROGRAM IS TO INCREASE EDUCATOR RETENTION, IMPROVE SCHOOL CLIMATE AND CULTURE, AND IMPROVE STUDENT ACADEMIC OUTCOMES BY IMPROVING THE QUALITY OF LEADERSHIP IN PUBLIC SCHOOLS. THE PROGRAM MUST INCLUDE IDENTIFICATION OF HIGH-QUALITY SCHOOL PRINCIPALS AND THE OPPORTUNITY FOR OTHER SCHOOL PRINCIPALS FROM SCHOOL DISTRICTS THROUGHOUT THE STATE TO OBSERVE AND INTERACT WITH THE IDENTIFIED HIGH-QUALITY SCHOOL PRINCIPALS AND TO RECEIVE PROFESSIONAL DEVELOPMENT IN LEADERSHIP SKILLS TO LEARN THE CRITICAL PRACTICES OF THE HIGH-QUALITY SCHOOL PRINCIPALS IN SUCCESSFUL PUBLIC SCHOOLS.

(2) THE DEPARTMENT SHALL DESIGN THE PROGRAM DURING THE 2019-20 BUDGET YEAR AND BEGIN IMPLEMENTATION OF THE PROGRAM NO LATER THAN JULY 2020. THE DEPARTMENT MAY CONTRACT WITH AN ENTITY WITH DEMONSTRATED, SUCCESSFUL EXPERIENCE IN PROVIDING TRAINING TO SCHOOL PRINCIPALS IN DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP IN COLORADO OR IN OTHER STATES TO ASSIST IN DESIGNING AND IMPLEMENTING THE PROGRAM. IN SELECTING AN ENTITY, THE DEPARTMENT SHALL FIRST CONSIDER ENTITIES THAT PROVIDE SUCCESSFUL SCHOOL LEADERSHIP PROGRAMS IN COLORADO THAT ARE SIMILAR TO THE PROGRAM DESCRIBED IN THIS SECTION. THE DEPARTMENT SHALL ENSURE THAT THE PROGRAM DESIGN INCLUDES:

(a) THE METHOD FOR IDENTIFYING HIGH-QUALITY SCHOOL PRINCIPALS AND SELECTING A COHORT OF SCHOOL PRINCIPALS FROM PUBLIC ELEMENTARY, MIDDLE, AND HIGH SCHOOLS ACROSS THE STATE WHO APPLY TO PARTICIPATE IN THE PROFESSIONAL DEVELOPMENT PROVIDED BY THE PROGRAM;

(b) THE LEARNING OBJECTIVES AND GOALS OF THE PROGRAM, WHICH MUST AT A MINIMUM INCLUDE IMPROVING AND ENHANCING POSITIVE SCHOOL

CLIMATE AND CULTURE AND IMPLEMENTING DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP AMONG THE PROFESSIONAL EDUCATORS WITHIN A SCHOOL;

(c) THE METHODS FOR ACHIEVING THE LEARNING OBJECTIVES AND GOALS, WHICH MUST INCLUDE DIRECT OBSERVATION OF AND INTERACTION WITH IDENTIFIED HIGH-QUALITY SCHOOL PRINCIPALS AND EXPERIENTIAL PROFESSIONAL DEVELOPMENT IN IMPLEMENTING DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP, DEVELOPING COLLABORATION AMONG THE PROFESSIONALS WITHIN THE ENTIRE SCHOOL BUILDING, AND OTHER LEADERSHIP SKILLS; AND

(d) THE METHOD FOR EVALUATING THE SUCCESS OF THE PROGRAM IN MEETING THE LEARNING OBJECTIVES AND GOALS AND IN MEETING THE PURPOSE DESCRIBED IN SUBSECTION (1) OF THIS SECTION, INCLUDING INCREASING EDUCATOR RETENTION, IMPROVING THE SCHOOL CLIMATE AND CULTURE, AND IMPROVING STUDENT ACADEMIC OUTCOMES. THE DEPARTMENT MAY TAKE INTO ACCOUNT INFORMATION RECEIVED THROUGH THE TEACHING AND LEARNING CONDITIONS SURVEY ADMINISTERED PURSUANT TO SECTION 22-2-503 IN EVALUATING THE SUCCESS OF THE PROGRAM; EXCEPT THAT THE DEPARTMENT SHALL TAKE THE INFORMATION INTO ACCOUNT IN A YEAR IN WHICH THE RESPONSE RATE ON THE SURVEY IS AT LEAST SIXTY PERCENT.

(3) A SCHOOL PRINCIPAL WHO SEEKS TO RECEIVE TRAINING THROUGH THE PROGRAM MUST SUBMIT AN APPLICATION TO THE DEPARTMENT IN ACCORDANCE WITH THE TIME FRAMES AND PROCEDURES ADOPTED BY RULE OF THE STATE BOARD. THE STATE BOARD BY RULE SHALL SPECIFY THE REQUIRED CONTENTS OF THE APPLICATION, WHICH AT A MINIMUM MUST INCLUDE EVIDENCE THAT THE SCHOOL PRINCIPAL'S EMPLOYER AND BUILDING STAFF SUPPORT THE SCHOOL PRINCIPAL'S PARTICIPATION IN THE PROGRAM.

(4) THE DEPARTMENT, OR THE ENTITY WITH WHICH THE DEPARTMENT CONTRACTS, IF ANY, SHALL SELECT THE SCHOOL PRINCIPALS TO RECEIVE PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM FOR THE 2020-21 AND 2021-22 BUDGET YEARS, BASED ON APPLICATIONS RECEIVED PURSUANT TO SUBSECTION (3) OF THIS SECTION. IN SELECTING SCHOOL PRINCIPALS TO RECEIVE PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM, THE DEPARTMENT AND THE ENTITY, AT A MINIMUM, SHALL CONSIDER THE LEVEL OF PERFORMANCE, AS DETERMINED PURSUANT TO SECTION 22-11-210,

ACHIEVED BY THE PUBLIC SCHOOL AT WHICH THE APPLYING SCHOOL PRINCIPAL IS EMPLOYED AND ANY EVIDENCE THAT INDICATES THE LIKELIHOOD THAT A PROGRAM OF DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP WOULD BE SUCCESSFUL IN IMPROVING EDUCATOR RETENTION, SCHOOL CLIMATE AND CULTURE, AND STUDENT ACADEMIC OUTCOMES AT THE PUBLIC SCHOOL AT WHICH THE APPLYING SCHOOL PRINCIPAL IS EMPLOYED. IN SELECTING PARTICIPANTS FOR THE PROGRAM, THE DEPARTMENT OR THE ENTITY, TO THE EXTENT PRACTICABLE, SHALL SELECT SCHOOL PRINCIPALS EMPLOYED IN PUBLIC ELEMENTARY, MIDDLE, AND HIGH SCHOOLS LOCATED IN RURAL, SUBURBAN, AND URBAN SCHOOL DISTRICTS THROUGHOUT THE STATE WHO ARE REPRESENTATIVE OF THE RACIAL AND GENDER DEMOGRAPHICS ACROSS THE STATE. THE DEPARTMENT OR THE ENTITY MAY SELECT TWO OR MORE SCHOOL PRINCIPALS FROM A SINGLE SCHOOL DISTRICT.

(5) SUBJECT TO AVAILABLE APPROPRIATIONS, THE STATE BOARD SHALL AWARD A GRANT TO THE EMPLOYER OF EACH SCHOOL PRINCIPAL WHO IS SELECTED TO PARTICIPATE IN THE PROGRAM EITHER AS AN EXEMPLARY HIGH-QUALITY SCHOOL PRINCIPAL WHO ASSISTS IN PROVIDING PROFESSIONAL DEVELOPMENT OR AS A SCHOOL PRINCIPAL WHO IS SELECTED TO RECEIVE PROFESSIONAL DEVELOPMENT. THE STATE BOARD SHALL DETERMINE THE AMOUNT OF EACH GRANT BASED ON THE COSTS THAT THE EMPLOYER IS EXPECTED TO INCUR AS A RESULT OF THE SCHOOL PRINCIPAL'S PARTICIPATION IN THE PROGRAM.

(6) THE GENERAL ASSEMBLY SHALL ANNUALLY APPROPRIATE MONEY TO THE DEPARTMENT FOR THE IMPLEMENTATION OF THIS PART 2, INCLUDING MONEY TO PAY THE COSTS OF DESIGNING AND IMPLEMENTING THE PROGRAM, WHICH MAY INCLUDE THE COST OF CONTRACTING WITH AN ENTITY AS AUTHORIZED IN SUBSECTION (2) OF THIS SECTION, AND AWARDING GRANTS AS PROVIDED IN SUBSECTION (5) OF THIS SECTION.

22-13-204. School leadership pilot program - reporting. (1) ON OR BEFORE MARCH 15, 2020, THE DEPARTMENT SHALL REPORT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, CONCERNING THE DESIGN OF THE PROGRAM AND THE PLANS FOR IMPLEMENTING THE PROGRAM DURING THE 2020-21 AND 2021-22 BUDGET YEARS. THE REPORT MUST INCLUDE:

(a) THE METHOD FOR IDENTIFYING EXEMPLARY, HIGH-QUALITY SCHOOL PRINCIPALS TO PARTICIPATE IN THE PROGRAM AND THE NUMBER OF EXEMPLARY, HIGH-QUALITY SCHOOL PRINCIPALS EXPECTED TO PARTICIPATE IN THE PROGRAM;

(b) THE NUMBER OF SCHOOL PRINCIPALS EXPECTED TO RECEIVE PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM AND THE CRITERIA FOR SELECTING THOSE SCHOOL PRINCIPALS;

(c) THE PLAN FOR PROVIDING INTERACTION BETWEEN THE EXEMPLARY, HIGH-QUALITY SCHOOL PRINCIPALS AND THE SCHOOL PRINCIPALS WHO RECEIVE PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM;

(d) THE LEARNING OBJECTIVES AND GOALS TO BE ACHIEVED THROUGH THE PROGRAM; AND

(e) THE MANNER IN WHICH THE DEPARTMENT EXPECTS TO MEASURE THE SUCCESS OF THE PROGRAM, INCLUDING MEASURING IMPROVED EDUCATOR RETENTION, IMPROVEMENTS IN SCHOOL CULTURE AND CLIMATE, AND IMPROVED STUDENT OUTCOMES.

(2) ON OR BEFORE JANUARY 15, 2022, THE DEPARTMENT SHALL REPORT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, CONCERNING IMPLEMENTATION OF THE PROGRAM. AT A MINIMUM, THE REPORT MUST INCLUDE:

(a) THE NUMBER OF EXEMPLARY, HIGH-QUALITY SCHOOL PRINCIPALS WHO ARE PARTICIPATING IN THE PROGRAM AND THE NATURE OF THEIR PARTICIPATION;

(b) THE NUMBER OF SCHOOL PRINCIPALS WHO ARE RECEIVING PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM AND AN EXPLANATION OF THE PROFESSIONAL DEVELOPMENT PROVIDED;

(c) AN EVALUATION OF THE SUCCESS OF THE PROGRAM PARTICIPANTS IN ACHIEVING THE LEARNING OBJECTIVES AND GOALS IDENTIFIED FOR THE PROFESSIONAL DEVELOPMENT AND IN ACHIEVING THE PURPOSE OF THE PROGRAM IDENTIFIED IN SECTION 22-13-203 (1); AND

(d) A RECOMMENDATION CONCERNING WHETHER TO CONTINUE THE PROGRAM, ANY RECOMMENDED CHANGES TO THE PROGRAM, AND THE ESTIMATED COST OF CONTINUING THE PROGRAM.

22-13-205. Repeal of part. THIS PART 2 IS REPEALED, EFFECTIVE JULY 1, 2022.

SECTION 2. In Colorado Revised Statutes, 22-13-102, **amend** the introductory portion as follows:

22-13-102. Definitions. As used in this ~~article 13~~ PART 1, unless the context otherwise requires:

SECTION 3. Appropriation. For the 2019-20 state fiscal year, \$272,929 is appropriated to the department of education. This appropriation is from the general fund and is based on an assumption that the department will require an additional 0.9 FTE. To implement this act, the department may use this appropriation for the school leadership pilot program.

SECTION 4. Safety clause. The general assembly hereby finds,

determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.



KC Becker
SPEAKER OF THE HOUSE
OF REPRESENTATIVES



Leroy M. Garcia
PRESIDENT OF
THE SENATE

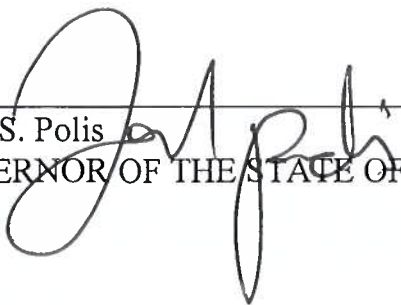


Marilyn Eddins
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES



Cindi L. Markwell
SECRETARY OF
THE SENATE

APPROVED May 31, 2019 at 3:50 p.m.
(Date and Time)



Jared S. Polis
GOVERNOR OF THE STATE OF COLORADO