

First Regular Session  
Seventy-first General Assembly  
STATE OF COLORADO

INTRODUCED

LLS NO. 17-0892.01 Julie Pelegrin x2700

HOUSE BILL 17-1344

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HOUSE SPONSORSHIP

Bridges and Pettersen,

SENATE SPONSORSHIP

Priola and Todd,

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House Committees

Education

Senate Committees

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A BILL FOR AN ACT

101 CONCERNING MEASURES TO SUPPORT INNOVATIVE TEACHER  
102 PREPARATION PROGRAMS.

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Bill Summary

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)*

The bill creates the innovative teacher preparation program (program) in the department of education (department). In implementing the program, the department will create a system to collect data concerning teacher preparation programs and create multiple pilot programs to support and investigate innovative approaches to teacher preparation and teacher induction, identify effective strategies, and share

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.  
*Capital letters indicate new material to be added to existing statute.*  
*Dashes through the words indicate deletions from existing statute.*

best practices among local education providers, alternative teacher programs, and institutions of higher education. The commissioner of education will convene a volunteer advisory committee that includes representatives from institutions of higher education, alternative teacher programs, and local education providers to assist the department in implementing the program. The department will share the data it collects and best practices it identifies through the program with local education providers, alternative teacher programs, and institutions of higher education.

Beginning in January 2018, the department will prepare an annual report concerning implementation of the program, including reporting on the effectiveness of the pilot programs. The department must submit the report to the state board of education, the Colorado commission on higher education, the executive director of the department of higher education, the governor's office, and the education committees of the general assembly.

The program will be funded by gifts, grants, and donations as well as any money the general assembly may appropriate to the program, which may include an appropriation from the state education fund. A local education provider, alternative teacher program, or institution of higher education may also make in-kind contributions for the operation of the pilot programs.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** article 60.3 to  
3 title 22 as follows:

4 **ARTICLE 60.3**

5 **Innovative Teacher Preparation Program**

6 **22-60.3-101. Legislative declaration.** (1) THE GENERAL  
7 ASSEMBLY FINDS THAT:

8 (a) A RECENT REPORT BY THE DEPARTMENT OF EDUCATION AND  
9 THE DEPARTMENT OF HIGHER EDUCATION SHOWS THAT THE NUMBER OF  
10 STUDENTS WHO ENROLL IN AND GRADUATE FROM TEACHER PREPARATION  
11 PROGRAMS IN COLORADO CONTINUES TO DECLINE;

12 (b) SCHOOL DISTRICTS IN COLORADO, ESPECIALLY RURAL SCHOOL  
13 DISTRICTS, ARE FACING A SERIOUS SHORTAGE IN TRAINED, LICENSED

1 TEACHERS IN THE AREAS OF MATH, SCIENCE, AND ENGLISH LANGUAGE  
2 ARTS. THIS SHORTAGE IS DRIVEN BOTH BY DECREASING NUMBERS OF  
3 PERSONS ENTERING THE PROFESSION AND INCREASING NUMBERS OF  
4 PERSONS LEAVING THE PROFESSION AFTER JUST TWO OR THREE YEARS OF  
5 TEACHING. AS A RESULT, MORE SCHOOL DISTRICTS ARE HIRING TEACHERS  
6 FROM OTHER STATES.

7 (c) THE GROWING SHORTAGE OF TEACHERS POTENTIALLY  
8 JEOPARDIZES THE ABILITY OF EVERY STUDENT IN COLORADO TO HAVE  
9 ACCESS TO A HIGH-QUALITY TEACHER WHO IS REFLECTIVE OF AND  
10 RESPONSIVE TO THE NEEDS OF THE STATE'S DIVERSE STUDENT  
11 POPULATIONS;

12 (d) BUILDING PARTNERSHIPS BETWEEN TEACHER PREPARATION  
13 PROGRAMS AND LOCAL EDUCATION PROVIDERS WILL STRENGTHEN THE  
14 PIPELINE OF TEACHER CANDIDATES FROM HIGH SCHOOL TO  
15 POSTSECONDARY TEACHER PREPARATION TO TEACHING IN THE  
16 CLASSROOM AND INCREASE THE LIKELIHOOD THAT COLORADO'S  
17 GRADUATES WILL BE EMPLOYED TO TEACH COLORADO'S STUDENTS; AND

18 (e) THESE PARTNERSHIPS WILL ALSO PROVIDE THE PLATFORM FOR  
19 EXPLORING NEW AND INNOVATIVE MODELS OF TEACHER PREPARATION  
20 AND SUPPORT TO ESTABLISH A CONTINUUM OF LEARNING THAT BEGINS  
21 WITH FORMAL TEACHER PREPARATION AND CONTINUES THROUGH THE  
22 FIRST YEARS OF TEACHERS' CAREERS.

23 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT, TO  
24 ADDRESS THE GROWING TEACHER SHORTAGE IN COLORADO, IT IS  
25 NECESSARY TO CREATE THE INNOVATIVE TEACHER PREPARATION  
26 PROGRAM THROUGH WHICH THE DEPARTMENT OF EDUCATION WILL  
27 ESTABLISH A SYSTEM FOR COLLECTING, ANALYZING, AND DISSEMINATING

1 DATA CONCERNING TEACHER PREPARATION PROGRAMS AND OPERATE AND  
2 EVALUATE PROGRAMS TO PILOT INNOVATIVE, COLLABORATIVE  
3 APPROACHES TO TEACHER PREPARATION AND SUPPORT. THE GENERAL  
4 ASSEMBLY FURTHER FINDS THAT THE INNOVATIVE TEACHER PREPARATION  
5 PROGRAM WILL RESULT IN THE COLLECTION OF USEFUL DATA AND  
6 IDENTIFICATION OF BEST PRACTICES FOR TEACHER PREPARATION AND  
7 TEACHER INDUCTION PROGRAMS THAT THE DEPARTMENT WILL SHARE  
8 WITH LOCAL EDUCATION PROVIDERS TO ASSIST THEM IN HIRING AND  
9 RETAINING WELL-TRAINED, EFFECTIVE TEACHERS.

10 (3) THE GENERAL ASSEMBLY DECLARES THAT, FOR PURPOSES OF  
11 SECTION 17 OF ARTICLE IX OF THE STATE CONSTITUTION, THE INNOVATIVE  
12 TEACHER PREPARATION PROGRAM CREATED IN THIS ARTICLE 60.3 IS AN  
13 ACCOUNTABLE PROGRAM TO MEET STATE ACADEMIC STANDARDS AND IS  
14 AN IMPORTANT ELEMENT IN CLASS-SIZE REDUCTION AND MAY THEREFORE  
15 RECEIVE FUNDING FROM THE STATE EDUCATION FUND CREATED IN SECTION  
16 17 (4) OF ARTICLE IX OF THE STATE CONSTITUTION.

17 **22-60.3-102. Definitions.** AS USED IN THIS ARTICLE 60.3, UNLESS  
18 THE CONTEXT OTHERWISE REQUIRES:

19 (1) "ADVISORY COMMITTEE" MEANS THE VOLUNTARY ADVISORY  
20 COMMITTEE THAT THE COMMISSIONER CONVENES PURSUANT TO SECTION  
21 22-60.3-104.

22 (2) "ALTERNATIVE TEACHER PROGRAM" HAS THE SAME MEANING  
23 AS PROVIDED IN SECTION 22-60.5-102.

24 (3) "BOARD OF COOPERATIVE SERVICES" MEANS A REGIONAL  
25 EDUCATIONAL SERVICE UNIT CREATED PURSUANT TO ARTICLE 5 OF THIS  
26 TITLE 22.

27 (4) "CHARTER SCHOOL" MEANS A CHARTER SCHOOL AUTHORIZED

1 BY A SCHOOL DISTRICT AS PROVIDED IN PART 1 OF ARTICLE 30.5 OF THIS  
2 TITLE 22 OR AN INSTITUTE CHARTER SCHOOL AUTHORIZED BY THE STATE  
3 CHARTER SCHOOL INSTITUTE AS PROVIDED IN PART 5 OF ARTICLE 30.5 OF  
4 THIS TITLE 22.

5 (5) "COMMISSIONER" MEANS THE OFFICE OF THE COMMISSIONER  
6 OF EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 1 OF  
7 ARTICLE IX OF THE STATE CONSTITUTION.

8 (6) "CULTURAL COMPETENCE" MEANS THE ABILITY TO  
9 UNDERSTAND, COMMUNICATE WITH, AND EFFECTIVELY INTERACT WITH  
10 PEOPLE ACROSS CULTURES, INCLUDING UNDERSTANDING ONE'S OWN  
11 CULTURAL VIEWS AND DEVELOPING A POSITIVE ATTITUDE TOWARD  
12 CULTURAL DIFFERENCES.

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

15 (8) "FUND" MEANS THE INNOVATIVE TEACHER PREPARATION PILOT  
16 PROGRAM FUND CREATED IN SECTION 22-60.3-110.

17 (9) "INSTITUTION OF HIGHER EDUCATION" MEANS A PUBLIC,  
18 PRIVATE, OR PROPRIETARY POSTSECONDARY INSTITUTION AUTHORIZED BY  
19 THE COLORADO COMMISSION ON HIGHER EDUCATION TO OFFER TEACHER  
20 PREPARATION PROGRAMS.

21 (10) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT,  
22 BOARD OF COOPERATIVE SERVICES, OR CHARTER SCHOOL.

23 (11) "PARAPROFESSIONAL" MEANS A PERSON WHO IS TRAINED TO  
24 ASSIST A LICENSED TEACHER.

25 (12) "PILOT PROGRAM" MEANS A PILOT PROGRAM THAT IS  
26 IMPLEMENTED PURSUANT TO THIS ARTICLE 60.3 AS A COMPONENT OF THE  
27 INNOVATIVE TEACHER PREPARATION PROGRAM.

1 (13) "PROGRAM" MEANS THE INNOVATIVE TEACHER PREPARATION  
2 PROGRAM CREATED IN SECTION 22-60.3-103.

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

5 (15) "TEACHER RESIDENCY PROGRAM" MEANS A TYPE OF TEACHER  
6 PREPARATION PROGRAM THAT, AT A MINIMUM, INCLUDES A FULL YEAR OF  
7 CLASSROOM APPRENTICESHIP THAT INTEGRATES THEORY AND PRACTICE.

8 **22-60.3-103. Innovative teacher preparation program -**  
9 **created - program participation - rules.** (1) THERE IS CREATED IN THE  
10 DEPARTMENT OF EDUCATION THE INNOVATIVE TEACHER PREPARATION  
11 PROGRAM TO ASSIST LOCAL EDUCATION PROVIDERS IN HIRING AND  
12 RETAINING WELL-TRAINED, EFFECTIVE TEACHERS BY FACILITATING  
13 PARTNERSHIPS AMONG LOCAL EDUCATION PROVIDERS, ALTERNATIVE  
14 TEACHER PROGRAMS, INSTITUTIONS OF HIGHER EDUCATION, AND  
15 COMMUNITY NONPROFIT ORGANIZATIONS FOR THE CREATION AND  
16 IMPLEMENTATION OF INNOVATIVE TEACHER PREPARATION PILOT  
17 PROGRAMS AND TEACHER INDUCTION PILOT PROGRAMS. THE PROGRAM  
18 CONSISTS OF MULTIPLE PILOT PROGRAMS AS DESCRIBED IN THIS ARTICLE  
19 60.3 TO SUPPORT AND INVESTIGATE INNOVATIVE APPROACHES TO  
20 TEACHER PREPARATION AND TEACHER INDUCTION PROGRAMS AND TO  
21 IDENTIFY EFFECTIVE STRATEGIES AND SHARE BEST PRACTICES FOR THESE  
22 PROGRAMS AMONG LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER  
23 PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION. THE PROGRAM  
24 INCLUDES THE CREATION OF A DATA COLLECTION SYSTEM FOR TEACHER  
25 PREPARATION PROGRAMS TO IDENTIFY BEST PRACTICES AND PROGRAM  
26 COMPONENTS THAT SUPPORT TEACHER EFFECTIVENESS.

27 (2) THE PILOT PROGRAMS ARE DESIGNED TO ACCOMPLISH THE

1 FOLLOWING GOALS:

2 (a) DEVELOPING TEACHER CANDIDATES WHO ARE PREPARED TO BE  
3 SUCCESSFUL IN THE CLASSROOM WHEN THEY BEGIN TEACHING, INCLUDING  
4 BEING PREPARED TO IMPROVE ACADEMIC OUTCOMES FOR ALL STUDENTS  
5 IN THEIR CLASSROOMS;

6 (b) SUPPORTING LOCAL EDUCATION PROVIDERS, ALTERNATIVE  
7 TEACHER PROGRAMS, INSTITUTIONS OF HIGHER EDUCATION, AND  
8 COMMUNITY NONPROFIT ORGANIZATIONS IN COLLABORATING TO CREATE  
9 A SEAMLESS, HIGH-FUNCTIONING, HIGHLY EFFECTIVE SYSTEM OF TEACHER  
10 PREPARATION;

11 (c) ADDRESSING BARRIERS TO EFFECTIVE TEACHER PREPARATION,  
12 WHICH INCLUDE:

13 (I) A LACK OF TRANSPARENCY IN MEASURING THE PERFORMANCE  
14 OF TEACHER PREPARATION PROGRAMS AND PROGRAM GRADUATES; AND

15 (II) INSUFFICIENT SUPPORT FOR EFFECTIVE FIELD EXPERIENCES FOR  
16 TEACHING CANDIDATES AND INSUFFICIENT SUPPORT FOR NEW TEACHERS  
17 WHEN THEY TRANSITION TO THE CLASSROOM, DUE TO A LACK OF  
18 COMMUNICATION, SHARING OF RESOURCES, AND COLLABORATION AMONG  
19 LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS,  
20 INSTITUTIONS OF HIGHER EDUCATION, AND OTHER TEACHER PREPARATION  
21 PROGRAM PROVIDERS;

22 (d) PROVIDING OPPORTUNITIES TO IMPLEMENT INNOVATIVE IDEAS  
23 FOR GREATER COLLABORATION IN PROVIDING EFFECTIVE TEACHER  
24 PREPARATION PROGRAMS; AND

25 (e) IDENTIFYING EFFECTIVE TEACHER PREPARATION PROGRAM  
26 MODELS THAT CAN BE REPLICATED BY LOCAL EDUCATION PROVIDERS  
27 ACROSS THE STATE AND THAT MAY INFORM STATE POLICY CHANGES.

1           (3) IN IMPLEMENTING THE PROGRAM, THE DEPARTMENT SHALL  
2 PROVIDE TO LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER  
3 PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION INFORMATION  
4 CONCERNING THE OUTCOMES OF THE PILOT PROGRAMS, THE  
5 EFFECTIVENESS OF THE METHODS AND STRATEGIES IMPLEMENTED, AND  
6 BEST PRACTICES IDENTIFIED CONCERNING TEACHER PREPARATION,  
7 INDUCTION, AND SUPPORT. THE DEPARTMENT SHALL PROVIDE THE  
8 INFORMATION USING ELECTRONIC METHODS, WHICH MAY INCLUDE  
9 POSTING INFORMATION TO THE DEPARTMENT WEBSITE, E-MAILING  
10 INFORMATION AND HOSTING ELECTRONIC CONVERSATIONS AMONG LOCAL  
11 EDUCATION PROVIDERS AND INSTITUTIONS OF HIGHER EDUCATION, AND  
12 PROVIDING PROGRAMMING VIA THE INTERNET.

13           (4) (a) THE DEPARTMENT SHALL SOLICIT APPLICATIONS FROM  
14 LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, AND  
15 INSTITUTIONS OF HIGHER EDUCATION IN RURAL AND URBAN AREAS OF THE  
16 STATE TO PARTICIPATE IN THE PILOT PROGRAMS. THE DEPARTMENT, WITH  
17 ASSISTANCE FROM THE ADVISORY COMMITTEE, SHALL SELECT THE LOCAL  
18 EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, AND  
19 INSTITUTIONS OF HIGHER EDUCATION TO PARTICIPATE IN EACH OF THE  
20 PILOT PROGRAMS. IN SELECTING PILOT PROGRAM PARTICIPANTS FOR THE  
21 FIRST TWO SCHOOL YEARS IN WHICH A PILOT PROGRAM OPERATES, THE  
22 DEPARTMENT, IN ADDITION TO OTHER CRITERIA SPECIFIED IN THIS ARTICLE  
23 60.3 OR BY RULE OF THE STATE BOARD, SHALL CONSIDER WHETHER THE  
24 APPLICANT PARTICIPATED IN STATEWIDE, COLLABORATIVE EFFORTS TO  
25 EXAMINE AND IMPROVE TEACHER PREPARATION IN COLORADO BEFORE  
26 APPLYING TO PARTICIPATE IN THE PILOT PROGRAM.

27           (b) AFTER A PILOT PROGRAM HAS OPERATED FOR TWO SCHOOL



1 YEARS, THE DEPARTMENT MAY EXPAND THE PARTICIPANTS TO INCLUDE  
2 ADDITIONAL LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER  
3 PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION, SO LONG AS THE  
4 ADDITIONAL PARTICIPANTS HAVE THE CAPACITY TO IMPLEMENT THE PILOT  
5 PROGRAM IN A MANNER THAT PRESERVES THE FIDELITY OF THE PROGRAM  
6 DESIGN.

7 (5) AFTER A PILOT PROGRAM FOR A TEACHER RESIDENCY  
8 PROGRAM, AS DESCRIBED IN SECTION 22-60.3-107, OR A TEACHER  
9 INDUCTION PROGRAM, AS DESCRIBED IN SECTION 22-60.3-108, HAS  
10 OPERATED FOR ONE SCHOOL YEAR, AND ANNUALLY THEREAFTER, THE  
11 DEPARTMENT SHALL REVIEW THE DATA COLLECTED FROM THE PILOT  
12 PROGRAM TO DETERMINE WHETHER THE PILOT PROGRAM, AS  
13 IMPLEMENTED BY THE PARTICIPATING LOCAL EDUCATION PROVIDERS,  
14 ALTERNATIVE TEACHER PROGRAMS, AND INSTITUTIONS OF HIGHER  
15 EDUCATION, IS EFFECTIVE IN INCREASING RETENTION OF THE TEACHERS  
16 EMPLOYED BY THE LOCAL EDUCATION PROVIDER, INCREASING THE  
17 DIVERSITY OF THE PARTICIPATING LOCAL EDUCATION PROVIDER'S  
18 TEACHING FACULTY TO REFLECT THE DIVERSITY OF THE STUDENTS  
19 ENROLLED BY THE LOCAL EDUCATION PROVIDER, AND RAISING THE  
20 CULTURAL COMPETENCE OF THE STUDENT TEACHERS WHO PARTICIPATE IN  
21 THE PILOT PROGRAM. IN MEASURING THE EFFECTIVENESS OF THE PILOT  
22 PROGRAMS, THE DEPARTMENT SHALL CONSIDER:

23 (a) THE DEVELOPMENTAL PROGRESS, INCLUDING LEVELS OF  
24 CULTURAL COMPETENCE, OF THE STUDENT TEACHERS PARTICIPATING IN  
25 THE PILOT PROGRAM BEFORE, DURING, AND AFTER PARTICIPATION IN THE  
26 PILOT PROGRAM;

27 (b) THE LEVELS OF SATISFACTION WITH THE PILOT PROGRAM

1 RESULTS, EXPRESSED THROUGH SURVEYS OF THE PARTICIPATING STUDENT  
2 TEACHERS, LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER  
3 PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION; AND

4 (c) A COMPARISON OF THE PARTICIPATING LOCAL EDUCATION  
5 PROVIDER'S TEACHER RETENTION RATE AND LEVELS OF DIVERSITY WITHIN  
6 THE PARTICIPATING LOCAL EDUCATION PROVIDER'S TEACHING FACULTY  
7 BEFORE, DURING, AND AFTER PARTICIPATING IN THE PILOT PROGRAM.

8 (6) THE STATE BOARD SHALL PROMULGATE RULES PURSUANT TO  
9 ARTICLE 4 OF TITLE 24 AS NECESSARY TO IMPLEMENT THE PROGRAM.

10 **22-60.3-104. Advisory committee - membership - duties.**

11 (1) THE COMMISSIONER SHALL CONVENE A VOLUNTARY ADVISORY  
12 COMMITTEE TO ASSIST THE DEPARTMENT IN IMPLEMENTING THE PROGRAM.  
13 AT A MINIMUM, THE ADVISORY COMMITTEE MUST INCLUDE  
14 REPRESENTATION FROM THE DEPARTMENT, THE DEPARTMENT OF HIGHER  
15 EDUCATION, INSTITUTIONS OF HIGHER EDUCATION THAT PROVIDE TEACHER  
16 PREPARATION PROGRAMS, ALTERNATIVE TEACHER PROGRAMS, RURAL AND  
17 URBAN SCHOOL DISTRICTS, CHARTER SCHOOLS, TEACHERS, PRINCIPALS,  
18 AND NONPROFIT ORGANIZATIONS THAT HAVE EXPERIENCE IN EDUCATION  
19 POLICY OR TEACHER PREPARATION.

20 (2) THE ADVISORY COMMITTEE SHALL ASSIST THE DEPARTMENT IN:

21 (a) DEVELOPING CRITERIA FOR MEASURING THE EFFECTIVENESS OF  
22 PILOT PROGRAMS;

23 (b) ENSURING THAT THE EXPANSION OF A PILOT PROGRAM IN  
24 SUBSEQUENT YEARS IS ACCOMPLISHED IN A MANNER THAT PRESERVES THE  
25 FIDELITY OF THE PILOT PROGRAM DESIGN;

26 (c) ENSURING THAT DATA CONCERNING THE PILOT PROGRAMS ARE  
27 COLLECTED CONSISTENTLY FROM THE PILOT PROGRAM PARTICIPANTS SO

1 THAT THE DATA PROVIDE ACCURATE ASSESSMENTS OF THE  
2 IMPLEMENTATION AND EFFECTIVENESS OF EACH PILOT PROGRAM;

3 (d) SELECTING LOCAL EDUCATION PROVIDERS, ALTERNATIVE  
4 TEACHER PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION TO  
5 PARTICIPATE IN THE PILOT PROGRAMS; AND

6 (e) COMPLETING OTHER DUTIES RELATED TO THE PILOT PROGRAMS,  
7 AT THE REQUEST OF THE COMMISSIONER.

8 **22-60.3-105. Teacher preparation programs - data collection.**

9 (1) THE DEPARTMENT SHALL WORK WITH THE DEPARTMENT OF HIGHER  
10 EDUCATION, INSTITUTIONS OF HIGHER EDUCATION, ALTERNATIVE TEACHER  
11 PROGRAMS, AND LOCAL EDUCATION PROVIDERS TO CREATE A SYSTEM FOR  
12 COLLECTING, ANALYZING, AND DISSEMINATING DATA CONCERNING  
13 TEACHER PREPARATION PROGRAMS. THE DEPARTMENT SHALL DESIGN THE  
14 SYSTEM TO ACCOMPLISH THE FOLLOWING GOALS:

15 (a) ESTABLISHING A MODEL AND PROCESS FOR CONDUCTING  
16 STATEWIDE RESEARCH CONCERNING TEACHER PREPARATION PROGRAMS,  
17 WITH A FOCUS ON THE STRENGTHS OF THE TEACHER RESIDENCY PROGRAM  
18 MODEL;

19 (b) PROVIDING EVIDENCE TO IDENTIFY BEST PRACTICES AND  
20 CRITICAL ELEMENTS OF TEACHER RESIDENCY PROGRAMS THAT POSITIVELY  
21 IMPACT TEACHER DEVELOPMENT AND ENHANCE STUDENT LEARNING;

22 (c) IDENTIFYING THE RESOURCE REQUIREMENTS FOR A QUALITY  
23 TEACHER PREPARATION PROGRAM, INCLUDING A TEACHER RESIDENCY  
24 PROGRAM, TO BE SUSTAINABLE; AND

25 (d) IDENTIFYING THE PROCESSES THAT TEACHER PREPARATION  
26 PROGRAM PROVIDERS, INCLUDING ALTERNATIVE TEACHER PROGRAMS,  
27 MAY CONSIDER IN DESIGNING NEW TEACHER RESIDENCY PROGRAMS.

1           **22-60.3-106. Teacher residency programs - replication pilot -**  
2 **legislative declaration.** (1) THE GENERAL ASSEMBLY RECOGNIZES THAT  
3 INSTITUTIONS OF HIGHER EDUCATION, ALTERNATIVE TEACHER PROGRAMS,  
4 SCHOOL DISTRICTS, AND SUPPORTING NONPROFIT ORGANIZATIONS AND  
5 FOUNDATIONS HAVE COLLABORATED TO CREATE EFFECTIVE TEACHER  
6 RESIDENCY PROGRAMS THAT SERVE SCHOOL DISTRICTS AND PUBLIC  
7 SCHOOLS IN RURAL AND URBAN AREAS OF THE STATE. THESE TEACHER  
8 RESIDENCY PROGRAMS ARE SPECIFICALLY DESIGNED TO MEET THE NEEDS  
9 OF THE PARTICIPATING SCHOOL DISTRICTS AND PUBLIC SCHOOLS AND TO  
10 ACHIEVE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS. THE GENERAL  
11 ASSEMBLY FINDS THAT EXPANDING THE DESIGN OF THESE TEACHER  
12 RESIDENCY PROGRAMS TO MORE INSTITUTIONS OF HIGHER EDUCATION,  
13 ALTERNATIVE TEACHER PROGRAMS, AND LOCAL EDUCATION PROVIDERS  
14 THROUGHOUT THE STATE IS NECESSARY TO INCREASE THE SUPPLY OF  
15 EFFECTIVE TEACHERS FOR EMPLOYMENT BY LOCAL EDUCATION  
16 PROVIDERS.

17           (2) BEGINNING NO LATER THAN THE 2018-19 SCHOOL YEAR, THE  
18 DEPARTMENT SHALL CREATE A PILOT PROGRAM TO ESTABLISH THE  
19 PROCESSES FOR REPLICATING SUCCESSFUL TEACHER RESIDENCY  
20 PROGRAMS FOR LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER  
21 PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION THROUGHOUT THE  
22 STATE. THE DEPARTMENT SHALL SELECT TO PARTICIPATE IN THE PILOT  
23 PROGRAM AT LEAST ONE TEACHER RESIDENCY PROGRAM THAT IS  
24 OPERATED BY AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE  
25 TEACHER PROGRAM AND THAT HAS DEMONSTRATED SUCCESS IN TRAINING  
26 EFFECTIVE TEACHERS WHO CONTINUE IN THE TEACHING PROFESSION FOR  
27 MORE THAN THREE YEARS, AT LEAST ONE SCHOOL DISTRICT THAT HAS

1 WORKED WITH THE TEACHER RESIDENCY PROGRAM, AND AT LEAST ONE  
2 LOCAL EDUCATION PROVIDER IN A RURAL AREA AND ONE LOCAL  
3 EDUCATION PROVIDER IN AN URBAN AREA THAT WILL BEGIN PARTNERING  
4 WITH THE TEACHER RESIDENCY PROGRAM. AT A MINIMUM, THE  
5 PARTICIPANTS MUST, THROUGH THE PILOT PROGRAM, CREATE A TUITION  
6 MODEL, COURSE SCOPE AND SEQUENCE TEMPLATES, AND MULTIPLE  
7 STAFFING MODELS THAT THE DEPARTMENT WILL SHARE WITH OTHER  
8 LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, AND  
9 INSTITUTIONS OF HIGHER EDUCATION.

10 (3) AFTER THE PILOT PROGRAM DESCRIBED IN THIS SECTION HAS  
11 OPERATED FOR ONE SCHOOL YEAR, AND ANNUALLY THEREAFTER, THE  
12 DEPARTMENT SHALL REVIEW THE DATA COLLECTED FROM THE PILOT  
13 PROGRAM, INCLUDING THE TEACHER RESIDENCY PROGRAMS THAT ARE  
14 CREATED THROUGH THE PILOT PROGRAM, TO DETERMINE WHETHER THE  
15 PILOT PROGRAM IS SUCCESSFUL IN REPLICATING TEACHER RESIDENCY  
16 PROGRAMS THAT DEMONSTRATE EFFECTIVENESS AS DESCRIBED IN SECTION  
17 22-60.3-103 (5).

18 **22-60.3-107. Teacher residency programs - paraprofessional**  
19 **and student training pilot program.** (1) BEGINNING NO LATER THAN  
20 THE 2018-19 SCHOOL YEAR, THE DEPARTMENT SHALL CREATE A PILOT  
21 PROGRAM FOR TEACHER RESIDENCY PROGRAMS THAT ENROLL CANDIDATES  
22 FROM AMONG THE PARTICIPATING LOCAL EDUCATION PROVIDERS'  
23 GRADUATING STUDENT BODY AND PARAPROFESSIONALS EMPLOYED BY THE  
24 PARTICIPATING LOCAL EDUCATION PROVIDERS. THE PILOT PROGRAM IS  
25 DESIGNED TO INCREASE THE DIVERSITY OF THE TEACHING FACULTY OF  
26 EACH PARTICIPATING LOCAL EDUCATION PROVIDER TO REFLECT THE  
27 DIVERSITY OF THE STUDENTS ENROLLED BY EACH PARTICIPATING LOCAL

1 EDUCATION PROVIDER, INCREASE THE CULTURAL COMPETENCE OF THE  
2 TEACHING FACULTY OF EACH PARTICIPATING LOCAL EDUCATION  
3 PROVIDER, AND INCREASE THE RETENTION RATE OF NEW TEACHERS. THE  
4 DEPARTMENT SHALL SELECT AT LEAST ONE LOCAL EDUCATION PROVIDER  
5 FROM A RURAL AREA, AT LEAST ONE LOCAL EDUCATION PROVIDER FROM  
6 AN URBAN AREA, AND ALTERNATIVE TEACHER PROGRAMS OR  
7 INSTITUTIONS OF HIGHER EDUCATION THAT WILL PARTNER WITH EACH  
8 SELECTED LOCAL EDUCATION PROVIDER. A LOCAL EDUCATION PROVIDER  
9 THAT SEEKS TO PARTICIPATE IN THE PILOT PROGRAM MUST SUBMIT TO THE  
10 DEPARTMENT A TEACHER RESIDENCY PROGRAM DESCRIPTION THAT, AT A  
11 MINIMUM, DEMONSTRATES THAT:

12 (a) THE TEACHER RESIDENCY PROGRAM WILL ENROLL PERSONS  
13 WHO ARE COMPLETING HIGH SCHOOL AS STUDENTS OF THE LOCAL  
14 EDUCATION PROVIDER OR ARE EMPLOYED AS PARAPROFESSIONALS BY THE  
15 LOCAL EDUCATION PROVIDER;

16 (b) THE TEACHER RESIDENCY PROGRAM INCLUDES A COHERENT  
17 SCHEDULE OF COURSES THAT A STUDENT, BEGINNING IN HIGH SCHOOL, OR  
18 A PARAPROFESSIONAL MAY FOLLOW TO EARN A BACHELOR'S DEGREE AND  
19 QUALIFY FOR TEACHER LICENSURE AND TO EARN A MASTER'S DEGREE  
20 WITHIN FOUR YEARS AFTER THE TEACHER RESIDENCY PROGRAM  
21 PARTICIPANT BEGINS TEACHING;

22 (c) A PARTICIPANT IN THE TEACHER RESIDENCY PROGRAM WILL  
23 SPEND A FULL SCHOOL YEAR IN RESIDENCY TEACHING WITH AN  
24 EXPERIENCED MENTOR TEACHER;

25 (d) EACH PARTICIPANT WHO COMPLETES THE TEACHER RESIDENCY  
26 PROGRAM WILL RECEIVE ONGOING MENTORING AND SUPPORT; AND

27 (e) THE TEACHER RESIDENCY PROGRAM WILL REPORT PROGRESS IN

1 INCREASING DIVERSIFICATION WITHIN THE TEACHING FACULTY OF THE  
2 LOCAL EDUCATION PROVIDER TO REFLECT THE DIVERSITY OF THE  
3 STUDENTS ENROLLED BY THE LOCAL EDUCATION PROVIDER AND THE  
4 CULTURAL COMPETENCE OF THE TEACHER RESIDENCY PROGRAM  
5 PARTICIPANTS.

6 (2) AFTER A LOCAL EDUCATION PROVIDER, ALTERNATIVE TEACHER  
7 PROGRAM, AND INSTITUTION OF HIGHER EDUCATION HAVE PARTICIPATED  
8 IN THE PILOT PROGRAM FOR ONE SCHOOL YEAR, AND ANNUALLY  
9 THEREAFTER, THE DEPARTMENT SHALL REVIEW THE DATA COLLECTED  
10 FROM THE PILOT PROGRAM TO DETERMINE THE EFFECTIVENESS OF THE  
11 PILOT PROGRAM AS PROVIDED IN SECTION 22-60.3-103 (5).

12 **22-60.3-108. Teacher induction pilot program.** (1) BEGINNING  
13 NO LATER THAN THE 2018-19 SCHOOL YEAR, THE DEPARTMENT SHALL  
14 CREATE A PILOT PROGRAM FOR TEACHER INDUCTION PROGRAMS THAT ARE  
15 OPERATED IN PARTNERSHIP BY A LOCAL EDUCATION PROVIDER AND THE  
16 INSTITUTION OF HIGHER EDUCATION FROM WHICH THE NEW TEACHERS  
17 HIRED BY THE LOCAL EDUCATION PROVIDER GRADUATE. THE PILOT  
18 PROGRAM IS DESIGNED TO IDENTIFY BEST PRACTICES IN TEACHER  
19 INDUCTION PROGRAMS THAT EFFECTIVELY INCREASE TEACHER  
20 SATISFACTION, IMPROVE TEACHER EFFECTIVENESS, AND INCREASE  
21 TEACHER RETENTION. A LOCAL EDUCATION PROVIDER AND INSTITUTION  
22 OF HIGHER EDUCATION THAT SEEK TO PARTICIPATE IN THE PILOT PROGRAM  
23 MUST SUBMIT TO THE DEPARTMENT A PROGRAM DESCRIPTION THAT, AT A  
24 MINIMUM, DEMONSTRATES THAT THE TEACHER INDUCTION PROGRAM  
25 INCLUDES IN-CLASSROOM INSTRUCTIONAL COACHING AND CREATION OF  
26 A PEER SUPPORT NETWORK FOR NEW TEACHERS THROUGH WHICH THE NEW  
27 TEACHERS PARTICIPATE IN ONGOING PROFESSIONAL DEVELOPMENT.

1           (2) AFTER A LOCAL EDUCATION PROVIDER AND INSTITUTION OF  
2 HIGHER EDUCATION HAVE PARTICIPATED IN THE PILOT PROGRAM FOR ONE  
3 SCHOOL YEAR, AND ANNUALLY THEREAFTER, THE DEPARTMENT SHALL  
4 REVIEW THE DATA COLLECTED FROM THE PILOT PROGRAM TO DETERMINE  
5 THE EFFECTIVENESS OF THE PILOT PROGRAM AS PROVIDED IN SECTION  
6 22-60.3-103 (5).

7           **22-60.3-109. Reports.** (1) NOTWITHSTANDING THE PROVISIONS  
8 OF SECTION 24-1-136 (11)(a)(I), BY JANUARY 15, 2018, AND BY JANUARY  
9 15 EACH YEAR THEREAFTER, THE DEPARTMENT SHALL PREPARE A  
10 PROGRESS REPORT ON IMPLEMENTING THE PROGRAM. AT A MINIMUM, THE  
11 REPORT MUST INCLUDE:

12           (a) A REPORT ON THE CREATION AND USE OF THE DATA  
13 COLLECTION SYSTEM DESCRIBED IN SECTION 22-60.3-105;

14           (b) A SUMMARY OF THE DATA COLLECTED FROM EACH PILOT  
15 PROGRAM CONCERNING THE EFFECTIVENESS OF THE PILOT PROGRAMS AS  
16 DESCRIBED IN SECTION 22-60.3-103 (5);

17           (c) RECOMMENDATIONS, IF ANY, FOR LEGISLATIVE OR  
18 REGULATORY CHANGES TO FACILITATE THE EFFECTIVE IMPLEMENTATION  
19 OF THE PILOT PROGRAMS; AND

20           (d) RECOMMENDATIONS, IF ANY, FOR EXPANDING ONE OR MORE OF  
21 THE PILOT PROGRAMS STATEWIDE.

22           (2) THE DEPARTMENT SHALL SUBMIT THE REPORT TO THE STATE  
23 BOARD, THE COLORADO COMMISSION ON HIGHER EDUCATION, THE  
24 EXECUTIVE DIRECTOR OF THE DEPARTMENT OF HIGHER EDUCATION, THE  
25 GOVERNOR, AND THE EDUCATION COMMITTEES OF THE HOUSE OF  
26 REPRESENTATIVES AND THE SENATE, OR ANY SUCCESSOR COMMITTEES.  
27 THE DEPARTMENT SHALL ALSO POST THE REPORT ON THE DEPARTMENT



1 WEBSITE FOR PUBLIC ACCESS.

2 **22-60.3-110. Innovative teacher preparation pilot program**

3 **fund.** (1) (a) THE INNOVATIVE TEACHER PREPARATION PILOT PROGRAM  
4 FUND IS HEREBY CREATED IN THE STATE TREASURY. THE FUND CONSISTS  
5 OF MONEY RECEIVED BY THE DEPARTMENT AS GIFTS, GRANTS, AND  
6 DONATIONS AND CREDITED TO THE FUND PURSUANT TO SUBSECTION (1)(b)  
7 OF THIS SECTION AND ANY OTHER MONEY THAT THE GENERAL ASSEMBLY  
8 MAY APPROPRIATE OR TRANSFER TO THE FUND.

9 (b) THE DEPARTMENT MAY ACCEPT AND EXPEND GIFTS, GRANTS,  
10 AND DONATIONS FROM PRIVATE OR PUBLIC SOURCES FOR THE PURPOSES OF  
11 THIS ARTICLE 60.3. THE DEPARTMENT SHALL TRANSMIT ALL MONEY  
12 RECEIVED THROUGH GIFTS, GRANTS, AND DONATIONS TO THE STATE  
13 TREASURER, WHO SHALL CREDIT THE MONEY TO THE FUND. A LOCAL  
14 EDUCATION PROVIDER, ALTERNATIVE TEACHER PROGRAM, OR INSTITUTION  
15 OF HIGHER EDUCATION MAY ALSO MAKE IN-KIND CONTRIBUTIONS FOR THE  
16 OPERATION OF THE PILOT PROGRAMS.

17 (2) THE STATE TREASURER SHALL CREDIT ALL INTEREST AND  
18 INCOME DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEY IN THE  
19 FUND TO THE FUND.

20 (3) MONEY IN THE FUND IS CONTINUOUSLY APPROPRIATED TO THE  
21 DEPARTMENT TO IMPLEMENT THE PROVISIONS OF THIS ARTICLE 60.3.

22 (4) THE STATE TREASURER SHALL TRANSFER ALL UNEXPENDED  
23 AND UNENCUMBERED MONEY IN THE FUND ON JULY 1, 2022, TO THE  
24 GENERAL FUND.

25 **22-60.3-111. Repeal of article.** THIS ARTICLE 60.3 IS REPEALED,  
26 EFFECTIVE JULY 1, 2022.

27 **SECTION 2. Act subject to petition - effective date.** This act

1 takes effect at 12:01 a.m. on the day following the expiration of the  
2 ninety-day period after final adjournment of the general assembly (August  
3 9, 2017, if adjournment sine die is on May 10, 2017); except that, if a  
4 referendum petition is filed pursuant to section 1 (3) of article V of the  
5 state constitution against this act or an item, section, or part of this act  
6 within such period, then the act, item, section, or part will not take effect  
7 unless approved by the people at the general election to be held in  
8 November 2018 and, in such case, will take effect on the date of the  
9 official declaration of the vote thereon by the governor.