

First Regular Session
Seventy-second General Assembly
STATE OF COLORADO

PREAMENDED

*This Unofficial Version Includes Committee
Amendments Not Yet Adopted on Second Reading*

LLS NO. 19-0024.01 Julie Pelegrin x2700

HOUSE BILL 19-1002

HOUSE SPONSORSHIP

McLachlan and Wilson,

SENATE SPONSORSHIP

Zenzinger,

House Committees

Education
Appropriations

Senate Committees

A BILL FOR AN ACT
101 **CONCERNING PROFESSIONAL DEVELOPMENT IN LEADERSHIP FOR**
102 **PUBLIC SCHOOL PRINCIPALS.**

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 school leadership pilot program (program) to provide professional development for public elementary, middle, and high school principals. During the 2019-20 budget year, the department of education (department) is directed to design and implement the program or contract with a nonprofit entity to design and implement the program. The program must include identification of high-quality school principals

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

who will interact with the school principals selected to receive professional development through the program. The program must also include professional development in distributive and collaborative leadership skills with the goal of improving educator retention, school climate and culture, and student outcomes.

School principals may apply to receive professional development through the program during the 2020-21 and 2021-22 budget years. The department or the contracted entity must review the applications and recommend participants to the state board of education (state board), who shall select the participants. Subject to available appropriations, the state board must provide grants to the employing entities of the school principals who participate in the program either as high-quality school principals or to receive professional development. The grants are paid from money appropriated to the school leadership pilot program fund created in the bill.

By March 15, 2020, the department must report to the education committees of the general assembly concerning the design of the program. By January 15, 2022, the department must report to the education committees concerning implementation of the program, including recommendations for whether the program should be continued.

The program is repealed, effective July 1, 2022.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** part 2 to article
3 13 of title 22 as follows:

PART 2

SCHOOL LEADERSHIP PILOT PROGRAM

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

7 FINDS THAT:

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

11 (b) A RECENT REPORT BY THE DEPARTMENT OF EDUCATION AND
12 THE DEPARTMENT OF HIGHER EDUCATION CONCERNING TEACHER
13 SHORTAGES IN COLORADO STATES THAT, IN IDENTIFYING REASONS FOR

1 LEAVING A SCHOOL, TEACHERS CITE POOR OR INEFFECTIVE SCHOOL
2 LEADERSHIP. TO ADDRESS THE TEACHER SHORTAGE, THE REPORT
3 RECOMMENDS PROVIDING IMPROVED EDUCATIONAL LEADERSHIP
4 PREPARATION AND PROFESSIONAL DEVELOPMENT TO ASSIST PRINCIPALS IN
5 CREATING POSITIVE SCHOOL CLIMATE AND CULTURE.

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

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

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

1 OUTCOMES; AND

2 (f) IMPROVING SCHOOL LEADERSHIP THROUGH A PROGRAM THAT
3 EMPOWERS PUBLIC SCHOOL PRINCIPALS TO BUILD THEIR LEADERSHIP
4 SKILLS AND TEACHES THEM TO EFFECTIVELY IMPLEMENT DISTRIBUTIVE
5 AND COLLABORATIVE LEADERSHIP IS LIKELY TO RESULT IN IMPROVEMENTS
6 IN THE CLIMATE AND CULTURE OF PUBLIC SCHOOLS, DECREASED
7 EDUCATOR TURNOVER, AND A REDUCTION IN THE TEACHER SHORTAGE
8 EXPERIENCED BY MANY PUBLIC SCHOOLS.

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

18 **22-13-202. Definitions.** AS USED IN THIS PART 2, UNLESS THE
19 CONTEXT OTHERWISE REQUIRES:

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

22 (2) "FUND" MEANS THE SCHOOL LEADERSHIP PILOT PROGRAM FUND
23 CREATED IN SECTION 22-13-204.

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

26 (4) "PUBLIC SCHOOL" MEANS A SCHOOL THAT DERIVES ITS
27 SUPPORT, IN WHOLE OR IN PART, FROM MONEY RAISED BY A GENERAL

1 STATE OR SCHOOL DISTRICT TAX AND INCLUDES A SCHOOL OF A SCHOOL
2 DISTRICT, A PUBLIC SCHOOL OPERATED BY A BOARD OF COOPERATIVE
3 SERVICES, AND AN INSTITUTE CHARTER SCHOOL AUTHORIZED BY THE
4 STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE 30.5
5 OF THIS TITLE 22.

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

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

11 **22-13-203. School leadership pilot program - created -**
12 **participation.** (1) THERE IS CREATED IN THE DEPARTMENT OF EDUCATION
13 THE SCHOOL LEADERSHIP PILOT PROGRAM TO PROVIDE EMBEDDED,
14 EXPERIENTIAL PROFESSIONAL DEVELOPMENT TO IMPROVE THE QUALITY OF
15 SCHOOL PRINCIPALS AND EMPOWER THEM TO EXERCISE DISTRIBUTIVE AND
16 COLLABORATIVE LEADERSHIP THAT SUPPORTS COLLABORATION AMONG
17 THE PROFESSIONAL EDUCATORS IN THE SCHOOL BUILDING. THE PURPOSE
18 OF THE PROGRAM IS TO INCREASE EDUCATOR RETENTION, IMPROVE
19 SCHOOL CLIMATE AND CULTURE, AND IMPROVE STUDENT ACADEMIC
20 OUTCOMES BY IMPROVING THE QUALITY OF LEADERSHIP IN PUBLIC
21 SCHOOLS. THE PROGRAM MUST INCLUDE IDENTIFICATION OF
22 HIGH-QUALITY SCHOOL PRINCIPALS AND THE OPPORTUNITY FOR OTHER
23 SCHOOL PRINCIPALS FROM SCHOOL DISTRICTS THROUGHOUT THE STATE TO
24 OBSERVE AND INTERACT WITH THE IDENTIFIED HIGH-QUALITY SCHOOL
25 PRINCIPALS AND TO RECEIVE PROFESSIONAL DEVELOPMENT IN LEADERSHIP
26 SKILLS TO LEARN THE CRITICAL PRACTICES OF THE HIGH-QUALITY SCHOOL
27 PRINCIPALS IN SUCCESSFUL PUBLIC SCHOOLS.

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

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

1 LEADERSHIP SKILLS; AND

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

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

21 (4) THE DEPARTMENT, OR THE ENTITY WITH WHICH THE
22 DEPARTMENT CONTRACTS, IF ANY, SHALL [REDACTED] SELECT THE SCHOOL
23 PRINCIPALS TO RECEIVE PROFESSIONAL DEVELOPMENT THROUGH THE
24 PROGRAM FOR THE 2020-21 AND 2021-22 BUDGET YEARS, BASED ON
25 APPLICATIONS RECEIVED PURSUANT TO SUBSECTION (3) OF THIS SECTION.
26 IN [REDACTED] SELECTING SCHOOL PRINCIPALS TO RECEIVE PROFESSIONAL
27 DEVELOPMENT THROUGH THE PROGRAM, THE DEPARTMENT AND THE [REDACTED]

1 ENTITY, AT A MINIMUM, SHALL CONSIDER THE LEVEL OF PERFORMANCE, AS
2 DETERMINED PURSUANT TO SECTION 22-11-210, ACHIEVED BY THE PUBLIC
3 SCHOOL AT WHICH THE APPLYING SCHOOL PRINCIPAL IS EMPLOYED AND
4 ANY EVIDENCE THAT INDICATES THE LIKELIHOOD THAT A PROGRAM OF
5 DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP WOULD BE SUCCESSFUL
6 IN IMPROVING EDUCATOR RETENTION, SCHOOL CLIMATE AND CULTURE,
7 AND STUDENT ACADEMIC OUTCOMES AT THE PUBLIC SCHOOL AT WHICH
8 THE APPLYING SCHOOL PRINCIPAL IS EMPLOYED. IN SELECTING
9 PARTICIPANTS FOR THE PROGRAM, THE ~~DEPARTMENT OR THE ENTITY~~, TO
10 THE EXTENT PRACTICABLE, SHALL SELECT SCHOOL PRINCIPALS EMPLOYED
11 IN PUBLIC ELEMENTARY, MIDDLE, AND HIGH SCHOOLS LOCATED IN RURAL,
12 SUBURBAN, AND URBAN SCHOOL DISTRICTS THROUGHOUT THE STATE WHO
13 ARE REPRESENTATIVE OF THE RACIAL AND GENDER DEMOGRAPHICS
14 ACROSS THE STATE. THE ~~DEPARTMENT OR THE ENTITY~~ MAY SELECT TWO
15 OR MORE SCHOOL PRINCIPALS FROM A SINGLE SCHOOL DISTRICT.

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

25 **22-13-204. School leadership pilot program fund - created.**
26 (1) THE SCHOOL LEADERSHIP PILOT PROGRAM FUND IS HEREBY CREATED
27 IN THE STATE TREASURY. THE FUND CONSISTS OF ANY MONEY THAT THE

1 GENERAL ASSEMBLY MAY APPROPRIATE OR TRANSFER TO THE FUND.
2 MONEY IN THE FUND IS CONTINUOUSLY APPROPRIATED TO THE
3 DEPARTMENT FOR THE PURPOSES OF THIS PART 2, INCLUDING PAYING THE
4 DIRECT COSTS INCURRED BY THE DEPARTMENT IN DESIGNING AND
5 IMPLEMENTING THE PROGRAM, WHICH MAY INCLUDE THE COST OF
6 CONTRACTING WITH AN ENTITY AS AUTHORIZED IN SECTION 22-13-203 (2),
7 AND THE AMOUNTS AWARDED AS GRANTS AS PROVIDED IN SECTION
8 22-13-203 (5).

9 (2) THE STATE TREASURER SHALL CREDIT ALL INTEREST AND
10 INCOME DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEY IN THE
11 FUND TO THE FUND.

12 (3) THE STATE TREASURER SHALL TRANSFER ALL UNEXPENDED
13 AND UNENCUMBERED MONEY IN THE FUND ON JULY 1, 2022, TO THE
14 GENERAL FUND.

15 **22-13-205. School leadership pilot program - reporting.**
16 (1) ON OR BEFORE MARCH 15, 2020, THE DEPARTMENT SHALL REPORT TO
17 THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF
18 REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, CONCERNING THE
19 DESIGN OF THE PROGRAM AND THE PLANS FOR IMPLEMENTING THE
20 PROGRAM DURING THE 2020-21 AND 2021-22 BUDGET YEARS. THE REPORT
21 MUST INCLUDE:

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

26 (b) THE NUMBER OF SCHOOL PRINCIPALS EXPECTED TO RECEIVE
27 PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM AND THE CRITERIA

1 FOR SELECTING THOSE SCHOOL PRINCIPALS;

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

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

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

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

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

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

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

27 (d) A RECOMMENDATION CONCERNING WHETHER TO CONTINUE

1 THE PROGRAM, ANY RECOMMENDED CHANGES TO THE PROGRAM, AND THE
2 ESTIMATED COST OF CONTINUING THE PROGRAM.

3 **22-13-206. Repeal of part.** THIS PART 2 IS REPEALED, EFFECTIVE
4 JULY 1, 2022.

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

7 **22-13-102. Definitions.** As used in this ~~article~~ 13 PART 1, unless
8 the context otherwise requires:

9 **SECTION 3. Safety clause.** The general assembly hereby finds,
10 determines, and declares that this act is necessary for the immediate
11 preservation of the public peace, health, and safety.