A BILL FOR AN ACT

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

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 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The program is repealed, effective July 1, 2022.

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:

(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.

(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.