

Second Regular Session
Seventy-first General Assembly
STATE OF COLORADO

ENGROSSED

*This Version Includes All Amendments Adopted
on Second Reading in the House of Introduction*

LLS NO. 18-1149.01 Julie Pelegrin x2700

HOUSE BILL 18-1367

HOUSE SPONSORSHIP

McLachlan and Wilson, Pettersen

SENATE SPONSORSHIP

(None),

House Committees

Education
Appropriations

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING PROFESSIONAL DEVELOPMENT IN LEADERSHIP FOR**
102 **PUBLIC SCHOOL PRINCIPALS, AND, IN CONNECTION THEREWITH,**
103 **CREATING THE SCHOOL LEADERSHIP PILOT PROGRAM AND**
104 **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 2018-19 budget year, the department of

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.

HOUSE
Amended 2nd Reading
April 24, 2018

1 THE DEPARTMENT OF HIGHER EDUCATION CONCERNING TEACHER
2 SHORTAGES IN COLORADO STATES THAT, IN IDENTIFYING REASONS FOR
3 LEAVING A SCHOOL, TEACHERS CITE POOR OR INEFFECTIVE SCHOOL
4 LEADERSHIP. TO ADDRESS THE TEACHER SHORTAGE, THE REPORT
5 RECOMMENDS PROVIDING IMPROVED EDUCATIONAL LEADERSHIP
6 PREPARATION AND PROFESSIONAL DEVELOPMENT TO ASSIST PRINCIPALS IN
7 CREATING POSITIVE SCHOOL CLIMATE AND CULTURE.

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

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

24 (e) CREATING A COHORT OF PUBLIC SCHOOL PRINCIPALS
25 THROUGHOUT THE STATE WHO HAVE THE OPPORTUNITY TO OBSERVE AND
26 LEARN FROM EXCELLENT PRINCIPALS AND TOGETHER DEVELOP THEIR
27 LEADERSHIP SKILLS AND LEARN TO IMPLEMENT BEST PRACTICES IN

1 LEADING A PUBLIC SCHOOL COMMUNITY IS LIKELY TO RESULT IN SCHOOL
2 IMPROVEMENT THROUGHOUT THE STATE AND BETTER STUDENT ACADEMIC
3 OUTCOMES; AND

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

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

20 **22-13-202. Definitions.** AS USED IN THIS PART 2, UNLESS THE
21 CONTEXT OTHERWISE REQUIRES:

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

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

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

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

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

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

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

1 SKILLS TO LEARN THE CRITICAL PRACTICES OF THE HIGH-QUALITY SCHOOL
2 PRINCIPALS IN SUCCESSFUL PUBLIC SCHOOLS.

3 (2) THE DEPARTMENT SHALL DESIGN THE PROGRAM DURING THE
4 2018-19 BUDGET YEAR AND BEGIN IMPLEMENTATION OF THE PROGRAM NO
5 LATER THAN JULY 2019. THE DEPARTMENT MAY CONTRACT WITH A
6 NONPROFIT ENTITY WITH DEMONSTRATED, SUCCESSFUL EXPERIENCE IN
7 PROVIDING TRAINING TO SCHOOL PRINCIPALS IN DISTRIBUTIVE AND
8 COLLABORATIVE LEADERSHIP IN COLORADO OR IN OTHER STATES TO
9 ASSIST IN DESIGNING AND IMPLEMENTING THE PROGRAM. IN SELECTING A
10 NONPROFIT ENTITY, THE DEPARTMENT SHALL FIRST CONSIDER ENTITIES
11 THAT PROVIDE SUCCESSFUL SCHOOL LEADERSHIP PROGRAMS IN COLORADO
12 THAT ARE SIMILAR TO THE PROGRAM DESCRIBED IN THIS SECTION. THE
13 DEPARTMENT SHALL ENSURE THAT THE PROGRAM DESIGN INCLUDES:

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

19 (b) THE LEARNING OBJECTIVES AND GOALS OF THE PROGRAM,
20 WHICH MUST AT A MINIMUM INCLUDE IMPROVING AND ENHANCING
21 POSITIVE SCHOOL CLIMATE AND CULTURE AND IMPLEMENTING
22 DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP AMONG THE
23 PROFESSIONAL EDUCATORS WITHIN A SCHOOL;

24 (c) THE METHODS FOR ACHIEVING THE LEARNING OBJECTIVES AND
25 GOALS, WHICH MUST INCLUDE DIRECT OBSERVATION OF AND INTERACTION
26 WITH IDENTIFIED HIGH-QUALITY SCHOOL PRINCIPALS AND EXPERIENTIAL
27 PROFESSIONAL DEVELOPMENT IN IMPLEMENTING DISTRIBUTIVE AND

1 COLLABORATIVE LEADERSHIP, DEVELOPING COLLABORATION AMONG THE
2 PROFESSIONALS WITHIN THE ENTIRE SCHOOL BUILDING, AND OTHER
3 LEADERSHIP SKILLS; AND

4 (d) THE METHOD FOR EVALUATING THE SUCCESS OF THE PROGRAM
5 IN MEETING THE LEARNING OBJECTIVES AND GOALS AND IN MEETING THE
6 PURPOSE DESCRIBED IN SUBSECTION (1) OF THIS SECTION, INCLUDING
7 INCREASING EDUCATOR RETENTION, IMPROVING THE SCHOOL CLIMATE
8 AND CULTURE, AND IMPROVING STUDENT ACADEMIC OUTCOMES. THE
9 DEPARTMENT MAY TAKE INTO ACCOUNT INFORMATION RECEIVED
10 THROUGH THE TEACHING AND LEARNING CONDITIONS SURVEY
11 ADMINISTERED PURSUANT TO SECTION 22-2-503 IN EVALUATING THE
12 SUCCESS OF THE PROGRAM.

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 RECOMMEND TO THE STATE
23 BOARD AND THE STATE BOARD SHALL SELECT THE SCHOOL PRINCIPALS TO
24 RECEIVE PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM FOR THE
25 2019-20 AND 2020-21 BUDGET YEARS, BASED ON APPLICATIONS RECEIVED
26 PURSUANT TO SUBSECTION (3) OF THIS SECTION. IN RECOMMENDING AND
27 SELECTING SCHOOL PRINCIPALS TO RECEIVE PROFESSIONAL DEVELOPMENT

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

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

26 **22-13-204. School leadership pilot program fund - created.**

27 (1) THE SCHOOL LEADERSHIP PILOT PROGRAM FUND IS HEREBY CREATED

1 IN THE STATE TREASURY. THE FUND CONSISTS OF ANY MONEY THAT THE
2 GENERAL ASSEMBLY MAY APPROPRIATE OR TRANSFER TO THE FUND.
3 MONEY IN THE FUND IS CONTINUOUSLY APPROPRIATED TO THE
4 DEPARTMENT FOR THE PURPOSES OF THIS PART 2, INCLUDING PAYING THE
5 DIRECT COSTS INCURRED BY THE DEPARTMENT IN DESIGNING AND
6 IMPLEMENTING THE PROGRAM, WHICH MAY INCLUDE THE COST OF
7 CONTRACTING WITH AN ENTITY AS AUTHORIZED IN SECTION 22-13-203 (2),
8 AND THE AMOUNTS AWARDED AS GRANTS AS PROVIDED IN SECTION
9 22-13-203 (5).

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

13 (3) THE STATE TREASURER SHALL TRANSFER ALL UNEXPENDED
14 AND UNENCUMBERED MONEY IN THE FUND ON JULY 1, 2021, TO THE
15 GENERAL FUND.

16 **22-13-205. School leadership pilot program - reporting.**

17 (1) ON OR BEFORE MARCH 15, 2019, THE DEPARTMENT SHALL REPORT TO
18 THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF
19 REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, CONCERNING THE
20 DESIGN OF THE PROGRAM AND THE PLANS FOR IMPLEMENTING THE
21 PROGRAM DURING THE 2019-20 AND 2020-21 BUDGET YEARS. THE REPORT
22 MUST INCLUDE:

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

27 (b) THE NUMBER OF SCHOOL PRINCIPALS EXPECTED TO RECEIVE

1 PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM AND THE CRITERIA
2 FOR SELECTING THOSE SCHOOL PRINCIPALS;

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

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

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

13 (2) ON OR BEFORE JANUARY 15, 2021, THE DEPARTMENT SHALL
14 REPORT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE
15 OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, CONCERNING
16 IMPLEMENTATION OF THE PROGRAM. AT A MINIMUM, THE REPORT MUST
17 INCLUDE:

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

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

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

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

4 **22-13-206. Repeal of part.** THIS PART 2 IS REPEALED, EFFECTIVE
5 JULY 1, 2021.

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

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

10 **SECTION 3. Appropriation.** For the 2018-19 state fiscal year,
11 \$1,500,000 is appropriated to the school leadership pilot program fund
12 created in section 22-13-204 (1), C.R.S. This appropriation is from the
13 general fund. The department of education is responsible for the
14 accounting related to this appropriation.

15 **SECTION 4. Safety clause.** The general assembly hereby finds,
16 determines, and declares that this act is necessary for the immediate
17 preservation of the public peace, health, and safety.