Teacher of Record Legislative Report 2025-26

Legislative Intent and Goals

Legislation:

C.R.S. 22-60.5- 201(1) (a.5) & 208.7

Teacher of Record website

This report is submitted annually to the Colorado General Assembly pursuant to C.R.S. 22-60.5- 201(1) (a.5) and 22-60.5-208.7. Established in 2018, the Teacher of Record (TOR) License and Program helps address the teacher shortages in Colorado. The program allows school districts, boards of cooperative educational services (BOCES), and charter schools to collaborate with traditional educator preparation programs to fill critical teaching vacancies. Through this pathway, eligible individuals may serve as teachers of record while completing a traditional undergraduate teacher preparation program.

The Teacher of Record (TOR) pathway consists of two main parts: the TOR License and the TOR Program Plan. This pathway is intended for individuals who do not have a bachelor's degree but are enrolled in a traditional teacher preparation program at an approved Colorado institution of higher education (IHE) and are within 36 hours of completing their bachelor's degree. Candidates can serve as the teacher of record in their classroom while completing their remaining credits.

Summary of Findings for 2025-26

- 17 educators utilized the TOR pathway
- 15 local education agencies (LEAs) employed a TOR educator
- TOR participants attended nine institutions of higher education (IHEs) across Colorado
- 38% of participants teach in the same school district from which they graduated
- 94% of participants completed their bachelor's degree
- 69% of participants from TOR cohorts 1-6 continue to teach in Colorado public schools
- 84% of participants from TOR cohorts 1-6 hold a valid Colorado teaching license

Program Participation

During the 2025–26 school year, 17 educators utilized the TOR pathway across 15 local education agencies representing urban, rural and geographically diverse communities throughout Colorado. Participants were enrolled in nine Colorado institutes of higher education (IHEs).

Participating LEAs: Adams 14, Boulder Valley School District, Colorado Springs District 11, Delta County School District, Garfield RE-2, Harrison School District 2, Jefferson County School District, Lake County School District,

Moffat Consolidated School District #2, Montrose County School District, North Conejos School District, South Conejos School District, St. Vrain Valley School District, Trinidad School District, and Wray School District.

Participating IHEs: Adams State University, Colorado Mountain College, Colorado Mesa University, Colorado State University, Metropolitan State University of Denver, Regis University, University of Colorado at Denver (UCD), University of Northern Colorado (UNC), and Western Colorado University.

Participant information

TOR program participants ranged in age from 20 to 45 years. Thirteen participants (76%) graduated from a Colorado high school, three graduated from high school in another state, and one did not respond to the question. Of the 13 TOR participants who graduated from a Colorado high school, five (38%) are working in the same school districts where they attended school, reflecting the program's support of statewide grow your own educator pathways.

The 2025 TOR cohort was more diverse than Colorado's educator workforce overall. Fifty-three percent of TOR participants identified as educators of color, compared to 17% of educators statewide. Additionally, 88% of TOR participants identified as female, compared to 76% of Colorado's educator workforce.

Participant Outcomes

During the 2025-26 school year, 16 of 17 educators completed their bachelor's degree. One participant is continuing in the program and is expected to complete all program and degree requirements during the 2026-27 school year.

To better understand the long-term impact of the TOR program, CDE tracks whether participants remain in Colorado's educator workforce. Two indicators of impact include continued employment in a Colorado public school and maintenance of a valid Colorado teaching license. According to CDE data, 60 out of 87 educators from TOR cohorts 1 through 6 were employed in a public school at the end of the 2025-26 school year, resulting in a retention rate of 69%. Additionally, 84% of educators from TOR cohorts 1 through 6 held a valid Colorado teaching license. The difference between these measures reflects that some TOR participants maintained a valid Colorado teaching license but were not employed in a Colorado public school during the 2025-26 school year.

Conclusion

The TOR program helps LEAs fill vacancies in critical shortage areas that may have otherwise remained vacant. This year, 17 participants, attending nine different IHEs, filled various shortage area positions in 15 school districts across the state. Additionally, the program continues to act as a grow your own pathway for educators to teach in the school district where they graduated.

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