

DEPARTMENT OF EDUCATION

Colorado State Board of Education

COLORADO EDUCATOR LICENSING ACT OF 1991

1 CCR 301-37

[Editor's Notes follow the text of the rules at the end of this CCR Document.]

1.00 Statement of Basis and Purpose

The statutory basis for these rules is found in section 22-60.5-101, et seq, C.R.S., the Colorado Educator Licensing Act of 1991, and section 22-2-109(1) State board of education – additional duties. These rules establish the standards and criteria for the issuance of licenses and authorizations to teachers, special services providers, principals and administrators. The Act calls for the State Board of Education to adopt rules for a three-tiered system of licensure for education personnel which includes an initial license for entry-level educators, a professional license for experienced educators, and a voluntary master certificate for outstanding educators.

These rules also provide for the issuance of special authorizations to educators as necessary to meet the needs of Colorado schools and students. Standards and processes for the approval of educator preparation programs through institutions of higher education and at alternative sites are provided. Criteria for the renewal of licenses and authorizations are established, which provide for significant involvement of practicing educators. Standards for endorsement in subject areas or other areas of educational specialization are prescribed.

These rules provide a process for the recognition of educator preparation programs in other states to facilitate the movement of educators among states. The rules establish the requirements for induction programs to assist new educators through support, supervision, ongoing professional development and evaluation.

The rules establish the standards and processes by which licenses may be denied, suspended, annulled or revoked for conviction of certain criminal offenses, unethical behavior, professional incompetence, and other reasons enumerated by statute. Other miscellaneous provisions are included to meet the requirements of the Act.

2.00 General Licensing Regulations

The Colorado Department of Education has the sole authority to issue educator licenses and authorizations. Pursuant to sections 22-63-201 and 22-32-126, C.R.S., a Colorado license or authorization is required for employment as a teacher, special services provider, or principal in a Colorado school or school district. All licenses and authorizations must be endorsed to indicate the grade levels/developmental levels and specialization area(s) which are appropriate to the applicant's preparation, training and experience.

2.01 Definitions

- 2.01(1) Accepted institution of higher education: An institution of higher education that offers at least the standard bachelor's degree and is recognized by one of the following regional associations: Western Association of Schools and Colleges; Northwest Commission on Colleges and Universities; Higher Learning Commission; New England Commission of Higher Education; Southern Association of Colleges and Schools; or Middle States Commission on Higher Education.
- 2.01(2) Administrator: Any person who may or may not be licensed, but who administers, directs or supervises an education instructional or education-related program, or a portion thereof, in any school or school district, or nonpublic school in the state and who is not the chief executive officer or an assistant chief executive officer of such school.
- 2.01(3) Alternative teacher contract: A one- or two-year contract, as described in section 22-60.5-207 C.R.S., entered into for an alternative teacher position by a holder of an alternative teacher license pursuant to section 22-60.5-201(1)(a), C.R.S., and a school district, board of cooperative services, nonpublic school, or charter school that provides or participates in, a one-year or two-year alternative teacher program.
- 2.01(4) Alternative teacher program: A one- or two-year program of study and training for teacher preparation for a person of demonstrated knowledge and ability who holds an alternative teacher license pursuant to section 22-60.5-201(1)(a), C.R.S., which meets the standards of and has been approved by the Colorado State Board of Education, and that upon completion leads to a recommendation for initial licensure by the designated agency providing the program.
- 2.01(5) Alternative teacher support team: A team established by the designated agency for alternative preparation for each holder of an alternative teacher license employed as an alternative teacher. At a minimum, each alternative teacher support team must be composed of the alternative teacher's mentor teacher and principal, and a representative of an accepted institution of higher education, if applicable.
- 2.01(6) Approved content tests: assessments approved by the Colorado State Board of Education for the purpose of evaluating the required subject matter knowledge and skills for a license, authorization and/or endorsement.
- 2.01(7) Approved induction program: A program of continuing professional development for initial license-holders that meets the requirements of the Colorado State Board of Education, and that upon completion leads to a recommendation for a professional license by the school district or districts, charter school, nonpublic school, or the institute providing such induction program.
- 2.01(8) Approved program of preparation: A program of study for the preparation of educators that meets the requirements of the Colorado State Board of Education as outlined in 1 CCR 301-37 and 1 CCR 301-101 for public and private institutions, is approved by Colorado Commission on Higher Education and that, upon completion, leads to a recommendation for licensure by an accepted institution of higher education.
- 2.01(9) Award recipient: The teacher named the Colorado Teacher of the Year.
- 2.01(10) Board of education: The governing body authorized by law to administer the affairs of any school district in the state except junior and community college districts. "Board of education" also includes a board of cooperative services organized pursuant to section 22-5-101, C.R.S.

- 2.01(11) Charter school: A school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22 or a school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22.
- 2.01(12) Colorado Academic Standards: The state academic standards that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education, as adopted by the Colorado State Board of Education in 2018 pursuant to section 22-7-1005, C.R.S. The Colorado Academic Standards herein incorporated by reference in these rules were adopted by the State Board of Education and are available at www.cde.state.co.us. Later amendments to the Colorado Academic Standards are not incorporated. The Colorado Department of Education maintains a copy of the Standards readily available for public inspection at 201 East Colfax Avenue, Denver, Colorado, during regular business hours.
- 2.01(13) Colorado Teacher of the Year: The Colorado teacher named Teacher of the Year in the state program administered by the Department and coordinated through the national teacher of the year program.
- 2.01(14) Critical teacher shortage: A grade level or content area in which a local education provider determines there is a severe need and impact on students and in which a local education provider has been unable to place an appropriately licensed teacher in the vacant position(s) despite reasonable attempts to fill the position.
- 2.01(15) Department of Education or Department: The Colorado State Department of Education (CDE) as defined in section 24-1-115, C.R.S.
- 2.01(16) Designated agency: A school district or districts, a board of cooperative services (BOCES), an accepted institution of higher education, a nonprofit organization, a charter school, nonpublic school, the institute, or any combination thereof, that is responsible for the organization, management and operation of an approved alternative teacher program.
- 2.01(17) Diversity: The backgrounds of all students and school personnel.
- 2.01(18) Endorsement: The designation on a license or an authorization of grade level(s) or developmental level(s), subject matter or service specialization in accordance with the preparation, training and experience of the holder of such license or authorization. Endorsements typically reflect major areas of specialization.
- 2.01(19) Field-based experiences: Experiences conducted at a school site, a school administration center, a school clinic or community agency. These experiences might include classroom observations; tutoring; assisting school principals, administrators, teachers or special services providers; participation in school- and community-wide activities; student teaching or internships.
- 2.01(20) Individualized alternative principal program: Created in collaboration between a school district, charter school, the institute or nonpublic school and an individual identified as requiring principal preparation, it is a plan of preparation that aligns to the principal quality standards in section 6.00 of these rules and comprises coursework, practicums and other educational requirements the individual will complete while serving as a principal or assistant principal under a principal authorization in the collaborating school district, charter school, the institute or nonpublic school.
- 2.01(21) Institute: The state charter school institute created pursuant to section 22-30.5-503, C.R.S.
- 2.01(22) Licensure: The official recognition by a state governmental agency that an individual has met state-mandated minimum requirements and is approved to practice as a duly certified/licensed educator in the state.

- 2.01(23) Local education provider (LEP): A school district, a charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22, C.R.S., a charter school authorized by the State Charter School Institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S., or a board of cooperative services created and operating pursuant to Article 5 of Title 22, C.R.S. that operates a public school.
- 2.01(24) Mentor administrator: Any administrator who is designated by a school district or districts, charter school, nonpublic school, or the institute providing an approved induction program for initial administrator licensees, who has demonstrated outstanding administrative skills and school leadership and who can provide exemplary modeling and counseling to initial administrator license-holders participating in an approved induction program.
- 2.01(25) Mentor principal: Any principal who is designated by a school district or districts, charter school, nonpublic school or the institute providing an approved induction program for initial principal license-holders, who has demonstrated outstanding principal skills and school leadership and who can provide exemplary modeling and counseling to initial principal license-holders participating in an approved induction program.
- 2.01(26) Mentor special services provider: any special services provider who is designated by a school district or districts, charter school, nonpublic school or the institute providing an approved induction program for initial special services license-holders, who has demonstrated outstanding special services provider skills and school leadership and who can provide exemplary modeling and counseling to initial special services license-holders participating in an approved induction program.
- 2.01(27) Mentor teacher:
- 2.01(27)(a) A teacher designated by a school district, charter school or nonpublic school employing an alternative teacher, who has demonstrated outstanding teaching and school leadership and who can provide exemplary modeling and counseling to alternative teachers participating in an alternative teacher program; or
 - 2.01(27)(b) Any teacher who is designated by a school district or districts, charter school, nonpublic school or the institute providing an approved induction program for initial teacher license-holders, who has demonstrated outstanding teaching and school leadership and who can provide exemplary modeling and counseling to initial teacher license-holders participating in an approved induction program.
- 2.01(28) Nonpublic School: Any independent or parochial school that provides a basic academic education. Neither the Colorado State Board of Education nor any local school board of education has jurisdiction over the internal affairs of any independent or parochial school in Colorado.
- 2.01(29) Practicum: An intensive experience in which education students practice and demonstrate professional skills and knowledge. Student teaching and internships are examples of a practicum.
- 2.01(30) Principal: Any person who is employed as the chief executive officer or an assistant chief executive officer of any school in the state and who administers, directs or supervises the education instruction program in such school or nonpublic school.
- 2.01(31) Qualified, licensed teacher: An individual who holds a valid Colorado teaching license in the grade level and subject endorsement area(s) in which that individual teaches or will teach.
- 2.01(32) Sabbatical: a period of paid leave from work for the award recipient for the purposes of carrying out the responsibilities of being named teacher of the year.

- 2.01(33) School: Any of the public schools of the state.
- 2.01(34) School district: Any school district organized and existing pursuant to law, but not including junior or community college districts. "School district" includes a board of cooperative services organized pursuant to 22-5-101, C.R.S.
- 2.01(35) Special services provider: Any person other than a teacher, principal or administrator who is employed by any school district, charter school, nonpublic school or the institute to provide professional services to students in direct support of the education instructional program.
- 2.01(36) Specialization area: The sequence of courses and experiences in the academic or professional area that the education student plans to teach, for the grade level(s) or developmental level(s) at which the student plans to teach, and/or for the services that the student plans to provide. Examples of specialty areas include science (grades 7-12), elementary education (grades K-6), school counselor (ages birth-21), reading specialist (grades K-12) and physical education (grades K-12).
- 2.01(37) State Board of Education: The State Board of Education established by section 1 of Article IX of the Constitution of the State of Colorado.
- 2.01(38) Student teaching: Part of the field experience required in a teacher preparation program as identified in section 23-1-121(2)(d), C.R.S., that is an in-depth, direct teaching experience conducted in a school and classroom setting. It is considered a culminating field-based experience for the basic teacher preparation program where candidates practice and demonstrate professional skills and knowledge.
- 2.01(39) Teacher: Any person employed to instruct students in any school or nonpublic school in the state.
- 2.01(40) Teacher of record: A person licensed pursuant to section 22-60.5-201(1)(a.5), C.R.S.

2.02 Validity of certificates/license.

- 2.02(1) Certificates and letters of authorization issued by the Colorado Department of Education prior to July 1, 1994, must remain valid for the period for which they were issued.
- 2.02(2) Endorsements placed on teacher or special services certificates prior to July 1, 1994, which were based on major areas of specialization or experience and academic credit, may be issued on subsequent teacher or special services license renewals provided all renewal requirements specified in section 7.00 of these rules have been met.
- 2.02(3) Certificates and licenses which have expired are not valid for teaching in the schools of Colorado unless the applicant has a complete and active application on file with the Colorado Department of Education before the expiration date identified on the applicant's current and active educator license.

2.03 General Requirements for Colorado Licenses

- 2.03(1) Degree. Each applicant for a Colorado license must hold the appropriate academic degree for the license and/or endorsement sought from an accepted institution of higher education.

- 2.03(1)(a) It will be determined that an applicant “holds” or “has been awarded” the bachelor’s or higher degree when the registrar of the accepted institution of higher education certifies that the applicant has met all institutional requirements for graduation with the degree, whether or not the degree has been conferred upon the applicant in formal ceremonies or otherwise conveyed to the individual.
- 2.03(1)(b) The Colorado Department of Education and Colorado accepted institutions of higher education may recognize credits and degrees earned in foreign institutions of higher education if, after appropriate evaluation by an established credentials evaluation service as selected by CDE, there is evidence that such credits and degrees are the equivalent of those approved as fulfilling the specific license requirements.
- 2.03(2) Approved program of preparation. A Colorado initial license may be issued upon satisfactory completion of an approved program of preparation as defined in section 2.01(8), an alternative teacher program as defined in section 2.01(4) or an out-of-state educator preparation program approved or authorized by a state other than Colorado as defined in section 2.03(3)(b) of these rules, and upon demonstration of required competencies as specified in these rules and in 1 CCR 301-101 Rules for the Administration of Educator License Endorsements. Applicants who completed an approved program in a state other than Colorado must meet the requirements in section 2.03(3) of these rules.
- 2.03(3) Out-of-state applicants. A Colorado initial license may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the Colorado State Board of Education and who has met the following requirements:
- 2.03(3)(a) has completed the appropriate degree, experience and educational level for the license and endorsement(s) requested as specified in these rules;
- 2.03(3)(b) has successfully completed an educator preparation program approved or authorized by a state other than Colorado, including a program at an accepted institution of higher education in the endorsement area sought or another educator preparation program, including an alternative teacher preparation program;
- 2.03(3)(c) has successfully completed field-based experience that meets or exceeds Colorado’s field-based experience requirement as provided by section 23-1-121(2)(d), C.R.S.;
- 2.03(3)(d) holds a standard license issued by the state education agency of another state or country, is eligible to hold a standard license issued by the state education agency of the preparing state, or meets the official requirements of the legally designated licensing agency of the preparing state; and
- 2.03(3)(e) has provided evidence of satisfactory completion of the approved content tests appropriate to the license and endorsement requested
- 2.03(4) An out-of-state applicant must meet the subject matter knowledge requirements for every endorsement sought by passage of the required approved content test for each endorsement or by providing evidence of completion of three or more years of successful full-time, fully licensed, evaluated, post-preparation experience within the previous seven years as a teacher, special services provider, principal or administrator in an established elementary or secondary school in another state or country, in the endorsement area sought.

- 2.03(4)(a) Applicants who satisfy the requirements of sections 2.03(3)(a)-(d) but not 2.03(3)(e) may be eligible for an interim authorization as provided in section 4.09 of these rules.
- 2.03(4)(b) Applicants who satisfy the requirements in sections 2.03(3)(a)-(d) but not 2.03(3)(e) and who provide evidence of completion of three or more years of successful full-time, fully licensed, evaluated post-preparation experience within the previous seven years as a teacher, special services provider, principal or administrator in an established elementary or secondary school in another state or country, may be eligible for a Colorado professional license.
- 2.03(5) The Colorado State Board of Education may enter into interstate reciprocal agreements whereby the Department agrees to issue initial licenses to persons licensed in other states and such states agree to issue licenses to Colorado license-holders. Such agreements must not be inconsistent with section 2.03(3) of these rules.
- 2.03(6) Pursuant to section 22-60.5-201(3)(c), C.R.S., the state board may annually designate teacher shortage areas and modify the requirements in sections 4.00 and 5.00 of 1 CCR 301-101 for licensure and endorsement in such shortage areas for the purpose of issuing initial teacher licenses or interim authorizations as outlined in these rules to applicants.
- 2.03(7) Pursuant to section 22-60.5-201(3.5), C.R.S. the Department may issue professional teacher licenses to applicants who have earned and present certificates issued by the National Board for Professional Teaching Standards.

2.04 Application Procedures

- 2.04(1) Prior to submitting to the department an application for a license, authorization or endorsement, or for the renewal of a license or authorization, the applicant must submit to the Colorado Bureau of Investigation (CBI) a complete set of his or her fingerprints taken by a qualified law enforcement agency, an authorized employee of a school district or board of cooperative services using fingerprinting equipment that meets the Federal Bureau of Investigation image quality standards, or any third party approved by the CBI for the purpose of obtaining a criminal history record check, and any fingerprint processing fee(s).
- 2.04(1)(a) The applicant must include his or her correct social security number and indicate to the CBI that the criminal history is to be forwarded to the Colorado Department of Education.
- 2.04(1)(a)(i) If an individual submits an application or renewal application after the expiration of a credential, the individual must submit a new, complete set of fingerprints to the CBI.
- 2.04(1)(a)(ii) If an applicant previously submitted a complete set of fingerprints to the CBI pursuant to section 22-2-119.3, C.R.S., the individual need not submit a new set of fingerprints unless: (1) he or she has not continuously resided in Colorado for more than one full year; (2) he or she submits an application or renewal application after the expiration of a credential from the department, or (3) the individual has been convicted of a felony or misdemeanor, other than a misdemeanor traffic offense or traffic infraction, subsequent to the educator's licensure or authorization.

2.04(2) An applicant must submit a complete application to the Colorado Department of Education via its online system, which includes all required information and documentation as set forth in these rules, the application form and any other application instructions published by the department on its website. Required information and documentation includes that which the applicant is responsible for submitting and any other information and documentation that may be required from other sources to support the application, including but not limited to the following:

2.04(2)(a) The applicant must provide official transcripts showing conferral of the degree required for the license and endorsement sought:

2.04(2)(a)(i) Each transcript must be authentic, original or photocopy, bearing the printed or embossed seal of the institution and the signature of the registrar, and include descriptive titles, course numbers, credits and grades for each course listed and degrees conferred, if any. For the purpose of these rules, credits must be in semester hours. Quarter, trimester, unit or term credits will be converted to semester hours at the time of evaluation. Submission of an incomplete, unofficial or illegible transcript may render an application incomplete.

2.04(2)(a)(ii) Transcripts from institutions of higher education outside the United States must be evaluated by an established credential evaluation service, selected by CDE, for course equivalence.

2.04(2)(a)(iii) Copies of official transcripts submitted with an application become part of the applicant's record with the Colorado Department of Education and are not returnable.

2.04(2)(b) The applicant must provide an institutional recommendation via an approved program verification form completed by the preparing educator preparation program, appropriate to the license sought, by completing an approved program verification form provided by the department, which at a minimum confirms: the date of completion of an educator preparation program; endorsement area(s) and grade level(s); completion of student teaching, clinical experience, or practicum; that the applicant holds or is eligible to hold a license in the preparing state or territory; and any additional information requested on the department form.

2.04(2)(b)(i) The recommendation must certify that the applicant completed the educator preparation program in a satisfactory manner and is in good standing; and

2.04(2)(b)(ii) The recommendation must indicate the subject and level or grades of student teaching, the number of hours of field-based experience performed, and the area of recommended endorsement as defined in 1 CCR 301-101 Rules for the Administration of Educator License Endorsements.

2.04(2)(b)(iii) An individual applying for a Colorado initial license or professional license for the first time who holds a valid license or certificate in another state and has completed three or more years of successful full time, evaluated, fully licensed teaching experience (post completion of an educator preparation program) within the previous seven years may be exempt from the institutional recommendation requirement.

2.04(2)(c) The applicant must provide a copy of the official test score report(s) verifying completion of the approved content test(s) when a test or tests are required for a license

or endorsement. Submission of a score report for the wrong test or wrong version of a test will render the application incomplete.

2.04(2)(d) Out-of-state applicants must include a copy of any and all educator credentials held (valid or expired) in other states or territories.

2.04(2)(e) The applicant must submit a valid photo ID, as specified in the application, and provide his or her assigned social security number and current mailing address.

2.04(2)(f) The applicant must submit a complete and accurate response, including but not limited to every required disclosure, form and supporting document, to every applicable section of the online application and attest that all information submitted is true and complete to the best of the applicant's knowledge.

2.04(3) The fee for the evaluation and review of an application is established by the Colorado State Board of Education and shall be nonrefundable.

2.04(4) In any application for licensure, the applicant must indicate any and all endorsements sought and pay the established fees for the requested endorsement(s) at the time of submission of the application. If an applicant fails to indicate an endorsement(s) sought in a license application and subsequently seeks an endorsement, the department will not consider the endorsement request until the applicant submits a complete added endorsement application and all required fees.

2.04(5) An application is deemed complete when all required information, documentation and fees are received by the department. An application that fails to include required information, documentation or fees will be deemed incomplete. Within 45 days of submission of an application, applicants will be notified if their application is incomplete. An applicant whose application is deemed incomplete may cure the deficiency or submit to the department a written request for reconsideration which states the basis for reconsideration. An applicant who fails to cure the deficiency or request reconsideration within 60 days of notification will be deemed to have withdrawn the application and such withdrawal shall not be subject to appeal or review. The department will issue a written determination to an applicant in response to any request for reconsideration within 30 days of the department's receipt of the request.

2.04(6) Applications that are initiated in the department's online system but not submitted will be closed and deemed withdrawn 14 days after initiation. Such closed and withdrawn applications shall not be subject to appeal or review.

2.04(7) The department will promptly act upon complete applications. The department may require additional information and documentation from an applicant to determine compliance with applicable laws and rules, or to verify any information and documentation submitted.

3.00 Types of Licenses

3.01 Initial Teacher License

An initial teacher license must be valid for three years from the date of issuance and may be renewed as provided in section 7.01 of these rules.

3.01(1) An initial teacher license may be issued to an applicant who:

- 3.01(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education;
- 3.01(1)(b) has completed an approved program of preparation at an accepted institution of higher education, including the field-based experience required by C.R.S. 23-1-121(2)(d);
- 3.01(1)(c) has provided an institutional recommendation which meets the requirements outlined in 2.04(2)(b), and:
 - 3.01(1)(c)(i) verifies satisfactory completion of the approved program;
 - 3.01(1)(c)(ii) specifies the grade/developmental level(s), endorsement area(s) or specialization(s) completed by the applicant;
 - 3.01(1)(c)(iii) verifies successful completion of student teaching, internship or practicum as specified in 2.01(38) of these rules, and the grade/developmental level(s) and endorsement/specialization areas of the experience, subject matter to be taught and has the competencies essential for educational service; and
 - 3.01(1)(c)(iv) certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has the competencies essential for educational service.
- 3.01(1)(d) has submitted a complete application for a license as defined in section 2.04 of these rules; and
- 3.01(1)(e) has demonstrated subject matter knowledge necessary for teaching in the endorsement area:
 - 3.01(1)(e)(i) for elementary education teachers (grades K-6), including special education generalist teachers (ages 5-21), by passage of the approved content test for elementary education.
 - 3.01(1)(e)(ii) for secondary teachers (grades 7-12) and teachers of all K-12 and endorsement areas for ages birth-8 by:
 - 3.01(1)(e)(ii)(A) holding an earned bachelor's or higher degree from an accepted institution of higher education in the endorsement area; or
 - 3.01(1)(e)(ii)(B) passage of the approved content test(s) relevant to the area of endorsement; or
 - 3.01(1)(e)(ii)(C) twenty-four semester hours of specific coursework as demonstrated through transcript evaluation in the endorsement area.
- 3.01(2) An initial teacher license may be issued to an applicant who has completed an alternative teacher program and who:
 - 3.01(2)(a) holds an alternative teacher license as prescribed in section 3.12 of these rules;
 - 3.01(2)(b) has completed an alternative teacher program as defined in section 2.01(4) of these rules;
 - 3.01(2)(c) has submitted a complete application for an initial license, as defined in section 2.04 of these rules;

3.01(2)(d) has provided an institutional recommendation from the approved designated agency which meets the requirements outlined in 2.04(2)(b), and:

3.01(2)(d)(i) verifies satisfactory completion of the alternative teacher program;

3.01(2)(d)(ii) verifies employment as an alternative teacher as provided in sections 22-60.5-201 & 22-60.5-205 in the endorsement area sought; and

3.01(2)(d)(iii) certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has demonstrated the competencies essential for educational service.

3.01(2)(e) has demonstrated subject matter knowledge necessary for teaching in the endorsement area:

3.01(2)(e)(i) for elementary education teachers (grades K-6), including special education generalist teachers (ages 5-21), by passage of the approved content test for elementary education.

3.01(2)(e)(ii) for secondary teachers (grades 7-12) and teachers of all K-12 and PreK-12 endorsement areas and for endorsement areas for ages birth-8 by:

3.01(2)(e)(ii)(A) holding an earned bachelor's or higher degree from an accepted institution of higher education in the endorsement area; or

3.01(2)(e)(ii)(B) passage of the approved content test relevant to the person's endorsement area; or

3.01(2)(e)(ii)(C) twenty-four semester hours of specific coursework as demonstrated through transcript evaluation in the endorsement area.

3.02 Initial Special Services License

An initial special services license must be valid for three years from the date of issuance and may be renewed as provided in section 7.01 of these rules.

3.02(1) An initial special services license may be issued to an applicant who:

3.02(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education;

3.02(1)(b) has completed an approved special services preparation program at an accepted institution of higher education;

3.02(1)(c) has supplied an institutional recommendation which meets the requirements outlined in 2.04(2)(b), and:

3.02(1)(c)(i) verifies satisfactory completion of the approved program;

3.02(1)(c)(ii) specifies the area(s) of endorsement/specialization completed by the applicant;

3.02(1)(c)(iii) verifies successful completion of student teaching, internship or practicum in a school setting or other appropriate setting in the endorsement/specialization area sought for licensure; and

3.02(1)(c)(iv) certifies that the applicant has demonstrated thorough knowledge of the special service area and has the competencies essential for educational service.

3.02(1)(d) has submitted a complete application for a license as defined in section 2.04 of these rules; and

3.02(1)(e) holds a valid license, certificate or registration in the respective discipline, where applicable, and meets the requirements for the respective discipline as outlined in 1 CCR 301-101 Rules for the Administration of Educator License Endorsements.

3.03 Initial Principal License

An initial principal license must be valid for three years from the date of issuance and may be renewed as provided in section 7.01 of these rules.

3.03(1) An initial principal license may be issued to an applicant who:

3.03(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education;

3.03(1)(b) has completed an approved principal preparation program at an accepted institution of higher education, including the field-based experience required by C.R.S. 23-1-121(2)(d) or an individualized alternative principal program as defined in CRS 22-60.5-305.5 and 22-60.5-111(14) or evidence of partial completion of an approved principal preparation program in each of two or more accepted institutions of higher education. Upon a finding by the department of completion of the equivalent of any one program by combining work completed at different programs, the requested license may be issued, assuming all requirements set forth in these rules have been met;

3.03(1)(c) has supplied an institutional recommendation via an approved program verification form completed by the preparing principal preparation program, appropriate to the license sought, by completing an approved program verification form provided by the department, which at a minimum confirms: the date of completion of a principal preparation program; endorsement area(s) and grade level(s); completion of student teaching, clinical experience, or practicum; that the applicant holds or is eligible to hold a license in the preparing state or territory; and any additional information requested on the department form, and:

3.03(1)(c)(i) verifies satisfactory completion of the approved program;

3.03(1)(c)(ii) specifies the area(s) of endorsement/specialization completed by the applicant;

3.03(1)(c)(iii) verifies successful completion of internship or practicum in a school setting or other appropriate setting in the endorsement/specialization area sought for licensure; and

3.03(1)(c)(iv) certifies that the applicant has demonstrated thorough knowledge of the principal quality standards and has the competencies essential for educational service.

3.03(1)(d) provides documented evidence of three or more years of full-time, successful experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state or has three or more years of experience working with students as a professional in a nonpublic school;

- 3.03(1)(e) has submitted a complete application for an initial license as defined in section 2.04 of these rules; and
- 3.03(1)(f) has demonstrated professional competencies as evidenced by a passing score on the state board approved content test.
- 3.03(2) An initial principal license must be valid in any school district, BOCES, nonpublic or charter school which provide or participate in or have been granted a waiver from providing an approved induction program for principals as described in section 9.00 of these rules.
- 3.03(3) An initial principal license must be valid for occasional teaching, which must not constitute more than one-half of a typical teaching assignment.

3.04 Initial Administrator License

An initial administrator license must be valid for three years from the date of issuance and may be renewed as provided in section 7.01 of these rules.

3.04(1) An initial administrator license may be issued to an applicant who:

- 3.04(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education;
- 3.04(1)(b) has completed an approved program for district-level administrators at an accepted institution of higher education, or evidence of partial completion of an approved administrator preparation program in each of two or more accepted institutions of higher education. Upon a finding of completion by the department of completion of the equivalent of any one program by combining work completed at different programs, the requested license may be issued, assuming all requirements set forth in these rules have been met;
- 3.04(1)(c) has supplied an institutional recommendation via an approved program verification form completed by the preparing administrator preparation program, appropriate to the license sought, by completing an approved program verification form provided by the department, which at a minimum confirms: the date of completion of an administrator preparation program; endorsement area(s) and grade level(s); completion of student teaching, clinical experience, or practicum; that the applicant holds or is eligible to hold a license in the preparing state or territory; and any additional information requested on the department form, and:
 - 3.04(1)(c)(i) verifies satisfactory completion of the approved program;
 - 3.04(1)(c)(ii) specifies the area(s) of endorsement/specialization completed by the applicant;
 - 3.04(1)(c)(iii) verifies successful completion of internship, or practicum in a school setting or other appropriate setting in the endorsement/specialization area sought for licensure; and
 - 3.04(1)(c)(iv) certifies that the applicant has demonstrated thorough knowledge of the principal quality standards and has the competencies essential for educational service.
- 3.04(1)(d) has submitted a complete application for an initial license as defined in section 2.04 of these rules; and

- 3.04(1)(e) has demonstrated professional competencies as evidenced by a passing score on the State Board-adopted assessment for administrators.
- 3.04(2) An initial administrator license must be valid in any school district, BOCES, nonpublic school or charter school, which provide or participate in or have been granted a waiver from providing an approved induction program for administrators as described in section 9.00 of these rules.
- 3.04(3) A holder of an initial administrator license who has completed three or more years of full-time, continuous, successful experience working with students as a licensed professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.05 Professional Teacher or Special Services License

A professional teacher or special services license must be valid for a period of five years from the date of issuance except as provided in section 3.08 of these rules and may be renewed as provided in section 7.02 of these rules.

- 3.05(1) A professional teacher or special services provider license may be issued to an applicant who:
- 3.05(1)(a) holds a Colorado initial teacher license or Colorado initial special services license;
 - 3.05(1)(b) has successfully completed an approved teacher or special services provider induction program as prescribed in section 8.00 of these rules and/or has been recommended for the professional teacher or special services license by the district or BOCES providing such induction program; and.
 - 3.05(1)(c) has submitted a complete application for a professional teacher or special services license as defined in Rule 2.04.
- 3.05(2) An applicant for a professional teacher license need not complete an approved induction program as an initial teacher license-holder if the applicant previously completed an induction program while teaching under an adjunct instructor authorization, an emergency authorization, an interim authorization or a temporary educator eligibility authorization. If the applicant is employed by a school district, charter school, the institute, nonpublic school or BOCES that has obtained a waiver of the induction program requirement, the applicant must demonstrate completion of any requirements specified in the school district's, charter school's, the institute's, nonpublic school's or BOCES' plan for support, assistance and training of an initially licensed educator.
- 3.05(3) An applicant for a professional special services license need not complete an approved induction program as an initial special services license-holder if the applicant previously completed an induction program while serving under an emergency authorization, or a temporary educator eligibility authorization. If the applicant is employed by a school district, charter school, the institute, nonpublic school or BOCES that has obtained a waiver of the induction program requirement, the applicant must demonstrate completion of any requirements specified in the school district's, charter school's, the institute's, nonpublic school's or BOCES plan for support, assistance and training of an initially licensed educator.
- 3.05(4) A professional teacher license or professional special services license may be issued to an out-of-state applicant who holds a license from another state for which standards of issuance are comparable to Colorado's licensing requirements and has three or more years of full-time, fully licensed, post-preparation, evaluated teaching experience within the previous seven years as a teacher or special services provider in an established elementary or secondary school and provides documentation of such employment.

3.06 Professional Principal License

A professional principal license must be valid for a period of five years from the date of issuance except as provided in section 3.10 of these rules and may be renewed as provided in section 7.02 of these rules.

3.06(1) A professional principal license may be issued to an applicant who:

3.06(1)(a) holds:

3.06(1)(a)(i) an earned master's degree from an accepted institution of higher education and has successfully completed an approved principal preparation program at an accepted institution of higher education; and

3.06(1)(a)(ii) an initial principal license;

3.06(1)(b) has successfully completed an approved principal induction program as described in section 9.00 of these rules;

3.06(1)(c) has been recommended for a professional license by the school district or districts, including BOCES, nonpublic school, charter school or the institute which provide such induction program, except that the applicant need not complete an approved induction program as an initial principal licensee if the applicant previously completed an induction program while employed under an emergency authorization or a principal authorization or if the school district, BOCES, nonpublic school, charter school or the institute in which the applicant is employed has obtained waiver of the induction program requirement pursuant to section 22-60.5-114(2), C.R.S. The induction requirement for licensure purposes may also be waived:

3.06(1)(c)(i) if an out-of-state applicant holds a principal license from another state for which standards of issuance are comparable to Colorado's licensing requirements and has completed three or more years of full-time, continuous, successful, evaluated experience as a principal in an established elementary or secondary school and provides documentation of such employment, that applicant will be exempted from Colorado's induction program requirement for licensure and issued a professional license; or

3.06(1)(c)(ii) if the applicant, while employed under a principal authorization, successfully completes an induction program and completes the individualized alternative principal program; or

3.06(1)(c)(iii) if the applicant is employed by a school district, charter school, nonpublic school, BOCES, or the institute that has obtained a waiver of the induction program requirement, that applicant must demonstrate completion of any requirements specified in the school district's, charter school's, nonpublic school's, BOCES' or the institute's plan for support, assistance and training of an initial principal license-holder; and

3.06(1)(d) has submitted a complete application for a professional license as defined in Rule 2.04.

3.06(2) In accordance with sections 4.03 and 4.17 of these rules, an individual may also apply for a professional principal license if the applicant completes an induction program and meets the requirements for an initial principal license while employed under an emergency or principal authorization.

- 3.06(3) A professional principal license must be valid for occasional teaching, which must not constitute more than one-half of a typical teaching assignment. A principal who has previously held a professional teacher license may be reissued that license upon application and completion of the renewal requirements as outlined in 7.02.

3.07 Professional Administrator License

A professional administrator license must be valid for a period of five years from the date of issuance except as provided in section 3.11 of these rules and may be renewed as provided in section 7.02 of these rules.

- 3.07(1) A professional administrator license may be issued to an applicant who:

3.07(1)(a) holds:

3.07(1)(a)(i) an earned master's degree from an accepted institution of higher education and has completed an approved administrator program at an accepted institution of higher education; and

3.07(1)(a)(ii) a valid initial administrator license; and

3.07(1)(a)(ii)(A) completes an approved administrator induction program; and

3.07(1)(a)(ii)(B) has been recommended for professional licensure by the school district, charter school, the institute, nonpublic school or BOCES that provided such induction program.

- 3.07(2) Notwithstanding the provisions of section 3.07(1), the Department may issue a professional administrator license if a person is employed under an emergency authorization or a temporary educator eligibility authorization, meets the requirements for an initial administrator license and successfully completes an approved administrator induction program.

- 3.07(3) Notwithstanding the provisions of section 3.07(1), the Department may issue a professional administrator license to any applicant from another state if the applicant holds a license or certificate from that state that is comparable to a Colorado administrator license, where the standards of such license or certificate meet or exceed the Colorado standards for a professional administrator license, and the applicant has had at least three years of demonstrated full-time, continuous, successful, evaluated experience as an administrator in an established elementary or secondary school.

- 3.07(4) A holder of professional administrator licenses who has completed three or more years of full-time, continuous, successful, evaluated experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.08 Master Certificate -Teacher

The master teacher certificate represents achievements and contributions over and above expectations in the Teacher Quality Standards as outlined in section 5.0 of these rules. A master certificate must be valid for the period of time for which the applicant's professional teacher license is valid and is renewable as provided in section 7.02(6) of these rules. Issuance of a master certificate must extend the validity of the professional teacher license to seven years.

3.08(1) A master certificate may be issued to an applicant who holds a valid Colorado professional teacher license and who has demonstrated advanced teaching competencies or expertise through:

3.08(1)(a) the attainment of National Board for Professional Teaching Standards certification; or

3.08(1)(b) demonstrated excellence in the following standards:

3.08(1)(b)(i) **Standard 1:** The master teacher develops a personal leadership vision focused on the successful learning and development of each student.

3.08(1)(b)(i)(A) **Element A:** The master teacher develops a leadership mission that promotes whole-child success and well-being of each student.

3.08(1)(b)(i)(B) **Element B:** The master teacher articulates, advocates and cultivates core values that promote student-centered education, high expectations, learner support, equity, inclusiveness, social justice, openness, caring, trust and continuous improvement.

3.08(1)(b)(i)(C) **Element C:** The master teacher strategically develops, implements and evaluates actions to achieve one's personal leadership mission and vision.

3.08(1)(b)(i)(D) **Element D:** The master teacher anticipates, identifies and addresses barriers to achieving one's leadership vision and mission.

3.08(1)(b)(i)(E) **Element E:** The master teacher models one's leadership mission, vision and core values in all interactions with students, colleagues, parents and community members.

3.08(1)(b)(ii) **Standard 2:** The master teacher understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The master teacher uses this knowledge to promote an environment of collegiality, trust and respect that focuses on continuous improvement in instruction and student learning.

3.08(1)(b)(ii)(A) **Element A:** The master teacher utilizes group processes to help colleagues (colleagues for the purposes of section 3.08(1) of these rules is inclusive of all members of the school community involved in the education of children) work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change.

3.08(1)(b)(ii)(B) **Element B:** The master teacher models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating and identifying the needs of self and others in order to advance shared goals and professional learning.

3.08(1)(b)(ii)(C) **Element C:** The master teacher facilitates the creation of trust among colleagues, development of collective wisdom, building of ownership and action that supports collective efficacy and student learning.

- 3.08(1)(b)(ii)(D) **Element D:** The master teacher uses knowledge and understanding of different backgrounds, races, ethnicities, cultures and languages to create an inclusive culture and promote effective interactions among colleagues.
- 3.08(1)(b)(iii) **Standard 3:** The master teacher understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The master teacher models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.
- 3.08(1)(b)(iii)(A): **Element A:** The master teacher assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning.
- 3.08(1)(b)(iii)(B): **Element B:** The master teacher models and facilitates the analysis of student learning data, collaborative interpretation of results and application of findings to improve teaching and learning.
- 3.08(1)(b)(iii)(C): **Element C:** The master teacher supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical education issues.
- 3.08(1)(b)(iii)(D): **Element D:** The master teacher teaches and supports colleagues to collect, analyze and communicate data from their classrooms to improve teaching and learning.
- 3.08(1)(b)(iii)(E): **Element E:** The master teacher collaborates with colleagues to identify promising, innovative practices and conduct action research to determine effectiveness and expansion possibilities.
- 3.08(1)(b)(iv) **Standard 4:** The master teacher understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design and facilitate job-embedded professional learning aligned with school improvement goals.
- 3.08(1)(b)(iv)(A) **Element A:** The master teacher collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards and linked to school/district improvement goals.
- 3.08(1)(b)(iv)(B) **Element B:** The master teacher uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting and facilitating varied and personalized professional learning.
- 3.08(1)(b)(iv)(C) **Element C:** The master teacher identifies and uses appropriate technologies to promote collaborative and personalized professional learning.
- 3.08(1)(b)(iv)(D) **Element D:** The master teacher works with colleagues to collect, analyze and disseminate data related to the quality of professional learning and its effect on teaching and student learning.

- 3.08(1)(iv)(E) **Element E:** The master teacher advocates for sufficient preparation, time and support for colleagues to work in teams to engage in job-embedded professional learning.
- 3.08(1)(b)(iv)(F) **Element F:** The master teacher provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.
- 3.08(1)(b)(iv)(G) **Element G:** The master teacher uses information about emerging education, economic and social trends in planning and facilitating professional learning.
- 3.08(1)(b)(v) **Standard 5:** The master teacher demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The master teacher works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goals.
- 3.08(1)(b)(v)(A) **Element A:** The master teacher models, facilitates, and enhances the process for collection, analysis, and use of classroom-and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization and school culture.
- 3.08(1)(b)(v)(B) **Element B:** The master teacher engages in reflective dialogue with colleagues based on student learning and helps make connections to research-based effective practices.
- 3.08(1)(b)(v)(C) **Element C:** The master teacher serves as a team leader to harness the skills, expertise and knowledge of colleagues to address curricular expectations and student learning needs.
- 3.08(1)(b)(v)(D) **Element D:** The master teacher uses knowledge of existing and emerging learning innovations to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning and connect with people and resources around the globe.
- 3.08(1)(b)(v)(E) **Element E:** The master teacher supports instructional strategies that respect issues of diversity and equity in the classroom and that promote equitable outcomes for all students.
- 3.08(1)(b)(vi) **Standard 6:** The master teacher is knowledgeable about current research on classroom-and school-based data and the design and selection of appropriate formative and summative assessment methods. The master teacher shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.
- 3.08(1)(b)(vi)(A) **Element A:** The master teacher increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards.

3.08(1)(b)(vi)(B) **Element B:** The master teacher collaborates with colleagues in the assessment design, implementation, scoring and interpretation of student data to improve educational practice and student learning.

3.08(1)(b)(vi)(C) **Element C:** The master teacher creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.

3.08(1)(b)(vi)(D) **Element D:** The master teacher works with colleagues to use assessment and data findings at multiple levels to promote changes in instructional practices or organizational structures to improve student learning.

3.08(1)(b)(vi)(E) **Element E:** The master teacher collaborates with colleagues to design opportunities to collect, analyze and use qualitative data to improve teaching and learning.

3.08(1)(b)(vi)(F) **Element F:** The master teacher collaborates with colleagues to lead students to evaluate their own data and set relevant goals.

3.08(1)(b)(vii) **Standard 7:** The master teacher understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

3.08(1)(b)(vii)(A) **Element A:** The master teacher uses knowledge and understanding of the different backgrounds, ethnicities, races, cultures and languages in the school community to promote effective interactions among colleagues, families and the larger community.

3.08(1)(b)(vii)(B) **Element B:** The master teacher models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.

3.08(1)(b)(vii)(C) **Element C:** The master teacher facilitates colleagues' self-examination of their own biases and understandings of community culture and diversity and how they can develop an asset-oriented mindset along with culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students.

3.08(1)(b)(vii)(D) **Element D:** The master teacher develops a shared understanding among colleagues of the diverse educational needs of families and the community.

3.08(1)(b)(vii)(E) **Element E:** The master teacher collaborates with families, communities and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

3.08(1)(b)(viii) **Standard 8:** The master teacher understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies.

3.08(1)(b)(viii)(A) **Element A:** The master teacher shares information with colleagues within and/or beyond the district regarding how local, state and national trends and policies can impact classroom practices and expectations for student learning.

3.08(1)(b)(viii)(B) **Element B:** The master teacher works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students.

3.08(1)(b)(viii)(C) **Element C:** The master teacher collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members.

3.08(1)(b)(viii)(D) **Element D:** The master teacher advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals and student success.

3.08(1)(b)(viii)(E) **Element E:** The master teacher represents and advocates for the profession in contexts inside and outside of the classroom.

3.09 Master Certificate - Special Services

A master certificate must be valid for the period of time for which the applicant's special services license is valid and renewable as provided in section 7.02 of these rules. Issuance of a master certificate must extend the validity of the special services license to seven years.

3.09(1) A master certificate may be issued to an applicant who:

3.09(1)(a) holds a valid Colorado special services license and is employed in a school in the area of specialization;

3.09(1)(b) has been involved in ongoing professional development and training;

3.09(1)(c) has demonstrated advanced competencies or expertise as identified by the educator evaluation system employed in the district;

3.09(1)(d) has been recognized for outstanding achievements in the field of specialization; and

3.09(1)(e) meets the following requirements for the area(s) of specialization:

3.09(1)(e)(i) School Audiologist:

3.09(1)(e)(i)(A) holds national certification in audiology;

3.09(1)(e)(i)(B) has completed at least five years of full-time, continuous, successful, evaluated experience as a school audiologist;

3.09(1)(e)(i)(C) has completed graduate-level university training in school audiology and related areas;

3.09(1)(e)(i)(D) has been involved in at least four of the following areas: local, state or national professional organizations; mentoring or supervision of peers; publication; professional presentations; funded grants; professional leadership; community activities and organizations; and

3.09(1)(e)(i)(E) has been granted an exemplary performance evaluation by a team of peers.

3.09(1)(e)(ii) School Counselor:

3.09(1)(e)(ii)(A) has held a Colorado professional special services license in school counseling for a minimum of five years;

3.09(1)(e)(ii)(B) has demonstrated professional growth through continuing education, professional leadership experiences and exceptional program development;

3.09(1)(e)(ii)(C) has demonstrated commitment to the school counseling profession through professional organization involvement, supervision and training of other school counselors, publication of professional materials and presentations at professional conferences; and

3.09(1)(e)(ii)(D) has demonstrated active community involvement, development of effective parent partnership programs and promotion of cooperation with other professional educators.

3.09(1)(e)(iii) School Occupational Therapist:

3.09(1)(e)(iii)(A) holds a master's degree in occupational therapy from an accepted institution of higher education;

3.09(1)(e)(iii)(B) holds an active occupational therapy license from the Colorado Department of Regulatory Agencies;

3.09 (1)(e)(iii)(C) has demonstrated outstanding contribution or accomplishments to the profession through at least three of the following: achieved certification or accreditation in an area of specialization of occupational therapy; supervised and mentored occupational therapy students; completed graduate-level professional coursework; completed research and/or publication in the area of school occupational therapy; made presentations at professional meetings; wrote grants; held or holds office in national, state or local professional organizations or boards;

3.09(1)(e)(iii)(D) has received recognition for outstanding achievements in occupational therapy; and

3.09(1)(e)(iii)(E) is involved in community programs.

3.09(1)(e)(iv) School Orientation and Mobility Specialist:

3.09(1)(e)(iv)(A) has demonstrated outstanding professional activities in at least three of the following areas: authored professional publications; juried

articles, newsletters or books; made presentations at professional meetings or conferences; mentored other professionals and supervised student practicum experiences; taught at the university or school district in service levels; served as a model for demonstrations; provided active community leadership by promoting disability education and participation; or wrote grant proposals which were funded; and

3.09(1)(e)(iv)(B) has received recognition for demonstrated leadership in the field.

3.09(1)(e)(v) School Physical Therapist:

3.09(1)(e)(v)(A) holds a master's degree in physical therapy;

3.09(1)(e)(v)(B) holds an active professional physical therapy license from the Colorado Department of Regulatory Agencies;

3.09(1)(e)(v)(C) has demonstrated outstanding contributions or accomplishments to the profession through at least three of the following: achieved certification or accreditation in an area of specialization of physical therapy; supervised and mentored physical therapy students; completed graduate-level professional coursework; completed research and/or publication in the area of school physical therapy; presented at professional meetings; wrote grants; held or holds office in national, state or local professional organizations or boards;

3.09(1)(e)(v)(D) has received recognition for outstanding achievements in physical therapy; and

3.09 (1)(e)(v)(E) has been involved in community programs.

3.09(1)(e)(vi) School Nurse:

3.09(1)(e)(vi)(A) has completed additional preparation in the following areas: advanced practice in nursing; specialties in school health-related fields; additional certification in nursing administration, vocational education or other certifications applicable to school nursing;

3.09(1)(e)(vi)(B) has demonstrated professional leadership experiences and exceptional program development;

3.09(1)(e)(vi)(C) has mentored school nurses and supervised practicum students;

3.09(1)(e)(vi)(D) has had active participation in school nurse professional organizations; and

3.09(1)(e)(vi)(E) has participated in teaching, research and/or publishing to further the specialty of school nursing.

3.09(1)(e)(vii) School Psychologist:

3.09(1)(e)(vii)(A) has demonstrated commitment to the profession of school psychology through active involvement and leadership in local, state or national school psychology organizations;

3.09(1)(e)(vii)(B) has mentored school psychologists with an initial license and supervised school psychology interns;

3.09(1)(e)(vii)(C) has contributed to school and district program development;

3.09(1)(e)(vii)(D) has produced professional publications and presentations; and

3.09(1)(e)(vii)(E) has received recognition by peers for outstanding performance.

3.09(1)(e)(viii) School Social Worker:

3.09(1)(e)(viii)(A) has demonstrated leadership in state school social work organizations;

3.09(1)(e)(viii)(B) has actively participated in leadership roles in national social work organizations and other community and human service organizations;

3.09(1)(e)(viii)(C) holds advanced credentials in the field (e.g., doctorate in social work, school social work specialist credential, diplomate in clinical social work, etc.);

3.09(1)(e)(viii)(D) has demonstrated outstanding skill in service to schools and children, such as the creation of innovative and successful programs and services to meet the needs of students and mentoring and supervising school social workers and other school professionals; and

3.09(1)(e)(viii)(E) has received recognition by peers for outstanding performance.

3.09(1)(e)(ix) Speech/Language Pathologist:

3.09(1)(e)(ix)(A) has demonstrated professional growth through professional leadership experiences and exceptional program development;

3.09(1)(e)(ix)(B) has demonstrated commitment through involvement in local, state and national professional organizations;

3.09(1)(e)(ix)(C) has accepted additional responsibilities at the school, district, state and national levels;

3.09(1)(e)(ix)(D) has published appropriate materials at the district, state or national levels;

3.09(1)(e)(ix)(E) has presented original research and materials at professional conferences;

3.09(1)(e)(ix)(F) has supervised practicum and internship students; and

3.09(1)(e)(ix)(G) has mentored and supervised other speech/language pathologists.

3.10 Master Certificate - Principal

A master certificate must be valid for the period of time for which the applicant's professional principal license is valid and is renewable as provided in section 7.02 of these rules. Issuance of a master certificate must extend the validity of the professional principal license to seven years.

3.10(1) A master certificate may be issued to an applicant who:

3.10(1)(a) holds a valid professional principal license.

3.10(1)(b) has displayed excellence and depth in all of the content and performance standards required for the professional principal license.

3.10(1)(c) has demonstrated excellence on all performance standards and displays depth in all content knowledge; has modeled sustained commitment to improved student performance, to ongoing systemic renewal and to strengthening the profession; and has demonstrated superior performance through accomplishments having significant impact on the school's educational community.

3.10(1)(c)(i) The master principal must possess knowledge in the following areas:

3.10(1)(c)(i)(A) systemic renewal strategies;

3.10(1)(c)(i)(B) multiple models for school and district management;

3.10(1)(c)(i)(C) dynamic political and policy movements in the state;

3.10(1)(c)(i)(D) promising practices in the professional development of educational leaders;

3.10(1)(c)(i)(E) leading research and writing on instructional strategies, student learning, assessment methodology and supervisory techniques; and

3.10(1)(c)(i)(F) how to capitalize on opportunities presented by diverse stakeholders.

3.10(1)(c)(ii) The master principal must demonstrate the ability to:

3.10(1)(c)(ii)(A) create a community of learners who focus on student performance;

3.10(1)(c)(ii)(B) translate vision into program excellence;

3.10(1)(c)(ii)(C) provide value-added leadership to create an organization that has purpose, direction and energy;

3.10(1)(c)(ii)(D) implement programs in schools that result in sustained improvement in student performance;

3.10(1)(c)(ii)(E) integrate multiple instructional models to meet diverse learning needs of both students and adults to enhance student performance;

3.10(1)(c)(ii)(F) imagine alternatives based on knowledge of best practices and create those alternatives as a model for others;

3.10(1)(c)(ii)(G) engage a diverse school community in sustained efforts for school improvement;

3.10(1)(c)(ii)(H) influence and provide a model for the larger system (for example: the district, BOCES or the state); and

3.10(1)(c)(ii)(I) contribute to the development of the profession through mentoring, teaching, writing and other modalities.

3.10(1)(d) has demonstrated evidence of positive impacts on student performance at the building level.

3.10(1)(e) has contributed to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity.

3.11 Master Certificate - Administrator

A master certificate must be valid for the period of time for which time the applicant's professional administrator license is valid and is renewable as provided in section 7.02 of these rules. Issuance of a master certificate must extend the validity of the professional administrator license to seven years.

3.11(1) A master certificate may be issued to an applicant who:

3.11(1)(a) holds a valid professional administrator license.

3.11(1)(b) has displayed excellence and depth in all of the content and performance standards required for the professional license.

3.11(1)(c) has demonstrated excellence on all performance standards and displays depth in all content knowledge; has modeled sustained commitment to improved student performance, to ongoing systemic renewal, and to strengthening of profession; and has demonstrated superior performance through accomplishments having significant impact on an educational community.

3.11(1)(c)(i) The master administrator must possess knowledge in the following areas:

3.11(1)(c)(i)(A) systemic renewal strategies;

3.11(1)(c)(i)(B) multiple models for school and district management;

3.11(1)(c)(i)(C) dynamic political and policy movements in the state;

3.11(1)(c)(i)(D) promising practices in the professional development of educational leaders;

3.11(1)(c)(i)(E) leading research and writing on instructional strategies, student learning, assessment methodology and supervisory techniques; and

3.11(1)(c)(i)(F) how to capitalize on opportunities presented by diverse stakeholders.

3.11(1)(c)(ii) The master administrator must demonstrate the ability to:

3.11(1)(c)(ii)(A) initiate and sustain significant change in the district directed toward predetermined goals, themes and needs;

3.11(1)(c)(ii)(B) create a community of learners who focus on student performance;

- 3.11(1)(c)(ii)(C) translate vision into program excellence;
 - 3.11(1)(c)(ii)(D) provide value added leadership to create an organization that has shared purpose, direction and energy;
 - 3.11(1)(c)(ii)(E) provide incentives, direction and motivation for development of programs that enhance student performance;
 - 3.11(1)(c)(ii)(F) imagine alternatives based on knowledge of best practices and create those alternatives as a model for others;
 - 3.11(1)(c)(ii)(G) engage a diverse community in sustained efforts for school improvement in the entire district;
 - 3.11(1)(c)(ii)(H) influence and provide a model for the larger system (i.e., the state or the nation.); and
 - 3.11(1)(c)(ii)(I) contribute to the development of the profession through mentoring, teaching, writing and other modalities.
- 3.11(1)(d) has demonstrated evidence of positive impacts on student performance throughout the district.
- 3.11(1)(e) has contributed to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity.

3.12 Alternative Teacher License

An alternative teacher license must be valid for either a one-, two- or three-year period, as outlined below. An alternative teacher license must authorize the holder to be employed only as an alternatively licensed teacher while participating in an alternative teacher program, pursuant to the terms of an alternative teacher contract.

3.12(1) An alternative teacher license may be issued to an applicant who:

- 3.12(1)(a) holds a bachelor's degree from an accepted institution of higher education;
- 3.12(1)(b) has submitted a complete application as defined in section 2.04 of these rules; and
- 3.12(1)(c) has demonstrated subject matter knowledge in the endorsement area:
 - 3.12(1)(c)(i) for elementary education teachers (grades K-6), including early childhood educators (birth-8) and special education generalist teachers (ages 5-21), by passage of the approved content tests.
 - 3.12(1)(c)(ii) for secondary teachers (grades 7-12) and teachers of all K-12 and endorsements for ages birth-8 by:
 - 3.12(1)(c)(ii)(A) holding an earned bachelor's or higher degree in the content area; or

3.12(1)(c)(ii)(B) twenty-four semester hours of specific coursework as demonstrated through transcript evaluation in the endorsement area; or

3.12(1)(c)(ii)(C) passage of the approved content test relevant to the person's area of endorsement(s).

3.12(2) An alternative teacher license must be valid from the date of issuance.

3.12(2)(a) The alternative teacher in a one-year alternative teacher program is expected to complete the program in one year. The alternative teacher license for a one- year program is valid for one year from date of issuance. The program may be extended for only one year based on documentation of unforeseen circumstances that are reviewed for approval by the Department.

3.12(2)(b) The alternative teacher in a two-year alternative teacher program is expected to complete the program in two years. The alternative teacher license for a two- year program is valid for two years from date of issuance.

3.12(2)(c) A person may be employed as an alternative teacher for a total of three years for the purpose of receiving a special education generalist endorsement.

3.12(3) An alternative teacher license must be valid in any school district, BOCES, nonpublic school or charter school.

3.13 Teacher of Record License and Program

3.13(1) Teacher of Record License. A teacher of record license is valid for two years after the date of issuance and may be renewed once, only if the holder did not complete a bachelor's degree due to unforeseen circumstances or hardship.

3.13(1)(a) A teacher of record license may be issued to an applicant who:

3.13(1)(a)(i) is enrolled in a Colorado accepted institution of higher education and has no more than 36 credit hours remaining for completion of a bachelor's degree that leads to a teacher license, but has not yet completed teaching field work requirements;

3.13(1)(a)(ii) is enrolled in a Grow Your Own Educator Program pursuant to section 22-60.5-208.5, or in a one- or two-year Teacher of Record Program pursuant to section 22-60.5-208.7; and

3.13(1)(a)(iii) is or will be employed by a local education provider, as defined in section 22-60.5-208.7 (1), C.R.S., in a position for which no other qualified licensed teacher has applied, and for which the local education provider has determined that there is a critical teacher shortage.

3.13(1)(b) The standards and competencies for the employment of a teacher of record in a school district or public school are those set forth in section 5.0 of these rules.

3.13(1)(c) A teacher of record license may not be issued with an endorsement in special education.

3.13(2) **Teacher of Record Program.** A local education provider is authorized to implement a one- or two-year teacher of record program and may only employ a teacher of record if the local

education provider has determined that there is a critical teacher shortage and if no other qualified, licensed applicants applied for a posted vacant position.

3.13(2)(a) A student employed in a teacher of record program established pursuant to this section shall hold a teacher of record license issued pursuant to section 22-60.5-201 (1)(a.5) C.R.S. and section 3.13 of these rules.

3.13(2)(b) To assist the teacher of record in meeting the performance-based teacher licensure standards adopted by the State Board of Education pursuant to section 22-2-109 (3) and section 5.0 of these rules, the teacher of record program must include, at a minimum:

3.13(2)(b)(i) Course requirements and provided supports:

3.13(2)(b)(i)(1) the courses and number of credit hours that a student must complete before and while the student is a teacher of record with the LEP,

3.13(2)(b)(i)(2) include the time and support (i.e. financial resources, class coverage) the LEP will provide for the teacher of record to complete the course work; and

3.13(2)(b)(i)(3) identification of accepted institution of higher education supports, including a description of how supports will be delivered: mentoring, professional development, evaluation, and LEP identified supports

3.13(2)(b)(ii) Student requirements:

3.13(2)(b)(ii)(1) a requirement that the LEP include the teacher of record in professional development, teacher mentorship, the LEP's induction program, and other supports provided by the LEP while the teacher of record completes the program.

3.13(2)(c) A local education provider must include the teacher of record in the local education provider's induction program and other supports provided by the local education provider. If the teacher of record successfully completes an induction program, the teacher of record may apply completion of the induction program toward meeting the requirements for a professional teacher license.

3.13(2)(d) A local education provider shall treat a teacher of record as a first-year teacher for purposes of compensation and placement on a teacher salary schedule.

3.13(2)(e) In addition to the requirement that the student qualify for the teacher of record license, the teacher of record program must be approved by the department through an application process, which will include, at a minimum:

3.13(2)(e)(i) a demonstration of need;

3.13(2)(e)(ii) proposed program details as outlined in section 3.13(2) of these rules;

3.13(2)(e)(iii) candidate details; and

3.13(2)(e)(iv) partner assurances

4.00 Types of Authorizations

The Department of Education is authorized to issue the following authorizations to persons meeting the qualifications prescribed below:

4.01 Adjunct Instructor Authorization (Grades K-12)

An adjunct instructor is a specialist or expert in a content area not available through regular or alternative teacher preparation in an endorsable content area, and who is without formal educator training. The purpose of adjunct instruction is to provide students with highly specialized academic enrichment outside of and in support of required content areas.

4.01(1) An adjunct instructor authorization may be issued for three years and may be renewed upon application for succeeding three-year periods when requested by a school district and with documented evidence of continuing need and when:

4.01(1)(a) an applicant possesses outstanding talent and demonstrates specific abilities and knowledge in a particular area of specialization that is not already an approved endorsement area, as specified in 1 CCR 301-101. An adjunct instructor may be hired to enrich, augment or enhance the instructional program for students in a school or school district.

4.01(1)(b) a school district board of education or BOCES requests the applicant's services and provides documented evidence of the applicant's outstanding talent, specific abilities and particular knowledge for the assignment.

4.01(1)(c) the applicant's services are required, based upon district-provided evidence of a documented student need.

4.01(1)(d) the applicant has been employed for at least five years in the area of specialization or holds an earned bachelor's or higher degree in the area of specialization.

4.02 Special Services Intern Authorization (Birth-21)

A special services intern works under the supervision of a Colorado licensed professional special services provider from the same discipline.

4.02(1) The special services intern authorization may be issued for one academic year and may not be renewed.

4.02(1)(a) The special services intern authorization may only be renewed for one academic year if the special services intern is employed by a school district or BOCES and the intern has not completed the approved program of preparation for a special services provider due to unforeseen circumstances or hardship.

4.02(2) The applicant must hold a bachelor's or higher degree from an accepted institution of higher education and must be enrolled in an approved program for special services provider preparation, which requires an internship, offered by an accepted institution of higher education.

4.02(3) For the period of time while the holder serves as an intern, the applicant may receive pay from the school district.

4.03 Emergency Authorization (Grades K-12, Ages Birth-21)

The applicant for an emergency authorization has not yet met the requirements for a Colorado initial teacher, principal, administrator or special services provider license or a school speech/language pathology assistant authorization, but provides evidence of holding an earned bachelor's degree or higher

from an accepted institution of higher education, and enrollment in an approved program of preparation that will meet the requirements for that license or authorization.

- 4.03(1) An applicant for a school speech-language pathology assistant emergency authorization must hold a bachelor's degree in: speech, language and hearing sciences; communications disorders-speech sciences; or any other field with completion of 24 semester hours in speech, language, hearing sciences from an accepted institution of higher education, as determined by an official transcript review by the Department.
- 4.03(2) The emergency authorization may be issued for up to one year and may be renewed for up to one additional year if in the judgment of the Colorado State Board of Education there is adequate and appropriate documented evidence of continuing school district hardship. and when:
 - 4.03(2)(a) a Colorado school district requests the emergency authorization in order to employ a non-licensed teacher, principal, administrator or special services provider.
 - 4.03(2)(b) the school district provides documented evidence of a demonstrated need for specific and essential educational services for students which can be provided by the applicant and which would otherwise be unavailable, due to a shortage of licensed educators with appropriate endorsements.
 - 4.03(2)(c) in the judgment of the Colorado State Board of Education,
 - 4.03(2)(c)(i) the employment of the non-licensed applicant is essential to the preservation of the district's instructional program, and
 - 4.03(2)(c)(ii) the state board of education determines that the establishment of an alternative teacher program by the local board of education is not a practicable solution for resolution of the demonstrated shortage.
- 4.03(3) The employing school district may provide an induction program for an individual on an emergency authorization, as specified in sections 8.00 and 9.00 of these rules.
 - 4.03(3)(a) If an induction program is completed while holding such an authorization, it may be applied toward meeting the requirements for a Colorado professional educator license.
 - 4.03(3)(b) If an induction program is completed satisfactorily and the requirements for a Colorado initial license have been completed by the applicant while holding an emergency authorization, the applicant may apply for and be issued a professional license.

4.04 Career and Technical Education Authorization (Grades 7-12)

The secondary career and technical education authorization may be issued as follows:

- 4.04(1) An initial career and technical education authorization may be issued for three years by the Colorado Department of Education and may not be renewed. The applicant must meet the minimum qualifications that the State Board for Community Colleges and Occupational Education adopts pursuant to section 23-60-304(3)(a), C.R.S.
- 4.04(2) A professional career and technical education authorization may be issued for five years to an applicant who holds an initial career and technical education authorization and who meets the necessary requirements for holding a professional-level CTE authorization.
- 4.04(3) A professional career and technical education authorization may be issued for five years and may be renewed for succeeding five-year periods. The applicant must meet the minimum

qualifications or renewal requirements that the State Board for Community Colleges and Occupational Education adopts pursuant to section 23-60-304(3)(a), C.R.S.

- 4.04(4) Postsecondary career and technical education credentials are issued by the Colorado Community College System and are governed by the rules for the Administration of the Colorado Vocational Act, 8 CCR 1504-2.

4.05 Substitute Authorization (Grades K-12)

A substitute authorization may be issued to an applicant to serve as a substitute educator for employment in any Colorado school district (one-year substitutes may serve only in the approved district or BOCES).

- 4.05(1) A substitute authorization will be valid for a period of one, three or five years, when the applicant has met the requirements listed below. It may be renewed indefinitely upon application.

4.05(1)(a) A five-year substitute authorization may be issued to an applicant who:

4.05(1)(a)(i) holds a valid Colorado teacher license or a valid educator license from another state; or

4.05(1)(a)(ii) who has previously held a valid Colorado teacher certificate or license.

4.05(1)(b) A three-year substitute authorization may be issued to an applicant who holds an earned bachelor's or higher degree from an accepted institution of higher education.

4.05(1)(c) A one-year substitute authorization may be issued to an applicant who:

4.05(1)(c)(i) holds a high school diploma or its equivalent, as verified by the employing school district; and

4.05(1)(c)(ii) who provides evidence of successful experience working with children or youth, as verified by the employing school district.

4.06-4.08 Reserved

4.09 Interim Authorization (Grades K-12 / Ages Birth-21)

An interim authorization may be issued to an out-of-state applicant who has not completely fulfilled Colorado educator licensure requirements.

- 4.09(1) An interim authorization may be issued for one year and may be renewed upon application for one additional year.

4.09(2) The applicant must:

4.09(2)(a) be certified or licensed – or eligible for certification or licensure – as a teacher, principal or administrator in another state; and

4.09(2)(b) have not successfully passed the approved content test(s) required for obtaining a Colorado initial license but otherwise meet the requirements for a Colorado initial license.

- 4.09(3) The employing school district may provide an induction program for holders of interim authorizations. Induction programs completed while holding interim authorizations may apply toward fulfilling the requirements of a Colorado professional license.

4.10 Military Spouse Interim Authorization (Grades K-12 / Ages Birth-21)

A military spouse interim authorization may be issued to a military spouse who has not completely fulfilled Colorado educator licensure requirements.

4.10(1) A military spouse interim authorization is valid for one year and may be renewed upon application for one additional year.

4.10(2) Applicants must:

4.10(2)(a) be the spouse of an active duty member of the armed forces of the United States who has been transferred or is scheduled to be transferred to Colorado, is domiciled in Colorado or has moved to Colorado on a permanent change-of-station basis;

4.10(2)(b) be certified or licensed – or eligible for certification or licensure – as a teacher, special services provider, principal or administrator in another state; and

4.10(2)(c) have not successfully passed the approved content test(s) required for obtaining a Colorado initial license, but otherwise meet the requirements for a Colorado initial license.

4.10(3) The employing school district may provide an induction program for holders of military spouse interim authorizations. Induction programs completed while holding such authorizations may apply toward fulfilling the requirements of a Colorado professional educator license.

4.11 School Speech-Language Pathology Assistant Authorization (Ages Birth–21).

A school speech-language pathology assistant (SLPA) serves as a member of an educational team and is authorized to perform tasks prescribed, directed and supervised by a certified school speech-language pathologist (SLP) in implementing services for children/students with speech, language, cognitive, voice and augmentative/alternative communication disorders and hearing impairments.

4.11(1) An SLPA authorization is valid for five years. The Department may renew the authorization for succeeding five-year periods upon application and presentation of documented evidence of completion of content-related renewal requirements which include 50 contact hours of continuing education.

4.11(2) An SLPA applicant must:

4.11(2)(a) hold a bachelor's degree in speech communication, speech-language pathology or communication disorders-speech sciences, or a bachelor's degree in any other field with 24 semester hours in speech language hearing sciences from an accepted institution of higher education, as determined by an official transcript review by the Department;

4.11(2)(b) have successfully completed a school speech-language pathology assistant program or the equivalent that meets or exceeds recommended guidelines established by a national association of speech-language-hearing professionals;

4.11(2)(c) have successfully completed a minimum 100 clock-hour school-based practicum under the supervision of an ASHA-certified and CDE-licensed school speech-language pathologist, in accordance with the requirements of section 4.11(6) below; and

4.11(2)(d) have demonstrated knowledge and skills in the competencies specified in sections 4.11(3) and 4.11(4) below.

- 4.11(3) The SLPA is knowledgeable about communication processes and basic human communication, and is able to articulate:
- 4.11(3)(a) the anatomical/physiological, psychological, developmental, linguistic and cultural bases of communication processes;
 - 4.11(3)(b) communication disorders including articulation, fluency, voice and resonance, receptive and expressive language, and language-based learning disabilities;
 - 4.11(3)(c) hearing disorders and their impact on speech and language;
 - 4.11(3)(d) cognitive and social aspects of communication disorders;
 - 4.11(3)(e) communication modalities including oral, written, manual, augmentative and alternative communication techniques and assistive technologies;
 - 4.11(3)(f) normal development of reading and writing in the context of the general education curriculum; and
 - 4.11(3)(g) characteristics of exceptional students including categorical disabilities, learning differences and developmental deficits.
- 4.11(4) The SLPA is knowledgeable about service delivery and is able to:
- 4.11(4)(a) use appropriate verbal and written language in interactions with children/students, teachers and related professionals; and
 - 4.11(4)(b) follow oral and written directions, including those in intervention plans, and:
 - 4.11(4)(b)(i) assist in the selection, preparation and presentation of instructional and other related materials;
 - 4.11(4)(b)(ii) maintain accurate and concise documentation in a timely manner;
 - 4.11(4)(b)(iii) implement documented intervention plans developed by the supervising speech-language pathologist;
 - 4.11(4)(b)(iv) assist with clerical duties assigned by the supervising speech-language pathologist including, but not limited to, scheduling, safety/maintenance of supplies and equipment, and record keeping;
 - 4.11(4)(b)(v) collect data for quality improvement including child/student performance data in classrooms or individual therapy settings; and
 - 4.11(4)(b)(vi) record children's/students' status with regard to established objectives as stated in the intervention plans, and report information to the supervising speech-language pathologist.
 - 4.11(4)(c) use constructive feedback from the supervising speech-language pathologist to adapt or modify interaction and/or intervention with children/students;
 - 4.11(4)(d) provide consistent, discriminating and meaningful feedback and reinforcement to the children/students; and
 - 4.11(4)(e) implement designated intervention goals/objectives in specified sequence.

- 4.11(5) The SLPA is knowledgeable about screening and assessment, but may not perform standardized or non-standardized diagnostic tests, including, but not limited to, feeding evaluations, interpreting test results or counseling parents; and is able to:
- 4.11(5)(a) assist the speech-language pathologist with speech-language and hearing screenings or assessments, without interpretation, and report results directly to the supervising speech-language pathologist;
 - 4.11(5)(b) assist with informal documentation as directed by the speech-language pathologist;
 - 4.11(5)(c) provide directly to the supervising speech-language pathologist descriptive behavioral observations that contribute to screening/assessment results; and
 - 4.11(5)(d) support the speech-language pathologist in research projects, in service training and public relations programs, including Child Find activities.
- 4.11(6) The SLPA is knowledgeable about ethical practice and maintaining appropriate relationships with children/students, families, teachers and related service professionals, and is able to:
- 4.11(6)(a) demonstrate respect for and maintain the confidentiality of information pertaining to students and their families;
 - 4.11(6)(b) behave in accordance with educational facility guidelines;
 - 4.11(6)(c) articulate an awareness of student needs and respect for cultural values;
 - 4.11(6)(d) direct student, family and educational professionals to the supervising speech-language pathologist for information regarding testing, intervention and referral;
 - 4.11(6)(e) request assistance from the supervising speech-language pathologist, as needed;
 - 4.11(6)(f) manage time effectively and productively; and
 - 4.11(6)(g) recognize personal professional limitations and perform within boundaries of training and job responsibilities.

4.12 Exchange Educator Interim Authorization (Grades K-12 / Ages Birth-21)

An exchange educator interim authorization may be issued to a participant in a district-recognized educator exchange program who has not completely fulfilled Colorado educator licensure requirements.

- 4.12(1) An exchange educator interim authorization is valid for one year and may be renewed upon application for one additional year.
- 4.12(2) Applicants must:
- 4.12(2)(a) be a participant in a district-recognized educator exchange program; and
 - 4.12(2)(b) be certified or licensed – or eligible for certification or licensure – as a teacher, special services provider, principal or administrator in another country.

4.13 Temporary Educator Eligibility Authorization (Grades K-12 / Ages Birth-21)

The applicant for a temporary educator eligibility (TEE) authorization has not yet met the requirements for a Colorado initial teacher license as a special education teacher or for an initial special services license or

an administrator license with a director of special education endorsement, but provides evidence of continuing enrollment in a program that will meet the requirements for that license.

4.13(1) A TEE authorization is valid for one year. Renewal is contingent upon the applicant maintaining continuous progress toward completion of the approved preparation program. When this requirement is met, a TEE authorization may be renewed twice upon application for a total of three years.

4.13(2) A TEE authorization may be issued to an applicant when:

4.13(2)(a) a Colorado school district requests the TEE authorization in order to employ as a teacher or administrator an applicant who does not yet meet licensing requirements but who meets the eligibility requirements specified below; and

4.13(2)(b) the school district provides documented evidence of a demonstrated need for specific and essential educational services that can be provided by the applicant but that would be otherwise unavailable to students due to a shortage of licensed educators with appropriate endorsement(s).

4.13(3) A special services provider who has met the minimum degree requirement necessary to practice in the chosen profession but who has not completed a national content exam or school practicum may qualify for a TEE authorization under the supervision of a Colorado professionally licensed person in the same discipline.

4.13(4) The applicant for a TEE must meet the requirements outlined in 4.13(3) or be entered into an approved special education preparation program offered by an accepted institution of higher education.

4.13(4)(a) TEE applicants with a special education endorsement must:

4.13(4)(a)(i) hold a bachelor's degree from an accepted institution of higher education; and

4.13(4)(a)(ii) be enrolled in an approved program of preparation or a special education director preparation program offered by an accepted institution of higher education. In the program, the teacher must:

4.13(4)(a)(ii)(A) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction;

4.13(4)(a)(ii)(B) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and

4.13(4)(a)(ii)(C) demonstrate satisfactory progress toward full licensure. Ways to demonstrate satisfactory progress include, but are not limited to, submission of transcripts demonstrating movement toward the completion of the educator preparation or degree program and/or attempting to pass the required content exam.

4.13(5) The employing school district may provide an induction program for an individual on a TEE authorization as specified in sections 8.00 and 9.00 of these rules.

4.13(5)(a) If an induction program is completed while holding such an authorization, it may be applied toward meeting the requirements for a Colorado professional educator license.

4.13(5)(b) If an induction program is completed satisfactorily and the requirements for a Colorado initial license are being completed by the applicant while holding a TEE authorization, the applicant may apply for and be issued a professional license.

4.14 Educational Interpreter Authorization (Ages Birth-21)

The educational interpreter authorization allows a school district to employ a person to provide teaching and interpreting services for students who are deaf or hard of hearing.

4.14(1) An educational interpreter authorization is valid for five years and may be renewed for succeeding five-year periods upon application and submittal of documented evidence of completion of 4 semester hours of professional development or its equivalent of 60 contact/clock-hours in educational interpreter content.

4.14(2) The applicant must provide documented evidence of:

4.14(2)(a) an associate's or higher degree in educational interpreting or a related field;

4.14(2)(b) a certificate of completion for the Educational Interpreter Performance Assessment (EIPA) written exam;

4.14(2)(c) successful performance on one or more of the following professional skill assessments:

4.14(2)(c)(i) for sign language interpreters, a score of 3.5 or higher on the EIPA or current certification with the Registry of Interpreters for the Deaf (RID);

4.14(2)(c)(ii) for cued speech transliterators, a score of 4.0 or higher on the EIPA-Cued Speech exam or a passing score on the Cued Language Transliterator National Certification Exam (CLTNCE)

4.14(2)(c)(iii) for oral interpreters, a current Oral Transliteration Certificate (OTC) from RID.

4.14(2)(d) demonstration of the following competencies:

4.14(2)(d)(i) effectively analyze communication for the speaker's style, affect, register and overall prosodic and coherence markers;

4.14(2)(d)(ii) effectively manage the interpreting process in order to produce a linguistically appropriate representation of classroom communication, as based on student ability and the individualized education plan (IEP) goals;

4.14(2)(d)(iii) manage the process for effectively switching from one speaker and mode to another;

4.14(2)(d)(iv) utilize attending and interrupting techniques effectively, based on culturally appropriate methods and classroom protocol; and

4.14(2)(d)(v) effectively apply knowledge of:

- 4.14(2)(d)(v)(A) cognitive processes associated with consecutive and simultaneous interpreting, and the implication of each for interpreting classroom discourse;
 - 4.14(2)(d)(v)(B) the differences between classroom discourse and conversational discourse, and the implication of those differences in the interpreting process;
 - 4.14(2)(d)(v)(C) communication processes with inclusive students who are deaf or hard-of-hearing as related, but not limited to, issues of taking turns, avoiding overlap of speaking/signing processes, challenges associated with the use of multimedia and uncaptioned materials; and
 - 4.14(2)(d)(v)(D) classroom subject matter concepts and associated vocabulary and terminology.
- 4.14(3) The educational interpreter is knowledgeable about the educational process with inclusive students who are deaf or hard-of-hearing and is able to:
- 4.14(3)(a) identify and communicate information about current concepts, practices, issues and trends relevant to interpreting in a public school setting; and
 - 4.14(3)(b) demonstrate awareness of current publications, resources, legislation and educational materials related to interpreting in K-12 settings.
- 4.14(4) The educational interpreter is knowledgeable about audition and is able to:
- 4.14(4)(a) demonstrate basic knowledge of degrees of hearing loss and the varying effects on language and speech development, and the implication of those effects on the interpreting process;
 - 4.14(4)(b) demonstrate basic knowledge of personal and classroom amplification systems, their benefits and limitations, and the impact of such systems on the interpreting process; and
 - 4.14(4)(c) demonstrate the ability to conduct basic trouble-shooting for hearing aids, cochlear implants and FM systems.
- 4.14(5) The educational interpreter is knowledgeable about the roles of the educational team members and is able to:
- 4.14(5)(a) communicate specific professional roles, functions and formal and informal relationships related to various responsibilities such as, but not limited to, interpreting, tutoring, aiding and consulting;
 - 4.14(5)(b) articulate and demonstrate techniques for collaborative problem-solving and decision-making among professionals working with students who are deaf or hard-of-hearing;
 - 4.14(5)(c) demonstrate respect for differences in students and families;
 - 4.14(5)(d) provide input to IEP development and assist in implementing IEP strategies, as related to educational interpreting; and
 - 4.14(5)(e) identify and gain access to resources relevant to sign language communication, interpreting and deafness-related topics.

- 4.14(6) The educational interpreter is knowledgeable about curriculum, teaching and tutoring methods and is able to:
- 4.14(6)(a) demonstrate and apply knowledge of instructional strategies/techniques relevant to the tutoring of elementary and secondary students in general education courses; and
 - 4.14(6)(b) articulate and demonstrate ways to collaborate with teachers regarding individualized modifications to and/or adaptation of materials, the curriculum and the learning environment to address the language and auditory competencies of students who are deaf or hard-of-hearing.
- 4.14(7) The educational interpreter is knowledgeable about child development and is able to:
- 4.14(7)(a) articulate the psychological, sociological and physiological development of students with normal hearing and students with a hearing loss as related to interpreting and tutoring;
 - 4.14(7)(b) discuss the potential impact of hearing loss on processing, motor, visual language and cognitive development, as related to interpreting and tutoring;
 - 4.14(7)(c) as part of the educational team, discuss common medical conditions and medications which may impact performance in the classroom when related to interpreting and tutoring;
 - 4.14(7)(d) effectively communicate about spoken language and sign language development and of the implications for the interpreting process;
 - 4.14(7)(e) articulate the relationships between language, cognition, literacy and academic content areas and the implications for the interpreting process; and
 - 4.14(7)(f) monitor personal sign language use with regard to flexibility and adaptability to match the student's mode of communication, as designated on the IEP.
- 4.14(8) The educational interpreter is knowledgeable about meeting the social and emotional needs of students who are deaf or hard-of-hearing and is able to:
- 4.14(8)(a) demonstrate techniques that educators might use in creating a positive and effective learning environment, conducive to the encouragement of achievement;
 - 4.14(8)(b) demonstrate the fostering of independence in students who utilize an interpreter; and
 - 4.14(8)(c) acquire and use available resources relevant to the experience, self-awareness and identity of students who are deaf or hard-of-hearing.

4.15 Junior Reserve Officer Training Corps (JROTC) Instructor Authorization (Grades 9-12)

A JROTC instructor authorization may be issued to allow a person to instruct a JROTC unit hosted by a school district.

- 4.15(1) The JROTC Instructor Authorization must be valid for five years and may be renewed upon application and submittal of documented evidence of service-specific JROTC recertification, successful completion of a service-specific JROTC recertification course or other requirements as may be stipulated by the applicable branch of military service.

- 4.15(2) Applicants must provide documented evidence of JROTC certification based upon successful acquisition of service-specific JROTC program director certification or completion of specific-service JROTC preparation program requirements including, but not limited to, completion of a service-specific JROTC certification training program.

4.16 Adult Basic Education Authorization

An adult basic education authorization allows a person to work as an adult basic education instructor in an adult education program operated by a school district before, during or after regular school hours,

- 4.16(1) An adult basic education authorization may be issued to an applicant who:

4.16(1)(a) holds an earned associate's or higher degree from an accepted institution of higher education or accredited community, technical or junior college; and

4.16(1)(b) has submitted an application for an adult basic education authorization, which includes:

4.16(1)(b)(i) a copy of an official degree-conferred transcript; and

4.16(1)(b)(ii) evidence of the completion of adult basic education coursework, including:

4.16(1)(b)(ii)(A) a copy of an official transcript from an accepted institution of higher education or accredited community, technical, or junior college showing the completion of adult basic education coursework within the seven years immediately preceding the date of application, specifically: Introduction to adult education; planning and delivering instruction to adult learners; teaching adult basic education/adult secondary education; and teaching English as a second language (ESL) to adults

4.16(1)(b)(ii)(B) Applicants who have not completed the courses specified in rule 4.16(1)(b)(ii)(A), but who have completed adult basic education coursework, may substitute evidence of completion of other adult basic education coursework in lieu of an official transcript showing completion of courses specified in rule 4.16(1)(b)(ii)(A). In order to substitute coursework under this rule 4.16(b)(ii)(B), the applicant must complete and submit the department's equivalency form and copies of official transcripts from an accepted institution of higher education or accredited community, technical, or junior college showing coursework completed within the seven years immediately preceding the date of application. The department will determine whether the coursework is equivalent and qualifies for this substitution; or

4.16(1)(b)(iii) Applicants who have not met the requirements as specified in 4.16(b)(ii), evidence of experience, including:

4.16(b)(ii)(A) documentation illustrating 750 hours of performance of adult basic education instruction, adult secondary education instruction and/or ESL instruction to adults; and

4.16(b)(iii)(B) completion of the department's observation form, which includes observations of the applicant's instruction and competencies in adult basic education. The observation form must be completed by a qualified observer as determined by the department.

4.16(2) An adult basic education authorization is valid for five years and may be renewed for succeeding five-year periods upon application to an applicant who:

4.16(2)(a) submits evidence of participation in 90 contact hours of adult education instructor professional development completed within the period of time for which the authorization was issued;

4.17 Principal Authorization (Grades K-12)

A principal authorization may be issued to a person who does not hold or may not qualify for an initial principal license but who holds an earned bachelor's or higher degree from an accepted institution of higher education and who will be employed by a district, charter school or nonpublic school under an individualized alternative principal preparation program if the program is approved by the State Board of Education. A school district may employ a person who holds a principal authorization to perform the duties of a principal or assistant principal or like duties in a school only when the person who holds the authorization is under the supervision of a Colorado professional principal license-holder.

4.17(1) A principal authorization must be valid for three years and may not be renewed.

4.17(2) To receive a principal authorization, an applicant in collaboration with a school district, charter school, nonpublic school or the institute must submit to the department of education documentation that includes:

4.17(2)(a) the coursework, practicum and other educational requirements identified by the school district, charter school, nonpublic school or the institute that will comprise the individualized alternative principal program and that will be completed while the candidate is employed under the principal authorization. The district, charter school, nonpublic school or institute may work with an approved governmental, nonprofit or for-profit entity in designing and implementing the individualized alternative principal program; and

4.17(2)(b) a letter from the collaborating school district, charter school or nonpublic school stating the district's, charter school's or nonpublic school's intention to employ the applicant as a principal, an assistant principal or in a principal-like position (such as dean of students) upon issuance of the principal authorization.

4.17(3) At a minimum, an individualized alternative principal program must ensure that:

4.17(3)(a) the candidate will attain the information, experience, training and skills comparable to the information, experience, training and skills possessed by a person who qualifies for an initial principal license as provided in section 22-60.5-301(1)(a), C.R.S.;

4.17(3)(b) upon completion, the candidate will be able to provide documented evidence of having met or surpassed the principal quality standards cited in section 6.00 of these rules;

4.17(3)(c) the candidate will receive coaching and mentoring from one or more licensed principals and administrators, as well as continuing performance-based assessment of the candidate's skills development;

4.17(3)(c)(i) except that, if the person participates in a nonpublic school's individualized alternative principal program approved by the State Board of Education, the person must receive coaching and mentoring from one or more principals and administrators who have three or more years of experience in a nonpublic school.

- 4.17(3)(d) the candidate demonstrates professional competencies using quality standard measures in subject matter areas as specified by rule of the State Board pursuant to section 22-60.5-303, C.R.S.
- 4.17(3)(d) the candidate receives information and training on special education regulations as outlined in 22-60.5-11(14)(c)(IV)4.17(4) If the state board determines that the individualized alternative principal program meets the requirements specified in section 4.17(3), the state board must approve the individualized alternative principal program, and the department of education must issue the principal authorization to the applicant.
- 4.17(5) Upon successful completion of an individualized alternative principal program, if the principal authorization-holder has three or more years of licensed experience in a school, that person may apply for a Colorado initial principal license.
- 4.17(6) Upon successful completion of an individualized alternative principal program, if the candidate has also successfully completed an induction program while under a principal authorization, the candidate may apply for a professional principal license.

4.18 Native American Language & Culture Instructor Authorization (Grades K-12)

A Native American language and culture instructor authorization may be issued to a person to provide instruction in the Native American language and culture for which the person has demonstrated expertise.

- 4.18(1) The Native American language and culture instructor authorization must be valid for five years and may be renewed for succeeding five-year periods, upon application and at the request of the school district and with documented evidence of continuing need, to an applicant who:
- 4.18(1)(a) qualifies for an adjunct instructor authorization as specified in section 4.01 of these rules; or
- 4.18(1)(b) has demonstrated expertise in a Native American language of a federally recognized tribe by:
- 4.18(1)(b)(i) providing evidence of demonstrated expertise in a Native American language of a federally recognized tribe as verified by the employing school district;
- 4.18(1)(b)(ii) identifying a partnering, licensed teacher as verified by the employing school district;
- 4.18(1)(b)(iii) meeting the following objective standards as verified by the employing school district:
- 4.18(1)(b)(iii)(A) is able to listen, speak, read and write the Native American language identified at a proficient level for the purposes of interpersonal, interpretive and presentational communication;
- 4.18(1)(b)(iii)(B) is knowledgeable about the language and related culture, can describe their interrelationships and is able to articulate to students, other educators and interested stakeholders:
- 4.18(1)(b)(iii)(B)(I) perspectives related to historic and contemporary ideas, attitudes and values of the members of Native American society, their history and the language(s) they speak;

4.18(1)(b)(iii)(B)(II) the practices within a society that are based on historical, geographical and sociological influences representative of the culture of the Native American language being taught;

4.18(1)(b)(iii)(B)(III) the contributions and achievements of the culture to the fields of literature, the arts, science, mathematics, business, technology and other related and appropriate areas;

4.18(1)(b)(iii)(B)(IV) the geographic, economic, social and political features of traditional and contemporary cultures associated with the Native American language being taught; and,

4.18(1)(b)(iii)(C) is able to create a learning environment that accepts, encourages and promotes the culture and language that Native American language speakers bring into the classroom.

4.18(2) A holder of a Native American language and culture instruction authorization is prohibited from teaching any subject other than the Native American language for which he or she has demonstrated expertise.

5.00 Teacher and Special Services Provider Licensure Standards (Teacher Quality Standards)

In addition to a demonstrated understanding of the Colorado Academic Standards, the Colorado Reading To Ensure Academic Development Act (Colorado READ Act), the adherence to strict data privacy and security practices, information and training on special education regulations as outlined in 23-1-121(2)(c.7), C.R.S. and the understanding of professional practices to address multiple pathways for students to be postsecondary and workforce ready as outlined in sections 22-2-106, 22-2-136, 22-7-1003(15) and 22-32-109, C.R.S., the following must serve as standards for authorization of program content for educator preparation programs and licensing of all teacher education candidates in Colorado.

5.01 Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, the arts, physical education or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in the content area(s) in which the teacher is endorsed.

5.01(1) ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

5.01(2) ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.

5.01(3) ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught.

5.02 Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

5.02(1) ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

- 5.02(2) ELEMENT B: Teachers demonstrate an awareness of, a commitment to and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.
- 5.02(3) ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.
- 5.02(4) ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.
- 5.03 Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
- 5.03(1) ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social and emotional development of their students.
- 5.03(2) ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction.
- 5.03(3) ELEMENT C: Teachers integrate and utilize appropriate, available technology to engage students in authentic learning experiences.
- 5.03(4) ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.
- 5.03(5) ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.
- 5.03(6) ELEMENT F: Teachers model and promote effective communication.
- 5.04 Quality Standard IV: Teachers demonstrate professionalism through ethical conduct, reflection and leadership.
- 5.04(1) ELEMENT A: Teachers demonstrate high standards for professional conduct.
- 5.04(2) ELEMENT B: Teachers link professional growth to their professional goals.
- 5.04(3) ELEMENT C: Teachers are able to respond to a complex, dynamic environment.
- 5.04(4) ELEMENT D: Teachers demonstrate leadership in their school, the community and the teaching profession.

Special Services Provider Standards

The following must serve as standards for authorization of program content for educator preparation programs and licensing of all special services provider candidates in Colorado. Colorado has identified nine categories of special services providers (referred to as other licensed personnel in law and state board rules). 1 CCR 301-101 further outlines the quality standards and elements applicable to all special services provider groups, including:

- School Audiologist
- School Occupational Therapist
- School Physical Therapist

- School Counselor
 - School Nurse
 - School Orientation and Mobility Specialist
 - School Psychologist
 - School Social Worker
 - School Speech-Language Pathologist
- 5.05 Quality Standard I: Special services providers demonstrate mastery of and expertise in the domain for which they are responsible.
- 5.05(1) ELEMENT A: Special services providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.
- 5.05(2) ELEMENT B: Special services providers demonstrate knowledge of effective services that reduce barriers to and support learning.
- 5.05(3) ELEMENT C: Special services providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.
- 5.06 Quality Standard II: Special services providers support or establish safe, inclusive and respectful learning environments for a diverse population of students.
- 5.06(1) ELEMENT A: Special services providers foster a safe and accessible learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.
- 5.06(2) ELEMENT B: Special services providers understand and respond to diversity within the home, school and community.
- 5.06(3) ELEMENT C: Special services providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.
- 5.06(4) ELEMENT D: Special services providers work collaboratively with the families and/or significant adults for the benefit of students.
- 5.07 Quality Standard III: Special services providers plan and deliver effective services in an environment that facilitates learning for their students.
- 5.07(1) ELEMENT A: Special services providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social and emotional development of their students.
- 5.07(2) ELEMENT B: Special services providers utilize formal and informal assessments to inform planning and service delivery.
- 5.07(3) ELEMENT C: Special services providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.
- 5.07(4) ELEMENT D: Special services providers establish and communicate high expectations and use strategies to support the development of critical-thinking and problem-solving skills and self-advocacy.

- 5.07(5) ELEMENT E: Special services providers develop and implement services related to student needs, learning and progress towards goals.
- 5.07(6) ELEMENT F: Special services providers model and promote effective communication.
- 5.08 Quality Standard IV: Special services providers demonstrate professionalism through ethical conduct, reflection and leadership.
 - 5.08(1) ELEMENT A: Special services providers demonstrate high standards for ethical and professional conduct.
 - 5.08(2) ELEMENT B: Special services providers link professional growth to their professional goals.
 - 5.08(3) ELEMENT C: Special services providers respond to a complex, dynamic environment.
 - 5.08(4) ELEMENT D: Special services providers demonstrate leadership and advocacy in the school, the community and their profession.

English Language Learner Educator and Special Services Provider Standards

In order to ensure that all Colorado educators are well-equipped and able to teach Colorado's diverse student population, all educator pre-service programs including approved programs of preparation at Colorado institutions of higher education and Colorado designated agencies providing alternative teacher programs must ensure the following standards are fully taught, addressed and practiced in their programs. The following standards equate to approximately six semester hours or the equivalent of 90 clock-hours.

Note: The following standards are to supplement, not supplant, the culturally and linguistically diverse (CLD) endorsement. These standards can and should be aligned to the CLD endorsement standards as noted in 1 CCR 301-101 if the educator preparation entity is seeking to graduate students with dual endorsements in a content area and in CLD.

- 5.09 Quality Standard I: Educators are knowledgeable about CLD populations
 - 5.09(1) ELEMENT A: Educators are knowledgeable in, understand and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.
 - 5.09(2) ELEMENT B: Educators are knowledgeable in, understand and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.
- 5.10 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.
 - 5.10(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.
 - 5.10(2) ELEMENT B: Educators are knowledgeable of, understand and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.
- 5.11 Quality Standard III: Educators should understand literacy development for CLD students.

- 5.11(1) ELEMENT A: Educators are knowledgeable in, understand and able to apply the major theories, concepts and research related to literacy development for CLD students
- 5.11(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.
- 5.12 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials and assessment for CLD students.
 - 5.12(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.
 - 5.12(2) ELEMENT B: Educators are knowledgeable in, understand and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

6.00 Principal Licensure Standards (Principal Quality Standards)

A principal must demonstrate an understanding of the Colorado Academic Standards, the Colorado Reading To Ensure Academic Development Act (Colorado READ Act), the adherence to strict data privacy and security practices, information and training on special education regulations as outlined in 23-1-121(2)(c.7), C.R.S. and the understanding of professional practices to address multiple pathways for students to be postsecondary and workforce ready as outlined in sections 22-2-106, 22-2-136, 22-7-1003(15) and 22-32-109, C.R.S. Additionally, the following standards must guide the development of the content of principal preparation programs offered by accepted institutions of higher education and individualized alternative principal programs, and as a standard for the ongoing professional development of these educators.

6.01 Quality Standard I: Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources and aligning systems of communication for continuous school improvement.

- 6.01(1) ELEMENT A: Principals collaboratively develop the vision, mission and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.
- 6.01(2) ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.
- 6.01(3) ELEMENT C: Principals establish and effectively manage systems that ensure high-quality staff.
- 6.01(4) ELEMENT D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.
- 6.01(5) ELEMENT E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.

6.02 Quality Standard II: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff and community.

- 6.02(1) ELEMENT A: Principals create a professional school environment and foster relationships that promote staff and student success and well-being.
- 6.02(2) ELEMENT B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.
- 6.02(3) ELEMENT C: Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.
- 6.02(4) ELEMENT D: Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.
- 6.02(5) ELEMENT E: Principals design and/or utilize structures and processes which result in family and community engagement and support.

6.03 Quality Standard III: Principals demonstrate instructional leadership by: aligning curriculum, instruction and assessment; supporting professional learning; conducting observations; providing actionable feedback; and holding staff accountable for student outcomes.

- 6.03(1) ELEMENT A: Principals establish, align and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments and use of student data that result in academic growth and achievement for all students.
- 6.03(2) ELEMENT B: Principals foster a collaborative culture of job-embedded professional learning.
- 6.03(3) ELEMENT C: Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.
- 6.03(4) ELEMENT D: Principals hold all staff accountable for setting and achieving measurable student outcomes.

6.04 Quality Standard IV: Principals demonstrate professionalism through ethical conduct, reflection and external leadership.

- 6.04(1) ELEMENT A: Principals demonstrate high standards for professional conduct.
- 6.04(2) ELEMENT B: Principals link professional growth to their professional goals.
- 6.04(3) ELEMENT C: Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning and student well-being.

6.05 English Language Learner Principal Standards

In order to ensure that all Colorado school-based leaders are well-equipped and able to support Colorado educators in teaching the state's diverse student population, all principal pre-service programs including approved programs of preparation at Colorado institutions of higher education and individualized alternative principal programs must ensure the standards outlined in sections 5.09 to 5.12 of these rules are fully taught, addressed and practiced in their programs.

6.06 Administrator Licensure Standards

An administrator applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education, must have completed an approved administrator program and must have demonstrated the competencies specified below:

6.06(1) In addition to knowledge of and the ability to demonstrate the requirements in sections 6.01 - 6.05 (Principal Quality Standards) of these rules, the following administrator rules describe competencies over and above the building leadership level found in 6.01-6.05 to lead at the district level.

6.06(1)(a) Administrators demonstrate organizational leadership, including responsibility for:

- 6.06(1)(a)(i) district/program vision, mission and strategic plan;
- 6.06(1)(a)(ii) continual and sustainable district/program improvement;
- 6.06(1)(a)(iii) recruitment, development, supervision, evaluation and retention of high-quality personnel;
- 6.06(1)(a)(iv) district and community partnerships;
- 6.06(1)(a)(v) communication with internal and external stakeholders;
- 6.06(1)(a)(vi) fiscal and resource management, as well as resource-development strategies; and
- 6.06(1)(a)(vii) compliance with policies, laws, rules and regulations.

6.06(1)(b) Administrators demonstrate inclusive leadership practices and systems that include responsibility for:

- 6.06(1)(b)(i) coherent systems of teaching, learning and leading, including curricular and extra-curricular activities;
- 6.06(1)(b)(ii) positive culture and climate for staff and student success and well-being;
- 6.06(1)(b)(iii) safe and orderly environments for the protection and welfare of all;
- 6.06(1)(b)(iv) equitable and inclusive practices to address diverse student populations and needs;
- 6.06(1)(b)(v) systems for collaborative and distributed leadership; and
- 6.06(1)(b)(vi) family and community engagement.

6.06(1)(c) Administrators demonstrate instructional leadership that includes responsibility for:

- 6.06(1)(c)(i) aligned systems of curriculum, instruction and assessment;
- 6.06(1)(c)(ii) professional learning for all staff that supports student learning;
- 6.06(1)(c)(iii) student outcomes for growth, achievement, engagement and post-secondary and workforce readiness; and

6.06(1)(c)(iv) continuous improvement accountability systems (goal setting, data-informed decisions, multi-tiered systems of support and research-based practices)

6.06(1)(d) Administrators demonstrate professionalism that includes responsibility for:

6.06(1)(d)(i) ethical behavior and professional norms;

6.06(1)(d)(ii) professional learning, continuous growth and ongoing reflection;

6.06(1)(d)(iii) conflict resolution, problem solving and decision making;

6.06(1)(d)(iv) board-administrator relationships;

6.06(1)(d)(v) partnerships with internal stakeholders and external organizations; and

6.06(1)(d)(vi) democratic and civic participation and advocacy.

6.07 English Language Learner Administrator Standards

In order to ensure that all Colorado school-based leaders are well equipped and able to support Colorado educators in teaching the state's diverse student population, all administrator pre-service programs including approved programs of preparation at Colorado institutions of higher education must ensure the standards outlined in Sections, 5.09 to 5.12 of these rules are fully taught, addressed and practiced in their programs.

6.08 Standards for Professional Competencies for an Initial Administrator License with a Director of Special Education Endorsement

In addition to knowledge of and the ability to demonstrate the requirements in section 6.06 (Administrator Quality Standards) of these rules, the following standards must be addressed by a director of special education initial preparation program offered by accepted institutions of higher education and as standards for the ongoing professional development of these educators. The specific performance indicators for each of these standards must be described in "Performance Indicators for Professional Competency Standards" issued by the Colorado Department of Education.

- 6.09 Quality Standard I – Foundations for Leadership: The director of special education must have a solid foundation for leadership by (a) demonstrating a comprehensive knowledge of special education organization, programs, laws and best practices, and by (b) setting high standards and a positive direction for special education consistent with the values, mission and vision of the state and administrative unit.
- 6.10 Quality Standard II – Special Education and School Systems: The director of special education must demonstrate knowledge of organizational culture, apply a systems approach to the development of special education programs and processes and facilitate effective system change.
- 6.11 Quality Standard III – Law and Policy: The director of special education must be knowledgeable about and able to apply relevant federal and state statutes, regulations, case law and policies that impact all children, including those with disabilities.
- 6.12 Quality Standard IV – Instructional Leadership: The director of special education must be able to integrate general education and special education, including curriculum, instructional strategies, assessments and individualized instruction in support of academic achievement for all children, including those with disabilities.

- 6.13 Quality Standard V – Program Planning and Organization: The director of special education must be able to evaluate the efficacy and efficiency of special education programs, facilities, services and monitoring systems and able to use the evaluation data to improve the programs and services for all children, including those with disabilities.
- 6.14 Quality Standard VI – Human Resource Functions: The director of special education must have the knowledge and ability to recruit, retain and evaluate qualified personnel in order to effectively implement programs and services for all children, including those with disabilities.
- 6.15 Quality Standard VII – Parent, Family and Community Engagement: The director of special education must be knowledgeable about and able to facilitate partnerships and engage parents, families and communities in the implementation of special education programs and delivery of special education services.
- 6.16 Quality Standard VIII – Budget and Resources: The director of special education must be knowledgeable about and able to demonstrate school district budgeting and resource allocation, including those related to special education.
- 6.17 Standards for Professional Competencies for an Initial Administrator License with a Director of Gifted Education Endorsement.**
- 6.18 The applicant for an administrator license with an endorsement as a director of gifted education must:
- 6.18(1) hold a master's or higher degree in gifted education, or demonstrate knowledge and application of standards for the specialist, from an accepted institution of higher education.
 - 6.18(2) have a minimum of two years' full-time experience working with students with exceptional academic and talent aptitude.
 - 6.18(3) have completed an approved program for the preparation of directors of gifted education which includes a supervised field-based experience.
 - 6.18(4) meet the professional competencies outlined below:

In addition to knowledge of and the ability to demonstrate the requirements in section 6.06 (Administrator Quality Standards) of these rules, the following standards must be addressed by the director of gifted education initial preparation program offered by accepted institutions of higher education and as standards for the ongoing professional development of these educators. The director of gifted education must demonstrate the performance indicators specific to gifted education and the "Performance Indicators for Professional Competency Standards" issued by the Colorado Department of Education.

- 6.19 Quality Standard I - Foundations for Leadership: The director of gifted education demonstrates knowledge about professional leadership and the responsibilities of ethical leadership, and provides support for educators, students, family, and community members to effectively address outcomes for gifted learners. The director is able to demonstrate comprehensive knowledge of gifted education organization, programs, laws and best practices and the ability to set high standards and a positive direction for gifted education consistent with values, mission and vision of the state and administrative unit. The director of gifted education is able to:
- 6.19(1) ELEMENT A: demonstrate methods to develop vision, mission, goals and design for gifted education programs.

- 6.19(2) ELEMENT B: demonstrate the ability to bring together stakeholders to implement general program and gifted-student goals and best practices in gifted education.
 - 6.19(3) ELEMENT C: implement collaborative decision-making strategies, as appropriate.
 - 6.19(4) ELEMENT D: apply knowledge of models and practices in change theory for improvement efforts.
 - 6.19(5) ELEMENT E: demonstrate ability to define, advocate and make changes with regard to issues in gifted education.
- 6.20 Quality Standard II - Gifted Education and School Systems: The director of gifted education must demonstrate knowledge of organizational culture, apply a systems approach to the development of gifted education programs and implement processes in order to facilitate effective system change. The director of gifted education is able to:
- 6.20(1) ELEMENT A: demonstrate understanding of how systems within a district or administrative unit influence gifted-student instruction and performance.
 - 6.20(2) ELEMENT B: demonstrate knowledge and provide evidence of fostering a school and community culture that supports gifted-student programming within and outside the school setting.
 - 6.20(3) ELEMENT C: apply a systems approach for developing gifted programs to enhance integrated support and service to gifted students and their families.
- 6.21 Quality Standard III - Law and Policy: The director of gifted education must have comprehensive knowledge and the ability to apply state and federal laws, regulations, case law and policies that impact all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:
- 6.21(1) ELEMENT A: demonstrate proficiency in gifted education policy, regulations, case law and federal programs supporting key instructional needs of gifted students.
 - 6.21(2) ELEMENT B: identify needs and recommend and promote new guidelines or regulations through the district or state system of policy development.
 - 6.21(3) ELEMENT C: clarify law and regulations for all stakeholders.
 - 6.21(4) ELEMENT D: ensure implementation of privacy laws and district policy regarding confidentiality of advanced learning plans, student records and data.
 - 6.21(5) ELEMENT E: develop, revise and/or make recommendations to amend school board or administrative unit policy to match reformed laws and regulations.
- 6.22 Quality Standard IV - Instructional Leadership: The director of gifted education must be able to blend the resources of general and gifted education for the positive benefit of gifted students. The director must be knowledgeable about best practices for gifted learners including specialized curriculum, effective instructional strategies, assessments, social-emotional/affective support and individualized instruction that most effectively address outcomes for individual gifted students. The director of gifted education is able to:
- 6.22(1) ELEMENT A: demonstrate knowledge of and support for current required identification methods and procedures.

- 6.22(2) ELEMENT B: interpret and share data to increase the identification of under-identified, underserved populations and align professional development initiatives to need.
- 6.22(3) ELEMENT C: understand models of differentiation, acceleration and research-based instructional practices that support rigor, challenge, depth and complexity in instruction and assessment for gifted students.
- 6.22(4) ELEMENT D: provide evidence of methods to establish high expectations for all gifted students and families, including underserved populations and twice-exceptional learners.
- 6.22(5) ELEMENT E: monitor standards-based advanced learning plans (ALPs) in order to ensure alignment of programming options to gifted student needs.
- 6.22(6) ELEMENT F: demonstrate knowledge of the importance and ways of blending effective and instructional needs of gifted students within a school system.
- 6.22(7) ELEMENT G: support and defend gifted education initiatives within the general education setting in order to extend and individualize learning opportunities for exceptional learners.
- 6.23 Quality Standard V - Program Planning and Organization: The director of gifted education is able to evaluate the efficacy and efficiency of gifted education programing, delivery settings, services and monitoring systems and use evaluation data to improve the programs and services for all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:
 - 6.23(1) ELEMENT A: design and implement needs-assessments and use data to inform restructuring or adjustments to gifted programs.
 - 6.23(2) ELEMENT B: develop and implement action plans for gifted education based upon student outcomes, challenges, root causes, improvement strategies and benchmarks.
 - 6.23(3) ELEMENT C: demonstrate knowledge of effective, research-based gifted education models and practices that have positive impacts on gifted students.
 - 6.23(4) ELEMENT D: support and/or build gifted programs that effectively embed district and alternative pathways to college and career outcomes.
- 6.24 Quality Standard VI - Human resource functions: The director of gifted education must have the knowledge and ability to recruit, retain, supervise and evaluate qualified personnel in order to effectively implement programs and services for all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:
 - 6.24(1) ELEMENT A: demonstrate understanding of educator effectiveness standards to observe, reflect upon and evaluate teachers of gifted students.
 - 6.24(2) ELEMENT B: design ongoing professional development that increases the capacity of educators to understand and address the learning and affective needs of gifted students.
 - 6.24(3) ELEMENT C: promote an understanding and sensitivity toward culture, ethnicity and diversity of language within staff and student body.
 - 6.24(4) ELEMENT D: demonstrate understanding of skills and knowledge necessary for educators to provide for specific needs of gifted and talented students through alignment of programming options and expectations to address individual gifts and talents.

- 6.25 Quality Standard VII - Parent, Family and Community Partnership: The director of gifted education is knowledgeable about effective communication, decision-making, problem-solving and conflict-resolution strategies. The director must have the knowledge and ability to facilitate partnerships and engage parents, families, educators, administrators, students and communities in the implementation of gifted education programs and the delivery of gifted education programming services. The director of gifted education is able to:
- 6.25(1) ELEMENT A: promote understanding, resolve conflicts and build consensus for improving gifted programs and services for gifted students.
 - 6.25(2) ELEMENT B: develop the infrastructure to include parent, family and community in gifted education program elements.
 - 6.25(3) ELEMENT C: apply methods and systems to maximize parent and family involvement in advanced learning plans and gifted school/district engagement.
 - 6.25(4) ELEMENT D: implement family partnership practices that support gifted student achievement and school involvement.
 - 6.25(5) ELEMENT D: cooperatively develop and share a vision for the district or administrative unit that supports and promotes gifted education.
- 6.26 Quality Standard VIII - Budget and Resources: The director of gifted education must be knowledgeable about and able to budget and allocate resources related to gifted education. The director of gifted education is able to:
- 6.26(1) ELEMENT A: develop and manage a gifted education budget including the facilitation of stakeholders in a collaborative budget development process.
 - 6.26(2) ELEMENT B: leverage resources for gifted education within school systems.
 - 6.26(3) ELEMENT C: provide evidence of district budgeting procedures that address state requirements.
 - 6.26(4) ELEMENT D: conduct research and needs assessments in order to accurately identify specific budget needs and promote initiatives for gifted education funding through grants and other funding opportunities.

7.00 Renewal of Colorado Licenses

The following must serve as standards for the renewal of initial and professional licenses and master certificates and endorsements thereon.

7.01 Initial Licenses

An initial teacher, special services provider, principal or administrator license and endorsements may be renewed once for a period of three years for applicants who have not completed the requirements for a professional license as specified in sections 3.05 through 3.07 of these rules. The State Board of Education may renew the license-holder's initial license for one or more additional three-year periods upon showing of good cause if the holder is unable to complete an approved induction program for reasons other than incompetence. A renewal request must include a complete application for renewal, payment of the required fee, and a statement concerning the circumstances related to the applicant's inability to complete the induction program.

7.02 Professional Licenses

A professional teacher, special services provider, principal or administrator license and endorsements may be renewed for a period of five years upon submission of a complete application for renewal, the required fee and completion of professional development activities that meet the requirements of this rule 7.02. To be eligible to renew a professional license, the holder must complete such activities within the period of time for which the professional license is valid. An applicant for renewal must meet the following requirements:

7.02(1) Professional development activities: An educator requesting license renewal must complete professional development activities equivalent to six semester hours or 90 contact hours. Applicants must electronically submit an affidavit attesting to the completion of applicable professional development. Such activities must be related to increasing the license-holder's competence in his or her existing or potential endorsement area or to increasing the licensee's skills and competence in delivery of instruction in his or her existing or potential endorsement area, in the teaching of evidence-based practices for teaching reading, literacy or in cultural and linguistic education, and may be selected from one or more of the following:

7.02(1)(a) In-service education: A Colorado school district or BOCES are approved entities for in-service education programs. One semester hour of credit may be granted for every 15 contact hours of participation.

7.02(1)(b) College or university credit: College or university credit may be earned from accepted institutions of higher education or accepted community, technical or junior colleges. Courses must be directly related to the standards for professional development as provided in section 7.02 of these rules. Copies of official transcripts may be submitted in addition to the signed affidavit form as evidence of completion of college credit. Though submittal of official transcripts is not required, the Department may audit to verify college or university credit.

7.02(1)(c) Educational travel: Educational travel must be directly applicable to the endorsement area of the license-holder as documented by the license-holder and accompanied by supervisor verification. One semester hour of credit may be granted for every 15 contact hours of involvement. Travel time to and from the intended destination must not be included in the hours accumulated.

7.02(1)(d) Involvement in school and/or district performance: One semester hour of credit may be granted for every 15 contact hours of participation. When verified by the license-holder's supervisor, activities may include, but are not limited to:

7.02(1)(d)(i) membership on school site or district accountability or improvement committee(s);

7.02(1)(d)(ii) curriculum, standards or assessment development or implementation in the license-holder's endorsement content area;

7.02(1)(d)(iii) the implementation of standards;

7.02(1)(d)(iv) the development or implementation of -evidence-based practices for teaching reading, literacy or numeracy improvement program(s); and

7.02(1)(d)(v) professional development in the area of culturally and linguistically diverse education.

7.02(1)(e) Internships/Externships: Advanced field experiences offered as part of graduate study or other professional training designed to acquire knowledge or enhance the skills of the educator may qualify as an internship. The internship must be directly related to the

standards for professional development as provided in section 7.02 of these rules. One semester hour of credit may be accepted for every 15 contact hours of participation. Official transcripts or supervisor verification must be submitted in addition to the renewal summary form as evidence of completion.

7.02(1)(f) Ongoing professional development and training experiences must occur within the license-holder's present or future endorsement content area(s) or in the areas of evidence-based practices for teaching reading, literacy or numeracy and may include, but are not limited to: attendance or presentation at professional conferences; service on statewide or national educational task forces or boards; professional research and publication; supervision of student teachers or interns; mentorships; and the pursuit of national educator certification.

7.02(2) For renewal of a professional teacher license, at least 10 of the 90 contact hours of professional development activities required for renewal must be related to:

7.02(2)(a) behavioral health training that is culturally responsive and trauma- and evidence-informed; and

7.02(2)(b) increasing awareness of laws and practices relating to educating students with disabilities in the classroom.

7.02(3) A teacher may obtain the 10 hours required by Rule 7.02(2) through any combination of courses so long as that combination includes substantiate training in both areas. A single professional development course or activity may be applied to both content requirements.

7.02(4) For renewal of a professional special services provider, principal or administrator license, at least 10 of the 90 contact hours of professional development activities required for renewal must be related to Increasing awareness of laws and practices relating to educating students with disabilities in the classroom as described in rule 7.02(2)(b).

7.02(5) Professional licensees must meet the requirement outlined in this section each five-year renewal cycle, except that a professional licensee who has less than three years left in the license renewal period on June 30, 2020 has until the end of the following applicable renewal period to satisfy the requirements.

7.02(5)(a) The behavioral health training required pursuant to Rule 7.02(2)(a) may include programs such as:

7.02(5)(a)(i) mental health first aid specific to youth and teens;

7.02(5)(a)(ii) staff development training modules concerning how to prevent teen suicide;

7.02(5)(a)(iii) interconnected systems framework for positive behavioral interventions and supports and mental health;

7.02(5)(a)(iv) training approved or provided by the school district where the teacher is employed;

7.02(5)(a)(v) training modules concerning child traumatic stress; and

7.02(5)(a)(vi) any other program or training that meets the requirements of Rule 7.02(2)(a).

- 7.02(5)(b) The training regarding students with disabilities required pursuant to Rule. 7.02(2)(b) must increase awareness of laws and practices relating to educating students with disabilities in the classroom, including but not limited to Child Find and inclusive learning environments.
- 7.02(6) Except for the activities undertaken to satisfy the requirements of Rule 7.02(2) and 7.02(4) above, activities completed for license renewal must be directly related to one or more of the following standards:
- 7.02(6)(a) knowledge of subject matter content and learning, including knowledge and application of the Colorado Academic Standards, special education laws and processes, post-secondary workforce readiness, career counseling, multi-tiered systems of support and other appropriate student-based supports;
 - 7.02(6)(b) knowledge of the Teacher and Special Services Provider Quality Standards, Principal Quality Standards and Administrator Quality Standards as outlined in sections 5.00, 6.00, and 6.06 of these rules;
 - 7.02(6)(c) knowledge of the English Language Learner Educator Standards as outlined in sections 5.09-5.12 of these rules;
 - 7.02(6)(d) knowledge of content area endorsement standards as outlined in 1 CCR 301-101;
 - 7.02(6)(e) knowledge of the standards for preparation of Special Education and Gifted Education in sections 6.08 and 6.17 of these rules;
 - 7.02(6)(f) knowledge of the Colorado Reading to Ensure Academic Development (READ) Act as outlined in 1 CCR 301-92;
 - 7.02(6)(g) effective organization and management of human and financial resources to create a safe and effective working and learning environment; and/or
 - 7.02(6)(h) awareness of warning signs of dangerous behavior and mental health in youth and situations that present a threat to the health and safety of students, and knowledge of the community resources available to enhance the health and safety of students and the school community.
- 7.02(7) Professional development activities completed by an applicant for license renewal must apply equally to renewal of any professional educator license or endorsement held by the applicant.
- 7.02(8) Upon completion of the professional development activities and within the six months prior to the expiration of the license(s) to be renewed, the applicant must submit:
- 7.02(8)(a) a complete application for license renewal including a signed affidavit in which the license-holder affirms under oath that:
 - 7.02(8)(a)(i) the license-holder satisfactorily completed the ongoing professional development activities specified in the affidavit;
 - 7.02(8)(a)(ii) the activities were completed within the term of the professional license; and
 - 7.02(8)(a)(iii) to the best of the license-holder's knowledge, the activities comply with the requirements of section 7.02 and section 22-60.5-110, C.R.S.
 - 7.02(8)(b) a statement of how the activities selected aided the educator in meeting the standards for professional educators;

- 7.02(8)(c) the required evaluation fee;
 - 7.02(8)(d) the oath required in section 2.04(2)(f) of these rules; and
 - 7.02(8)(e) a complete set of license-holder's fingerprints taken by a qualified law enforcement agency, an authorized employee of a school district or Board of Cooperative Services using fingerprinting equipment that meets the Federal Bureau of Investigation image quality standards, or any third party approved by the Colorado Bureau of Investigation, unless the applicant previously submitted a complete and approved set of fingerprints to the Colorado Bureau of Investigation and satisfactory record of this submission is on file with Colorado Department of Education.
- 7.02(9) The Department will evaluate the application and supporting evidence and renew the license, request additional information or explanation, or recommend denial of the license renewal if the requirements of section 7.02 (4) of these rules are not met.
- 7.02(10) Master certificates. Educators who hold master certificates in conjunction with professional licenses may renew the master certification by providing evidence that the ongoing professional development, leadership and demonstration of advanced competencies and expertise have continued during the validity period of the master certificate. Master certificates and the accompanying professional licenses may be renewed for a period of seven years.
- 7.02(10)(a) Professional development activities for the renewal of master certificates may include but need not be limited to: involvement in school reform efforts; service on state-wide boards or commissions; supervision of advanced-level practicum or internship students; advanced study appropriate to standards 5.00 or 6.00 of these rules; and original research and/or publication.
- 7.02(10)(b) Master certificate-holders are highly encouraged to serve as mentors, as members of state-wide boards or commissions, as preparers of educators and as advanced practicum supervisors since such service encourages in-depth knowledge and abilities in the standards prescribed in sections 5.00 and 6.00 of these rules.

English Learner Professional Development

- 7.02(11) Effective beginning in the 2018-2019 school year and every year thereafter, educators endorsed in elementary, math, science, social studies, or English language arts, and seeking a renewal of their professional license, must complete or demonstrate completion of professional development activities equivalent to 45 contact hours or three semester hours in Culturally and Linguistically Diverse (CLD) Education that meets or exceeds the standards set forth in section 7.02 within a full five-year renewal period. This requirement must only be completed once -. Professional development activities completed to satisfy this requirement may also be counted toward the requirements in section 7.02(1). Professional development activities completed to satisfy the requirements of this paragraph must meet the standards specified in sections 5.09-5.12 of these rules.
- 7.02(11)(a) Educators may demonstrate knowledge of the standards outlined in section 5.09-5.12 of these rules in one or in a combination of the following ways:
- 7.02(11)(a)(i) through a collection of professional development, in-service credit, college/university credit and/or work experience that meet the standards as outlined;
 - 7.02(11)(a)(ii) completion of any CDE approved English Language Learner pathway, which may include district, college or university, BOCES or nonprofit programs;

7.02(11)(a)(ii)(A) agencies wishing to become an approved pathway can submit an application for approval of an English Language Learner pathway through the Colorado Department of Education's Educator Talent Unit beginning Spring 2018 and ongoing every year thereafter.

7.02(11)(a)(ii)(B) approved pathways will be reviewed every three years to ensure consistency and alignment to the standards as noted.

7.02(11)(a)(iii) completion of a Culturally and Linguistically Diverse (CLD) or related endorsement (such as English as a Second Language) in or outside Colorado; and/or

7.02(11)(a)(iv) completion of a Colorado Department of Education-facilitated English Language Learner professional development pathway.

7.02(11)(b) A district superintendent may annually request a waiver on behalf of their educators from the English learner professional development requirements for their educators endorsed in elementary, math, science, social studies or English language arts if the district has had an average of 2% or fewer identified English learners in the three years immediately preceding such request, as identified in the annual CDE Student October Pupil Enrollment data collection.

7.02(11)(c) The principal of a charter school authorized by the institute may annually request a waiver on behalf of educators from the English learner professional development requirements for educators in their charter school authorized by the institute endorsed in elementary, math, science, social studies or English language arts if the charter school has had an average of 2% or fewer identified English learners in the three years immediately preceding such request as identified in the annual CDE Student October Pupil Enrollment collection.

7.02(11)(d) Upon submission of an application for renewal, educators will also submit the superintendent's notice or institute's notice of request for waiver. The Department will evaluate the waiver request based on the average of the last three years of the English learner population in the district.

7.03 Appeals Process

An applicant whose application for renewal of any license has been denied by the Department of Education may submit an appeal to the State Board of Education. If the State Board of Education finds that the applicant has met the criteria for license renewal, the renewal of the license must be approved.

7.04 Reinstatement of Expired Licenses or Certificates

An applicant whose previous professional license or certificate was not renewed may reinstate his or her professional license or certificate by:

7.04(1) completing and submitting a renewal application including:

7.04(1)(a) evidence to satisfy the deficiencies that resulted in prior nonrenewal, including but not limited to, evidence of completion of professional development requirements as provided in section 7.02 of these rules, as appropriate. An educator seeking reinstatement must have completed professional development activities totaling either six semester hours or 90 clock-hours within the five-year period preceding the application for reinstatement.

7.04(1)(b) the renewal fee set by the State Board of Education.

7.04(1)(c) in the event that a license or certificate is expired new fingerprints to the CBI must be submitted and the results must be transferred to the Colorado Department of Education.

8.00 Approved Induction Programs for Teachers, Special Services Providers and holders of authorizations.

Initial licenses are valid only in school districts, nonpublic schools, BOCES or charter schools that provide approved induction programs unless the Board has waived the induction program requirement as provided in section 15.00 of these rules. Colorado school districts, consortia of districts, BOCES, nonpublic schools, charter schools, the institute or other educational entities that employ licensed educators may develop induction programs for initial teachers, special services providers, principals, administrators and holders of authorizations. Such programs must meet the criteria of these rules and be approved by the Department. Initial and continuing approval of such programs may be granted by the Department.

8.01 Criteria for Approval and Review of Induction Programs

The following must serve as criteria for the approval of induction programs. The Department must provide technical assistance in the development of induction programs and must disseminate information concerning successful programs.

8.01(1) Effective induction programs must include opportunities for teachers which:

8.01(1)(a) enhance educator performance according to the quality standards prescribed in section 5.00 of these rules by providing, through mentors and other professionals:

8.01(1)(a)(i) demonstrations of high-quality instructional practices;

8.01(1)(a)(ii) improvement of educational experiences for all students; and

8.01(1)(a)(iii) ways to adapt curriculum and instruction to accommodate populations of diverse students.

8.01(1)(b) encourage professionalism and educator development according to quality standards by:

8.01(1)(b)(i) building a foundation for the continued study of teaching;

8.01(1)(b)(ii) encouraging collaborative relationships among administrators and teachers and partnerships between districts and universities;

8.01(1)(b)(iii) providing an orientation for new teachers to the culture of the school system, the district, the community and the teaching profession;

8.01(1)(b)(iv) providing a thorough orientation to the district educator effectiveness evaluation model; and

8.01(1)(b)(v) providing opportunities for professional growth and ongoing professional development and training, including ethics, for both new teachers and mentors.

8.01(2) Effective induction programs must:

8.01(2)(a) formalize the profiles of a successful educator at various career stages.

- 8.01(2)(b) provide training of site administrators in the Colorado Academic Standards and in the Teacher, Special Services Provider and Principal Quality Standards and the educator induction process;
 - 8.01(2)(c) establish standards for the selection, training, and release of mentors who work with new teachers and special services providers;
 - 8.01(2)(d) establish an assessment model to review, evaluate and guide the induction program;
 - 8.01(2)(e) establish a process for the selection and training of mentors and for the matching of mentors with inductees;
 - 8.01(2)(f) establish the primary role of the mentor as teacher, coach, advocate, support, guide and nurturer of new teachers; and
 - 8.01(2)(g) state whether mentors will be included in the evaluation of inductees. If mentors are to be involved in such evaluations, policies must state the specific roles and responsibilities of the mentor in evaluations.
- 8.01(3) Effective induction programs must include professional support for inductees that includes:
- 8.01(3)(a) information relating to the Colorado Academic Standards and Teacher Special Services Provider and/or Principal Quality Standards;
 - 8.01(3)(b) detailed information regarding the educator effectiveness evaluation model;
 - 8.01(3)(c) information related to school and district policies and procedures;
 - 8.01(3)(d) local district goals and local content standards;
 - 8.01(3)(e) educator roles and responsibilities (including moral and ethical conduct);
 - 8.01(3)(f) information about the school community;
 - 8.01(3)(g) substantive feedback to the inductee about performance; and
 - 8.01(3)(h) provisions for the extension of the induction program if deemed necessary by the district.
- 8.01(4) Effective induction programs should consider implementing the following recommendations:
- 8.01(4)(a) Developing plans and policies which may encourage collaborative efforts between higher education institutions, charter schools, the institute, school districts and nonpublic schools in induction programs; provide release time for both mentors and inductees; and provide some form of compensation for mentors;
 - 8.01(4)(b) Formalizing commitments to:
 - 8.01(4)(b)(i) place new educators in settings where they are likely to succeed;
 - 8.01(4)(b)(ii) provide inductees with supervisors and mentors skilled in helping new employees;
 - 8.01(4)(b)(iii) provide sufficient planning time for inductees; and

8.01(4)(b)(iv) clarify expectations for inductees and mentors.

8.01(4)(c) Adopting guidelines for mentor selection that include:

8.01(4)(c)(i) the mentor agrees to serve as a mentor;

8.01(4)(c)(ii) the mentor is an experienced professional who consistently models the quality standards as reflected in section 5.00 of these rules with demonstrated excellence in practice as measured by the district educator effectiveness system;

8.01(4)(c)(iii) the mentor works well with adults and is sensitive to the viewpoints of others; and

8.01(4)(c)(iv) the mentor is an active and open learner and competent in interpersonal and public relations skills.

8.01(4)(d) Adopting guidelines for mentor assignment that include:

8.01(4)(d)(i) the mentor has demonstrated effectiveness of academic achievement for students;

8.01(4)(d)(ii) the mentor be closely matched to the inductee in terms of assignment;

8.01(4)(d)(iii) the mentor be located, when possible, in close proximity to the inductee; and

8.01(4)(d)(iv) the mentor and the inductee styles are not in conflict.

8.01(5) Effective induction programs should adopt best practices including

8.01(5)(a) promoting purposeful learning by inductees rather than learning through trial and error;

8.01(5)(b) encouraging the retention of capable, talented professionals;

8.01(5)(c) strengthening teacher leadership and enhancing the working conditions and job satisfaction of professionals to increase student learning;

8.01(5)(d) ensuring mentors are carefully selected and given release time to mentor their new educator and are provided with strong professional development and support for their mentoring activities;

8.01(5)(e) ensuring that mentors model professionalism and ethics, high academic standards and high-quality teaching;

8.01(5)(f) providing a safe, risk-taking environment and a collegial atmosphere for teaching and learning; and

8.01(5)(g) promoting systemic change and continuous improvement.

8.02 Program Evaluation

Each induction program must conduct a self-evaluation every five years. The evaluation information must be submitted to the Department of Education for use in evaluating renewal of the induction program. The Department may conduct visits to induction sites and survey participants regarding the effectiveness of the program.

9.00 Induction Programs for Principals and Administrators.

Initial Licenses are valid only in school districts, nonpublic schools, BOCES or charter schools which provide approved induction programs, unless the Board has waived the induction program requirements as provided in section 15.00 of these rules.

9.00(1) Purposes: Induction programs for principals and/or administrators must be designed to meet four purposes: orientation, socialization and transition, technical skill development and continuous formative assessment.

9.00(2) Mentors: Induction programs must provide for the assignment of mentors to all initial license-holders. Mentors may be selected from a variety of sources including school district personnel or personnel from other districts.

9.00(2)(a) Selection: Mentors must have experience as a school principal or district administrator, as appropriate, and should be regarded as effective by their peers:

9.00(2)(a)(i) mentors should be selected to match the experience of the inductee; and

9.00(2)(a)(ii) mentors must have demonstrated:

9.00(2)(a)(ii)(A) commitment to the quality standards prescribed in section 6.00 for principals or administrators, as appropriate;

9.00(2)(a)(ii)(B) well-developed interpersonal skills including the ability to listen and question effectively, explore multiple solutions to problems, and the ability to empathize with others;

9.00(2)(a)(ii)(C) effective oral and written communication skills; and

9.00(2)(a)(ii)(D) an awareness of the political, social and practical realities of the context of the inductee.

9.00(2)(b) Training: Induction programs must include a staff development program for mentors which includes, but is not limited to, orientation to mentoring; development of the knowledge and skills contained in the standards for principals or administrators, as appropriate; cognitive coaching; and writing professional growth and improvement plans.

9.00(2)(c) Professional development plans: At the inception of the induction period, the mentor and inductee must jointly develop a professional growth plan in consultation with the inductee's supervisor. The plan is to be based on the inductee's pre-service portfolio, the assessments required for the initial license, the Standards for Principals or Administrators, and other applicable data. Each inductee must maintain a portfolio of induction activities. The professional development plan may be modified and adjusted based on ongoing feedback from the mentor and supervisor and the inductee's personal analysis and reflection.

9.00(2)(d) Professional evaluation: Induction programs must include summative performance evaluations of inductees. The induction program must specify the role of the mentor in evaluation: conduct of the evaluation, providing input to the evaluation or no involvement. The evaluations must be designed to document growth and performance in relation to the inductee's assignment.

- 9.00(2)(e) Length of induction programs: The induction program must define a process for determining when an inductee has successfully completed the program. In no case must an induction program exceed three years.
- 9.00(2)(f) Recommendation: The district, districts, charter school, nonpublic school, or institute, or BOCES delivering the induction program must recommend an inductee for a professional license based on performance evaluations and ongoing evaluation of the candidate's capability for meeting the Standards for Principals or Administrators. Criteria for recommendation must include, but are not limited to, mentor and supervisor recommendation, summative evaluations and growth documented by formative evaluations.
- 9.00(2)(g) Program evaluation: Each induction program must conduct a self-evaluation every five years. The Department may conduct visits to induction sites and survey participants regarding the effectiveness of the program.

10.00 Denial, Suspension, Revocation or Annulment of Licenses and School District Reporting Requirements

This section establishes a procedure for processing adverse information which may result in charges by the State Board of Education for the denial, suspension, revocation or annulment of licenses, including lifetime certificates, endorsements and authorizations, and to establish standards against which said adverse information may be judged. These rules also provide due process protections for license-holders and applicants and specify requirements for school district reports concerning employee misconduct to the Department. For the purpose of this section, "license" means any license, certificate, authorization or endorsement issued by the Department on or after July 1, 1994, pursuant to section 22-60.5-101, C.R.S., and any certificate, letter of authorization or endorsement issued by the Department on or before June 30, 1994, pursuant to section 22-60-101, C.R.S.

- 10.00(1) A license may be denied, annulled, suspended or revoked by the Colorado State Board of Education in accordance with the State Administrative Procedures Act, sections 24-4-101 through 107, C.R.S., in the following circumstances:
- 10.00(1)(a) If the applicant obtained or attempts to obtain the license through misrepresentation or fraud or through misleading information or an untruthful statement submitted or offered with the intent to misrepresent or mislead or to conceal the truth.
- 10.00(1)(b) If the Department mistakenly issued the license and it is subsequently determined that the holder is not entitled to the license due to a failure to meet educational or non-educational requirements in effect when the license was issued.
- 10.00(1)(c) When the applicant or holder is or has ever been determined to be mentally incompetent by a court of competent jurisdiction and a court has entered, pursuant to part 3 or part 4 of Article 14 of Title 15 of the Colorado Revised Statutes or section 27-65-109(4) or 27-65-127, C.R.S., an order specifically finding that the mental incompetency is of such a degree that the applicant or holder is incapable of continuing to perform his or her job, the license of a person who has been determined to be mentally incompetent and for whom such an order has been entered must be revoked or suspended by operation of law without a hearing, notwithstanding the provisions of section 22-60.5-108, C.R.S.
- 10.00(1)(d) When the applicant or holder is or has ever been convicted of, pleads or has ever pled nolo contendere to, or receives or has ever received a deferred sentence for a violation of any one of the following offenses:

- 10.00(1)(d)(i) contributing to the delinquency of a minor, as described in section 18-6-701, C.R.S.;
- 10.00(1)(d)(ii) a misdemeanor, the underlying factual basis of which has been found by the court on the record to involve domestic violence, as defined in section 18-6-800.3 (1) C.R.S., and the conviction is a second or subsequent conviction for the same offense;
- 10.00(1)(d)(iii) misdemeanor sexual assault, as described in section 18-3-402 C.R.S.;
- 10.00(1)(d)(iv) misdemeanor unlawful sexual conduct as described in section 18-3-404, C.R.S.;
- 10.00(1)(d)(v) misdemeanor sexual assault on a client by a psychotherapist, as described in section 18-3-405.5 C.R.S.;
- 10.00(1)(d)(vi) misdemeanor child abuse, as described in section 18-6-401, C.R.S.;
- 10.00(1)(d)(vii) a crime under the laws of the United States, another state, a municipality of this state or another state, or any territory subject to the jurisdiction of the United States, the elements of which are substantially similar to one of the offenses described in this paragraph (d); or
- 10.00(1)(d)(viii) a misdemeanor committed under the laws of the United States, another state, a municipality of another state or any territory subject to the jurisdiction of the United States, the elements of which are substantially similar to sexual exploitation of children as described in section 18-6-403(3)(b.5), C.R.S.
- 10.00(1)(e) When the applicant or holder is or has ever been found guilty of, or pleads or has ever pled guilty or nolo contendere to, a misdemeanor violation of any law of this state or another state, any municipality of this state or another state, or the United States or any territory subject to the jurisdiction of the United States involving the illegal sale of controlled substances, as defined in section 18-18-102(5), C.R.S.
- 10.00(1)(f) When the applicant or holder is or has ever been found guilty of a felony, other than a felony described in section 10.00(2) of these rules, or upon the court's acceptance of a guilty plea or a plea of nolo contendere to a felony, other than a felony described in section 10.00(2) of these rules, in this state or under the laws of any other state, the United States or any territory subject to the jurisdiction of the United States, of a crime which, if committed within this state, would be a felony, other than a felony described in section 10.00(2) of these rules, when the commission of said felony, in the judgment of the State Board of Education, renders the applicant or holder unfit to perform the services authorized by his or her license.
- 10.00(1)(g) When the applicant or holder has ever received a disposition or an adjudication for an offense involving what would constitute a physical assault, a battery or a drug-related offense if committed by an adult and the offense was committed within the 10 years preceding the date of the applicant or holder's application for a license.
- 10.00(1)(h) When the applicant or holder forfeits or has ever forfeited any bail, bond or other security deposited to secure the appearance by the applicant or holder who is charged with having committed a felony or misdemeanor, pays or has ever paid a fine, enters or has ever entered a plea of nolo contendere, or receives or has ever received a deferred or suspended sentence imposed by the court for any offense described in sections 10.00(2)(a), (b), or (d) of these rules.

- 10.00(1)(i) Notwithstanding any provision of section 10.00(2) of these rules to the contrary, a license may be denied, suspended or revoked when the State Board of Education determines an applicant or holder who held a license prior to June 6, 1991, has ever been convicted of an offense described in sections 10.00(2)(a)-(c) of these rules, unless the applicant or holder was previously afforded the rights set forth in section 22-60.5-108, C.R.S., with respect to the offense and the applicant or holder received or retained his or her license as a result.
- 10.00(1)(j) A license may be suspended when the holder, without good cause, resigns or abandons his or her contracted position with a school district without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the succeeding academic year at least 30 days prior to the commencement of the succeeding academic year or the commencement of services under his or her employment contract, or without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the current academic year at least 30 days prior to the date he or she intends to stop performing the services required by the employment contract.
- 10.00(1)(k) A license may be denied, annulled, suspended or revoked when the State Board of Education finds and determines that the applicant or holder is or has ever been professionally incompetent as described in section 10.01 of these rules.
- 10.00(1)(l) A license may be denied, annulled, suspended or revoked when the State Board of Education finds and determines that the applicant or holder is or has ever been guilty of unethical behavior as described in section 10.02 of these rules.
- 10.00(1)(m) A license may be suspended or revoked for a period not less than 90 days when the State Board of Education finds and determines that the license-holder knowingly and intentionally failed to protect student data pursuant to section 22-1-123, C.R.S.
- 10.00(2) A license must be denied, annulled, suspended or revoked by the Colorado State Board of Education in accordance with the State Administrative Procedures Act, sections 24-4-101 through 107, C.R.S., in the following circumstances:
- 10.00(2)(a) A license must be denied, suspended or revoked when the applicant or holder is or has ever been convicted by a jury verdict or by entry of a verdict or acceptance of a guilty plea or a plea of nolo contendere by a court of:
- 10.00(2)(a)(i) felony child abuse, as specified in section 18-6-401, C.R.S.;
- 10.00(2)(a)(ii) a crime of violence, as defined in section 18-1.3-406, C.R.S.;
- 10.00(2)(a)(iii) a felony offense involving unlawful sexual behavior, as defined in section 16-22-102(9), C.R.S.;
- 10.00(2)(a)(iv) a felony, the underlying factual basis of which has been found by the court on the record to include an act of domestic violence, as defined in section 18-6-800.3, C.R.S.;
- 10.00(2)(a)(iv)(A) This ground for mandatory denial, suspension or revocation of a license must only apply for a period of five years following the date the offense was committed, provided the applicant or holder has successfully completed any domestic violence treatment required by the court; or

10.00(2)(a)(v) a felony offense in another state, the United States or territory subject to the jurisdiction of the United States, the elements of which are substantially similar to the elements of one of the offenses described in this paragraph (a).

10.00(2)(b) A license must be denied, suspended or revoked when the applicant or holder is or has ever been convicted by a jury verdict or by entry of a verdict or acceptance of a guilty plea or a plea of nolo contendere by a court of indecent exposure, as described in section 18-7-302 C.R.S., or of a crime under the laws of another state, a municipality of this or another state, the United States or a territory subject to the jurisdiction of the United States, the elements of which are substantially similar to the offense of indecent exposure described in this paragraph (b).

10.00(2)(c) A license must be denied, suspended or revoked when the applicant or holder receives or has ever received a disposition or an adjudication for an offense that would constitute felony unlawful sexual behavior, as defined in section 16-22-102(9), C.R.S., if committed by an adult.

10.00(2)(d) A license must be denied, suspended or revoked if the applicant or holder is or has ever been convicted by a jury verdict or by entry of a verdict or acceptance of a guilty plea or a plea of nolo contendere by a court of a felony drug offense described in part 4 of Article 18 of Title 18, C.R.S., committed on or after August 25, 2012.

10.00(2)(d)(i) This requirement for denial, suspension or revocation of a license must only apply for a period of five years following the date the offense was committed.

10.00(2)(e) A license must be denied, suspended or revoked when the applicant or holder fails to submit his or her fingerprints taken by a qualified law enforcement agency, an authorized employee of a school district or Board of Cooperative Services using fingerprinting equipment that meets the Federal Bureau of Investigation image quality standards, or any third party approved by the Colorado Bureau of Investigation to the Department within 30 days after receipt of the Department's written request for fingerprints, which fingerprint submission the Department required upon finding probable cause to believe that the applicant or holder had been convicted of a felony or misdemeanor, other than a misdemeanor traffic offense or traffic infraction, subsequent to his or her licensure.

10.00(3) The State Board of Education may take immediate action to deny, annul or suspend a license without a hearing, notwithstanding the provisions of section 22-60.5-108, C.R.S., upon receipt of a certified copy of the judgment of conviction, a deferred sentence or the acceptance of a guilty plea or a plea of nolo contendere for any violation of sections 10.00(1)(c), (1)(d) or (1)(e) of these rules or upon receipt of a certified copy of the judgment of conviction or the acceptance of a guilty plea or a plea of nolo contendere for any violation of sections 10.00(2)(a)-(d) of these rules. The State Board of Education may revoke a suspended license based on a violation of sections 10.00(1)(c), (1)(d) or (1)(e) of these rules and must revoke a suspended license based on a violation of sections 10.00(2)(a)-(d) of these rules without a hearing and without any further action after the exhaustion of all appeals, if any, or after the time for seeking an appeal has elapsed and upon the entry of a final judgment. A certified copy of the judgment of a court of competent jurisdiction of a conviction, a deferred sentence, or the acceptance of a guilty plea or a plea of nolo contendere must be conclusive evidence of such conviction or plea for the purposes of sections 10.00(1)(c), (1)(d) and (1)(e) of these rules. A certified copy of the judgment of a court of competent jurisdiction of a conviction or the acceptance of a guilty plea or a plea of nolo contendere must be conclusive evidence of such conviction or plea for the purposes of sections 10.00(2)(a)-(d) of these rules.

10.00(4) In cases where the State Board of Education deems summary suspension is appropriate, pursuant to section 24-4-104(4), C.R.S., proceedings for suspension or revocation may be instituted upon the board's own motion without a proceeding pursuant to these regulations. The

holder must be entitled to a post-deprivation hearing consistent with section 24-4-105, C.R.S. At such hearing, the burden of proof must rest with the license-holder.

10.01 Standards of Professional Incompetence

For a license-holder or applicant to be found incompetent, it must be demonstrated that he or she is unable to engage in professional assignments related to his or her license or endorsement area because of a failure to carry out the teaching, special services, principal or administrative functions as described in sections 5.00 or 6.00 of these rules. To warrant denial, annulment, suspension or revocation of the license, violations must be found to be substantial or continued.

10.02 Standards of Unethical Behavior

The following must serve as standards against which charges of unethical behavior will be judged. To warrant denial, annulment, suspension or revocation of the license, violations must be found to be substantial or continued. It must be considered unethical behavior for a license-holder or applicant to:

- 10.02(1) fail or to have ever failed to make reasonable effort to protect the student from conditions harmful to health and safety.
- 10.02(2) provide or to have ever provided professional services in a discriminatory manner regarding age, gender, gender identity, sexual orientation, national origin, race, ethnicity, color, creed, religion, language, disability, socio-economic status or status with regard to marriage.
- 10.02(3) fail or to have ever failed to keep in confidence information obtained in the course of professional services unless disclosure serves to protect the child, other children or school personnel, or is required by law.
- 10.02(4) direct or to have ever directed a person to carry out professional responsibilities knowing that such person is not qualified for the responsibility given, except for assignments of short duration in emergency situations.
- 10.02(5) deliberately distort or suppress or to have ever deliberately distorted or suppressed curricular materials or educational information in order to promote the personal view, interest or goal of the license-holder or applicant.
- 10.02(6) falsify or misrepresent or to have ever falsified or misrepresented records or facts relating to the license-holder or applicant's qualifications, another educator's qualifications or a student's records.
- 10.02(7) make or to have ever made false or malicious statements about students or school personnel.
- 10.02(8) solicit, accept or agree to accept or to have ever solicited, accepted or agreed to accept anything of substantial value from any person when the license-holder or applicant knows, or a reasonable person could construe, that the conferment of the thing of value is for the purpose of influencing the license-holder or the applicant's professional judgment or performance of professional duties.
- 10.02(9) fail or to have ever failed to conduct financial transactions relating to the school program in a manner consistent with applicable law, rule or regulation.
- 10.02(10) engage or to have ever engaged in immoral conduct that affects the health, safety or welfare of children, conduct that offends the morals of the community or conduct that sets

an inappropriate example for children or youth whose ideals the educator is expected to foster and elevate.

10.02(11) engage or to have ever engaged in unlawful distribution or sale of dangerous or unauthorized prescription drugs or other dangerous nonprescription substances, alcohol or tobacco.

10.03 Filing of Adverse Information Regarding an Educator License

10.03(1) Filing of external complaints:

10.03(1)(a) A complaint regarding an educator is a formal statement filed by an aggrieved party or a party in interest against an individual who holds or has applied for a Colorado educator license of an alleged violation of conditions that, if found to be substantial or continued, and if found to be true, becomes grounds for denying, annulling, revoking or suspending the license. The Department of Education must supply necessary complaint forms and information for the filing of adverse information to any aggrieved person or party in interest.

10.03(1)(b) A written complaint must be delivered personally, sent by mail or sent in a secured electronic environment to the Department by the complainant. The written complaint, regardless of delivery method, must be signed and sworn to by the complainant. Such complaint must set forth facts alleging the actions serving as the basis of the complaint to be substantial or continued specifying the statutory and regulatory violations.

10.03(2) Filing of notification by public district/school:

10.03(2)(a) The local board of education, charter school, BOCES or its designee must notify the Department pursuant to the requirements of section 10.05 of these rules.

10.03(3) Conducting investigations and pursuing formal action by the State Board of Education:

10.03(3)(a) The Department conducts background investigations upon receipt of any adverse information. The purpose of this inquiry is to determine if there is probable cause to seek annulment, revocation or suspension of the license or denial of the application. If the Department determines probable cause exists, the Department may ask the State Board of Education to direct the initiation of formal proceedings against the license-holder pursuant to section 22-60.5-108, C.R.S., or to deny the application pursuant to section 24-4-104(8), C.R.S.

10.03(3)(b) Except in cases of summary suspension, the Department must provide the license-holder or applicant notice of the allegations against him or her and an opportunity to respond prior to asking the State Board of Education to deny an application or initiate formal proceedings. The Department must provide such opportunity by sending a formal written letter of inquiry by first-class mail to the applicant or license holder, explaining the allegations against him or her and requesting a response within 20 days. The Department must include a notification of such person's right to return a response within 20 days. If the Department knows that the person is an employee of a Colorado charter school, BOCES or school district, the Department must notify the charter school, BOCES or school district of the inquiry.

- 10.03(3)(c) After the expiration of the 20-day period allowed for a response or upon receipt of the response, whichever is sooner, the Department will review the allegations and response and determine whether to pursue the charges for denial, revocation or annulment of the license. In any case where, based on the response of the license-holder or applicant to the letter of inquiry, the Department determines probable cause does not exist, the Department must withdraw or dismiss the complaint and notify the person complained against and the school district, charter school, or BOCES of the Department's action. Any handling of the complaint must be consistent with the laws on confidentiality unless contrary to statute.
- 10.03(3)(d) The Department is authorized to grant extensions to any of the processing deadline dates in sections 10.03(3) and (4) of these rules, based upon sufficient cause shown.
- 10.03(3)(e) The Department will present its findings and recommendations to the State Board of Education for action:
- 10.03(3)(e)(i) if revocation or annulment is recommended and accepted by the State Board of Education, the Board must take action to have the hearing conducted in accordance with section 24-4-105, C.R.S.; and
- 10.03(3)(e)(ii) if denial is recommended and accepted by the State Board of Education, the Department must notify by first-class mail the applicant of the denial and the applicant's right to request a hearing conducted in accordance with section 24-4-105, C.R.S.
- 10.03(3)(f) The Department must notify by first-class mail the person charged of the decision of the State Board of Education to conduct a hearing. If the Department knows that the person charged is a current employee of a Colorado charter school, BOCES, or school district, the Department must notify such school, BOCES or school district of the decision of the State Board.
- 10.03(3)(g) If the State Board of Education decides to refer the matter for a formal hearing, or if the applicant timely requests a formal hearing concerning the Board's denial of his or her application, the hearing and subsequent proceedings must be conducted by an administrative law judge appointed by the Colorado Division of Administrative Hearings in accordance with section 24-4-105(3), C.R.S. If the State Board of Education decides not to refer the matter for a formal hearing, the Department must dismiss the complaint and notify the person complained against and the complainant of the Department's action. Any handling of the complaint must be consistent with the laws on confidentiality unless contrary to statute.
- 10.03(3)(h) Pursuant to section 24-4-105(14), C.R.S., the decision of the administrative law judge must include a statement of findings and conclusions and the appropriate order, sanction, relief or denial thereof. The decision of the administrative law judge must result in revocation of the license or, in the case of an application, denial of the license if the charge is sustained.

10.04 Application for License Following Suspension, Revocation, Annulment or Denial

- 10.04(1) The holder of a license that has been suspended or revoked may submit an application for a new license, the renewal of the expired license or the reinstatement of the license to the Department for review by the State Board of Education. Said application will include

justification for issuance, renewal, or reinstatement, with evidence as to rehabilitation appropriate to the basis for the prior suspension, revocation, annulment, or denial. The application must demonstrate the current fitness of the applicant to resume educational duties, in compliance with all laws and rules currently in effect. In all cases involving the application for a new license, the renewal of the expired license or reinstatement of the suspended or revoked license, the burden of proof rests with the applicant.

10.04(1)(a) The reinstated license will bear the same expiration date as had been originally issued.

10.04(1)(b) In the event the original license expired during the period of suspension or revocation, the applicant will be required to meet all requirements for the renewal of the license.

10.04(2) The party whose license has been denied or annulled by the State Board of Education may apply for a license to the Department for review by the State Board. Said application will include justification for issuance, with appropriate supporting documentation as to the current fitness of the applicant to resume educational duties, and be in compliance with all laws and rules currently in effect. In all cases involving the application for a license, the burden of proof must rest with the applicant.

10.05(1) If an employee of a school district is dismissed or resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of the evidence, the board of education of the school district must notify the Department of Education within 10 business days after the dismissal or resignation, and provide any information requested by the Department concerning the circumstances of the dismissal or resignation.

10.05(2) The local board of education, charter school, BOCES or designee must immediately notify the Department when any dismissal action or acceptance of resignation concerning an employee is based upon a violation resulting in a conviction, guilty plea, plea of nolo contendere, or deferred sentence as set forth in sections 10.00(1)(d)-(g) and 10.00(2)(a)-(c) of these rules. The local board, charter school, BOCES, or designee must provide any information requested by the Department concerning the circumstances of the employee's dismissal or resignation.

10.05(3) The local board of education, charter school, BOCES or its designee must notify the Department when the county department of social services or local law enforcement agency reasonably believes that an incident of abuse or neglect has occurred and an employee of the district, charter school or BOCES is the suspected perpetrator and was acting in his or her official capacity as an employee. The local board, charter school, BOCES or its designee must provide any information requested by the Department concerning the employee's alleged abuse or neglect.

10.05(4) The local board of education, charter school, BOCES or its designees must notify the Department when the local board, charter school or BOCES reasonably believes that one of its employees is guilty of unethical behavior or professional incompetence as set forth in sections 10.01 and 10.02 of these rules. The local board, charter school, BOCES or its designee must provide any information requested by the Department concerning the employee's behavior or competence.

10.05(5) The local board of education, charter school, BOCES or its designee must notify the Department when the local board, charter school or BOCES learns from a source other than the Department that a current or past employee of the district, charter school or BOCES has been convicted of, has pled nolo contendere to, or has received a deferred

sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children.

11.00 Standards for the Approval of Educator Preparation Programs

The Colorado State Board of Education will submit its recommendation to the Colorado Commission on Higher Education (CCHE), regarding an educator preparation program, based on whether or not it approves of the content of the program.**11.01 Design of the Professional Education Programs**

The CDE Educator Talent Division promotes high-quality programs that are based on the Colorado State Board of Education-approved standards sections 5.00 and 6.00 of these rules, and sections 4.00 through 7.00 of 1 CCR 301-101, and reflect the best practices outlined in for educator preparation programs developed by the Department of Higher Education and Department of Education pursuant to sections 23-1-121(2)(c.7), 23-1-121(2)(d.5), C.R.S. and 23-78-104(1), C.R.S., "Best in Class: Five Principles of Effective Educator Preparation." These principles herein incorporated by reference were published by the Department of Higher Education and Department of Education in January 2020 and are available at <https://highered.colorado.gov>. Later amendments to the principles are not incorporated. The Colorado Department of Education maintains a copy of the principles readily available for public inspection at 201 East Colfax Avenue, Denver, Colorado, during regular business hours. The programs are coherent and consistent with the Colorado Department of Education and the educator preparation institution's missions and are continuously evaluated for authorization and reauthorization.

11.02 The CDE Educator Talent Division, Office of Educator Preparation and Support Office

The CDE Educator Talent Division will evaluate all new and established teacher preparation programs for consistency with the Colorado State Board of Education-approved rules outlined in 1 CCR 301-37 and 1 CCR 301-101, including the assessment of the content of those programs, based on section 22-2-109, C.R.S., and provide recommendations to the state board as to whether the board should recommend to CCHE approval, probation, conditional approval or termination of such programs. Such evaluations will occur no more than once every five years.

The purpose of these evaluations and approval is to assure the public that educators who complete their educator preparation in the state of Colorado are prepared to educate public education students according to the Colorado Revised Statutes, the rules set forth by the Colorado State Board of Education and the Colorado Academic Standards. To accomplish this, all educator preparation programs must prepare candidates to meet or exceed the standards for licensure that are specified in sections 5.00 and 6.00 of these rules and the corresponding standards in sections 4.00 through 7.00 of 1 CCR 301-101, including any approved content tests required by state board rule.

12.00 Alternative Teacher Preparation Programs: One-Year and Two-Year Programs

The following must serve as standards for the initial and continuing approval of alternative teacher preparation programs. Colorado school district(s), BOCES, accepted institution(s) of higher education, a non-profit agency, nonpublic school, charter school, the Charter School Institute or any combination thereof may apply to the Colorado State Board of Education for approval as a designated agency of alternative teacher preparation program pursuant to section 22-60.5-205, C.R.S.

12.00(1) An alternative teacher preparation program must:

12.00(1)(a) be a one-year or two-year teacher preparation program of study and training for persons of demonstrated knowledge and ability who hold an alternative teacher license, as issued pursuant to section 3.12 of these rules; as follows:

- 12.00(1)(a)(i) a one-year program shall be designed to be completed in one year. The program may be extended for one additional year based on documentation of unforeseen circumstances as demonstrated by the applicant and the designated agency that are reviewed for approval by the department;
- 12.00(1)(a)(ii) a two-year program shall be designed to be completed in two years; and
- 12.00(1)(a)(iii) for the purpose of preparing a special education generalist, an alternative preparation program may be designed to be completed in a maximum of three years.
- 12.00(1)(b) be the responsibility of a designated agency, whose duties must include the organization, management, and operation of the program as follows:
 - 12.00(1)(b)(i) a designated agency may be either a Colorado school district, BOCES, accepted institution of higher education, non-profit organization, nonpublic school, charter school, the Charter School Institute or any combination thereof; and
 - 12.00(1)(b)(ii) the designated agency must establish an advisory council, regionally represented if appropriate to the program, which must include, at a minimum, representatives from participating school districts, charter schools, nonpublic schools, the Charter School Institute, or BOCES; at least one qualified mentor teacher; and a representative from any accepted institution of higher education cooperating with the designated agency, if applicable.
- 12.00(1)(c) require alternative teachers to be employed by or have a clinical agreement in place with a Colorado school district, a licensed nonpublic child care facility, other preschool facility, charter school, the Charter School Institute, nonpublic school or BOCES to teach, receive training and be supervised by a qualified mentor teacher and an appropriate support team as follows:
 - 12.00(1)(c)(i) alternative teachers must demonstrate competency in their subject area endorsement and/or assignment pursuant to section 3.00 of these rules including:
 - 12.00(1)(c)(i)(A) if the alternative teacher is asked to teach in any content area(s) outside of his/her assessed content area, the school or school district is required to keep on file documented evidence that the alternatively licensed teacher has completed 24 semester hours of applicable coursework in the additional content area(s) or the equivalent thereof, or has passed the related approved content area test(s);
 - 12.00(1)(c)(ii) training of alternative teachers must include 225 clock-hours of planned instruction, and activities must include, but not be limited to, teacher preparation courses that meet the teacher quality and English language learner educator standards. Additionally:
 - 12.00(1)(c)(ii)(A) the 225-clock-hours must, at a minimum, include professional development that addresses dropout prevention and the standards as outlined in section 5.00 of these rules;
 - 12.00(1)(c)(ii)(B) the hours of required instruction and activities may be modified by the alternative teacher's support team, but only after a documented and performance-based evaluation of the candidate's proficiency

determines that one or more of the program's requirements has already been met by the alternative teacher's proven knowledge or past experience; and

12.00(1)(c)(ii)(C) evaluations of alternative teachers must be conducted and documented in accordance with section 22-9-106, C.R.S.; and

12.00(1)(c)(ii)(D) early childhood education programs must align to the standards outlined in section 4.01 of 1 CCR 301-101, and elementary and special education programs must align to the standards outlined in section 4.02 of 1 CCR 301-101.

12.00(1)(c)(ii)(D) information and training on special education regulations as outlined in 22-60.5-205, C.R.S..

12.00(2) Proposals submitted by entities for authorization as designated agencies of alternative teacher preparation must include, but not be limited to:

12.00(2)(a) demonstrated evidence of a need for the proposed program;

12.00(2)(b) evidence of the establishment of an alternative teacher preparation program advisory council by the designated agency;

12.00(2)(c) a listing of the duties of the advisory council which must include, but not be limited to, providing the designated agency with information regarding the organization, management and operation of the approved alternative teacher program;

12.00(2)(d) criteria for the selection of mentor teachers which must include, but not be limited to, evidence and/or confirmation of exemplary teaching and school leadership; the ability to model and counsel the alternative teacher; relevant coursework; and a valid license and endorsement in the alternatively-licensed teacher's content area if available (a mentor teacher endorsement is not required).

12.00(2)(d)(i) Mentor teachers may evaluate alternative teachers if trained in accordance with 22-9-106(4), C.R.S., except that mentor teachers are not required to hold a principal or administrator license.

12.00(2)(d)(ii) If a mentor teacher is not available, the designated agency may submit a plan for mentor support that provides that same level of mentorship to the alternative teacher.

12.00(2)(e) an articulated, mandatory, and intensive supervision training program for mentors that provides direction with regard to structured guidance, the provision of regular ongoing support to new teachers and teacher performance evaluation;

12.00(2)(f) duties of the mentor teacher including, but not be limited to, serving as a member of the support team; providing ongoing observation, counseling and supervision of the alternative teacher; and having the primary responsibility for representing the support team in the process of evaluating with regard to and making recommendations for the licensing of the alternative teacher.

12.00(2)(g) a checklist of the duties of the mentor teacher and the time required of that teacher to mentor the alternatively licensed teacher which must be maintained by the designated agency. The mentor teacher checklist must include, but not be limited to the following elements:

- 12.00(2)(g)(i) membership on the support team and attendance at meetings;
- 12.00(2)(g)(ii) identification of the time the mentor will spend in observing, counseling and supervising the alternatively licensed teacher; and
- 12.00(2)(g)(iii) the primary responsibility of the mentor to represent the support team in the process of evaluating and making recommendations regarding the initial licensing of the alternatively licensed teacher.
- 12.00(2)(h) provisions made by the designated agency to assist the mentor teacher in properly discharging his/her regular duties. Such provisions may include, but not be limited to:
 - 12.00(2)(h)(i) providing a substitute teacher for the mentor teacher, as necessary and appropriate; and
 - 12.00(2)(h)(ii) allowing for adequate compensatory time and/or other compensation for the mentor teacher's required planning and observation schedule and ongoing regular conferences with the alternatively-licensed teacher.
- 12.00(2)(i) the composition of the alternative teacher preparation program support team. The team must include, at a minimum, the alternative teacher's mentor teacher, the building principal and a representative of the approved institution of higher education or designated agency;
- 12.00(2)(j) duties of the support team including, but not limited to:
 - 12.00(2)(j)(i) meeting on a regular schedule with an agenda. Documentation of such regularly scheduled meetings must include, but not be limited to, progress of the alternative teacher toward meeting the program's objectives;
 - 12.00(2)(j)(ii) evaluating the related prior education and experience of the alternative teacher to determine the appropriate program elements which will prepare the candidate for full licensure, as prescribed by these and other relevant rules and policies.
 - 12.00(2)(j)(iii) developing the instruction plans and activities for the alternatively licensed teacher's preparation and its delivery which must meet the Colorado State Board of Education-approved standards, as prescribed in section 5.00 of these rules; and
 - 12.00(2)(j)(iv) prior to the beginning of the program, providing the alternative teacher with an orientation to the school, its student population, the policies and procedures which affect teaching, classroom management strategies and the teacher's responsibilities, as prescribed by section 12.00(1)(c) of these rules.
- 12.00(2)(k) a means of assurance that the major portion of the alternative teacher's assignment must be in the content area in which the alternative teacher has been approved by the state through a content area evaluation, as prescribed by section 3.12(1)(c);
- 12.00(2)(l) explanation of how the school or district meets the requirements specified in section 12.00(1)(c)(i)(A) of these rules if an alternative teacher is asked by the school or district to teach outside of his/her approved content area;
- 12.00(2)(m) the method of evaluation of the alternative teacher's proficiencies using performance evaluations, as based on quality standards for Colorado teachers and as prescribed by

section 5.00 of these rules; 12.00(2)(n) an inventory of standards pursuant to section 5.00 of these rules for each alternative teacher in its program that documents how the alternative teacher demonstrates proficient knowledge and understanding of the teacher quality standards for Colorado teachers, and their standard elements and the English language learner educator standards and their including demonstration of proficient performance in a classroom setting;

12.00(2)(o) a schedule of mentor and principal observations, including a minimum of four program candidate observations;

12.00(2)(p) the process by which performance evaluations of alternative teachers will be conducted, which must be consistent with the provisions of section 22-9-106 C.R.S.; and

12.00(2)(q) measurable objectives for the alternatively licensed teacher's preparation program.

12.00(3) The alternative teacher preparation program may be approved for up to five years, and an onsite evaluation no more than once every five years, at which time the alternative teacher preparation program will be reviewed and evaluated for evidence of effectiveness of program administration and preparation of alternative teachers for purposes of reauthorization.

12.01 Alternative Teacher Licenses

For the purposes of issuing an alternative teacher license pursuant to section 22-60.5-201(1)(a), C.R.S., applicants must provide the following to the Colorado Department of Education within 30 days of the candidate's employment and/or acceptance into an alternative educator preparation program:

12.01(1) a statement of assurance with signatures from the designated agency representative, human resources officer or designee of the participating entity and the applicant verifying that the applicant is enrolled in an approved alternative teacher program, employed as a teacher of record or participating in a clinical experience, and that the placement is in the approved endorsement area.

13.00 Colorado Teacher of the Year Program

13.01 Administration

13.01(1) The Colorado Teacher of the Year is selected in accordance with the National Teacher of the Year selection criteria as articulated by the Council of Chief State School Officers (CCSSO).

13.01(2) The Department may reward the award recipient with gifts, services and opportunities that may include, but need not be limited, to:

13.01(2)(a) a sabbatical from teaching responsibilities that includes moneys awarded to the recipient's employer for the purpose of hiring a substitute teacher during the award recipient's sabbatical;

13.01(2)(b) a cash gift;

13.01(2)(c) travel and lodging expenses;

13.01(2)(d) a computer;

13.01(2)(e) supplies and equipment for the award recipient's classroom or school; and

13.01(2)(f) the opportunity to receive additional training or education.

13.01(3) During tenure as Colorado Teacher of the Year, the award recipient may participate in activities that may include but need not be limited to:

13.01(3)(a) participating in local, regional and national events related to the award recipient's designation as Colorado Teacher of the Year;

13.01(3)(b) promoting the teaching profession;

13.01(3)(c) teaching best practices to other teachers;

13.01(3)(d) teaching temporarily in other public schools or school districts;

13.01(3)(e) mentoring students in teacher preparation programs and supporting newer teachers in Colorado;

13.01(3)(f) collaborating with institutions of higher education in scholarly research and teaching; and

13.01(3)(g) participating in special projects relating to education that are important to the award recipient.

14.00 Inactive Status of Licenses

14.00(1) Holders of valid professional licenses may choose to convert the professional license to inactive status by:

14.00(1)(a) notifying the Department of Education of their intent to place the professional license on inactive status by submitting an online application; and

14.00(1)(b) simultaneously transferring, either in person or by first-class mail, the professional license certificate to the Department of Education; if the license is in electronic format, the license-holder may upload a copy of it to the application.

14.00(2) While on inactive status, the expiration date of a professional license must be suspended and the person must be deemed to not hold a professional license.

14.00(3) A person may return a professional license to active status at any time by notifying the Department of Education via application to return his or her professional license.

14.00(4) Upon application to return to active status, the Department of Education must reissue the professional license with a new expiration date reflecting the period remaining on the professional license as of the date the license-holder converted to inactive status.

14.00(4)(a) The Department of Education may, upon request of a license-holder, and with evidence of the license-holder's active military service, reissue the license with a new expiration date reflecting the amount of time which remained on the license prior to the license-holder's active military service, plus the amount of time during which the license-holder served in active military service.

14.00(5) Upon receipt of the professional license, the license-holder must resume active status.

14.00(6) Renewal of licenses previously inactive:

14.00(6)(a) Any person who placed a license on inactive status may, but is not required, to complete professional development activities which meet the requirements of section 7.02 of these rules. Such activities completed while on inactive status must apply to renewal of the person's professional license after the person returns to active status.

14.00(6)(b) At the time of renewal, the holder must provide to the Department of Education evidence of completion of the professional development activities which meet the requirements of the State Board of Education for license renewal as provided in section 7.02 of these rules and which were completed within the five years preceding the date on which the professional license will expire after its return to active status.

15.00 Waivers

15.01 A written request for a waiver must be received by the State Board of Education at least 120 days prior to proposed implementation. The State Board is authorized to waive any requirement regarding alternative teacher programs or approved induction programs. Waiver applications must include:

15.01(1) the specific portion of these rules to be waived;

15.01(2) the rationale for the request;

15.01(3) detailed information on the innovative programs or plans to be instituted;

15.01(4) financial impact of the proposed waiver, if applicable;

15.01(5) reasons why these innovative programs or plans cannot be implemented under the applicable rule; and

15.01(6) a detailed plan for the evaluation of the innovative programs or plans to show their effectiveness in improving the quality of the affected educators.

Editor's Notes

History

Rules 2260.5-R-1.00, 15.00, 15.05 emer. rules eff. 08/14/2008.

Rules 2260.5-R-1.00, 15.00, 15.05 eff. 10/31/2008.

Rules 2260.5-R-1.16, 4.04 eff. 10/30/2009.

Rules 2260.5-R-1.00-2.04, 3.01, 3.03, 3.12, 4.03, 4.12, 4.17, 7.02, 13.00, 18.00-19.00 eff. 07/30/2010.

Rules 2260.5-R-1.19, 4.11, 4.14(11)(d-e) emer. rules eff. 09/16/2010.

Rules 2260.5-R-1.17, 4.11, 6.13, 10.05 eff. 12/31/2010.

Rules 2260.5-R-1.20, 8.22-8.23 eff. 01/31/2011.

Rules 2260.5-R-1.21, 4.16, 15.00-15.00(5) eff. 09/30/2012.

Rules 2260.5-R-2.01, 2.03, 3.01, 3.03, 3.05-3.07, 3.12, 4.02-4.04, 4.11, 4.13, 4.17, 8.02, 8.04, 8.14, 12.02,

15.03, 18.00, 23.01 eff. 01/30/2013.

Rules 2260.5-R-1.23, 3.01(2)(e)(ii)(3), 3.06(1), 3.12(3)(b)(i), 4.13(3), 4.13(5), 4.17 eff. 05/15/2014.

Rule 2260.5-R-8.20 eff. 07/30/2014.

Rule 2260.5-R-4.18 eff. 08/14/2014.

Entire rule eff. 03/30/2016.

Rules 2260.5-R-1.24, 2.01(26), 3.02(1), 3.05-3.07, 4.02(1), 4.09, 4.12-4.14, 4.17, 4.18, 7.02(1), 8.14, 9.01, 9.05-9.07, 10.02, 10.04-10.06, 11.09, 12.00, 12.02, 13.00, 13.01, 15.00, 15.01 eff. 06/14/2017.

Rules 2260.5-R-1.25, 2.01, 12.02(1), 13.00, 15.00, 18.00, 18.01 eff. 01/30/2018.

Entire rule eff. 08/14/2018.

Entire rule eff. 05/30/2019.

Entire rule eff. 07/30/2020.

Annotations

Introductory paragraph of Rule 2260.5-R-23.00 (adopted 11/10/2005) was not extended by House Bill 07-1167 and therefore expired 05/15/2007.

Rules 2260.5-R-3.03(2)(a), 3.06(1)(a), 3.06(1)(c), 3.07(1)(d), 4.13(4)(c), 4.17(7), 15.00(2)(d), 15.00(2)(j) (adopted 12/14/2006) were not extended by Senate Bill 08-075 and therefore expired 05/15/2008.

Rules 2260.5-R-3.07(1), 4.17(1), 4.17(2), 4.17(3) were repealed by Senate Bill 08-075, eff. 05/15/2008.

Rules 4.11(6)-4.11(6)(d) (adopted 08/08/2012) were not extended by Senate Bill 13-079 and therefore expired 05/15/2013.

Rule 4.04 (adopted 12/05/2012) was not extended by Senate Bill 15-100 and therefore expired 05/15/2015.