

## 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), C.R.S., 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. [Section 22-60.5-106, C.R.S. requires the State Board to establish appropriate license endorsement areas and their eligibility criteria. Those endorsements and criteria are set forth in 1 CCR 301-101.](#)

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 other designated agencies are provided. Criteria for the renewal of licenses and authorizations, which provide for significant involvement of practicing educators, are established. 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 principal: Any person employed as the chief executive officer or an assistant chief executive officer of any school in the state to administer, direct or supervise the education instruction program in such school or nonpublic school under a principal authorization and is actively participating in an alternative principal program or an individualized alternative principal program.

2.01(4) Alternative principal program: a program of study provided by a designated agency, as described in section 22-60.5-305.5(6), C.R.S., for principal preparation designed to provide the information, experience, and training to enable participants to develop the skills and obtain experience and training comparable to that possessed by a person who qualifies for an initial principal license.

2.01(5) Alternative teacher contract: A one- or two-year contract, as described in section 22-60.5-207 C.R.S., entered into by a holder of an alternative teacher license pursuant to section 22-60.5-201(1)(a), C.R.S., or an interim authorization pursuant to 22-60.5-111(7), 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(6) Alternative teacher program: A one-year 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 or an interim authorization. An alternative teacher program must meet the standards of and obtain the approval of the state board of education and, upon completion, lead to a recommendation for licensure by the designated agency providing the alternative teacher program.

2.01(7) Alternative teacher support team: A team established by the designated agency for each holder of an alternative teacher license or an interim authorization pursuant to 22-60.5-111(7), C.R.S., employed as an alternative teacher. At a minimum, each alternative teacher support team must be composed of the alternative teacher's mentor, the building principal and a representative of the approved designated agency.

2.01(8) Alternative teacher: Any person employed to instruct students in any public or nonpublic school in the state under an alternative teacher license or interim authorization pursuant to 22-60.5-111(7) and actively participating in an alternative teacher program.

2.01(9) Approved content tests: assessments approved by the 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(10) Approved induction program: A program of continuing professional development for initial license-holders that meets the requirements of and is approved by the 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(11) Approved program of educator preparation: A program of study for the preparation of educators, approved by the State Board of Education, that prepares educator candidates to meet the quality standards established pursuant to section 22-9-105.5 (10), C.R.S. and the requirements for licensure endorsement(s) adopted by state board rule pursuant to section 22-60.5-106, C.R.S. and which meets the requirements of the State Board of Education as outlined in 1 CCR 301-37 and 1 CCR 301-104 for public

**Commented [KT1]:** Revised per 22-60.5-121, C.R.S.

~~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(12) Board of Cooperative Services (BOCES): A regional educational service unit designed to provide supporting, instructional, administrative, facility, community or any other services contracted by participating members.

2.01(13) 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 BOCES organized pursuant to section 22-5-101, C.R.S. 2.01(14) 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(144) 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 State Board of Education pursuant to section 22-7-1005, C.R.S. The Colorado Academic Standards are available at [www.cde.state.co.us](http://www.cde.state.co.us).

2.01(15) Colorado Teacher of the Year: The Colorado teacher selected as Teacher of the Year in the state program administered by the Department and coordinated through the national teacher of the year program.

2.01(16) Critical teacher shortage: A grade level or content area in which a local education provider (LEP) determines there is a severe need and impact on students and in which an LEP has been unable to place an appropriately licensed teacher in the vacant position(s) despite reasonable attempts to fill the position.

2.01(17) Department of Education or Department: The Colorado State Department of Education (CDE) as defined in section 24-1-115, C.R.S.

2.01(18) Designated agency: A school district or districts, a 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 alternative teacher program or an alternative principal program.

2.01(19) Diversity: The backgrounds of all students and school personnel.

2.01(20) 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(21) Field-based experiences: Experiences conducted at a school site, school administration center, school clinic, or community agency. These experiences may 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(22) 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(23) Institute: The state charter school institute created pursuant to section 22-30.5-503, C.R.S.

2.01(24) 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(25) 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 BOCES created and operating pursuant to Article 5 of Title 22, C.R.S. that operates a public school.

2.01(26) 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 license-holders, 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(27) 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(28) 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(29) Mentor Teacher:

2.01(29)(a) A teacher who holds a professional license 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(29)(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(30) Nonpublic School: Any independent or parochial school that provides a basic academic education. Neither the State Board of Education nor any local school board has jurisdiction over the internal affairs of any independent or parochial school in Colorado.

2.01(31) Practicum: An intensive experience in which candidates practice and demonstrate professional skills and knowledge. Student teaching and internships are examples of a practicum.

2.01(32) 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(33) 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(34) Rural school district: A school district in Colorado that the Department determines is rural, based on the district's geographic size and its distance from the nearest large, urbanized area, with a total student enrollment of 6,500 students or fewer students.

2.01(35) School: Any of the public schools of the state.

2.01(36) School district: Any school district organized and existing pursuant to law, but not including junior or community college districts. "School district" includes a BOCES organized pursuant to 22-5-101, C.R.S.

2.01(37) 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(38) Specialization area: The sequence of courses and experiences in the academic or professional area that the candidate plans to teach, for the grade level(s) or developmental level(s) at which the candidate plans to teach, and/or for the services that the candidate plans to provide. Examples of specialty areas include science (grades 7-12), elementary education (grades K-6), early childhood education (ages birth-8), reading specialist (grades K-12) and physical education (grades K-12).

2.01(39) State Board of Education: The Colorado State Board of Education established by section 1 of Article IX of the Constitution of the State of Colorado.

2.01(40) Student teaching: Part of the field or clinical 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(41) Teacher: Any person employed to instruct students in any public or nonpublic school in the state.

[2.01\(42\) Teacher apprentice: a person who is registered and enrolled in a state-approved teacher degree apprenticeship program \(pursuant to section 22-60.5-111.5, C.R.S.\), is enrolled in an affiliated bachelor's degree program from an accredited institution, and holds a teacher apprenticeship authorization licensed pursuant to section 22-60.5-111\(16\), C.R.S.](#)

Commented [TK2]: Per 22-60.5-1411(16)

[2.01 \(43\) 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 Department 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, licenses and authorizations which have expired are not valid unless the applicant has a complete and active application on file with the Department before the expiration date identified on the applicant's current and active educator license, certificate or authorization.

## **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 Department and 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 the Department, 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. An initial license may be issued upon satisfactory completion of an approved program of preparation, an alternative teacher program, an alternative principal program, an individualized alternative principal program 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. An initial license may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the State Board of Education and who has met the following requirements:

2.03(3)(a) has completed the appropriate degree, experiences 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 demonstrated professional competencies and depth of content knowledge 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 demonstrating professional competencies and depth of content knowledge for each endorsement or by providing evidence of completion of three or more years of successful full-time, fully licensed, evaluated, post-preparation experience in the endorsement area(s) sought 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.

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 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 BOCES 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 give his or her social security number, if any, to the CBI and must indicate to the CBI that the criminal history is to be forwarded to the Department.

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 Department 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 will 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 the Department, 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 Department and are not returnable.

2.04(2)(b) The applicant must provide an institutional recommendation from the educator preparation program, appropriate to the license sought and on the Department's program verification form, 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 an initial license or professional license for the first time who holds a valid license or certificate in another state and demonstrates 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) When demonstrating professional competencies and depth of content knowledge by approved content test(s), the applicant must provide a copy of the official test score report(s). Submission of a score report for a test not approved by the state board at the time of application will render the application incomplete. When demonstrating professional competencies and depth of content knowledge by portfolio submission, achievement of sufficiently high education course work grades, or a combination of methods, failure to submit the documentation or other evidence required by state board rule for the license sought 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 the following to verify their identity:

2.04(2)(e)(i) the applicant's name and mailing address; and

2.04(2)(e)(ii) applicant's social security number, or if unavailable, the individual taxpayer identification number, or one of the following documents verifying the applicant's identity: a clear copy of one of the following forms of government-issued photo identification: a valid passport or passport card; a valid driver's license from any state; an identification card or document from any state; a United States military card or a military dependent identification card; a United States Coast Guard Merchant Mariner card; or a Native American tribal document.

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 State Board of Education and shall be nonrefundable.

2.04(4) In any application for licensure, the applicant must indicate 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 its 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 is 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 section 23-1-121(2)(d), C.R.S.;

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) and 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(41) of these rules; the grade/developmental level(s) and endorsement/specialization areas of the experience; 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 professional competencies and depth of content knowledge necessary for teaching in the endorsement area by:

3.01(1)(e)(i) passage of the approved content test(s);

3.01(1)(e)(ii) approval of a portfolio of coursework reviewed by the Department or its designee. This option is available for up to 1,000 applicants per fiscal year on a first-come, first-served basis, and CDE will publicly post on its website when the 1,000-applicant limit has been reached;

3.01(1)(e)(ii)(A) A portfolio of coursework will consist of coursework and teaching-based artifacts and evidence that demonstrate professional competencies and depth of content knowledge, including, but not limited to, live teaching videos, copies of lessons delivered by the applicant, syllabi and other curricular materials developed or used by the applicant, papers written by the applicant, demonstrated classroom experience in which a rubric review was utilized, and/or professional development assessment of content knowledge, etc.

3.01(1)(e)(ii)(B) Portfolio artifacts and evidence must be submitted with a content matter worksheet(s) for the endorsement sought and demonstrate competency in the endorsement area as defined by the endorsement area standards in 1 CCR 301-101.

3.01(1)(e)(ii)(C) Portfolio coursework artifacts and evidence of depth of content knowledge will be evaluated based on the degree to which they demonstrate competency in the endorsement area sought, as outlined below, and applicants will receive ratings of "met" or "not met" based on the alignment of the artifacts and evidence to the endorsement area standards in 1 CCR 301-101. Each applicable endorsement standard will be evaluated as follows:

3.01(1)(e)(ii)(C)(I) score 0 = No evidence provided or provided evidence does not align to the endorsement standard;

3.01(1)(e)(ii)(C)(II) score 1 = Evidence provided does not fully demonstrate attainment of the standard; and

3.01(1)(e)(ii)(C)(III) score 2 = Adequate evidence demonstrates attainment of the standard;

3.01(1)(e)(iii) submitting evidence of achieving coursework in the endorsement area sought, as defined by the department, with a minimum average grade of B-; or

3.01(1)(e)(iv) a combination of the measures outlined in 3.01(1)(e).

3.01(1)(e)(v) In addition to the options for demonstrating professional competencies and depth of content knowledge for initial teacher licensure outlined in rule 3.01(1)(e), secondary teachers may also demonstrate subject matter knowledge by:

3.01(1)(e)(v)(A) an earned bachelor's or higher degree from an accepted institution of higher education in the endorsement area; or

3.01(1)(e)(v)(B) 24 semester hours of qualifying coursework in the endorsement area sought, as defined by the department, with a minimum average grade of B- as demonstrated through transcript evaluation.

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 or an interim authorization as prescribed in section 4.09 of these rules;

3.01(2)(b) has completed an alternative teacher program as defined in section 2.01(6) 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 and 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 and 22-60.5-205, C.R.S., 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 as specified in 3.01(1)(e) of these rules.

### **3.02 Initial Special Services License**

An initial special services license is valid for three years from the date of issuance and may be renewed as provided in section 7.01 of these rules. [The standards and competencies for each special services endorsement are set forth in state board of education rule, 1 CCR 301-101.](#)

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, or has alternatively met the requirements for preparation as identified by State Board of Education Rule;

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 or certificate 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 is 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 section 23-1-121(2)(d), C.R.S., an individualized alternative principal program as defined in sections 22-60.5-305.5 and 22-60.5-111(14), C.R.S., an alternative principal program created by a designated agency and approved by the State Board of Education pursuant to section 22-60.5-305.5(6)(a), C.R.S., or has 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 provided an institutional recommendation from the principal preparation program, appropriate to the license sought and on the Department's program verification form, which at a minimum confirms:

3.03(1)(c)(i) the date of completion and 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 approved content test.

3.03(2) An initial principal license must be valid in any school district, BOCES, nonpublic or charter school which provides, participates in or has 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 is 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 has 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 from the preparing administrator preparation program, appropriate to the license sought and on the Department's program verification form, which at a minimum confirms:

3.04(1)(c)(i) the date of completion and 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 approved content test for administrators.

3.04(2) An initial administrator license must be valid in any school district, BOCES, nonpublic school or charter school, which provides, participates in or has 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.

3.04(4) The applicant for an initial administrator license with a director of gifted education endorsement must:

3.04(4)(a) hold a master's or higher degree in gifted education from an accepted institution of higher education or demonstrate knowledge and application of standards for the specialist, as determined upon evaluation by the Department;

3.04(4)(b) have a minimum of two years' full-time experience working with students with exceptional academic and talent aptitude;

3.04(4)(c) have completed an approved program for the preparation of directors of gifted education, which must include a supervised field-based experience, as confirmed on the institutional recommendation from the preparing program;

3.04(4)(d) have demonstrated professional competencies as evidenced by a passing score on the approved content test for administrators; and

3.04(4)(e) meet the professional competencies outlined in section 6.4720-6.28.

3.04(5) The applicant for an initial administrator license with a director of special education endorsement must meet requirements as outlined in either pathway detailed in rule 3.04(5)(a) or 3.04(5)(b) below:

3.04(5)(a) holders of a bachelor's-master's or higher degree in special education from an accepted institution of higher education, or a department-issued special services professional license with endorsement as a speech-language pathologist or school psychologist must; or demonstrate knowledge and application of standards for the specialist, as determined upon evaluation by the Department;

3.04(5)(b)3.04(5)(i) have a minimum of two years' full-time experience working with students with special needs;

3.04(5)(e)3.04(5)(ii) have completed an approved program for the preparation of directors of special education, which must include a supervised field-based experience, as confirmed on the institutional recommendation from the preparing program;

3.04(5)(d)3.04(5)(iii) have demonstrated professional competencies as evidenced by a passing score on the approved content test for administrators; and

3.04(5)(e)3.04(5)(iv) meet the professional competencies outlined in section 6.0811-6.19.

3.04(5)(b) holders of a department-issued professional special services license with an endorsement as a school audiologist, counselor, nurse, occupational therapist, orientation and mobility specialist, physical therapist or social worker must;

**Commented [C03]:** Per stakeholder input, revisions reflect additional ways for individuals to meet requirements for Special Education Director.

3.04(5)(b)(i) have five years' full-time experience under the professional license in their specialty;

3.04(5)(b)(ii) have three years' full-time experience as a special education administrator (such as a special education coordinator), which included supervision and evaluation of special education teachers and special service providers;

3.04(5)(b)(iii) have verified experience, supervision and execution of responsibilities for the special education administration as required by the federal Individuals With Disabilities Education Act and Colorado Exceptional Children's Education Act, including;

3.04(5)(b)(iii)(A) special education program supervision and evaluation, funding requirements, budget development, implementation costs and accountability, including maintenance of effort;

3.04(5)(b)(iii)(B) assurance and implementation of Child Find;

3.04(5)(b)(iii)(C) knowledge and understanding of the criteria for special education eligibility categories and special education referral, evaluation, eligibility determination and re-evaluation processes;

3.04(5)(b)(iii)(D) general requirements for the provision of a free and appropriate education and obligations to students with disabilities in all education settings;

3.04(5)(b)(iii)(E) development, implementation and evaluation of Individualized Education Plans, including a strong depth of knowledge in curriculum and instruction as it pertains to the delivery of specially designed instruction as defined in the Individuals With Disabilities Education Act;

3.04(5)(b)(iii)(F) student discipline procedures and confidentiality, procedural safeguards and dispute resolution processes for parents and children;

3.04(5)(b)(iii)(G) the integration of general and special education, including curriculum, instructional strategies, assessments, individualized instruction in support of academic achievement for all students; and

3.04(5)(b)(iii)(H) knowledge and supervision of the birth-21 continuum of services offered by school, district or BOCES; and

3.04(5)(b)(iv) have completed an approved program for the preparation of directors of special education, which must include a supervised field-based experience, as confirmed on the institutional recommendation from the preparing program;

3.04(5)(b)(v) have a passing score on the approved content test for administrators; and

3.04(5)(b)(vi) meet the professional competencies outlined in section 6.11-6.19.

### **3.05 Professional Teacher or Special Services License**

A professional teacher or special services license is valid for a period of seven years from the date of issuance 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) Notwithstanding the provisions in 3.05(1)(b), the Department may issue a professional teacher license if the applicant meets the requirements for an initial teacher license and previously completed an induction program while teaching under an adjunct instructor authorization, an emergency authorization, an interim authorization, a temporary educator eligibility authorization or alternative teacher license. 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's plan for support, assistance and training of an initially licensed educator.

3.05(3) Notwithstanding the provisions in 3.05(1)(b), the Department may issue a professional special services license if the applicant meets the requirements for an initial special services license and 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's plan for support, assistance and training of an initially licensed educator.

3.05(4) Notwithstanding the provisions in 3.05(1), the Department may issue a professional teacher license to an applicant who holds a certificate of apprenticeship completion from an approved teacher degree apprenticeship program.

Commented [KT4]: Per 22-60.5-111(16)

3.05(5) An applicant for a professional teacher license who did not demonstrate professional competencies prior to obtaining an initial teacher license may demonstrate professional competencies and depth of content knowledge as provided in rule 3.01(1)(e).

### **3.06 Professional Principal License**

A professional principal license is valid for a period of seven years from the date of issuance 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, an alternative principal program or an individualized alternative principal program; 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(s), BOCES, nonpublic school, charter school or the institute which provided the induction program.



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

3.06(2) Notwithstanding the provisions in 3.06(1)(b), the Department may issue a professional principal license if the applicant meets the requirements for an initial principal license and completed an approved principal induction program while employed under an emergency authorization, interim authorization or principal authorization. The applicant need not complete an approved induction program as an initial principal license-holder if the applicant previously completed an induction program while employed under an emergency authorization, interim 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.

3.06(3) A professional principal license is 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 is valid for a period of seven years from the date of issuance 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 an induction program.

3.07(2) Notwithstanding the provisions of section 3.07(1)(a)(ii), the Department may issue a professional administrator license if an applicant meets the requirements for an initial administrator license and completed an approved administrator induction program while employed under an emergency authorization, interim authorization or a temporary educator eligibility authorization. The applicant need not complete an approved induction program as an initial license-holder if the applicant previously completed an induction program while employed under an emergency authorization, interim authorization, or a temporary educator eligibility 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 22-60.5-306(1)(b)(C), C.R.S.

3.07(3) 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**

A master certificate represents achievements and contributions over and above expectations in the Teacher Quality Standards outlined in section 5.0 of these rules. A master certificate is 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.

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 the well-being of each student.

3.08(1)(b)(i)(B) Element B: The master teacher articulates, advocates for, 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 (for the purposes of this section, including 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 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 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 to select appropriate strategies to improve student learning.

3.08(1)(b)(iii)(B) Element B: The master teacher models and facilitates 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 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 master teacher 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)(b)(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 assessment design, implementation, scoring and interpreting 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 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 master teacher 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 school leaders, boards of education, legislators and other stakeholders have 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 represents achievements and contributions over and above expectations in the Special Services Provider Quality Standards outlined in section 5.0 of these rules. A master certificate is valid for the period of time for which the applicant's professional special services license is valid and is renewable as provided in section 7.02 of these rules.

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

3.09(1)(a) holds a valid Colorado professional 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 advanced practice in nursing or specialties in school health-related fields or has earned 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 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);

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 or national professional organizations;

3.09(1)(e)(ix)(C) has accepted additional responsibilities at the school, district, state or 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 represents achievements and contributions over and above the expectations in the Principal Quality Standards outlined in section 6.0 of these rules. A master certificate is 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.

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

3.10(1)(a) holds a valid Colorado 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) 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; and

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

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 larger systems (e.g., the district, BOCES or state);

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

3.10(1)(c)(ii)(J) capitalize on opportunities presented by diverse stakeholders.

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

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 represents achievements and contributions over and above expectations in the Administrator Quality Standards outlined in section 6.0 of these rules. A master certificate is valid for the period of time for which the applicant's professional administrator license is valid and is renewable as provided in section 7.02 of these rules.

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

3.11(1)(a) holds a valid Colorado 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)(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 (e.g., the district, BOCES or state);

3.11(1)(c)(ii)(I) contribute to the development of the profession through mentoring, teaching, writing and other modalities; and

3.11(1)(c)(ii)(J) capitalize on opportunities presented by diverse stakeholders.

3.11(1)(d) has demonstrated evidence of positive impacts on student performance throughout the district; and

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 is valid for either a one-, two- or three-year period, as outlined below. An alternative teacher license authorizes the holder to be employed only as an alternative teacher while participating in an alternative teacher program, pursuant to the terms of an alternative teacher contract, as provided by 22-60.5-201(1)(a), C.R.S.

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

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;

3.12(1)(c) has demonstrated to the state board, in a manner prescribed by rule 3.01(1)(e), subject matter knowledge in the endorsement area; and

3.12(1)(d) provides a statement of assurance signed by the human resources officer or other representative of the designated agency and the applicant verifying that the applicant is enrolled in an approved alternative teacher program, employed as a teacher or participating in a clinical experience, and that the placement is in the endorsement area for which the teacher has demonstrated appropriate subject matter knowledge.

3.12(2) An alternative teacher license is valid as follows:

3.12(2)(a) The alternative teacher license for a one-year program is valid for one year from date of issuance and may be renewed for one additional year, but only upon written evidence of: (1) unforeseen circumstances; and (2) that the employing school district, BOCES, charter school or nonpublic school anticipates extending the alternative teacher's contract for one additional year pursuant to section 22-60.5-207(2), C.R.S.

3.12(2)(b) 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 is 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 from the date of issuance and may be renewed once, but 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 an 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 field-based experience requirements;

3.13(1)(a)(ii) is enrolled in a one- or two-year Teacher of Record Program pursuant to section 22-60.5-208.7, C.R.S.; and

3.13(1)(a)(iii) is or will be employed by an LEP, in a position for which no other qualified licensed teacher has applied, and for which the LEP has determined that there is a critical teacher shortage as defined in Rule 2.01(17).

3.13(1)(b) The standards and competencies for an individual working under a teacher of record license 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.** An LEP is authorized to implement a one- or two-year teacher of record program and may employ a teacher of record only when the individual will fill a vacant position in a critical teacher shortage area and when no other qualified, licensed applicants applied for the posted vacant position.

3.13(2)(a) A teacher candidate 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 Teacher Quality Standards, established pursuant to section 22-2-109(3), C.R.S., 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)(A) identification of the courses and number of credit hours that a teacher candidate must complete before and while a teacher of record,

3.13(2)(b)(i)(B) identification of the time and support (e.g., financial resources, class coverage) the LEP will provide for the teacher of record to complete the coursework;

3.13(2)(b)(i)(C) identification of accepted institution of higher education supports, including a description of how supports will be delivered (e.g., mentoring, professional development, evaluation and LEP-identified supports); and

3.13(2)(b)(ii) professional development, teacher mentorship, the LEP's induction program and other supports for the teacher of record over the course of the program.

3.13(2)(c) 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) An LEP 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) The teacher of record program must be approved by the Department prior to submission of an application for the teacher of record license. At a minimum, the approval process will include review of:

3.13(2)(e)(i) the 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) the teacher candidate's education, experience and demonstration of content-area competency via an approved content test; and

3.13(2)(e)(iv) assurances from the institution of higher education, LEP and teacher of record candidate.

#### **4.00 Types of Authorizations**

The Department is authorized to issue the following authorizations.

##### **4.01 Adjunct Instructor Authorization (Grades K-12)**

To address recruiting challenges and establish a diverse workforce, a school district, BOCES or charter school may employ as an adjunct instructor a specialist or content-area expert who is without formal

educator training. The purpose of adjunct instruction is to provide students with highly specialized academic enrichment in support of required content areas.

4.01(1) An adjunct instructor authorization is issued for three years to an applicant who meets the following criteria:

4.01(1)(a) an applicant possesses outstanding talent or demonstrates specific abilities and knowledge in a particular area of specialization;

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

4.01(1)(c) the school district, BOCES, or charter school provides evidence that the applicant's services are required; and

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.

4.01(2) An adjunct instructor authorization may be renewed for succeeding three-year periods at the employing school district's or charter school's request when the school district or charter school provides documented evidence of ongoing need for the adjunct instructor's services.

4.01(3) A person may be employed under an adjunct instructor authorization only by the school district or charter school that requested the person's services.

4.01(4) A person who holds an adjunct instructor authorization and is employed by a school district may teach only under the general supervision of a licensed professional teacher. For the purposes of this provision, "general supervision" means support, mentorship and supervision of an adjunct instructor, and does not require more than one teacher in a classroom at a time.

4.01(4)(a) A school district or charter school shall not employ a person under an adjunct instructor authorization as a full-time teacher; except

4.01(4)(a)(i) a rural school district may employ an adjunct instructor authorization-holder as a full-time teacher if there are no qualified, licensed applicants for the position.

#### **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. It may only be renewed if the special services intern is employed by a district or BOCES and the intern has not completed the approved program of preparation 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 be enrolled in an approved program of preparation for special services providers. The program of preparation must require an internship and offered by an accepted institution of higher education.

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

#### **4.03 Emergency Authorization (Grades K-12)**

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 of enrollment in an approved program of preparation.

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 the Department's transcript review.

4.03(2) The emergency authorization may be issued for up to one year and may be renewed for up to one additional year when:

4.03(2)(a) a school district or BOCES requests the emergency authorization in order to employ a non-licensed teacher, principal, administrator or special services provider;

4.03(2)(b) the district provides evidence of a need for specific and essential educational services which can be provided by the applicant, and which would otherwise be unavailable, due to a shortage of licensed educators with appropriate endorsements; and

4.03(2)(c) in the judgment of the 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) that the establishment of an alternative teacher program by the local board of education is not a practicable solution to resolve the demonstrated shortage.

4.03(3) The 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. Induction programs completed while holding an emergency authorization may count toward fulfilling requirements for a professional license.

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

4.04(1) An initial career and technical education (CTE) authorization may be issued for three years and may not be renewed. The applicant must meet the minimum qualifications adopted by the State Board for Community Colleges and Occupational Education under 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. It 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(3) 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.

4.05(1) A substitute authorization is valid for one, three or five years, as specified below. It may be renewed indefinitely upon application.

4.05(1)(a) A five-year substitute authorization may be issued when an applicant has completed an approved teacher preparation program (as indicated by a signed approved program verification form and conferred transcript) or holds or has held a Colorado initial or professional license or an equivalent out-of-state-issued 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 when:

4.05(1)(c)(i) the applicant holds a high school diploma or its equivalent, and

4.05(1)(c)(ii) the applicant attests to having worked successfully with children.

#### **4.06-4.08      Reserved**

#### **4.09      Interim Authorization (Grades K-12; Ages Birth-21)**

An interim authorization may be issued for one year and may be renewed upon application for one additional year to a person who is:

4.09(1) certified or licensed, or eligible for certification or licensure, as a teacher, principal or administrator in another state and who has not successfully demonstrated professional competencies and depth of content knowledge as outlined in 3.01(1)(e), 3.03 or 3.04 to obtain an initial license but who meets the other requirements for an initial license; or

4.09(2) enrolled in an alternative teacher program as defined in 2.01(6) of these rules and meets the requirements for an alternative teacher license, except that the person has not successfully demonstrated professional competencies and depth of content knowledge as outlined in 3.12(1)(c) to obtain an alternative teacher license.

4.09(3) A holder of an interim authorization must demonstrate professional competencies and depth of content knowledge as specified in 3.01(1)(e), 3.03 or 3.04 to obtain an initial license.

4.09(4) The employing school district may provide an induction program for holders of interim authorizations as specified in sections 8.00 and 9.00 of these rules. Induction programs completed while holding interim authorizations may count toward fulfilling the requirements of a professional license.

#### **4.10      Military Spouse Interim Authorization (Grades K-12, Ages Birth-21)**

A military spouse interim authorization is valid for one year, and the Department may renew the authorization for one additional year.

4.10(1) A military spouse interim authorization may be issued to a military spouse when:

4.10(1)(a) the applicant is a spouse of an active-duty member of the United States armed forces who has been transferred to Colorado, 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(1)(b) the applicant is certified, licensed or eligible for certification or licensure as a teacher special services provider, principal or administrator in another state; and

4.10(1)(c) the applicant has not successfully demonstrated professional competencies and depth of content knowledge as outlined in 3.01(1)(e), 3.02, 3.03 and 3.04 required for obtaining an initial license but otherwise meets the requirements for an initial license.

4.10(2) A holder of a military spouse interim authorization must demonstrate professional competencies and depth of content knowledge as specified in 3.01(1)(e), 3.02, 3.03 or 3.04 to obtain an initial license.

4.10(3) The employing school district may provide an induction program for holders of military spouse interim authorization as specified in sections 8.00 and 9.00 of these rules. Induction programs completed while holding this authorization may count toward fulfilling the requirements of a professional 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 licensed 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 and may be renewed for succeeding five-year periods upon application and completion of content-related renewal requirements, including 50 contact hours of continuing education.

4.11(1)(a) an applicant for SLPA authorization must: holds a bachelor's degree in speech communication, speech-language pathology, communication disorders-speech sciences or a bachelor's degree in any other field with completion of 24 semester hours in speech language hearing sciences from an accepted institution of higher education, as determined by the Department's transcript review;

4.11(1)(b) have successfully completed a speech-language pathology assistant program at a regionally or nationally accredited institution;

4.11(1)(c) have successfully completed a minimum 100 clock-hours of a school-based practicum under the supervision of an American Speech-Language-Hearing Association-certified and licensed school SLP, in accordance with the requirements of section 4.11(6) below; and

4.11(1)(d) have demonstrated through Department transcript review knowledge in the competencies specified in sections 4.11(3) and 4.11(4) below.

4.11(2) As determined by the Department of Higher Education, the SLPA applicant is knowledgeable about communication processes and basic human communication, and is able to articulate:

4.11(2)(a) the anatomical/physiological, psychological, developmental, linguistic and cultural bases of communication processes;

4.11(2)(b) communication disorders, articulation, fluency, voice and resonance, receptive and expressive language and language-based learning disabilities;

4.11(2)(c) hearing disorders and their impact on speech and language;

4.11(2)(d) cognitive and social aspects of communication disorders;

4.11(2)(e) communication modalities including oral, written, manual, augmentative and alternative communication techniques and assistive technologies;

4.11(2)(f) normal development of reading and writing in the context of the general education curriculum; and

4.11(2)(g) characteristics of exceptional students including categorical disabilities, learning differences and developmental deficits.

4.11(3) The SLPA is knowledgeable about service delivery and must be able to:

4.11(3)(a) use appropriate verbal and written language in interactions with children/students, teachers and related professionals;

4.11(3)(b) follow oral and written directions, including those in intervention plans:

4.11(3)(c) assist in the selection, preparation and presentation of instructional and other related materials;

4.11(3)(d) maintain accurate and concise documentation in a timely manner;

4.11(3)(e) implement documented intervention plans developed by the supervising speech-language pathologist;

4.11(3)(f) 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(3)(g) collect data for quality improvement including child/student performance data in classrooms or individual therapy settings;

4.11(3)(h) record children's/students' each student's status with regard to progress towards established objectives as stated in the intervention plans, and report information to the supervising SLP;

4.11(3)(i) use constructive feedback from the supervising SLP to adapt or modify interaction and/or intervention with children/students;

4.11(3)(j) provide consistent, discriminating and meaningful feedback and reinforcement to the children/students; and

4.11(3)(k) implement designated intervention goals/objectives in specified sequence; and

4.11(3)(l) provide services via telepractice to students as directed by the supervising SLP.

4.11(4) 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 or interpreting test results, and is able to:

4.11(4)(a) assist the SLP during assessment of students (e.g., setting up the testing environment, gathering and prepping material, taking notes as advised by the supervising SLP, etc.);

4.11(4)(b) assist with informal documentation as directed by the SLP;

4.11(4)(c) provide directly to the supervising SLP descriptive behavioral observations that contribute to screening/assessment results; and

4.11(4)(d) support the SLP in research projects, service training and public relations programs, including Child Find activities.

4.11(5) The SLPA is knowledgeable about ethical practice and maintaining appropriate relationships with children/students, families, teachers and related service professionals, and must be able to:

4.11(5)(a) demonstrate respect for and maintain the confidentiality of information pertaining to students and their families;

4.11(5)(b) behave in accordance with educational facility guidelines;

4.11(5)(c) articulate an awareness of student needs and respect for cultural values;

4.11(5)(d) direct student, family and educational professionals to the supervising SLP for information regarding testing, intervention and referral;

4.11(5)(e) request assistance from the supervising SLP, as needed;

4.11(5)(f) manage time effectively and productively; and

4.11(5)(g) recognize personal professional limitations and perform within boundaries of training and job responsibilities.

4.11(6) The SLPA may not counsel parents, but may:

4.11(6)(a) share objective information (e.g., accuracy in speech and language skills addressed, participation in treatment, response to treatment) regarding student performance to students, families, teachers and other service providers without interpretation or recommendations as directed by the supervising SLP; and

4.11(6)(b) provide culturally responsive services while communicating and collaborating with students, families, teachers other service providers and the supervising SLP.

#### **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, 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-8, 5-21, Birth-21)**

The Department may issue a temporary educator eligibility (TEE) authorization to a person who is enrolled in an approved program of preparation for a special education educator or who is working to attain a special services provider initial license but who has not yet met the requirements for the applicable initial educator license or endorsement sought.

4.13(1) A TEE authorization is valid for one year. Renewal is contingent upon the applicant maintaining continuous progress toward completion of requirements for the license or endorsement sought. A TEE authorization may be renewed twice, for a total of three years.

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

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

4.13(2)(b) the district provides 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) TEE applicants must:

4.13(3)(a) hold a bachelor's degree from an accepted institution of higher education; and

4.13(3)(b) be enrolled in an approved or alternative special education, special education director or special services provider preparation program offered by an accepted institution of higher education; or

4.13(3)(c) for school counselor, hold a Department of Regulatory Authority (DORA) license in a counselor-related field and enrolled in prescribed school counselor endorsement coursework to meet requirements for Colorado's school counselor endorsement.

In the preparation program, the candidate must:

4.13(3)(c)(i) receive high-quality professional development that is sustained, intensive, and classroom-focused;

4.13(3)(c)(ii) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support or a mentoring program specific to the license or endorsement sought; and

4.13(3)(c)(iii) demonstrate satisfactory progress toward full licensure (e.g., transcripts demonstrating movement toward the completion of the educator preparation or degree program; documentation verifying attempts to pass the required content exam(s) or documentation of attempts to demonstrate professional competencies and depth of content knowledge through other options under rule 3.01(1)(e) or 3.02).

4.13(3)(d) If an applicant has completed the required program or coursework for licensure or the endorsement sought, the applicant may continue working under a TEE as long as they can provide documentation showing initiation of steps towards demonstrating professional competencies and depth of content knowledge as provided by rule 3.01(1)(e) or 3.02.

4.13(4) In addition to the criteria in 4.13(3), CDE may issue a TEE to an SSP who has met the minimum degree requirements necessary to practice in their area of specialization, but who has not completed the necessary content assessment or school practicum in the area of specialization. A district may employ a person who holds a TEE pursuant to this Rule 4.13(4) only if the person is under the supervision of a professionally licensed person in the same area of specialization.

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. Induction programs completed while holding this authorization may count toward fulfilling the requirements of 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 submission of evidence of completion of four (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 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; or

4.14(2)(c)(iii) for oral interpreters, a current Oral Transliteration Certificate 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) Applicants who have yet to take the EIPA performance exam or who are awaiting receipt of their EIPA performance exam results may:

4.14(3)(a) qualify for the authorization by providing evidence of:

4.14(3)(a)(i) an associate's or higher degree in educational interpreting or a related field;

4.14(3)(a)(ii) a certificate of completion verifying a passing score on the Educational Interpreter Performance Assessment (EIPA) written exam;

4.14(3)(a)(iii) successful performance on the CDE-approved Pre-Hire Screening; and

4.14(3)(a)(iv) verification of enrollment in a CDE-approved mentor program.

4.14(3)(b) Within 12 months of the date of application for the authorization, the applicant must submit evidence to CDE of successful performance on one or more of the following professional skill assessments:

4.14(3)(b)(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(3)(b)(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; or

4.14(3)(b)(iii) for oral interpreters, a current Oral Transliteration Certificate from RID.

4.14(4) Failure to fulfill the requirement outlined in 4.14.(3)(b) of these rules and provide proof of completion to CDE within twelve months of applying for the authorization will render the applicant ineligible for the authorization on the basis that the application is incomplete. CDE will notify the applicant that their application has been deemed incomplete, as provided by Rule 2.04(5). The applicant may cure the deficiency or request 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. CDE will issue a written determination to an applicant in response to any request for reconsideration within 30 days of its receipt of the request.

#### **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 is valid for five years and may be renewed upon application and submittal of evidence of service-specific JROTC recertification.

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 service-specific JROTC preparation program requirements.

#### **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 is valid for five years and may be renewed for succeeding five-year periods upon application. To be eligible for renewal, the application must submit evidence of completion of 90 contact hours of adult education instructor professional development activities completed within the period of time for which the authorization was issued.

4.16(2) An adult basic education authorization may be issued to an applicant who:

4.16(2)(a) holds an associate's or higher degree from an accepted institution of higher education or accredited community, technical, or junior college; and

4.16(2)(b) has submitted an application for an adult basic education authorization, which includes:

4.16(2)(b)(i) a copy of an official degree-conferred transcript; and

4.16(2)(b)(ii) evidence of the completion of adult basic education coursework aligned with federal Workforce Innovation & Opportunity Act guidelines, College and Career Readiness Standards for Adult Education and English Language Proficiency Standards for Adult Education, including:

4.16(2)(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. Coursework must include: evidence-based reading instruction; programmatic accessibility; state-standardized assessment and instructional strategies that effectively prepare and support adult learners through transition pathways to college and/or career; teaching adult basic education/adult secondary education; and teaching English as a second language (ESL) to adults; or

4.16(2)(b)(ii)(B) evidence of completion of other adult basic education coursework in lieu of an official transcript showing completion of courses specified in section 4.16(1)(b)(ii)(A). The applicant must 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 to that listed in section 4.16(1)(b)(ii)(A).

4.16(3) Applicants who have not met the requirements as specified in section 4.16(2)(b)(ii) may submit evidence of experience, including:

4.16(3)(a) documentation illustrating 750 hours of performance of adult basic education instruction, adult secondary education instruction or ESL instruction to adults; and

4.16(3)(b) 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.

#### **4.17 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 a 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 program or who participates in an alternative principal program through a designated agency. A school district may employ a person who holds a principal authorization to perform principal or assistant principal duties only when the authorization-holder is supervised by a professional principal license-holder.

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

4.17(2) To submit a principal authorization application for an individualized alternative principal program, an applicant, in collaboration with a school district, charter school, nonpublic school or the institute, must submit to the Department documentation pursuant to section 13.01 of these rules.

4.17(3) To submit a principal authorization application for a person participating in an alternative principal program through a designated agency, the applicant must provide documentation of employment as an alternative principal or assistant principal and enrollment in an alternative principal program approved by the Colorado Department of Education pursuant to section 13.02 of these rules.

4.17(4) Upon successful completion of an individualized alternative principal program or alternative principal program, if the principal authorization-holder has three or more years of licensed experience in a school, that person may apply for an initial principal license.

4.17(5) The employer may provide an induction program for an individual working under a principal authorization as specified in section 9.00 of these rules. Induction programs completed while holding this authorization may count toward fulfilling requirements for a professional 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 in which the person has demonstrated expertise.

4.18(1) The Native American language and culture instructor authorization is valid for five years. It may be renewed for succeeding five-year periods upon application and at the request of the school district. The district must submit evidence of continuing need.

4.18(2) To receive a Native American language and culture instructor authorization, the applicant must:

4.18(2)(a) qualify for an adjunct instructor authorization as specified in section 4.01 of these rules;

or

4.18(2)(b) demonstrate expertise in a Native American language of a federally recognized tribe

by:

4.18(2)(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(2)(b)(ii) identifying a partnering, licensed teacher, as verified by the employing school district; and

4.18(2)(b)(iii) meeting the following objective standards, as verified by the employing school district:

4.18(2)(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(2)(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(2)(b)(iii)(B)(I) perspectives related to historic and contemporary ideas, attitudes and values of the Native American culture;

4.18(2)(b)(iii)(B)(II) the practices within the Native American culture that are based on historical, geographical and sociological influences;

4.18(2)(b)(iii)(B)(III) the contributions and achievements of the culture to the fields of literature, the arts, science, mathematics, business, technology and other areas; and

4.18(2)(b)(iii)(B)(IV) the geographic, economic, social and political features of traditional and contemporary cultures associated with the Native American language being taught;

4.18(2)(b)(iii)(C) and 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(3) 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.

#### 4.19 Teacher Apprenticeship Authorization

Commented [KT5]: Per 22-60.5-111(16)

The department may issue a teacher apprenticeship authorization to a teacher apprentice who is enrolled in a state-approved teacher degree apprenticeship program that allows the teacher apprentice to be employed by a local education provider in roles of increasing responsibility, as specified in section 22-60.5-111(16), C.R.S.

4.19(1) To receive a teacher apprenticeship authorization, a person must:

4.19(1)(a) be employed by a school district, BOCES, charter school, or institute charter school as a teacher apprentice;

4.19(1)(b) be actively registered in a teacher apprenticeship program; and

4.19(1)(c) be actively enrolled in an affiliated bachelor's degree program from an accredited institution.

4.19(2) While under the teacher apprenticeship authorization, the following qualification and competencies must be demonstrated through the following allowable roles for a teacher apprentice and aligned to the Teacher Quality Standards (1 CCR 301-37 5.1-5.4):

4.19(2)(a) Level 1: Pre-Apprentice does not require the teacher apprenticeship authorization but may allow for substitute teaching if applicant meets substitute teaching authorization requirements as outlined in section 4.5 of these rules.

4.19(2)(b) Level 2: Beginner Apprentice requires each apprentice either hold a Colorado substitute authorization, obtain Colorado student teaching criminal history record check as outlined in CRS 22-2-119.3, or obtain the teacher apprenticeship authorization.

4.19(2)(b)(i) Allowable activities include substitute teaching, student teaching, and/or participation in a residency model.

4.19(2)(b)(ii) This level requires demonstration of competency in Teacher Quality Standard 2 as determined by the state-approved Teacher Degree Apprenticeship Program.

4.19(2)(c) Level 3: Intermediate Apprentice continues Level 2 authorization requirements and allowable student teaching activities and/or participation in a residency model.

4.19(2)(c)(i) This level may include starting the required one-year minimum of teacher apprentice working as the teacher of record as required in 22-60.5-111.5(1)(d).

4.19(2)(c)(ii) This level requires demonstration of competency in Teacher Quality Standard 1 and in Teacher Quality Standard 3 as determined by the state-approved Teacher Degree Apprenticeship Program.

4.19(2)(c)(iii) This level requires demonstration of content competency through passing score on the appropriate state board of education-approved content exam or portfolio equivalents as defined by endorsement area.

4.19(2)(d) Level 4: Trained Apprentice will culminate in a minimum of one year as teacher of record as required in 22-60.5-111.5(1)(d) and completion of all Department competencies related to the Teacher Quality Standards, as determined by the state-approved Teacher Degree Apprenticeship Program.

4.19(3) A teacher apprenticeship authorization is valid for four years while the apprentice completes the bachelor's degree and on-the-job training requirements of the program.

4.19(4) The authorization may be renewed twice, for two-year periods, as necessary for the teacher apprentice to fulfill the apprenticeship requirements.

4.19(5) The authorization will be automatically revoked should the apprentice withdraw from the teacher apprenticeship program or from the affiliated bachelor's degree program. The teacher apprenticeship program sponsor may revoke the authorization if the teacher apprentice does not make satisfactory progress in the teacher apprenticeship program, as determined by the employer.

4.19(6) When a teacher apprentice withdraws from the teacher apprenticeship program or affiliated bachelor's degree program, the teacher apprenticeship program sponsor must notify CDE of the withdrawal.

## **5.00 Teacher and Special Services 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); strict data privacy and security practices; special education regulations as outlined in section 23-1-121(2)(c.7), C.R.S.; and 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 serve as standards for authorization of programming and content for educator preparation programs and licensing of all teacher 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 they teach.

**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 and provide feedback, and they use results to inform planning and instruction.

5.03(3) Element C: Teachers utilize appropriate, available technology to engage students in authentic learning experiences.

5.03(4) Element D: Teachers establish and communicate high expectations and 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 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 Quality Standards

The following must serve as standards for authorization of program content for educator preparation programs and licensing of all special services ~~provider~~-candidates. Colorado has identified nine categories of special services ~~providers~~ ~~providers~~ (see section 3.02 of these rules), 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 specific special services ~~provider groups~~ ~~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 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 student learning.**

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 service delivery.

5.07(3) Element C: Special services providers 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 support the development of critical-thinking, problem-solving and self-advocacy skills.

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 Quality Standards for Teachers and Special Services Providers**

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 institutions of higher education and designated agencies providing alternative teacher programs, must ensure the following standards are fully taught and practiced in their programs. The following standards equate to approximately six (6) 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 and can 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 and can 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 understand and can implement strategies and select materials to aid in English language and content learning.

5.10(2) Element B: Educators are knowledgeable in and can 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 and can apply the major theories, concepts and research related to literacy development for CLD students.

5.11(2) Element B: Educators understand and can 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 and can use progress monitoring, in conjunction with formative and summative assessments, to support student learning.

**6.00 Principal and Administrator 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) including the evidence-based training standards for school administrators as outlined in 1 CCR 301-92, rule 13.01 (D)(1-4); strict data privacy and security practices; special education laws regulations, as outlined in section 23-1-121(2)(c.7), C.R.S.; educator evaluator training standards as outlined in 1 CCR 301-87, rule (5.3)(H)(2)(a)-(e); and 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 standards must guide the development of the content of principal preparation programs offered by accepted institutions of higher education, designated agencies and individualized alternative principal programs and must guide the ongoing professional development of these principals.

**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 members.**

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 Quality 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, designated agencies 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 Quality 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.

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 additional competencies required to lead at the district level and serve as standards for authorization of program content for educator preparation programs preparing administrators and licensing of all administrator candidates.

**6.07 Administrators demonstrate organizational leadership, including responsibility for:**

- 6.07(1) district/program vision, mission and strategic plan;
- 6.07(2) continual and sustainable district/program improvement;
- 6.07(3) recruitment, development, supervision, evaluation and retention of high-quality personnel;
- 6.07(4) district and community partnerships;
- 6.07(5) communication with internal and external stakeholders;
- 6.07(6) fiscal and resource management, as well as resource-development strategies; and
- 6.07(7) compliance with policies, laws, rules and regulations.

**6.08 Administrators demonstrate inclusive leadership practices and systems that include responsibility for:**

- 6.08(1) coherent systems of teaching, learning and leading, including curricular and extracurricular activities;
- 6.08(2) positive culture and climate for staff and student success and well-being;
- 6.08(3) safe and orderly environments for the protection and welfare of all;
- 6.08(4) equitable and inclusive practices to address diverse student populations and needs;
- 6.08(5) systems for collaborative and distributed leadership; and



6.08(6) family and community engagement.

**6.09 Administrators demonstrate instructional leadership that includes responsibility for:**

6.09(1) aligned systems of curriculum, instruction and assessment;

6.09(2) professional learning for all staff that supports student learning;

6.09(3) student outcomes for growth, achievement, engagement and post-secondary and workforce readiness; and

6.09(4) continuous improvement accountability systems (e.g., goal setting, data-informed decisions, multi-tiered systems of support and research-based practices).

**6.10 Administrators demonstrate professionalism that includes responsibility for:**

6.10(1) ethical behavior and professional norms;

6.10(2) conflict resolution, problem solving and decision making;

6.10(3) board-administrator relationships;

6.10(4) partnerships with internal stakeholders and external organizations; and

6.10(5) democratic and civic participation and advocacy.

**6.11 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 sections 6.06-6.11 of these rules (Administrator Quality Standards), the following standards must be addressed by an accepted institution of higher education's director of special education initial preparation. They are also the standards for the ongoing professional development of these educators. The specific performance indicators for each of these standards must be described in the Department's Performance Indicators for Professional Competency Standards.

**6.12 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 (b) setting high standards and a positive direction for special education consistent with the values, mission and vision of the state and administrative unit.

**6.13 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.

**6.14 Quality Standard III – Law and Policy:** The director of special education is knowledgeable about and able to apply relevant federal and state statutes, regulations, case law and policies that impact all children, including those with disabilities.

**6.15 Quality Standard IV – Instructional Leadership:** The director of special education is 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.

**6.16 Quality Standard V – Program Planning and Organization:** The director of special education is able to evaluate the efficacy and efficiency of special education programs, facilities, services and monitoring systems. The director is able to use the evaluation data to improve the programs and services for all children, including those with disabilities.

**6.17 Quality Standard VI – Human Resource Functions:** The director of special education must have the knowledge and ability to recruit, retain and evaluate qualified personnel.

**6.18 Quality Standard VII – Parent, Family and Community Engagement:** The director of special education is knowledgeable about and able to facilitate partnerships and engage parents, families and communities in the implementation of special education programs.

**6.19 Quality Standard VIII – Budget and Resources:** The director of special education is knowledgeable about and able to demonstrate school district budgeting and resource allocation, including those related to special education.

**6.20 Standards for Professional Competencies for an Initial Administrator License with a Director of Gifted 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 the director of gifted education initial preparation program offered by accepted institutions of higher education. They must also guide the ongoing professional development of these educators. The director of gifted education must demonstrate the performance indicators specific to gifted education and the Department's Performance Indicators for Professional Competency Standards.

**6.21 Quality Standard I - Foundations for Leadership: The director of gifted education is knowledgeable about professional, ethical leadership and supports educators, students, family and community members to effectively address outcomes for gifted learners. The director sets high standards and a positive direction for gifted education consistent with values, mission and vision of the state and administrative unit.**

6.21(1) Element A: The director of gifted education demonstrates methods to develop vision, mission, goals and design for gifted education programs.

6.21(2) Element B: The director brings together stakeholders to implement general program and gifted-student goals and best practices in gifted education.

6.21(3) Element C: The director implements collaborative decision-making strategies, as appropriate.

6.21(4) Element D: The director applies knowledge of models and practices in change theory for improvement efforts.

6.21(5) Element E: The director is able to define, advocate for, and make changes with regard to issues in gifted education.

**6.22 Quality Standard II - Gifted Education and School Systems: The director of gifted education is knowledgeable about organizational culture, applies a systems approach to the development of gifted education programs and implements processes in order to facilitate effective system change.**

6.22(1) Element A: The director of gifted education understands how systems within a district or administrative unit influence gifted-student instruction and performance.

6.22(2) Element B: The director fosters a school and community culture that supports gifted-student programming within and outside the school setting.

6.22(3) Element C: The director applies a systems approach for developing gifted programs to enhance integrated support and service to gifted students and their families.

**6.23 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 laws and policies that impact all children, including those with exceptional academic and talent aptitude.**

6.23(1) Element A: The director of gifted education demonstrates proficiency in gifted education policy, regulations, case law and federal programs supporting key instructional needs of gifted students.

6.23(2) Element B: The director identifies needs and recommends and promotes new policies.

6.23(3) Element C: The director clarifies law and regulations for all stakeholders.

6.23(4) Element D: The director ensures implementation of privacy laws and district confidentiality and privacy policies.

6.23(5) Element E: The director develops, revises, and/or make recommendations to amend school board or administrative unit policy to align with laws and regulations.

**6.24 Quality Standard IV - Instructional Leadership: The director of gifted education is able to blend the resources of general and gifted education for the positive benefit of gifted students. The director is knowledgeable about best practices for gifted learners, including specialized curriculum, effective instructional strategies, assessments, social-emotional/affective support and individualized instruction.**

6.24(1) Element A: The director of special education demonstrates knowledge of and support for identification methods and procedures.

6.24(2) Element B: The director interprets and shares data to increase the identification of under-identified, underserved populations and aligns professional development initiatives to needs.

6.24(3) Element C: The director understands models of differentiation, acceleration and research-based instructional practices that support rigor, challenge, depth and complexity in instruction and assessment for gifted students.

6.24(4) Element D: The director establishes high expectations for all gifted students and families, including underserved populations and twice-exceptional learners.

6.24(5) Element E: The director monitors standards-based advanced learning plans in order to ensure alignment of programming options to gifted students' needs.

6.24(6) Element F: The director blends the instructional needs of gifted students into the school system.

6.24(7) Element G: The director supports and defends gifted education initiatives within the general education setting.

**6.25 Quality Standard V - Program Planning and Organization: The director of gifted education evaluates the efficacy and efficiency of gifted education programing, delivery settings, services and monitoring systems and uses evaluation data to improve the programs and services for all children, including those with exceptional academic and talent aptitude.**

6.25(1) Element A: The director of gifted education designs and implements needs-assessments and uses data to inform restructuring or adjustments to gifted programs.

6.25(2) Element B: The director develops and implements action plans for gifted education based upon student outcomes, challenges, root causes, improvement strategies and benchmarks.

6.25(3) Element C: The director is knowledgeable about effective, research-based gifted education models and practices that have positive impacts on gifted students.

6.25(4) Element D: The director supports and/or builds gifted programs that effectively embed district and alternative pathways to college and career outcomes.

**6.26 Quality Standard VI - Human resource functions: The director of gifted education is able to recruit, retain, supervise and evaluate qualified personnel.**

6.26(1) Element A: The director of gifted education understands educator effectiveness standards in order to observe and evaluate teachers of gifted students.

6.26(2) Element B: The director designs ongoing professional development that increases educators' capacity to understand and address the needs of gifted students.

6.26(3) Element C: The director promotes an understanding and sensitivity toward culture, ethnicity and diversity of language within staff and student body.

6.26(4) Element D: The director understands the skills and knowledge necessary for educators to meet the specific needs of gifted and talented students.

**6.27 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 be able to facilitate partnerships and engage parents, families, educators, administrators, students and communities in the implementation of gifted education programs.**

6.27(1) Element A: The director of gifted education promotes understanding, resolves conflicts and builds consensus for improving gifted programs.

6.27(2) Element B: The director develops the infrastructure to include parents, families and the community in the gifted education program.

6.27(3) Element C: The director applies methods and systems to maximize parent and family involvement.

6.27(4) Element D: The director implements family partnership practices that support gifted student achievement and school involvement.

6.27(5) Element E: The director cooperatively develops and shares a vision for the district or administrative unit that supports and promotes gifted education.

**6.28 Quality Standard VIII - Budget and Resources: The director of gifted education must be able to budget and allocate resources related to gifted education.**

6.28(1) Element A: The director of gifted education develops and manages a gifted education budget. The director facilitates stakeholders' involvement in a collaborative budget development process.

6.28(2) Element B: The director leverages resources for gifted education within school systems.

6.28(3) Element C: The director's gifted education budget addresses state requirements.

6.28(4) Element D: The director conducts research and needs assessments in order to accurately identify specific budget needs and promotes 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 3.05-3.07 of these rules. The State Board of Education may renew the license-holder's initial license for one or more additional three-year periods for 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 seven years upon submission of a complete application for renewal, payment of the required fee and completion of professional development activities that meet the requirements of this section 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 or, if expired, within the seven years immediately preceding the date of application. 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; to increasing the license-holder's skills and competence in delivery of instruction in his or her existing or potential endorsement area; to evidence-based practices for teaching reading and literacy; or to culturally and linguistically diverse education. Professional development activities may be selected from one or more of the following:

7.02(1)(a) In-service education: School districts and 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 online affidavit form, as evidence of completion of college/university credit. Though submission of official transcripts is not required, the Department may audit renewal applications 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 initiatives: 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 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; 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 and 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 online renewal summary form, as evidence of completion.

7.02(1)(f) Ongoing professional development and training experiences: Online or in-person professional development confirmed by certificate or documentation of completion or instructor verification, 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 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(2)(c) The behavioral health training required pursuant to section 7.02(2)(a) may include:

7.02(2)(c)(i) mental health first-aid training, specific to youth and teens;

7.02(2)(c)(ii) training modules concerning teen suicide prevention;

7.02(2)(c)(iii) training on interconnected systems framework for positive behavioral interventions and supports and mental health;

7.02(2)(c)(iv) training approved or provided by the school district where the teacher is employed;

7.02(2)(c)(v) training concerning students with behavioral concerns or disabilities;

7.02(2)(c)(vi) training modules concerning child traumatic stress; and

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

7.02(2)(d) The training regarding students with disabilities required pursuant to section 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(3) A teacher may obtain the 10 hours required by section 7.02(2) through any combination of courses as long as that combination includes at least one hour of training in each area. A single professional development course or activity may satisfy 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 in professional development activities related to increasing awareness of laws and practices relating to educating students with disabilities in the classroom, as described in section 7.02(2)(b).

7.02(5) Professional license-holders must meet the requirement outlined in this section 7.02(2) or 7.02(4), as applicable, during the term of the license, each seven-year renewal cycle except that a professional license-holder who had 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(6) Except for the activities undertaken to satisfy the requirements of Rule 7.02(2) and 7.02(4) above, activities completed for professional 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, postsecondary 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 as outlined 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, leadership and management of human and financial resources to create a safe and effective working and learning environment;

7.02(6)(h) awareness of warning signs of dangerous behavior in youth and situations that present a threat to themselves and to the health and safety of students, and knowledge of the community resources available to enhance the health and safety of other students and the school community, youth mental health, safe de-escalation of crisis situations, recognition of signs of poor mental health and substance use, and support of students;

7.02(6)(i) effective teaching of the democratic ideal;

7.02(6)(j) recognition, appreciation and support for ethnic, cultural, gender, economic and human diversity to create inclusive learning environments that foster fair and equitable treatment and consideration for all;

7.02(6)(k) effective communication with students, colleagues, parents and the community;

7.02(6)(l) effective modeling of appropriate behaviors to ensure quality learning experiences for students and for colleagues;

7.02(6)(m) consistently ethical behavior and creation of an environment that encourages and develops responsibility, ethics and citizenship in self and others;

7.06(6)(n) achievement as a continuous learner who encourages and supports personal and professional development of self and others; or

7.06(6)(o) 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(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 professional 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 of these rules and section 22-60.5-110, C.R.S.;

7.02(8)(b) a statement of how the activities selected aided the license-holder 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 the Department.

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. License-holders who hold master certificates in conjunction with professional licenses may renew the master certification by providing evidence that the license-holder continued to engage in professional development and leadership and continued to demonstrate advanced competencies and expertise during the period in which the master certificate was valid. Master certificates are valid for the period of time for which a professional license is valid and are renewable upon expiration of the license.

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 and mentorship 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.

#### **English Language 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 professional development activities equivalent to 45 contact hours or three semester hours in Culturally and Linguistically Diverse (CLD) Education within the seven-year renewal period. The activities must meet or exceed the standards set forth in section 7.02 and in sections 5.09-5.12 of these rules. 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).

7.02(11)(a) Educators may demonstrate knowledge of the standards outlined in sections 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 Department-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 may submit an application for approval of an English Language Learner pathway to the Department's Educator Talent Division.

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 Colorado CLD or a related out-of-state endorsement (such as English as a Second Language); and/or

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

7.02(11)(b) A district superintendent annually may request a waiver from the English language 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 language learners in the three years immediately preceding such request, as identified in the Department's annual Student October Pupil Enrollment data collection.

7.02(11)(c) The principal of a charter school authorized by the institute annually may request a waiver from the English language 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 language learners in the three years immediately preceding such request as identified in the Department's annual Student October Pupil Enrollment collection.

7.02(11)(d) Upon submission of an application for renewal, license-holders must also submit the superintendent's 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 language learner population in the district.

### **7.03 Appeals Process**

An applicant whose application for renewal of any license has been denied by the Department 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 Department must approve the license renewal.

### **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. An applicant seeking reinstatement must have completed professional development activities totaling either six semester hours or 90 clock-hours within the seven-year period preceding the application for reinstatement; and

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

7.04(2) In the event that a license or certificate is expired, the applicant must submit new fingerprints to the CBI and the results must be transferred to the Department, as provided by section 2.04(1) of these rules.

### **8.00 Approved Induction Programs for Teachers, Special Services Providers and Authorization-Holders**

Initial licenses are valid only in school districts, nonpublic schools, BOCES or charter schools that provide approved induction programs unless the State Board of Education 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 (herein referred to as providers for the purposes of this section 8.00 only) may develop induction programs for initial license-holders and holders of authorizations. Induction programs must meet the criteria of these rules and be approved by the Department. The Department may grant initial or continuing approval to induction programs.

Each induction program must conduct a self-evaluation every five years. The evaluation information must be submitted to the Department 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.

#### **8.01 Criteria for Approval and Review of Induction Programs for Teachers**

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

8.01(1) Effective induction programs must include opportunities 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 diverse student populations.

8.01(1)(b) encourage professionalism and educator development 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 providers and universities;

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

8.01(1)(b)(iv) providing a thorough orientation to the provider's 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 teachers and mentors.

8.01(2) Effective induction programs must establish:

8.01(2)(a) a training program for site administrators in the Colorado Academic Standards, the Teacher Quality Standards and the educator induction process;

8.01(2)(b) standards for the selection and training of mentors who work with teachers;

8.01(2)(c) an assessment model to review, evaluate and guide the induction program;

8.01(2)(d) a process for the selection and training of mentors and for the matching of mentors with inductees:

8.01(2)(e) the primary role of the mentor as coach, advocate, support and guide for teachers; and

8.01(2)(f) 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 Quality Standards;

8.01(3)(b) detailed information regarding the educator effectiveness evaluation model;

8.01(3)(c) information related to provider's policies and procedures, including how policies, procedures and practices are updated;

8.01(3)(d) the provider's goals and induction program 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 provider.

8.01(4) Effective induction programs should:

8.01(4)(a) develop plans and policies that:

8.01(4)(a)(i) encourage collaboration between LEP induction programs, professional organizations and institutions of higher education;

8.01(4)(a)(ii) provide release time for both mentors and inductees; and

8.01(4)(a)(iii) provide some form of compensation for mentors.

8.01(4)(b) formalize commitments to:

8.01(4)(b)(i) provide inductees with supervisors and mentors skilled in assisting teachers;

8.01(4)(b)(ii) provide pathways that address potential challenges within the mentor-inductee relationship (e.g., reassignment, conflict management and grievance processes);

8.01(4)(b)(iii) define clear roles and conditions to support school leadership and mentors to work in partnerships focused on improving teacher instructional practice; and

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

8.01(4)(c) adopt guidelines for mentor selection that ensure:

8.01(4)(c)(i) each mentor is an experienced professional who consistently models the quality standards outlined in section 5.00 of these rules and who has demonstrated excellence in practice as measured by the provider's educator effectiveness system; and

8.01(4)(c)(ii) each mentor is skilled in working with adult learners and is sensitive to the viewpoints of others.

8.01(4)(d) adopt guidelines for mentor assignment that ensure:

8.01(4)(d)(i) each mentor is closely matched to the inductee in terms of assignment; and

8.01(4)(d)(ii) each mentor is located, when possible, in close proximity to the inductee.

8.01(5) Effective induction programs should implement best practices, including:

8.01(5)(a) utilizing appropriate needs assessments to identify specific and appropriate programming for inductees;

8.01(5)(b) promoting a sequential learning plan for inductees based on current level of knowledge and skills;

8.01(5)(c) ensuring mentors are onboarded and trained in the components of the induction program;

8.01(5)(d) ensuring, when possible, that mentors do not serve as evaluators;

8.01(5)(e) providing mentors with ongoing professional learning and support for their mentoring activities;

8.01(5)(f) providing communities of practice for mentors, when possible;

8.01(5)(g) ensuring inductees participate in some form of learning community to foster problem-solving and collaborative inquiry; and

8.01(5)(h) engaging in annual program review with all stakeholders to promote systemic change and continuous improvement.

## **8.02 Criteria for Approval and Review of Induction Programs for Special Services Providers**

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

8.02(1) Effective induction programs must include opportunities for SSPs which:

8.02(1)(a) enhance SSP performance according to the quality standards prescribed in section 5.00 of these rules by providing through mentors and other professionals:

8.02(1)(a)(i) demonstrations of high-quality instructional and/or evidence-based practices specific to the discipline;

8.02(1)(a)(ii) improvement of educational experiences for all students; and

8.02(1)(a)(iii) ways to accommodate diverse student populations.

8.02(1)(b) encourage professionalism and SSP development by:

8.02(1)(b)(i) building a foundation for the continued study of the SSP's discipline;

8.02(1)(b)(ii) encouraging collaborative relationships within the school system and partnerships between providers, institutions of higher education and community organizations;

8.02(1)(b)(iii) providing an orientation for SSPs to the application of the profession in the educational context, including the culture of the school system, the provider and the community;

8.02(1)(b)(iv) providing a thorough orientation to the provider's SSP effectiveness evaluation model; and

8.02(1)(b)(v) providing opportunities for professional growth and ongoing development and training, including ethics, for both SSPs and mentors.

8.02(2) Effective induction programs must establish:

8.02(2)(a) standards for the selection and training of mentors who work with SSPs;

8.02(2)(b) an assessment model to review, evaluate and guide the induction program;

8.02(2)(c) a process for the selection and training of mentors and for the matching of mentors with inductees;

8.02(2)(d) the primary role of the mentor as teacher, coach, advocate, support and guide for SSPs; and

8.02(2)(e) 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 and provide training for mentors in those roles.

8.02(3) Effective induction programs must include professional support for inductees that includes information about:

8.02(3)(a) the SSP quality standards and how specific SSP disciplines interact with the Colorado Academic Standards, [Individualized Education Program training and school](#) and special education law as applicable to each discipline;

8.02(3)(b) the provider's SSP effectiveness evaluation model;

8.02(3)(c) the provider's policies and procedures, including how policies, procedures and practices are updated;

8.02(3)(d) the provider's goals and induction program content standards;

8.02(3)(e) SSP roles and responsibilities, including moral and ethical obligations;

8.02(3)(f) the school community;

8.02(3)(g) substantive feedback to the inductee about performance; and

8.02(3)(h) provisions for the extension of the induction program if deemed necessary by the provider.

8.02(4) Effective induction programs:

8.02(4)(a) develop plans and policies that include:

8.02(4)(a)(i) release time for both mentors and inductees; and

8.02(4)(a)(ii) some form of compensation for mentors.

**Commented [TK6]:** Recommendation from stakeholder/advisory/advocacy groups held in Spring 2023.

8.02(4)(b): formalize commitments to:

8.02(4)(b)(i) provide inductees with supervisors skilled in helping SSPs and mentors skilled in the specific SSP discipline;

8.02(4)(b)(ii) clarify expectations for inductees and mentors; and

8.02(4)(b)(iii) provide supports that address potential challenges within the mentor-inductee relationship (e.g., reassignment, conflict management and grievance processes).

8.02(4)(c) adopt guidelines for mentor selection that ensure:

8.02(4)(c)(i) each mentor is an experienced professional within the SSP discipline who consistently models the quality standards as reflected in section 5.00 of these rules;

8.02(4)(c)(ii) each mentor is skilled in working with adult learners and is sensitive to the viewpoints of others; and

8.02(4)(c)(iii) the mentor is an active and open learner who is competent in interpersonal skills and has a record of being an ambassador for the provider and the profession; and

8.02(4)(d) adopt guidelines for mentor assignment that ensure:

8.02(4)(d)(i) each mentor is closely matched to the inductee in terms of discipline and assignment; and

8.02(4)(d)(ii) each mentor is located in close proximity to the inductee, when possible, though experience within the SSP discipline may be considered as a priority over proximity to the inductee.

8.02(5) Effective SSP induction programs should implement best practices, including:

8.02(5)(a) utilizing appropriate needs assessments to identify specific and appropriate programming for inductees;

8.02(5)(b) promoting a sequential learning plan for inductees based on current level of knowledge and skills;

8.02(5)(c) providing differentiated, meaningful professional learning related to the specific roles and tasks of the SSP;

8.02(5)(d) cultivating capacity for collaboration and self-advocacy to enhance the working conditions, job satisfaction and efficacy of SSPs;

8.02(5)(e) providing the inductee with a safe, collegial atmosphere where professional growth takes place;

8.02(5)(f) promoting systemic change and continuous improvement, including input from inductees and a program emphasis on student learning; and

8.02(5)(g) ensuring, when possible, that mentors do not serve as evaluators.

---

## **9.00 Approved 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 State Board of Education has waived the induction program requirements 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 principals and administrators may develop induction programs for initial license-holders and holders of applicable authorizations. Induction programs must meet the criteria of these rules and be approved by the Department. The Department may grant initial or continuing approval for induction programs.

Each induction program must conduct a self-evaluation every five years. The evaluation information must be submitted to the Department 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.

### **9.01 Criteria for Approval and Review of Induction Programs for Principals and Administrators**

The following must serve as criteria for the approval of induction programs for principals, administrators and directors of special and gifted education. Induction programs must follow the same criteria and ensure Quality Standards are met as outlined in sections 6.06 – 6.28. The Department must provide technical assistance and support in the development of successful induction programs.

9.01(1) Effective induction programs must provide inductees:

9.01(1)(a) support for school improvement planning and processes;

9.01(1)(b) support for the application of effective, research-based teaching practices in an emotionally, intellectually and physically safe learning environment;

9.01(1)(c) assistance with systems of collaboration with families, colleagues, instructional teams and the broader educational community to ensure the success of all students;

9.01(1)(d) assistance with development of and advocacy for supportive, inclusive and rigorous learning environments that honor students' diversity; and

9.01(1)(e) training in the legal and ethical obligations of school leaders to support the diverse learning needs of all students.

9.01(2) Effective induction programs must include opportunities for inductees to:

9.01(2)(a) enhance their performance according to the quality standards in section 6.00 of these rules by providing through mentors and other professionals;

9.01(2)(a)(i) orientation to the profession;

9.01(2)(a)(ii) technical skill development;

9.01(2)(a)(iii) professional networking;

9.01(2)(a)(iv) school improvement planning;

9.01(2)(a)(v) leadership development; and



9.01(2)(b) support the application of effective, research-based teaching practices in an emotionally, intellectually and physically safe learning environment.

9.01(3) Effective induction programs must:

9.01(3)(a) train site administrators in the Colorado academic standards adopted by the State Board pursuant to section 22-7-1005, C.R.S. and the principal and administrator quality standards adopted by the State Board pursuant to section 22-9-105.5, C.R.S.;

9.01(3)(b) establish standards for the selection and training of mentors who work with inductees, ensuring that mentors:

9.01(3)(b)(i) have demonstrated leadership and effectiveness as a school principal or district administrator;

9.01(3)(b)(ii) have a deep understanding and knowledge of the Principal Quality Standards;

9.01(3)(b)(iii) exhibit well-developed interpersonal skills, including the ability to empathize with others, listen and question effectively and explore multiple solutions to problems;

9.01(3)(b)(iv) are effective communicators in both oral and written form; and

9.01(3)(b)(v) have a contextual awareness of the political, social and practical realities of the inductee.

9.01(3)(c) establish a process for matching mentors with inductees;

9.01(3)(d) implement a staff development plan to provide mentors with ongoing professional learning and support for their mentoring activities which includes:

9.01(3)(d)(i) skills development as a mentor and coach;

9.01(3)(d)(ii) training in how to support inductee development in the knowledge and skills required in the Quality Standards;

9.01(3)(d)(iii) training in providing effective, growth-producing feedback; and

9.01(3)(e) ensure, when possible that mentors do not serve as evaluators of inductees, if possible.

9.01(3)(e)(i) If mentors are to be involved in such evaluations, policies must state the specific roles and responsibilities of the mentor in evaluations and provide training for mentors in those roles.

9.04 Effective induction programs should:

9.04(1) utilize needs assessments to identify specific needs and design appropriate programming for inductees;

9.04(2) promote a sequential learning plan for inductees based on current level of knowledge and skills; and

9.04(3) engage in annual program review with all stakeholders to promote systemic change and continuous improvement.

#### **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 the State Board seeking denial, suspension, revocation or annulment of licenses, including lifetime certificates, endorsements and authorizations. It establishes standards against which said adverse information may be judged. This section also provides due process protections for license-holders and applicants and specifies requirements for school districts' reports to the Department on employee misconduct. 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 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, fraud, misleading information or an untruthful statement submitted with the intent to misrepresent, mislead or 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 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)(c)(i) contributing to the delinquency of a minor, as described in section 18-6-701, C.R.S.;

10.00(1)(c)(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)(c)(iii) misdemeanor sexual assault, as described in section 18-3-402, C.R.S.;

10.00(1)(c)(iv) misdemeanor unlawful sexual conduct, as described in section 18-3-404, C.R.S.;

10.00(1)(c)(v) misdemeanor sexual assault on a client by a psychotherapist, as described in section 18-3-405.5, C.R.S.;

10.00(1)(c)(vi) misdemeanor child abuse, as described in section 18-6-401, C.R.S.;

10.00(1)(c)(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)(c)(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)(d) 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)(e) 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)(f) 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 if the offense was committed within the 10 years preceding the date of the license application;

10.00(1)(g) When the applicant or holder is or was charged with having committed a felony or misdemeanor and forfeits or has ever forfeited any bail, bond or other security deposited to secure his or her appearance; 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)(h) Notwithstanding any provision of section 10.00(2) of these rules to the contrary, 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)(i) 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. In this case, the license may be suspended;

10.00(1)(j) 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)(k) 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; or

10.00(1)(l) 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. In this case, the license may be suspended or revoked for a period not less than 90 days.

10.00(2) A license must be denied, annulled, suspended or revoked by the 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, by entry of a verdict, by 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 only applies 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 section 10.00(2)(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, by entry of a verdict, or by 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 section 10.00(2)(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, by entry of a verdict, or by acceptance of a guilty plea or a plea of nolo contendere by a court of a felony drug offense described in section 18-18-401, et seq., C.R.S., and committed on or after August 25, 2012, or is convicted of an offense under the laws of another state, the United States, or any territory subject to the jurisdiction of the United States, committed on or after June 11, 2021, the elements of which are substantially similar to a felony drug offense described in part 4 of article 18 of title 18, C.R.S.

10.00(2)(d)(i) This requirement for denial, suspension or revocation of a license only applies 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(2)(f) A license must be denied, suspended or revoked when the applicant or holder is determined to be mentally incompetent by a court of competent jurisdiction and a court enters, pursuant to section 15-14-301, et seq.; 15-14-401, et seq.; 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. In this circumstance, no hearing is required to deny, annul, suspend or revoke the license, notwithstanding section 22-60.5-108, C.R.S.; denial, annulment, suspension or revocation happens by operation of law after the Department gives reasonable notice to the applicant or license-holder.

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)-(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)-(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 is conclusive evidence of such conviction or plea for the purposes of sections 10.00(1)(c)-(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 is 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 is entitled to a post-deprivation hearing consistent with section 24-4-105, C.R.S. At such hearing, the burden of proof rests with the license-holder.

#### **10.01 Standards of Professional Incompetence**

The following serve as standards against which charges of professional incompetence will be judged. To warrant denial, annulment, suspension or revocation of the license, violations must be found to be substantial or continued, as well as related to services rendered within the scope of the license. It is considered professional incompetence for a license-holder or applicant to:

10.01(1) willfully depart or to have ever willfully departed from the quality standards described in sections 5.00 or 6.00 of these rules;

10.01(2) willfully fail or to have ever willfully failed to practice with reasonable skill and safety;

10.01(3) act or to have ever acted in a manner evidencing a clear and substantial lack of knowledge, ability or fitness to perform the services rendered within the scope of the license;

10.01(4) refuse or to have ever refused to perform duties required by federal and state law and regulation;

10.01(5) recklessly disregard or to have ever recklessly disregarded duties required by federal and state law and regulation;

10.01(6) have or to have ever had a mental or physical condition, as diagnosed by a professional competent to make such a diagnosis, that results in the license-holder's or applicant's inability to satisfactorily perform required duties, subject to the American with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other nondiscrimination law; or

10.01(7) habitually abuse or to have ever habitually abused alcoholic, narcotic, hypnotic or other substances, the abuse of which results in the license-holder's or applicant's inability to satisfactorily perform required duties, subject to the American with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other nondiscrimination law.

## **10.02 Standards of Unethical Behavior**

The following 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 is 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 a minor 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 marriage status;

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 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 their own personal view, interest or goal;

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) using one's position for personal gain;

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; or

10.02(12) engage or to have ever engaged in a sexual act, meaning sexual contact, sexual intrusion or sexual penetration as defined in section 18-3-401, C.R.S., with a student enrolled at the school where the

license-holder or applicant is or was employed at the time of the sexual act, including a student who is eighteen years of age or older, regardless of whether the student consented to the sexual act.

### **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 an 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 must supply necessary complaint forms and information for the filing of adverse information.

10.03(1)(b) The complainant must personally deliver, send by mail or send in a secured electronic environment the complaint to the Department. The complainant must sign and swear to the complaint, regardless of delivery method. The complaint must allege actions serving as the basis of the complaint, and the alleged actions must be substantial or continued. The complaint must specify 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 an opportunity by sending a formal written letter of inquiry by first-class mail to the applicant or license holder, explaining the allegations, requesting a response within 20 days, and notifying them of their 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 response period 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, 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)-(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 the Department recommends revocation or annulment and the State Board of Education accepts that recommendation, the Board must refer the matter for a hearing in accordance with section 24-4-105, C.R.S. The Department must notify by first-class mail the person charged of the State Board of Education's decision to refer the matter for a hearing. If the State Board of Education rejects the Department's recommendation, 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)(e)(ii) If the Department recommends denial and the State Board of Education accepts that recommendation, 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. If the State Board of Education rejects the Department's recommendation, the Department must clear the application and issue the credential to the applicant.

10.03(3)(f) If the State Board of Education refers the matter for a hearing and 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 State Board of Education's decision.

10.03(3)(g) If the State Board of Education refers the matter for a hearing, or if the applicant timely requests a 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..

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. If the administrative law judge sustains the charge, the decision must result in revocation or denial of the license.

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

10.04(1) A license-holder whose license 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 and for review by the State Board of Education. The application must include justification for license issuance, renewal or reinstatement, with evidence as to rehabilitation appropriate to the basis for the prior suspension or revocation. The application must demonstrate the current fitness of the applicant to resume educational duties, in accordance with all laws and rules. 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) An applicant whose license application has been denied or annulled by the State Board of Education may apply for a license to the Department and for review by the State Board. The application will include justification for issuance, with appropriate supporting documentation as to the current fitness of the applicant to resume educational duties, in accordance with all laws and rules. The burden of proof must rest with the applicant.



### 10.05 Mandatory Reporting of Misconduct

10.05(1) The local board of education, charter school, BOCES or designee must notify the Department within 10 business days of any employee's dismissal or resignation if the dismissal or resignation is based on an allegation of unlawful behavior involving a child, including unlawful sexual behavior or allegation of a sexual act (meaning sexual contact, sexual intrusion or sexual penetration as those terms are defined in section 18-3-401, C.R.S.) involving a student who is eighteen years of age or older, regardless of whether the student consented to the sexual act, that is supported by a preponderance of the evidence. The local board, charter school, BOCES or designee must 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 employee's resignation or dismissal is based upon 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 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 designee must notify the Department when it 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 designee must notify the Department when it learns from a source other than the Department that a current or past employee 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.

### 10.06 Mandatory Disclosure of Attempts to Seal Criminal Records

An applicant or license-holder who files a petition to seal a criminal record under § 24-72-701, et seq., C.R.S., must notify the Department of the pending petition to seal. The Department may inquire into the facts of the criminal offense(s) for which the petition to seal is pending under § 24-72-703(2)(d)(III), C.R.S. The applicant or license-holder does not have any right to privilege or privilege that justifies refusal to answer the Department's questions about the criminal offense(s) at issue in the petition to seal.

### 11.00 Standards for the Approval of Educator Preparation Programs

The Department will review, authorize, and approve educator preparation programs at Colorado public, private and proprietary institutions of higher education based on the identified requirements for approval under section 22-60.5-12123-1-121(2) & (3), C.R.S.

The Department's Educator Talent Division promotes high-quality programs that meet the requirements, policies and the best practices identified by the Department of Education and Department of Higher Education pursuant to sections 22-2-109, C.R.S., 22-60.5-121, C.R.S. and 23-78-104, C.R.S.

Commented [KT7]: Revised per 22-60.5-121, C.R.S.

Pursuant to ~~22-60.5-121, -2-109~~, C.R.S and the standards set forth in sections 5.00 and 6.00 of these rules and sections 4.00 through 7.00 of 1 CCR 301-101, the State Board of Education will review all educator preparation programs, including traditional and alternative programs, to ensure that each program meets the minimum requirements in § 22-60.5-121, C.R.S., rules 11 and 13 of these rules, and that the programs are implemented in a way that enables educator candidates to meet the quality standards for the applicable license and requirements for licensure endorsement.

Commented [JZ8]: See section 22-60.5-121(4)(b).

~~the Department's responsibility as outlined in sections 22-60.5-205(3), 22-60.5-305.5(6), and 22-60.5-111(14), C.R.S. Sections 12.00 and 13.00 of these rules provide the requirements for authorization of alternative teacher programs.~~

~~11.01(1)(a) for all teacher candidates in elementary, early childhood and all special education programs, concentrated focus on foundational reading skills—specifically phonemic awareness, phonics, vocabulary, fluency and comprehension, per 23-1-121(2)(e-5), C.R.S.;~~

~~11.01(1)(b) for all teacher candidates in an initial licensure program, behavioral health training including culturally responsive and trauma-informed practices.~~

~~11.01(1)(c) for all educator candidates, education and training on federal and state regulations and policies related to students with exceptional needs, including, but not limited to, Americans With Disabilities Act of 1990, Rehabilitation Act of 1973 and Individuals With Disabilities Education Act; and~~

~~11.01(1)(d) for all educator candidates, pedagogical instruction in high-quality practices for face-to-face, blended and online learning.~~

#### 11.012 Program Review by the Department's Educator Talent Division

~~The Department's Educator Talent Division will evaluate all new and established educator preparation programs for consistency with these rules and with the State Board of Education approved rules 1 CCR 301-101. The Division will assess the content of these programs based on sections 22-2-109(5) and 22-60.5-1-121, C.R.S. The purpose of the evaluation and approval process is to assure the public that educators who complete educator preparation programs in the state of Colorado are well-prepared to educate PreK-12 students according to the Colorado Revised Statutes, the rules set forth by the State Board of Education, and the Colorado Academic Standards. Educator preparation programs must prepare candidates to meet or exceed the standards for licensure 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 demonstration of professional competencies and depth of content knowledge required by state board rule.~~

11.012(1) The Educator Talent Division's ~~review of~~ program ~~review content~~ must ensure that each program is designed and implemented in a manner that will enable a candidate to meet licensure and endorsement requirements. Rule outlined below apply to both educator preparation programs at institutionse of higher education and alternative preparation programs.

11.012(2) For the reauthorization of educator preparation programs at Colorado's public, private or proprietary postsecondary institutions of higher education recognized by the Colorado Department of Higher Education, the Educator Talent Division will provide the State Board of Education information for its consideration as to whether the Board should ~~issue an recommend to CCHE~~ approval, conditional approval, probation or termination.

11.012(3) For alternative teacher programs and alternative principal programs, the State Board of Education will determine full reauthorization, conditional reauthorization, probationary reauthorization or termination of the program.

11.012(3)(a) An on-site evaluation for the reauthorization of alternative preparation programs will occur no more frequently than once every five years.

11.012(3)(b) An initial site visit and review will be conducted 12 to 24 months after approval for all newly authorized alternative preparation programs.

#### 12.00 Alternative Teacher Programs

The following must serve as standards for the initial and continuing approval of alternative teacher preparation programs. School districts, BOCES, accepted institutions of higher education, non-profit organizations, nonpublic schools, charter schools, the institute or any combination thereof may apply to the State Board of Education for approval as a designated agency of an alternative teacher program under section 22-60.5-205, C.R.S.

12.00(1) An alternative teacher program must:

12.00(1)(a) be a one-year or two-year teacher preparation program for persons of demonstrated knowledge and ability who hold an alternative teacher license or interim authorization pursuant to section 22-60.5-111(7), C.R.S.:

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 and approved 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) provide for a person being alternatively prepared as a special education generalist to be employed as an alternative teacher for a maximum of three years.

12.00(1)(b) be the responsibility of a designated agency. The agency's duties include the organization, management and operation of the program as follows:

12.00(1)(b)(i) the designated agency must establish an advisory council, which must include, at a minimum, representatives from participating school districts, charter schools, nonpublic schools, the 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. Representatives on the advisory council must reflect the geographic make-up of the designated agency if the agency is composed on more than one entity.

12.00(1)(c) require alternative teachers to be employed by or have a clinical agreement in place with a school district, a licensed nonpublic childcare or 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 with a minimum average grade of B- 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 Standards and English Language Learner Quality Standards.

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;

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.;

~~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; and~~

~~12.00(1)(c)(ii)(E) The training must address 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 advisory council by the designated agency;~~

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

~~12.00(2)(d) criteria for the selection of mentor teachers which must include but need not be limited to: evidence of exemplary teaching and school leadership; the ability to model and counsel the alternative teacher; relevant mentorship coursework; and a valid teacher 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) identification of the duties of the mentor teacher including: serving as a member of the support team; providing ongoing observation, counseling and supervision of the alternative teacher; and representing the support team for purposes of making recommendations about the alternative teacher's licensing;~~

~~12.00(2)(g) a checklist of the duties of the mentor teacher and the time required of that teacher to mentor the alternative teacher. The designated agency must keep this checklist on file.~~

~~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:~~

~~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 alternative teacher.~~

~~12.00(2)(i) the composition of an alternative teacher's support team. The team must include, at a minimum, the alternative teacher's mentor, the building principal and a representative of the approved designated agency;~~

~~12.00(2)(j) identification of the duties of the support team including:~~

~~12.00(2)(j)(i) meeting on a regular schedule with an agenda. Documentation of such regularly scheduled meetings must include evidence of the alternative teacher's progress 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;~~

~~12.00(2)(j)(iii) developing the instruction plans and activities for the alternative teacher's preparation. The programming must meet the 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) an assurance that the major portion of the alternative teacher's assignment will be in the content area in which the alternative teacher has been approved by the state under section 3.12(1)(c);~~

\_\_\_\_\_ 12.00(2)(l) explanation of how the entity employing the alternative teacher meets the requirements in section 12.00(1)(c)(i)(A) of these rules if it asks the alternative teacher 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 the Teacher Quality Standards and as prescribed by section 5.00 of these rules;

\_\_\_\_\_ 12.00(2)(n) an inventory of Teacher Quality Standards for each alternative teacher in its program that documents how the alternative teacher demonstrates proficient knowledge and understanding of the standards and the English Language Leader Quality Standards;

\_\_\_\_\_ 12.00(2)(o) a schedule of mentor and principal observations, including a minimum of four alternative teacher observations by program leaders;

\_\_\_\_\_ 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 alternative teacher's preparation program.

12.00(3) When an entity is approved and offers a new educator preparation program, the Department may review the new educator preparation program no sooner than twelve months but not more than twenty-four months after the new preparation program is initially approved. The alternative teacher program may be approved for up to five years. An onsite evaluation will be conducted no more than once every five years for purposes of reauthorization.

12.00 Educator Preparation Programs The Department's Educator Talent Division promotes high-quality programs that meet the requirements, policies and the best practices identified by the Department of Education and Department of Higher Education pursuant to sections 22-2-109, C.R.S.; 22-60.5-121, C.R.S. and 23-78-104, C.R.S.

### 11.02 Standards for Educator Preparation Programs and Alternative Preparation Programs

The following must serve as standards for the initial and continuing approval of all preparation programs.

11.02(1) An educator preparation program and an alternative program must:

11.02(1)(a) Be designed around candidate proficiency and professionalism that supports decision-making about partnerships and the integration of curricula, learners, coursework and clinical experience;

11.02(1)(b) Map, plan, develop, assess and support candidate proficiency, including

11.02(1)(b)(i) a candidate's deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating students and the dispositions and professional qualities necessary to be a successful educator;

11.02(1)(b)(ii) comprehensive, ongoing assessment including evaluation of each candidate's subject matter (as outlined in the endorsement standards in sections 4.00 through 7.00 of 1 CCR 301-101) and professional knowledge and ability to demonstrate skill in applying the professional knowledge base (as outlined in the quality standards specified in sections 5.00 and 6.00 of these rules); and

11.02(1)(b)(iii) pedagogical instruction in high-quality practices for face-to-face, online and blended learning.

11.02(1)(c) Include coursework that:

11.02(1)(c)(i) provides content knowledge specific to teaching the aligned preschool through elementary and secondary education standards, pursuant to 22-7-1005, C.R.S.;

Commented [KT9]: Per 22-60.5-121, C.R.S.

11.02(1)(c)(ii) is aligned with the Colorado READ Act (as established in 22-7-12, C.R.S.) and the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills and reading comprehension, and the skills and strategies necessary to ensure that every student learns how to read;

11.02(1)(c)(ii)(A) Reading coursework and clinical practice opportunities must be a significant focus for teachers preparing for endorsement in early childhood, elementary or special education.

11.02(1)(c)(iii) provides educator candidates with an overview of Title II of the federal "Americans With Disabilities Act of 1990," section 504 of the federal "Rehabilitation Act of 1973," the federal "Individuals With Disabilities Education Act," individualized education programs (as defined in 22-20-103(15), C.R.S.) and child find, and that teaches educators effective special education classroom practices, including, but not limited to, inclusive learning environments; and

11.02(1)(c)(iv) integrates theory and practice and educates candidates in the methodologies, practices and procedures of teaching standards-based education, and specifically the quality standards specified in 5.00 and 6.00 of these rules.

11.02(1)(d) Include intentional clinical experiences, early on and through the program, relating to predetermined state content standards that afford candidates multiple, intentional experiences to learn from practice.

11.02(1)(d)(i) Clinical experiences must be aligned with educator preparation program curricula so that candidates develop pedagogical skills and pedagogical content knowledge; and

11.02(1)(d)(i)(A) Include a minimum of 800 hours for teacher candidates;

11.02(1)(d)(i)(B) Include a minimum of 300 hours for principal and administrator candidates; and

11.02(1)(d)(i)(C) A majority of the clinical experience hours must be completed through a continuous clinical placement,

11.02(1)(d)(i)(D) For every additional endorsement or advanced degree, a candidate shall complete an appropriate amount of supervised clinical experiences related to predetermined state content standards, including best practices and relevant national norms related to the candidate's endorsement(s).

11.02(1)(d)(ii) To maximize candidates' clinical experiences, educator preparation programs must establish a formal mentor/cooperating educator selection and training process that:

11.2(1)(d)(ii)(A) selects mentors or cooperating educators based on a defined set of criteria, which must include but need not be limited to: evidence of exemplary teaching and/or school leadership; the ability to model and counsel the candidate; relevant mentorship coursework; and a valid teacher license and endorsement in the candidate's content area if available (a mentor teacher endorsement is not required);

11.02(1)(d)(ii)(B) includes a training program for mentors that provides direction with regard to structured guidance, the provision of regular ongoing support to new educators and educator performance evaluation;

11.02(1)(d)(ii)(C) identifies the duties of the mentor or cooperating educator including, as applicable: serving as a member of the support team; providing ongoing

observation, counseling and supervision; and representing the support team for purposes of making recommendations about the licensing for the individual;

11.02(1)(d)(ii)(D) provides a checklist of the duties of the mentor and the time required; and

11.02(1)(d)(ii)(E) defines provisions made by the educator preparation program to assist the mentor teacher in properly discharging their regular duties, such as:

11.02(1)(d)(ii)(E)(I) providing a substitute teacher so the mentor teacher may have release time to coach and support the mentee, as necessary and appropriate; and

11.02(1)(d)(ii)(E)(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 alternative teacher.

11.02(1)(e) Require each teacher preparation candidate in an initial licensure program to complete at least one semester- or quarter-length course in behavioral health training and one semester- or quarter-length course in using culturally responsive and trauma- and evidence-informed practices;

11.02(1)(f) Require candidates for an elementary, middle school mathematics or secondary mathematics endorsement training in evidence-informed practices in mathematics, including interventions to help students who are below grade level or struggling in mathematics, students with disabilities and students who are English language learners;

11.02(1)(g) Require each educator preparation candidate, prior to graduation, to demonstrate the skills required for licensure;

11.02(1)(h) Engage in continuous evidence-based review cycles regarding the program's impact on candidate's development through the program, by implementing procedures for:

11.02(1)(h)(i) collecting and reviewing evaluative data concerning the preparation program and for modifying the program as necessary in response to the data collected;

11.02(1)(h)(ii) reviewing the scores achieved on professional competency demonstrations by teacher candidates enrolled in and graduating from/completing the program, and modifying the program as necessary to improve those scores; and

11.02(1)(h)(iii) engaging stakeholder feedback for program continuous improvement, including at a minimum:

11.02(1)(h)(iii)(A) processes to evaluate strengths, challenges, and improvement foci;

11.02(1)(h)(iii)(B) processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners, and others; and

11.02(1)(h)(iii)(C) for alternative programs only, establishing an advisory council, which must include, at a minimum, representatives from participating school districts, charter schools, nonpublic schools, the 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.

11.02(1)(h)(iii)(C)(I) Representatives on the advisory council must reflect the geographic make-up of the educator preparation program if the program is composed of more than one entity; and

11.02(1)(h)(iii)(C)(II) Advisory council's duties must include but need not be limited to: providing the educator preparation program with information regarding the organization and management and operation of the approved alternative teacher program.

11.02(2) In addition to the requirements outlined in 11.02(1), traditional educator preparation programs at an approved institution of higher education must:

11.02(2)(a) Be designed to be completed within four academic years;

11.02(2)(b) Have a comprehensive admission system that includes screening of and counseling for students who are considering becoming teacher candidates; and

11.02(2)(c) Have practicing educators or faculty members regularly screen and counsel candidates.

11.02(3) In addition to the requirements outlined in 11.02(1), alternative teacher preparation programs at an approved Designated Agency must:

11.02(3)(a) be a one-year or two-year teacher preparation program for persons of demonstrated knowledge and ability who hold an alternative teacher license or interim authorization pursuant to section 22-60.5-111(7), C.R.S.;

11.2(3)(a)(i) one-year programs 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 and approved by the Department;

11.02(3)(a)(ii) two-year programs shall be designed to be completed in two years; and;

11.02(3)(a)(iii) provide for a person being alternatively prepared as a special education generalist to be employed as an alternative teacher for a maximum of three years;

11.02(3)(b) Ensure that alternative teachers:

11.02(3)(b)(i) are employed by or have a clinical agreement in place with a school district, a licensed nonpublic childcare or other preschool facility, charter school, the Charter School Institute, nonpublic school or BOCES to teach;

11.02(3)(b)(ii) demonstrate competency in their subject area endorsement and/or assignment pursuant to section 3.00 of these rules including:

11.02(3)(b)(ii)(A) If the alternative teacher is asked to teach in any content area(s) outside of their 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 with a minimum average grade of B- in the additional content area(s) or the equivalent thereof, or has passed the related approved content area test(s); and



11.02(3)(b)(iii) include a minimum of 225 clock-hours of planned instruction, including, but not limited to, teacher preparation courses that meet the quality standards and English Language Learner Quality Standards, training in dropout prevention, and prepare candidates to meet the additional endorsement standards for the endorsement area sought.

11.02(3)(b)(iii)(A) Varied program length and design are allowable for programs to address differentiated clock-hours needed for alternative teacher candidates based on their endorsement area standards.

11.02(3)(c) Evaluate alternative teachers' progress in accordance with section 22-9-106, C.R.S.:

11.02(3)(c)(i) Mentor teachers may assess 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.

11.02(3)(c)(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.

11.02(3)(d) Include an alternative teacher support team consisting of, at a minimum, the alternative teacher's mentor, the building principal and a representative of the approved designated agency:

11.02(3)(e) Identify the duties of the alternative teacher support team including:

11.02(3)(e)(i) 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;

11.02(3)(e)(ii) 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.

11.02(3)(e)(iii) ensuring the majority of the alternative teacher's assignment will be in the content area in which the alternative teacher has been approved by the department under section 3.12(1)(c);

11.02(3)(e)(iv) the method of evaluation and inventory tracking for each alternative teacher's proficiencies using performance evaluations, as based on the quality standards and as prescribed by section 5.00 of these rules; and

11.02(3)(e)(v) the schedule of mentor and principal observations, as well as a minimum of four alternative teacher observations by program leaders.

11.02(4) School districts, BOCES, accepted institutions of higher education, non-profit organizations, nonpublic schools, charter schools, the institute or any combination thereof may apply to the State Board of Education for approval as an alternative teacher preparation program under section 22-60.5-205, C.R.S.

#### **12.02 Program Review by Department's Educator Talent Division**

The Department's Educator Talent Division will evaluate all new and established educator preparation programs for consistency with these rules and with the State Board of Education approved rules 1 CCR 301-101. The Division will assess the content of these programs based on § 22-60.5-121, C.R.S. sections 22-2-109(5). The purpose of the evaluation and approval process is to assure the public that educators who complete educator preparation programs in the state of Colorado are well-prepared to educate PreK-

12 students according to the Colorado Revised Statutes, the rules set forth by the State Board of Education, and the Colorado Academic Standards. Educator preparation programs must prepare candidates to meet or exceed the standards for licensure 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 demonstration of professional competencies and depth of content knowledge.

### **11.03 Authorization of New Educator Preparation Programs and Alternative Preparation Programs**

11.03(1) Proposals submitted to the Department by entities for authorization by the State Board of Education as approved educator preparation programs and alternative preparation programs must include, but not be limited to:

11.03(1)(a) Demonstrated evidence of a need for the proposed program;

11.03(1)(b) Detailed plan to address standards outlined in section 11.02 of these rules.

11.03(2) When an entity is approved for a new educator preparation program, including alternative preparation programs, the Department may review the new educator preparation program no sooner than 12 months but no more than 24 months after the new preparation program is initially approved. The program may be approved for up to five years.

11.03(3) When an approved entity offers a new educator preparation program or significantly modifies an existing program, the entity shall submit the new or modified program to the Department for review.

11.03(4) Each approved educator preparation program, including approved programs and alternative programs, must complete required data submissions for enrollee and program completers as well as additional data as requested by the Department.

### **11.04 Reauthorization of Approved Programs of Educator Preparation and Alternative Programs**

11.04(1) An evaluation for the reauthorization of approved programs of educator preparation and alternative programs will occur no more frequently than once every five years if they have obtained full approval at the program's last reauthorization review.

11.04(2) As part of the reauthorization process, programs:

11.04(2)(a) are responsible for providing evidence and documentation as requested by the Department, including but not limited to program design and implementation to meet standards in section 12.01 of these rules; and

11.04(2)(b) will facilitate, in collaboration with the Department, the onsite evaluation and corresponding logistics of a state review team site visit.

11.04(2)(b)(i) State review team members may include Department staff, educator preparation program leaders from other institutions, content experts, and educator leaders from Colorado schools.

11.04(2)(b)(ii) Programs are responsible for the costs associated with their reauthorization site visit to include such items as transportation, lodging, parking, and meals for the state review team.

11.04(3) Based on recommendations from the Department, the State Board of Education will determine whether a program will be approved, conditionally approved, placed on probation or terminated.

11.04(3)(a) Approval status can be for all content areas offered by a program or for individual areas the program has been authorized to provide for educator preparation.

11.04(3)(b) Programs placed on conditional approval or probation will receive identified areas for improvement that must be fully met through additional reviews and site visits prior to reconsideration by the State Board of Education.

11.04(3)(c) Programs placed on conditional approval may continue to enroll candidates but programs receiving probationary status are not able to enroll new candidates until such time that their status moves to conditional or approved.

11.04(3)(d) Programs placed on probationary status have no more than a year to address areas for improvement and either receive full or conditional approval.

11.04(3)(d)(i) If programs on probation cannot improve their approval status within the identified timeline, they will be terminated.

12.00 Reserved

**Commented [KT10]:** Formerly "Alternative Teacher Programs" (which have been incorporated into 11.00 through 11.04). Reserving 12.00 to allow for 13.00 thru 16.00 rulesets to remain as they are presently.

### **13.00 Individualized Alternative Principal Programs and Alternative Principal Programs**

The following will serve as standards for the initial and continuing approval of individualized alternative principal programs and alternative principal programs.

13.01 In designing an individualized alternative principal program, the school district, charter school or nonpublic school shall, at a minimum, submit to the State Board:

13.01(1) documentation of the coursework, practicum and other educational requirements identified by the school district, charter school or nonpublic school that will comprise the individualized alternative principal program plan and that will be completed while the applicant is employed under the principal authorization; and

13.01(2) a letter from the district, charter school or nonpublic school stating its intention to employ the applicant as a principal or assistant principal upon issuance of the principal authorization;

13.01(3) At a minimum, an individualized alternative principal program must ensure that:

13.01(3)(a) the applicant will attain the information, experience, training and skills comparable to those possessed by a person who qualifies for an initial principal license as provided in section 22-60.5-301(1)(a), C.R.S.;

13.01(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;

13.01(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;

13.01(3)(d) except that, if the candidate participates in a nonpublic school's individualized alternative principal program approved by the State Board of Education, the candidate must receive coaching and mentoring from one or more principals and administrators who have three or more years of experience in a nonpublic school;

13.01(3)(e) the candidate demonstrates professional competencies using the assessment of 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.; and

13.01(3)(f) the candidate receives information and training on special education laws and regulations, as outlined in section 22-60.5-111(14)(c)(IV), C.R.S.

13.02 A school district or districts, BOCES, accepted institution of higher education, nonprofit organization, charter school, the institute, nonpublic school or any combination thereof may apply to the State Board for approval as a designated agency of alternative principal programs under section 22-60.5-305.5, C.R.S.

13.02(1) In designing an alternative principal program, the designated agency must, at a minimum, demonstrate that:

13.02(1)(a) the applicant will attain the information, experience, training and skills comparable to those possessed by a person who qualifies for an initial principal license as provided in section 22-60.5-301(1)(a), C.R.S.;

13.02(1)(b) the program content meets or exceeds the Principal Quality Standards cited in section 6.00 of these rules;

13.02(1)(c) training of alternative principals will include a minimum of 225 clock-hours of planned instruction, and activities must include, but not be limited to, principal preparation courses that meet the Principal Quality Standards and English Language Learner Quality Standards.

13.02(1)(d) 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;

13.02(1)(e) the candidate will be required to demonstrate professional competencies using the assessment of 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.;

13.02(1)(f) the candidate will receive information and training on special education laws and regulations, as outlined in section 22-60.5-111(14)(c)(IV), C.R.S.; and

13.02(1)(g) the alternative principal program will be designed to be completed in three years or less.

13.02(1)(g)(i) School districts may only employ a person under a principal authorization for three years, after which time, the person must obtain an initial or professional license in order to continue working as a principal.

13.02(2) Proposals submitted by entities for authorization as designated agencies of alternative principal programs must include, but not be limited to:

13.02(2)(a) demonstrated evidence of a need for the proposed program;

13.02(2)(b) evidence of the establishment of an advisory council by the designated agency;

13.02(2)(c) a listing of the advisory council's duties, which must include but need not be limited to: providing the designated agency with information regarding the organization, management and operation of the approved alternative principal program;

13.02(2)(d) criteria for the selection of mentor principals which must include but need not be limited to: evidence of exemplary school leadership; the ability to model and counsel the alternative principal; relevant coursework; and a valid license and endorsement as a professional principal.

13.03 When a new designated agency is approved to offer a new alternative principal program, the department may review the new program no sooner than twelve months but not more than twenty-four months after the new program is initially approved. The designated agency that operates an alternative principal program will be reauthorized not more than once every five years.

#### **14.00 Colorado Teacher of the Year Program**

##### **14.01 Administration**

14.01(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.

14.01(2) The Department may reward the educator with gifts, services and opportunities that may include:

14.01(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;

14.01(2)(b) a cash gift;

14.01(2)(c) travel and lodging expenses;

14.01(2)(d) a computer;

14.01(2)(e) supplies and equipment for the award recipient's classroom or school; and

14.01(2)(f) the opportunity to receive additional training or education.

14.01(3) During tenure as Colorado Teacher of the Year, the award recipient may participate in activities such as:

14.01(3)(a) attending local, regional and national events related to the award recipient's designation as Colorado Teacher of the Year;

14.01(3)(b) promoting the teaching profession;

14.01(3)(c) teaching best practices to other teachers;

14.01(3)(d) teaching temporarily in other public schools or school districts;

14.01(3)(e) mentoring students in teacher preparation programs and supporting newer teachers in Colorado;

14.01(3)(f) collaborating with institutions of higher education in scholarly research and teaching; and

14.01(3)(g) participating in special projects relating to education that are important to the award recipient.

---

## **15.00 Inactive Status of Licenses**

15.01 Holders of professional licenses may choose to place their licenses in inactive status by notifying the Department, via an online application, of their intent to place a professional license on inactive status.

15.02 While on inactive status, the expiration date of a professional license is suspended and the individual is deemed as not holding the credential.

15.03 A person may return a professional license to active status at any time upon application.

15.03(a) Upon application to return to active status, the Department 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 placed the license in inactive status.

15.03(b) The Department 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.

15.04 Renewal of licenses previously inactive:

15.04(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.

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

## **16.00 Waivers**

16.01 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:

16.01(1) the specific portion of these rules to be waived;

16.01(2) the rationale for the request;

16.01(3) detailed information on the innovative programs or plans to be instituted;

16.01(4) financial impact of the proposed waiver, if applicable;

16.01(5) reasons why these innovative programs or plans cannot be implemented under the applicable rule; and

16.01(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.  
Entire rule eff. 04/30/2021.  
Entire rule eff. 12/30/2021.  
Entire rule eff. 11/30/2022  
Entire rule eff. TBD upon approval

**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.