

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.]

2260.5-R-1.00 Statement of Basis and Purpose.

The statutory basis for these Rules adopted May 12, 1994, is found in 22-2-107(1)(c), State Board-Powers, 22-60.5-101, et.seq., C.R.S., the Colorado Educator Licensing Act of 1991 and 22-2-109(1), State Board-Additional Duties. These Rules establish the standards and criteria for the issuance of licenses and authorizations to teachers, special services providers, principals, and administrators. The Act calls for the State Board of Education to adopt rules for a three-tiered system of licensure for education personnel which includes an Initial License for entry-level educators, a Professional License for experienced educators, and a voluntary Master Certificate for outstanding educators.

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

These Rules provide a process for the recognition of educator preparation programs in other states to facilitate the movement of educators among states. As required by the Act, the Rules establish the requirements of induction programs provided by local school districts 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, or professional incompetence. Other miscellaneous provisions are included to meet the requirements of the Act.

1.01 Statement of findings and reasons for adoption of emergency rules

Following adoption of the (rules for the) Administration of the Colorado Educator Licensing Act of 1991, the Colorado State Board of Education has received considerable unsolicited oral and written testimony from local boards of education and boards of cooperative educational services expressing concern over the increase requirements for substitute teachers to provide services in the public schools. Local districts assert that the standards for issuance of licenses and substitute authorizations have diminished their available pool of substitute teachers to the extent that classrooms and groups of students will have no adult supervision when the regularly assigned teacher is absent. The State Board of Education finds that such potential lack of supervision threatens the well being of well-being of students and finds that the immediate adoption of Emergency rules [4.09 - 4.09 (3) and 4.10] on October 7, 1994 is imperatively necessary for the preservation of public health, safety, and welfare of students. These Rules are effective upon adoption and shall be valid for ninety days.

1.02 Statement of findings and reasons for adoption of emergency rules

Following adoption of the (rules for the) Administration of the Colorado Educator Licensing Act of 1991, the Colorado State Board of Education adopted emergency rules [4.09 - 4.09(3) and 4.10] regarding substitute teacher authorizations on October 7, 1994 and readopted them for technical reasons on November 10, 1994. A hearing was held on December 8, 1994 to consider permanent adoption of these Rules. Testimony presented at the hearing indicated that neither the prior emergency nor the proposed permanent rules were sufficient to meet the immediate needs of Colorado school districts throughout the state for substitute teachers to provide adult supervision when the regularly assigned teacher is absent. The State Board of Education finds that, based on this new information, and to guarantee the safety and supervision of students, the immediate adoption of emergency rules [4.09 - 4.09(3) and 4.10] on December 8, 1994 is imperatively necessary for the preservation of public health, safety, and welfare of students. Waiting to provide official notice prior to adoption of these emergency rules would jeopardize the safety of Colorado public school students on a daily basis. These Rules are effective upon adoption and shall be valid for ninety days.

1.03 Statement of Basis and Purpose for Amendment.

The statutory basis for amendments to these Rules adopted July 13, 1995 is found in 22-2-107 (l)(c) and 22-60.5-101, et. seq., C.R.S. These Rules are amended to conform to legislative amendments (SB 95-75) to 22-60.5-111(l)(a)(f), 22-60.5-114(2), and 22-60.5-309.5, C.R.S. Changes have also been made to conform to HB 95-1189, which negated selected existing rules. In addition, these amendments clarify and improve language, correct technical errors and omissions, and reflect further development of the licensing program.

1.04 Statement of Basis and Purpose for Amendment.

The statutory basis for the amendments to these Rules adopted December 13, 1996 is found in 22-2-107(l)(c), 22-2-109(1), and 22-60.5-101, et. seq., C.R.S. These amendments are required to comply with legislative action through Senate Bill 96-236 which eliminated selected sections of the State Board's earlier adopted rules. These amendments relate to the powers and duties of the professional standards boards, the establishment of educator licensing review boards, the requirements for induction programs for certain authorizations, and the requirement for renewal of licenses. These amendments also modify the requirements for field experiences in preservice educator preparation programs and address technical flaws or omissions in the earlier rules. Revised endorsement standards for early childhood education, middle childhood education, English language arts education, mathematics education, science education, social studies education, early adolescence education, linguistically diverse education, school audiologist, school occupational therapist, school nurse, school psychologist, school social worker, school speech/language pathologist, and school counselor are included. In addition, amendments are included to address legislative requirements regarding teacher shortages and basic skills assessments for certain Special Services Licenses.

1.05 Statement of Basis and Purpose for Amendment.

The statutory basis for amendments to these rules adopted on September 11, 1997, is found in 22-2-107(1)(c), 22-2-109(1), and 22-60.5-101, et seq., C.R.S. These amendments are required to conform the State Board's Rules with legislative amendments to the Educator Licensing Act of 1991, resulting from the passage of HB 97-1058 and HB 97-1108. In addition, these amendments correct technical errors and omissions found in the Board's early adopted Rules. Specifically, these amendments delete outdated definitions related to educator review boards and peer review, clarify the requirements for licensure of out-of-state applicants, enable the Department to issue professional licenses to teachers who hold national certification, provide requirements for the reinstatement of expired certificates or licenses and provide for the establishment of a fee for such reinstatements, provide for multiple renewals of Initial licenses if holders are unable to complete induction programs, clarify the experience requirements for principals and administrators, provide for the issuance of professional licenses for educators unable to complete induction if districts have obtained waivers of induction programs, establish a Type IV Authorization-Extension for educators unable to renew licenses due to hardships, modify the standards for principal and administrator preparation programs, change the requirements for renewal of professional licenses, eliminate the minority alternative teacher fellowship program and minority teacher fund, modify the requirements for the State Board in receiving recommendations from the Professional Standards Boards, and create an inactive status for holders of professional licenses who wish to surrender their licenses for an unspecified period and later return to active status.

1.06 Statement of Basis and Purpose for Amendment.

The statutory basis for the amendments to these Rules adopted on August 20, 1998 is found in 22-2-107(1) (c), 22-2-109(1), and 22-60.5-101, et. seq., C.R.S. These amendments are required to comply with legislative action through House Bill 98-1208 which exempts school psychologists and school social workers from the basic skills assessment for licensure, House Bill 98-1089 which specifies the requirements for evaluator training in approved principal and administrator preparation programs, and House Bill 1267 which modifies the standards and criteria for the approval of teacher education programs, modifies the criteria for the renewal of professional licenses, and revises the criteria for the evaluation of programs of preparation for teachers, principals and administrators. These amendments also remove the previous 60 day employment limitation for holders of the one-year type v authorization-substitute. In addition, amendments include revised endorsement standards for agriculture, business/marketing, consumer and family studies, technical education, and trade and industry education.

1.07 Statement of Findings and Reasons for Adoption of Amendments.

Following the passage of SB 02-152, the State Board of Education finds that to meet the timeline therein, it is necessary to adopt rules to provide the content of principal preparation programs.

1.08 Statement of Basis and Purpose for Adoption of Amendments

The statutory basis for these Rules, adopted as emergency rules on October 3, 2002, is found in 22-2-107 (l)(c), State Board Powers, 22-60.5-101, et seq., C.R.S, the Colorado Educator Licensing Act of 1991, 22-2-109(l)(p), State Board of Education - additional duties - teacher standards - principal standards, and 22-2-109 (6)(a). These Rules establish the standards and criteria for the issuance of licenses and authorizations to principals. The purpose of these amendments to the rules for the

Administration of Educator Licensing Act of 1991, is to ensure that principal preparation programs be performance-based, enabling principal candidates to demonstrate proficiency in leading high-quality, standards-based schools.

1.09 Statement of Basis and Purpose for Adoption of Amendments

Following the passage of SB 99-154, the State Board of Education amended the rules on September 11, 2003, and finds that to meet the requirements therein, it is necessary to adopt these updated rules for endorsements appropriate for licensure to ensure that these are current and, additionally, in keeping with federal requirements. The statutory basis for these Rules is found in 22-2-109 (l)(g)(h)(i), C.R.S., State Board of Education - additional duties - teacher standards - principal standards; the rules for the Administration of the Educator Licensing Act of 1991, 2260.5-R-7.04 Review of License and Endorsement Standards. These Rules establish the standards and criteria for review of the endorsement standards for currency. The purpose of these amendments to the rules for the

Administration of Educator Licensing Act of 1991, is to ensure that the licensing endorsements be performance-based, enabling educators to demonstrate proficiency and high-quality in their endorsement areas.

1.10 Statement of Basis and Purpose for Proposed Amendments

The statutory authority for the proposed amendments to these Rules is found in Sections 22-2-107(l)(c) and 22-60.5-101, et seq., C.R.S. The proposed amendments are necessitated by legislative amendments to the Educator Licensing Act of 1991, resulting from enactment of HB 99-1039 and HB 03-1114, with regard to educator fingerprinting, the denial, suspension, revocation, or annulment of licenses, and school district reporting requirements. Additionally, under the Administration of the Educator Licensing Act of 1991, during a review of current rules it was determined that several sections of the rules appear to be in conflict with Colorado revised statutes. The statutory basis for these rules is found in Section 22-2-109 (l)(g)(h)(i), C.R.S., State Board of Education - additional duties - teacher standards - principal standards; the rules for the Administration of the Educator Licensing Act of 1991. 2260.5-R-7.04 review of license and endorsement standards. The purpose of these amendments to the rules for the Administration of Educator Licensing Act of 1991 is to ensure that Colorado State Board of Education's adopted rules are in compliance with state statute.

1.11 Statement of Basis and Purpose for Adoption of Amendments

The statutory authority for the proposed amendments to these Rules is found in sections 22-2-107(1)(c) and 22-60.5-101, et seq., C.R.S. The proposed amendments adopted by the State Board of Education on December 9, 2004 are necessitated based on a review of Department Rules by Legislative Legal Services which determined that several sections of the rules appear to be in conflict with Colorado Revised Statutes. The statutory basis for these Rules is found in 22-2-109 (1)(g)(h)(i), C.R.S., State Board of Education – Additional Duties – Teacher Standards – Principal Standards; the Rules for the Administration of the Educator Licensing Act of 1991, 2260.5-R-7.04 Review of License and Endorsement Standards. The purpose of these amendments to the Rules for the Administration of Educator Licensing Act of 1991 is to ensure that Colorado State Board of Education's adopted rules are in compliance with state statute.

1.12 Statement of Basis and Purpose for Amendment.

The statutory basis for amendments to these Rules adopted on November 10, 2005, is found in 22-2-107(1)(c), 22-2-109(1), and 22-60.5-101, et seq., C.R.S. These amendments are required to conform to the enactment of HB 05-1026, which necessitates amendments to the Rules for the Administration of the Educator Licensing Act of 1991, C.R.S. 301-37. The amendments relate to requirements for the Alternative Principal Authorization, changes in the Rules for renewal activities for professional licensure, inactive status of licenses, changing the name of the Provisional License to Initial License, changing the name of the Temporary Authorization to Interim Authorization, and hiring of a person who holds an Alternative Teacher License. The amendments ensure that the Rules are in compliance with state statutes.

1.13 Statement of Basis and Purpose for Amendments.

The statutory authority for the amendments to these Rules is found in sections 22-2-107(1)(c) and 22-60.5-101, et seq., C.R.S. The amendments are necessitated by legislative amendments to the Educator Licensing Act of 1991 resulting from enactment of SB 06-176, which changes educator fingerprint submission requirements and modifies the grounds for the denial, annulment, suspension or revocation of licenses. In addition, the amendments clarify and improve language and correct technical errors. The purpose of these amendments to the Rules for the Administration of the Educator Licensing Act of 1991 is to ensure that the Colorado State Board of Education's adopted rules are in compliance with state statute.

1.14 Statement of Basis and Purpose for Amendments.

The statutory authority for the amendments to these Rules is found in sections 22-2-107 (1) (c) and 22-60.5-101, et seq., C.R.S. The purposes of these amendments to the Rules for the Administration of the Educator Licensing Act of 1991 is to ensure that the Colorado State Board of Education's adopted rules are in compliance with state statute, as requested by Legislative Legal Services with regard to initial principal licenses, alternative principal licenses, temporary educator eligibility, changes in titles of licenses and adjunct authorizations.

1.15 Statement of Basis and Purpose of Amendments.

The statutory authority for the amendments to these Rules is found in sections 22-2-107 (1) (c) and 22-60.5-101, et seq., C.R.S. The purposes of these amendments to the Rules for the Administration of the Educator Licensing Act of 1991 is to ensure that the Colorado State Board of Education's adopted rules are in compliance with state statute, as requested by Legislative Legal Services with regard to denial, suspension, revocation, or annulment of licenses, and school district reporting requirements, necessitated by enactment of HB 08-1344 and SB 06-176.

1.16 Statement of Purpose and Adoption for Amendments to 22-60.5-R-4.04

Senate Bill 08-017, 22-2-132 C.R.S. concerning Occupational Educational Credentialing, requires the Colorado Department of Education (CDE) to issue credentials to secondary occupational instructors or Career and Technical Education (CTE) instructors. Prior to the enactment of Senate Bill 08-017, the Colorado Community College System (CCCS) has issued secondary and postsecondary credentials. They will continue to issue postsecondary credentials, but not secondary credentials. CCCS will promulgate Rules for the Administration of the Colorado Vocational Act, 8 CCR 1504-2 that conform to current law. The amendments to the following rules for the Administration of the Educator Licensing Act of 1991 provide consistency between the CCCS rules 8 CCR 1504-2 and CDE rules 1 CCR 301-37, section 22-60.5-R-4.04 concerning the Authorization of Career and Technical Education credentials.

1.17 Statement of Basis and Purpose of Amendments

The authority for the amendments to these Rules is found in sections 22-2-107 (1) (c) and 22-60.5-101, et. seq., C.R.S. Senate Bill 09-160, which aligned the state's Alternative Teacher Program and Teacher in Residence Program and required that the State Board amend its rules concerning the Department's issuance of Initial Teacher Licenses and Alternative Teacher Licenses. The State Board has the authority to adopt rules necessary to ensure the least cumbersome process possible for issuing and renewing educator licenses, pursuant to section 22-60.5-115, C.R.S.

1.18 Statement of Basis and Purpose of Amendments.

The authority for the amendments to these Rules is found in sections 22-2-107 (1) (c) and 22-61.5-101, et. seq., C.R.S. House Bill 09-1240 established the Colorado Teacher of the Year program to honor and reward the teacher named annually as the Colorado Teacher of the Year and required the State Board to adopt rules necessary for the creation and implementation of the program.

1.19 Statement of Basis and Purpose of Amendments.

House Bill 10-1034 amended the statutory requirements that individuals must meet to be authorized by the Colorado Department of Education as a School Speech-Language Pathology Assistant (SLPA). This legislation, found at 22-60.5-111(10)(c), C.R.S., requires the State Board to promulgate rules establishing a minimum number of credits of course work in speech, language, and hearing sciences that an individual with a bachelor's degree must complete in order to obtain authorization. The legislation also broadens the required educational background of a School SLP-A candidate to include a bachelor's degree in "any other field" if the candidate has completed the specified number of credits of course work as specified in these rules.

1.20 Statement of Basis and Purpose of Amendments.

The statutory authority for the amendments to these Rules is found in sections 22-2-107(1)(c) and 22-60.5-106 and 308, C.R.S. The purpose of these amendments to the Rules for the Administration of the Educator Licensing Act of 1991 is to ensure that the Rules are in compliance with state statute in order to articulate the standards for the Initial Administrator License with a Director of Special Education Endorsement.

1.21 Statement of Basis and Purpose of Amendments

The statutory authority for the amendments to these Rules is found in sections 22-2-107(1)(c) and 22-60.5-106, C.R.S. The purpose of these amendments to the Rules for the Administration of the Educator Licensing Act of 1991 is to update existing rules to conform with current research-based knowledge and practice with regard to better serving linguistically and culturally diverse students, and to increase availability of effective educators.

1.22 Statement of Basis and Purpose for Amendment

The statutory authority for the amendments to these Rules is found in Sections 22-2-107(l)(c) and 22-60.5-101, et seq., C.R.S. The amendments are necessitated by enactment of SB 08-208, SB 10-175 and HB 11-1121, which, in part, amended the Colorado Educator Licensing Act of 1991 with regard to the grounds for denying, suspending, revoking or annulling licenses. The purpose of the amendments is to ensure that these Rules are in compliance with state statute.

1.23 Statement of Basis and Purpose for Amendment

The statutory authority for the amendments to these Rules is found in Sections 22-2-107(l)(c) and 22-60.5-101, et seq., C.R.S. The purpose of the amendments is to bring the rules into compliance with state statute, pursuant to review by the Colorado Office of Legislative Legal Services.

2260.5-R-2.00 General Licensing Regulations.

The Colorado Department of Education has the sole authority to issue educator licenses and authorizations. Pursuant to 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 district or school.

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 Association of Schools, Colleges and Universities, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Southern Association of Colleges and Schools, or Middle States Association of Colleges and Schools.
- 2.01(2) Accredited non-public school: Any non-public school which is accredited by the State Board of Education pursuant to the rules and regulations of said board.
- 2.01(3) 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 in the state and who is not the chief executive officer or an assistant chief executive officer of such school.
- 2.01(4) Advanced program: A post-baccalaureate degree program for the advanced preparation of teachers and other professional school personnel. Graduate credit is commonly awarded. Master's, specialist, and doctoral degrees are included, as well as non-degree programs offered at the graduate level.
- 2.01(5) Alternative teacher contract: A one or two year contract, as described in section 22-60.5-207, entered into for an alternative teacher position by a holder of an alternative teacher license pursuant to section 22-60.5-201(1)(a) and a school district, accredited nonpublic school, or board of cooperative services that provided a one-year or two-year alternative teacher program.
- 2.01(6) Alternative teacher program: A one-or two year program of study and training for teacher preparation for a person of demonstrated knowledge and ability who holds an Alternative Teacher License pursuant to section 22-60.5-201 (1)(a), C.R.S., which meets the standards of and has been approved by the State Board of Education, and that upon completion, leads to a recommendation for initial licensure by the designated agency providing the program.
- 2.01(7) Alternative teacher support team: A team established by the designated agency for each holder of an Alternative Teacher License employed as an alternative teacher. At a minimum, each alternative teacher support team shall be composed of the alternative teacher's mentor teacher and the principal and a representative of an accepted institution of higher education.
- 2.01(8) Approved induction program: A program of continuing professional development for Initial licensees that meets the requirements of the State Board of Education, and that upon completion, leads to a recommendation for a Professional License by the school district or districts providing such induction program.
- 2.01(9) Approved program of preparation: A program of study for the preparation of educators that meets the content requirements of the Colorado State Board of Education and for public and private institutions, is approved by Colorado Commission on Higher Education and that, upon completion, leads to a recommendation for licensure by an accepted institution of higher education.
- 2.01(10) Award Recipient: The teacher named the Colorado Teacher of the Year.
- 2.01(11) Basic program: A college or university program for the initial preparation of teachers. The courses commonly lead to a baccalaureate degree; exceptions may include graduate or other extended programs designed to prepare teachers for initial licensure.

- 2.01(12) 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" includes a board of cooperative services organized pursuant to 22-5-101, C.R.S.
- 2.01(13) Clinical experiences: Experiences that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Included are microteaching clinics, participation experiences, skill clinics, developing case studies, curriculum development clinics, and use of instructional technology and/or computers. These are conducted both as school-based and campus-based experiences.
- 2.01(14) Colorado Teacher of the Year: The Colorado teacher named Teacher of the Year in the state program administered by the Department and coordinated through the national teacher of the year program.
- 2.01(15) Department of Education or Department: The State Department of Education as defined in 24-1-115, C.R.S.
- 2.01(16) Designated agency: A school district or districts, an accredited non-public school, a Board of Cooperative Services, an accepted institution of higher education, or a non-profit organization, or any combination thereof, which is responsible for the organization, management, and operation of an approved alternative teacher program.
- 2.01(17) Diversity: The backgrounds of all students and school personnel.
- 2.01(18) Endorsement: The designation on a license or an authorization of grade level or developmental level, subject matter, or service specialization in accordance with the preparation, training, and experience of the holder of such license or authorization. Endorsements typically reflect major areas of specialization.
- 2.01(19) Endorsement/Specialty area: The sequence of courses and experiences in the academic or professional area that the education student plans to teach, for the grade level or developmental level at which the student plans to teach, and/or for the services that the student plans to provide. Examples of specialty areas include science, elementary education, counseling, reading and physical education.
- 2.01(20) Exceptional populations: Students who possess physical, mental, communication or emotional exceptionalities which may necessitate special attention by school personnel.
- 2.01(21) Field-based experiences: Experiences conducted at a school site, a school administration center, a school clinic, or community agency. These experiences might include classroom observations, tutoring, assisting school principals, administrators, teachers, or special services providers, participation in school and community-wide activities, student teaching, and internships.
- 2.01(22) Knowledge base: The assumptions, theories, and research findings which provide the foundations that support the model(s) on which the program is founded, articulated, implemented, and evaluated.
- 2.01(23) Licensure: The official recognition by a state governmental agency that an individual has met state mandated requirements and is approved to practice as a duly certified/licensed educator in the state.

- 2.01(24) Mentor administrator: Any administrator who is designated by the school district or districts providing an approved induction program for initial administrator licensees and who has demonstrated outstanding administrative skills and school leadership and can provide exemplary modeling and counseling to initial administrator licensees participating in an approved induction program.
- 2.01(25) Mentor principal: Any principal who is designated by the school district or districts providing an approved induction program for initial principal licensees and who has demonstrated outstanding principal skills and school leadership and can provide exemplary modeling and counseling to initial principal licensees participating in an approved induction program.
- 2.01(26) Mentor special services provider: Any special services provider who is designated by the school district or districts providing an approved induction program for initial special services licensees and who has demonstrated outstanding special services provider skills and school leadership and can provide exemplary modeling and counseling to initial special services licensees participating in an approved induction program.
- 2.01(27) Mentor teacher:
- 2.01(27)(a) Any teacher who is designated by the school district or accredited non-public school employing an alternative teacher and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to alternative teachers participating in an alternative teacher program; or
- 2.01(27)(b) Any teacher who is designated by the school district or districts providing an approved induction program for initial teacher licensees and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to initial teacher licensees participating in an approved induction program.
- 2.01(28) Practicum: An intensive experience in which education students practice and demonstrate professional skills and knowledge. Student teaching and internships are examples of a practicum.
- 2.01(29) 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.
- 2.01(30) Professional education unit: The college, school, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel.
- 2.01(31) Teacher of the Year Sabbatical: a period of paid leave from work for the purposes of carrying out the responsibilities of the teacher of the year by the Award Recipient.
- 2.01(32) School: Any of the public schools of the state.
- 2.01(33) School district: Any school district organized and existing pursuant to law, but does not include junior or community college districts. "School District" includes a Board of Cooperative Services organized pursuant to 22-5-101, C.R.S.
- 2.01(34) Special services provider: Any person other than a teacher, principal, or administrator who is employed by any school district to provide professional services to students in direct support of the education instructional program.

2.01(35) State Board of Education: The State Board of Education established by Section 1 of Article IX of the State Constitution.

2.01(36) Student teaching: Part of the 800-hours of field experience required in a teacher preparation program, it 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(37) Teacher: Any person employed to instruct students in any school in the state.

2.02 Validity of certificates/license.

2.02(1) Certificates and Letters of Authorization issued by the Colorado Department of Education prior to July 1, 1994, shall 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 upon major areas of specialization or experience and academic credit, may be continued on subsequent Teacher or Special Services License renewals provided all renewal requirements specified in section 12.00 of these Rules have been met.

2.02(3) Certificates and licenses which have expired are not valid for teaching in the schools of Colorado.

2.03 General Requirements for Colorado Licenses.

2.03(1) Degree. Each applicant for a Colorado license shall be required to hold the appropriate degree for the license and/or endorsement program completed at an accepted institution.

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 requirements for graduation with the degree, whether or not the degree has been conferred upon the applicant in formal ceremonies or otherwise conveyed to the individual.

2.03(1)(b) The Colorado Department of Education and Colorado accepted institutions of higher education may recognize credits and degrees earned in foreign institutions of higher education, if, after appropriate evaluation by an established credentials evaluation service, there is evidence that such program or degrees are the equivalent of the specific license requirements.

2.03(2) Approved Program. A Colorado Initial License may be issued upon satisfactory completion of a Colorado approved program, an alternative teacher program as prescribed in section 18.00 of these Rules; a teacher-in-residence program, as prescribed in section 4.12, or an approved out-of-state program of educator preparation as defined in section 2.03(1) (b) of these Rules and have demonstrated the required competencies, as specified.

2.03(3) Out-of-State Applicants/Reciprocity. A Colorado 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:

2.03(3)(a) has completed the appropriate degree, experience, and educational level for the license and endorsement requested as specified in these Rules.

2.03(3)(b) has completed a state-approved program at an accepted out-of-state institution in the endorsement area sought, or

- 2.03(3)(c) has successfully completed other state authorized educator preparation programs, including alternative teacher preparation programs.
- 2.03(3)(d) holds or is eligible to hold a standard license issued by the state education agency or meets the official requirements of the legally designated licensing agency of the preparing state.
- 2.03(3)(e) has provided evidence of satisfactory completion of the Colorado State Board of Education adopted assessments appropriate to the license requested; except that a teacher license applicant need not provide evidence of satisfactory completion the State Board of Education adopted assessments appropriate to the license requested if the applicant has provided evidence of having three years or more of teaching experience in another state or country for which the Department of education has granted reciprocity.
- 2.03(4) The State Board of Education may enter into interstate reciprocal agreements whereby the Department of Education agrees to issue Initial Licenses to persons licensed in other states and such states agree to issue licenses to Colorado license holders. Such agreements shall not be inconsistent with section 2.03 (3) of these Rules. Applicants who have completed the requirements of sections 2.03 (3), (a)-(d) only may be eligible for an Interim Authorization as provided in section 4.10 of these Rules, unless they also can provide evidence of having at least three years of continuous, successful, evaluated experience as a teacher, special services provider, principal or administrator in an established elementary or secondary school in another state or country, in which case they may be eligible for a professional license.
- 2.03(5) Pursuant to 22-60.5-201(3), C.R.S., the State Board may annually designate teacher shortage areas and modify the requirements in 8.00 and 9.00 of these Rules for endorsements in such shortage areas for the purpose of issuing Initial Teacher Licenses or Authorizations-Interim to out-of-state applicants.
- 2.03(6) Pursuant to 22-60.5, 201 (3.5), The Department of Education 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) The applicant shall submit a completed application form provided by the Colorado Department of Education.
- 2.04(2) The applicant shall provide official transcripts of all college records.
- 2.04(2)(a) Each college transcript filed for licensing purposes shall be authentic, original or photocopy, bearing the embossed seal of the institution, the signature of the registrar, and including descriptive titles, course numbers, credits, and grades for each course listed and degrees earned, if any. For the purpose of these Rules, credits shall be in semester hours or may be interpreted as meaning the equivalent in quarter, trimester, unit or term credits.
- 2.04(2)(b) Transcripts from institutions outside the United States shall be in English or shall include an authentic English translation, and have been evaluated by an established credential evaluation service, for course equivalence.
- 2.04(2)(c) Transcripts must be submitted with the application for a license, become a part of the applicant's record with the Colorado Department of Education and are not returnable.

- 2.04(3) The fee for the examination and review of an application for a license or authorization or the renewal or reinstatement thereof, shall be established by the State Board of Education and shall be nonrefundable.
- 2.04(4) Each applicant for an initial license shall be required to submit a statement from the designated recommending official of the accepted institution of higher education or of the approved Designated Agency. Such statement shall certify that the applicant has completed the approved program in a satisfactory manner and is in good standing. The recommendation shall indicate the level and subject or grades of student teaching, the area of endorsement recommended as defined in sections 8.00-11.00 of these Rules. Applicants applying under reciprocity shall also submit a copy of the valid out-of-state certificate or license or statement of eligibility.
- 2.04(5) Prior to submitting to the Department an application for a license, authorization or endorsement, or the renewal or reinstatement of a license or authorization, the applicant shall be required to submit to the Colorado Bureau of Investigation a complete set of his or her fingerprints taken by a qualified law enforcement agency and the fingerprint processing fee, unless the applicant previously submitted a complete set of his or her fingerprints to the Department or the Colorado Bureau of Investigation in connection with an educator license or authorization application. Each applicant shall also be required to submit to the Department an oath form certifying to prior felony or misdemeanor convictions, but not including any misdemeanor traffic offense or traffic infraction, and such other information necessary to determine the applicant's moral fitness.

2260.5-R-3.00 Types of Licenses

3.01 Initial Teacher License.

An Initial Teacher License shall be valid for three years after the date of issuance and may be renewed as provided in section 12.01 of these Rules.

- 3.01(1) Applicants who have completed an Approved Program of Preparation at an Institution of Higher Education. An Initial Teacher License may be issued to an applicant who has met the following requirements:
- 3.01(1)(a) The applicant holds a bachelor's or higher degree from an accepted institution.
 - 3.01(1)(b) The applicant has completed an approved teacher preparation program at an accepted institution of higher education.
 - 3.01(1)(c) The applicant has provided an institutional recommendation which:
 - 3.01(1)(c)(i) Verifies satisfactory completion of the approved program;
 - 3.01(1)(c)(ii) Specifies the grade/developmental level(s), endorsement area(s) or specialization(s) completed by the applicant;
 - 3.01(1)(c)(iii) Verifies successful completion of student teaching, internship, or practicum and the grade/developmental level(s)/and endorsement/specialization areas of the experience;
 - 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; and,

- 3.01(1)(c)(v) Such institutional recommendation shall not be required for applicants who completed educator preparation programs as described in section 2.03 (3) (c) of these Rules.
- 3.01(1)(d) Has submitted the application for a license, including the official transcripts, the fees, and other supporting data as required in section 2.04 of these Rules.
- 3.01(1)(e) Has demonstrated subject matter knowledge necessary for teaching in the endorsement area.
 - 3.01(1)(e)(i) For elementary education teachers, including special education generalist teachers, by passage of the Colorado State Board of Education approved elementary content test.
 - 3.01(1)(e)(ii) For secondary teachers by:
 - 3.01(1)(e)(ii)(1) a degree in the endorsement area, or
 - 3.01(1)(e)(ii)(2) Passage of the Colorado State Board of Education approved assessment of content area knowledge relevant to the person's area of endorsement; or
 - 3.01(1)(e)(ii)(3) Twenty-four hours of coursework in the endorsement area.
- 3.01(2) Applicants who have completed an approved Alternative Teacher Program. An Initial Teacher License may be issued to an applicant who has met the following requirements:
 - 3.01(2)(a) The applicant holds an Alternative Teacher License as prescribed in section 3.12 of these Rules;
 - 3.01(2)(b) The applicant has completed a State Board of Education approved one-year or two-year alternative teacher program as provided in section 18.00 of these Rules.
 - 3.01(2)(c) The applicant has submitted an application for an Initial License, fees and accompanying documents as provided in section 2.04 of these Rules.
 - 3.01(2)(d) The applicant has provided a recommendation from the approved Designated Agency which:
 - 3.01(2)(d)(i) Verifies satisfactory completion of the approved program;
 - 3.01(2)(d)(ii) Verifies employment as a teacher of record in the approved endorsement area; and
 - 3.01(2)(d)(iii) Certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has demonstrated the competencies essential for educational service.
 - 3.01(2)(e) Has demonstrated subject matter knowledge necessary for teaching in the endorsement area.
 - 3.01(2)(e)(i) For elementary education teachers, including special education generalists teachers, by passage of the Colorado State Board of Education approved elementary content test.

3.01(2)(e)(ii) For secondary teachers by:

3.01(2)(e)(ii)(1) A degree in the endorsement area; or

3.01(2)(e)(ii)(2) Passage of the Colorado State Board of Education approved assessment of content area knowledge relevant to the person's area of endorsement; or

3.01(2)(e)(ii)(3) Twenty-four semester hours of course credit as demonstrated through transcript evaluation in the endorsement area.

3.02 Initial Special Services License.

An Initial Special Services License shall be valid for three years after the date of issuance and may be renewed as provided in section 12.01 of these Rules. An Initial Special Services License may be issued to an applicant who has met the following requirements:

3.02(1) Holds a bachelor's or higher degree from an accepted institution.

3.02(2) Has completed an approved special service preparation program at an accepted institution of higher education.

3.02(3) Has supplied an institutional recommendation which:

3.02(3)(a) Verifies satisfactory completion of the approved program.

3.02(3)(b) Specifies the area of endorsement(s)/specialization(s) completed by the applicant.

3.02(3)(c) Verifies successful completion of an internship or practicum in a school setting or other appropriate setting as defined in section 11.00 of these Rules.

3.02(3)(d) Certifies that the applicant has demonstrated thorough knowledge of the special service area and has the competencies essential for educational service.

3.02(4) Has submitted the application for a license, including the official transcripts, the fees, and other supporting data as required in section 2.04 of these Rules.

3.02(5) Holds a valid license, certificate, or registration in the provider's respective discipline, where applicable, and met the requirements for an Initial or professional special or related services license.

3.03 Initial Principal License.

An Initial Principal License shall be valid for three years after the date of issuance and may be renewed as provided in section 12.01 of these Rules. An Initial Principal License may be issued to an applicant who has met the following requirements:

3.03(1) An Initial Principal License may be issued to an applicant who:

3.03(1)(a) Holds an earned baccalaureate degree from an accepted institution of higher education;

3.03(1)(b) Has completed an approved principal preparation program in an accepted institution of higher education or approved alternative principal program.

- 3.03(1)(c) Provides documented evidence of three or more years of full-time successful experience as a licensed or certificated professional in a public or non-public elementary or secondary school in this state or another state.
 - 3.03(1)(d) Has submitted the application for an Initial License, including official transcripts, the fees, and other supporting data as described in section 2.04 of these Rules.
 - 3.03(1)(e) Has demonstrated professional competencies as evidenced by passing scores on the State Board- adopted licensing assessments including basic skills, oral English proficiency and content/professional knowledge.
- 3.03(2) An Initial Principal License shall be valid in any school district or districts which provide or have been granted a waiver from providing an approved induction program for principals as described in section 14.00 of these Rules.
- 3.03(3) An Initial Principal License shall be valid for occasional teaching, which shall not constitute more than one half of a typical teaching assignment.
- 3.03(4) Has demonstrated professional competencies as evidenced by passing scores on the State Board adopted licensing assessments including basic skills, oral English proficiency and content/professional knowledge.

3.04 Initial Administrator License.

An Initial Administrator License shall be valid for three years after the date of issuance and may be renewed as provided in section 12.01 of these Rules. An Initial Administrator License may be issued to an applicant who has met the following requirements:

- 3.04(1) Holds a baccalaureate degree from an accepted institution of higher education.
- 3.04(2) Has completed an approved graduate program for school administration in an accepted institution of higher education, or evidence of partial completion of an approved administration preparation program in each of two or more accepted institutions of higher education. Among items supplied by the designated institutional recommending official will be the applicant's status in each institution, work completed, and work remaining to be completed. Upon a finding of completion of any one program by combining work taken in all, the requested license may be issued, assuming all requirements set forth in these Rules have been met.
- 3.04(3) Has submitted the application for an Initial License, including official transcripts, the fees, and other supporting data as described in section 2.04 of these Rules.
- 3.04(4) Has demonstrated professional competencies as evidenced by either a passing score on the State Board adopted licensing assessment in content/professional knowledge, or evidence of three years of professional administrative experience.
- 3.04(5) An Initial Administrator License shall be valid in any school district or districts which provide or have been granted a waiver from providing an approved induction program for administrators as described in section 14.00 of these Rules.
- 3.04(6) Holders of an Initial Administrator Licenses who have completed three or more years of successful experience working with students as a licensed professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.05 Professional Teacher or Special Service License.

A Professional Teacher or Special Service License shall be valid for a period of five years from the date of issuance except as provided in section 3.08 of these Rules, and may be renewed. A Professional Teacher or Special Service License may be issued to an applicant who has met the following requirements:

- 3.05(1) Holds a Colorado Initial Teacher or Special Service License.
- 3.05(2) Has successfully completed an approved induction program as prescribed in section 13.00 of these Rules and has been recommended for the Professional License by the district providing such induction program except as provided in section 3.05 (4) of these Rules. If an out-of-state applicant holds a license from the other state for which standards of issuance are comparable to Colorado's licensing requirements and has completed three or more years of continuous, successful, evaluated experience as a teacher or special service provider in an established elementary or secondary school and provides documentation of such employment, that applicant will be exempted from Colorado's induction program requirement and issued a Professional License.
- 3.05(3) Has filed an application for the professional license, submitted appropriate documentation necessary to determine eligibility for the license, and paid the required fees.
- 3.05(4) Applicants for Professional Licenses need not complete an approved induction program as an initial teacher or special services licensee if the applicant previously completed an induction program while teaching under an Adjunct Instructor Authorization, an Emergency Authorization, or an Interim Authorization, or a Temporary Educator Eligibility Authorization. If the applicant is employed by a school district that has obtained a waiver of the induction program requirement, the applicant shall demonstrate completion of any requirements specified in the school district's plan for support, assistance, and training of an initially licensed educator.

3.06 Professional Principal License.

A Professional Principal License shall be valid for a period of five years from the date of issuance, except as provided in section 3.10 of these Rules, and may be renewed.

- 3.06(1) A Professional License may be issued to an applicant who has met the following requirements:
 - 3.06(1)(a) [Holds an earned master's degree from an institution of higher education and an initial principal license; and 3.06(1)(b) Has successfully completed an approved induction program as described in Section 14.00 of these Rules and has been recommended by the school district or districts which provide such induction program except as provided in section 3.06 (1)(d) of these Rules. If an out-of-state applicant holds a license from the other state for which standards of issuance are comparable to Colorado's licensing requirements and has completed three or more years of continuous, successful, evaluated experience as a principal in an established elementary or secondary school and provides documentation of such employment, that applicant will be exempted from Colorado's induction program requirement and issued a Professional license; or
 - 3.06(1)(b) While employed under a principal authorization, successfully completes an induction program and completes the individualized alternative principal program; or
 - 3.06(1)(c) If the applicant is employed by a school district that has obtained a waiver of the induction program requirement, the applicant shall demonstrate completion of any requirements specified in the school district's plan for support, assistance, and training of an initially-licensed principal; and,.

3.06(1)(d) Has filed an application for a professional license, submitted appropriate documentation necessary to determine eligibility for the license, and paid the required fees.

3.06(2) A Professional Principal License shall be valid for occasional teaching which shall not constitute more than one-half of a full-time teaching assignment. A Principal who has previously held a Professional Teacher License, may be reissued that license, upon application.

3.07 Professional Administrator License.

A Professional Administrator License shall be valid for a period of five years from the date of issuance, except as provided in Section 3.11 of these Rules, and may be renewed.

3.07(1) A Professional Administrator License may be issued to an applicant who meets the following requirements:

3.07(1)(a) Holds an earned master's degree from an institution of higher education;

3.07(1)(b) Holds a valid initial administrator license; and

3.07(1)(b) Completes an approved induction program and has been recommended for licensure by the school districts that provided such induction program.

3.07(2) Notwithstanding the provisions of 3.07(1), the department may issue a Professional Administrator License if a person is employed under an Emergency Authorization or a Temporary Educator Eligibility Authorization and successfully completes an approved administrator induction program.

3.07(3) Holders of Professional Administrator Licenses who have completed three or more years of 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 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 Teacher Certificate.

A Master Teacher Certificate shall be valid for the period of time for which the applicant's Professional License is valid and renewable at its expiration. Issuance of a Master Teacher Certificate shall extend the validity of the Professional Teacher License to seven years.

3.08(1) A Master Teacher Certificate may be issued to an applicant who has met the following requirements:

3.08(1)(a) Holds a valid Colorado Professional Teacher License.

3.08(1)(b) Has been involved in ongoing professional development and training.

3.08(1)(c) Has demonstrated outstanding achievements in and contributions to education.

3.08(1)(d) Has displayed excellence and depth in all of the content and performance standards required for the professional license.

3.08(1)(e) Has demonstrated advanced teaching competencies or expertise through:

3.08(1)(e)(i) The attainment of National Board for Professional Teaching Certification, as available, or

3.08(1)(e)(ii) The development of a master certification portfolio of demonstrated excellence. Such portfolio shall:

3.08(1)(e)(ii)(a) Include evidence of advanced competencies in teaching as defined as planning, instruction, diagnosis, assessment, leadership and professionalism in accordance with State Board of Education standards in section 5.00 of these Rules and demonstrated excellence beyond the professional level.

3.08(1)(e)(ii)(b) Include evidence of contributions to the education community through service such as a mentor, teacher of teachers, writer, researcher, or member of a state-wide or national board or commission.

3.08(1)(e)(iii) The portfolio shall be evaluated for demonstrated excellence.

3.09 Master Special Services Certificate.

A Master Special Services Certificate shall be valid for the period of time for which the applicant's Professional License is valid and renewable at its expiration. Issuance of a Master Special Services Certificate shall extend the validity of the Professional Special Services License to seven years. A Master Special Services Certificate may be issued to an applicant who has met the following requirements:

3.09(1) Holds a valid Colorado Professional Special Services License and is employed in the area of specialization in a school.

3.09(2) Has been involved in ongoing professional development and training.

3.09(3) Has demonstrated advanced competencies or expertise.

3.09(4) Has been recognized for outstanding achievements in the field of specialization.

3.09(5) Has met the following requirements for the area of specialization:

3.09(5)(a) Audiologist:

3.09(5)(a)(i) Holds National Certification in Audiology.

3.09(5)(a)(ii) Has completed at least five years of full-time, successful experience as a school audiologist.

3.09(5)(a)(iii) Has completed graduate level university training in school audiology and related areas.

3.09(5)(a)(iv) Has been involved in at least four of the following areas: local/state/national professional organizations; mentoring or supervision of peers; publication; professional presentations; funded grants; professional leadership; community activities and organizations;

3.09(5)(a)(v) Has been granted an exemplary performance evaluation by a team of peers.

3.09(5)(b) School Counselor:

3.09(5)(b)(i) Has held a Colorado Professional License in School Counseling for a minimum of five years.

- 3.09(5)(b)(ii) Has demonstrated professional growth through continuing education, professional leadership experiences and exceptional program development.
- 3.09(5)(b)(iii) 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.
- 3.09(5)(b)(iv) Has demonstrated active community involvement, development of effective parent partnership programs, and promotion of co-operation with other professional educators.
- 3.09(5)(c) School Occupational Therapist:
 - 3.09(5)(c)(i) Holds a Master's degree in Occupational Therapy or school/pediatric health related fields or the equivalent.
 - 3.09(5)(c)(ii) Holds an Occupational Therapy Registration and outstanding performance evaluations for a minimum of five years.
 - 3.09(5)(c)(iii) 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 course work; completed research and/or publication in the area of school occupational therapy; made presentations at professional meetings; wrote grants; held office in national, state, and local professional organizations or boards.
 - 3.09(5)(c)(iv) Has received recognition for outstanding achievements in occupational therapy.
 - 3.09(5)(c)(v) Is involved in community programs.
- 3.09(5)(d) Orientation and Mobility Specialist:
 - 3.09(5)(d)(i) 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 inservice levels; served as a model for demonstrations; provided active community leadership by promoting disability education and participation; wrote grant, proposals which were funded;
 - 3.09(5)(d)(ii) Has received recognition for demonstrated leadership in the field.
- 3.09(5)(e) School Physical Therapist:
 - 3.09(5)(e)(i) Holds a Master's degree in Physical Therapy or school/pediatric health related fields or the equivalent.
 - 3.09(5)(e)(ii) Holds a Professional License and provides evidence of outstanding performance evaluations for a minimum of five years.

- 3.09(5)(e)(iii) 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 course work; completed research and/or publication in the area of school physical therapy; presented at professional meetings; written grants; held office in national, state, and local professional organizations or boards.
- 3.09(5)(e)(iv) Has received recognition for outstanding achievements in physical therapy.
- 3.09(5)(e)(v) Has been involved in community programs.
- 3.09(5)(f) School Nurse:
 - 3.09(5)(f)(i) Has completed additional preparation in the following areas: advanced practice in nursing; specialties in school health related fields; additional certification in nursing administration, vocational education and other certifications applicable to school nursing;
 - 3.09(5)(f)(ii) Has demonstrated professional leadership experiences and exceptional program development.
 - 3.09(5)(f)(iii) Has mentored school nurses and supervised practicum students.
 - 3.09(5)(f)(iv) Has had active participation In school nurse professional organizations.
 - 3.09(5)(f)(v) Has participated in teaching, research and/or publishing to further the specialty of school nursing.
- 3.09(5)(g) School Psychologist:
 - 3.09(5)(g)(i) Has demonstrated commitment to the profession of school psychology through active involvement and leadership in local, state, national school psychology organizations.
 - 3.09(5)(g)(ii) Has mentored school psychologists with an Initial License and supervised school psychology interns.
 - 3.09(5)(g)(iii) Has contributed to school and district program development.
 - 3.09(5)(g)(iv) Has produced professional publications and presentations.
 - 3.09(5)(g)(v) Has received recognition by peers for outstanding performance.
- 3.09(5)(h) School Social Worker:
 - 3.09(5)(h)(i) Has demonstrated leadership in state school social work organizations.
 - 3.09(5)(h)(ii) Has actively participated in leadership roles in national social work organizations and other community and human service organizations.
 - 3.09(5)(h)(iii) Holds advanced credentials in the field, e.g., doctorate in social work, school social work specialist credential, diplomate in clinical social work.

3.09(5)(h)(iv) Has demonstrated outstanding skill in service to schools and children, such as: creation of innovative and successful programs and services to meet the needs of students; inservicing, mentoring, and supervising school social workers and other school professionals.

3.09(5)(h)(v) Has received recognition by peers for outstanding performance.

3.09(5)(i) Speech/Language Pathologist:

3.09(5)(i)(i) Has demonstrated professional growth through professional leadership experiences and exceptional program development.

3.09(5)(i)(ii) Has demonstrated commitment through involvement in local, state, and national professional organizations.

3.09(5)(i)(iii) Has accepted additional responsibilities at the school, district, state, and national levels.

3.09(5)(i)(iv) Has published appropriate materials at the district, state, or national levels.

3.09(5)(i)(v) Has presented original research and materials at professional conferences.

3.09(5)(i)(vi) Has supervised practicum and internship students.

3.09(5)(i)(vii) Has mentored and supervised other speech/language pathologists.

3.10 Master Principal Certificate.

A Master Principal Certificate shall be valid for the period of time for which the applicant's Professional Principal License is valid and is renewable at its expiration. Issuance of a Master Principal Certificate shall extend the validity of the Professional Principal License to seven years. A Master Principal Certificate may be issued to an applicant who has met the following requirements:

3.10(1) Holds a valid Professional Principal License.

3.10(2) Has displayed excellence and depth in all of the content and performance standards required for the Professional License.

3.10(3) Has demonstrated excellence on all performance standards and displays depth in all content knowledge. In addition, the master principal has modeled sustained commitment to improved student performance, to on-going systemic renewal, and to strengthening of the profession. The master principal has demonstrated superior performance through accomplishments having significant impact on the school's educational community.

3.10(3)(a) The master principal must possess knowledge in the following areas:

3.10(3)(a)(i) systemic renewal strategies

3.10(3)(a)(ii) multiple models for school and district management

3.10(3)(a)(iii) dynamic political and policy movements in the state

- 3.10(3)(a)(iv) promising practices in the professional development of educational leaders
- 3.10(3)(a)(v) leading research and writing on instructional strategies, student learning, assessment methodology, and supervisory techniques
- 3.10(3)(a)(vi) how to capitalize on opportunities presented by diverse stakeholders
- 3.10(3)(b) The master principal must demonstrate the s/he:
 - 3.10(3)(b)(i) creates a community of learners who focus on student performance
 - 3.10(3)(b)(ii) translates vision into program excellence
 - 3.10(3)(b)(iii) provides value added leadership to create an organization that has purpose, direction, and energy
 - 3.10(3)(b)(iv) implements programs in schools that result in sustained improvement in student performance
 - 3.10(3)(b)(v) integrates multiple instructional models to meet diverse learning needs of both students and adults in order to enhance student performance
 - 3.10(3)(b)(vi) imagines alternatives based on knowledge of best practices and creates those alternatives as a model for others
 - 3.10(3)(b)(vii) engages a diverse school community in sustained efforts for school improvement
 - 3.10(3)(b)(viii) influences and provides a model for the larger system (for example: the district, the state, etc.)
 - 3.10(3)(b)(ix) contributes to the development of the profession through mentoring, teaching, writing, etc.
- 3.10(4) Has demonstrated evidence of positive impacts on student performance at the building level.
- 3.10(5) Has contributed to the education community through service as a mentor, teacher, writer, researcher, or other service oriented activity.

3.11 Master Administrator Certificate.

A Master Administrator Certificate shall be valid for the period of time for which time the applicant's Professional Administrator License is valid and is renewable at its expiration. Issuance of a Master Administrator Certificate shall extend the validity of the Professional Administrator License to seven years. A Master Administrator Certificate may be issued to an applicant who has met the following requirements:

- 3.11(1) Holds a valid Professional Administrator License.
- 3.11(2) Has displayed excellence and depth in all of the content and performance standards required for the Professional License.

3.11(3) Has demonstrated excellence on all performance standards and displays depth in all content knowledge. In addition, the master administrator has modeled sustained commitment to improved student performance, to on-going systemic renewal, and to strengthening of the profession. The master administrator has demonstrated superior performance through accomplishments having significant impact on an educational community.

3.11(3)(a) The master administrator must possess knowledge in the following areas:

3.11(3)(a)(i) systemic renewal strategies

3.11(3)(a)(ii) multiple models for school and district management

3.11(3)(a)(iii) dynamic political and policy movements in the state

3.11(3)(a)(iv) promising practices in the professional development of educational leaders

3.11(3)(a)(v) leading research and writing on instructional strategies, student learning, assessment methodology, and supervisory techniques

3.11(3)(a)(vi) how to capitalize on opportunities presented by diverse stakeholders

3.11(3)(b) The master administrator must demonstrate that s/he:

3.11(3)(b)(i) initiates and sustains significant change in the district directed toward predetermined goals, themes and needs

3.11(3)(b)(ii) creates a community of learners who focus on student performance

3.11(3)(b)(iii) translates vision into program excellence

3.11(3)(b)(iv) provides value added leadership to create an organization that has shared purpose, direction, and energy

3.11(3)(b)(v) provides incentives, direction, and motivation for development of programs that enhance student performance

3.11(3)(b)(vi) imagines alternatives based on knowledge of best practices and creates those alternatives as a model for others

3.11(3)(b)(vii) engages a diverse community in sustained efforts for school improvement in the entire district

3.11(3)(b)(viii) influences and provides a model for the larger system (for example: the state, the nation, etc.)

3.11(3)(b)(ix) contributes to the development of the profession through mentoring, teaching, writing, etc.

3.11(4) Has demonstrated evidence of positive impacts on student performance throughout the district.

3.11(5) 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 shall authorize the holder to be employed only as an alternatively-licensed teacher while participating in an approved alternative teacher preparation program, pursuant to the terms of an alternative teacher contract. An alternative teacher license may be issued to an applicant who:

3.12(1) Holds a bachelor's degree from an accepted institution of higher education.

3.12(2) Has met the requirements for application as provided in sections 2.04 (1), (2), (3), and (5) of these Rules.

3.12(3) Has demonstrated subject matter knowledge in the endorsement area.

3.12(3)(a) For elementary education teachers, including special education generalist teachers, by passage of the Colorado State Board of Education approved elementary content test.

3.12(3)(b) For secondary teachers by

3.12(3)(b)(i) 24 semester hours of course credit, or

3.12(3)(b)(ii) Passage of the Colorado State Board of Education approved assessment of content area knowledge relevant to the person's area of endorsement; or.

3.12(3)(b)(iii) Has been recommended by an accepted institution of higher education as holding a baccalaureate degree in the endorsement area.

3.12(4) An alternative teacher license shall be valid from the date of issuance.

3.12(4)(a) The alternative teacher in a one-year alternative teacher preparation program is expected to complete the program in one year. The alternative teacher license for a 1-year program is valid for 1 year from date of issuance. The program may be extended for only one year based on documentation of unforeseen circumstances that are reviewed for approval by the department.

3.12(4)(b) The alternative teacher in a two-year alternative teacher preparation program is expected to complete the program in two years. The alternative teacher license for a 2-year program is valid for 2 years from date of issuance.

3.12(4)(c) A person may be employed as an alternative teacher for a total of three years for the purpose of receiving a special education endorsement.

3.12(5) an alternative teacher license shall be valid in any school district or accredited nonpublic school.

2260.5-R-4.00 Types of Authorizations.

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

4.01 Authorization: Adjunct Instructor.

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

4.01(1) The adjunct instructor authorization may be issued for three years when:

- 4.01(1)(a) an applicant possesses outstanding talent and demonstrates specific abilities and knowledge in a particular area of specialization that is not already an approved endorsement area, as specified in section 8.00 of these Rules. Adjunct Instructors may be hired to enrich, augment, or enhance the instructional program for students in a school or school district.
- 4.01(1)(b) a school district board of education or board of cooperative services requests the applicant's services, and provides documented evidence of the applicant's outstanding talent, specific abilities, and particular knowledge for the assignment.
- 4.01(1)(c) the applicant's services are required, as based upon evidence of a documented student need.
- 4.01(1)(d) The applicant has been employed for at least five years in the area of specialization or holds a BA degree or higher in the area of specialization.

4.01(2) At the end of the three years, with documented evidence of continuing need, a school district may request renewal of the applicant's authorization.

4.02 Authorization: Intern.

- 4.02(1) The intern authorization: may be issued for one year to an applicant who holds a bachelor's or higher degree from an accepted institution of higher education.
- 4.02(2) The applicant shall be enrolled in an approved program for special services provider preparation, which requires an internship, offered by an accepted institution of higher education in Colorado.
- 4.02(3) The internship shall be served under the supervision of a licensed professional special services provider.
- 4.02(4) For the period of time while the holder serves as an intern, the applicant may receive pay from the school district.

4.03 Authorization: Emergency.

The applicant for an Emergency Authorization has not yet met the requirements for a Colorado Initial Educator License or a Speech Language Pathology Assistant Authorization, but provides evidence of enrollment in a program that will meet the requirements for that License or Authorization.

4.03(1) The emergency authorization may be issued to an applicant for one school year, when:

- 4.03(1)(a) a Colorado school district requests the emergency authorization, in order to employ a non-licensed teacher, principal, administrator, or special services provider.
- 4.03(1)(b) the school district provides documented evidence of a demonstrated need for specific and essential educational services for students, which can be provided by the applicant, and which would, otherwise, be unavailable, due to a shortage of licensed educators with appropriate endorsements.
- 4.03(1)(c) in the judgment of the Colorado State Board of Education,
 - 4.03(1)(c)(i) the employment of the non-licensed applicant is essential to the preservation of the district's instructional program, and,

4.03(3)(c)(ii) the State Board of Education determines that the establishment of an alternative teacher preparation program by the local board of education, is not a practicable solution for resolution of the demonstrated shortage.

4.03(2) If in the judgment of the Colorado State Board of Education, there is adequate and appropriate documented evidence of continuing school district hardship, the Board may, consequently, renew and issue the emergency authorization, for one year only.

4.03(3) The employing school district may provide an induction program for applicants on an emergency authorization, as specified in sections 13.00 and 14.00 of these Rules.

4.03(3)(a) if an induction program was completed while holding such an authorization, it may be applied toward meeting the requirements for a Colorado professional educator license.

4.03(3)(b) if an induction program was completed satisfactorily, and the requirements for a Colorado Initial Educator License have been completed by the applicant while holding an emergency authorization, the applicant may be issued a Professional License.

4.04 Authorization: Career and Technical Education.

The secondary career and technical education authorization may be issued to a candidate who meets the requirements for a career and technical education credential, as issued by the Colorado Department of Education.

4.04(1) A three-year Initial Career and Technical Education Authorization may be issued, by the Colorado Department of Education, to an applicant who:

4.04(1)(a) complies with all Colorado Department of Education authorization application requirements, including

4.04(1)(b) evidence of the successful completion of required relevant training, occupational experience, and coursework.

4.04(2) A five-year professional career and technical education authorization may be issued to an applicant who holds an Initial career and technical education authorization.

4.04(3) A professional career and technical education authorization may be renewed for five-years, if the holder of the authorization completes the credential renewal requirements and presents a renewed professional credential application and appropriate fees to the Colorado Department of Education.

4.04(4) Post secondary CTE 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 Authorization: Substitute.

May be issued to an applicant to serve only as a substitute educator, and will be valid for a period of one year, three years, or five years, when the applicant has met the requirements listed below. The authorization may be used for employment in any Colorado school district. The terms of the substitute authorization are determined, as follows:

4.06 Authorization: Substitute (Five-Year)

May be issued to an applicant who:

- 4.06(1) holds a current valid teaching certificate, or a current valid educator license from another state, or
- 4.06(2) who has previously held a valid Colorado teaching certificate or license.

4.07 Authorization: Substitute (Three-Year)

May be issued to an applicant who holds a bachelor's or higher degree from an accepted institution of higher education.

4.08 Authorization: Substitute (One-Year)

May be issued to an applicant who:

- 4.08(1) holds a high school diploma, or its equivalent, as verified by the employing school district; and
- 4.08(2) who provides evidence of successful experience working with children or youth, as verified by the employing school district.

4.09 Renewal of Substitute Authorizations,

Issued pursuant to sections 4.06, 4.07, and 4.08 of these Rules, may be re-issued, indefinitely, upon application.

4.10 Authorization: Interim

May be issued for a period of one year, to an out-of-state applicant who has not completely fulfilled Colorado educator licensing requirements. The Interim Authorization may be renewed, once, for a period of one year.

4.10(1) Such authorization may be issued to an applicant who:

4.10(1)(a) holds or is eligible for a valid educator certificate or license, as a teacher, principal, or administrator, in another state.

4.10(1)(b) has not successfully passed the Colorado State Board of Education-approved assessment(s) required for obtaining a Colorado Initial Educator License, when an applicant does not have documented evidence of three-years of full-time successful teaching experience.

4.10(1)(c) meets the requirements for a Colorado Initial Educator License.

4.10(2) The employing school district may provide an induction program for holders of an interim authorization. Induction programs completed while holding such authorizations may apply toward fulfilling the requirements of a Colorado Initial or Professional Educator License.

4.11 Authorization: School Speech-Language Pathology Assistant, for Ages Birth – 21.

4.11(1) The School Speech-Language Pathology Assistant (SLP-A) serves as a member of an educational team, and is authorized to perform tasks prescribed, directed, and supervised by a certified Speech-Language Pathologist (SLP), in implementing services for children/students with speech, language, cognitive, voice, oral-muscular, augmentative/alternative communication disorders, and hearing impairments. A School Speech-Language Pathology Assistant authorization is valid for five years. The Department may renew the authorization for succeeding five-year periods upon presentation of documented evidence of completion of content-related renewal requirements which includes 50 contact hours of continuing education. The candidate for authorization as an SLP-A, ages 0-21, shall meet the following requirements:

4.11(1)(a) hold a bachelor's degree in speech communication, speech-language pathology, or communication disorders-speech sciences, or a Bachelor's degree in any other field with 24 credits in speech language hearing sciences, from an accepted institution of higher education and an official transcript review approval by the Department;

4.11(1)(b) have successfully completed a school speech-language pathology assistant program or equivalent that meets or exceeds recommended guidelines established by a national association of speech-language-hearing professionals;

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

4.11(1)(d) have demonstrated knowledge and skills in the competencies specified in sections 4.11(2) and 4.11(3) below.

4.11(2) The school speech-language pathology assistant 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, including 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.

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

4.11(3) The SLP-A is knowledgeable about service delivery, and is 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, and:

- 4.11(3)(b)(i) assist in the selection, preparation, and presentation of instructional and other related materials.
- 4.11(3)(b)(ii) maintain documentation, accurately and concisely, and in a timely manner.
- 4.11(3)(b)(iii) implement documented intervention plans, as developed by the supervising speech-language pathologist.
- 4.11(3)(b)(iv) assist with clerical duties, as 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)(b)(v) collect data for quality improvement, including child/student performance data in classrooms or individual therapy settings.
- 4.11(3)(b)(vi) record children/students status, with regard to established objectives, as stated in the intervention plans, and report information to the supervising speech-language pathologist.
- 4.11(3)(c) use constructive feedback from the supervising speech-language pathologist to adapt or modify interaction and/or intervention with children/students.
- 4.11(3)(d) provide consistent, discriminating, and meaningful feedback and reinforcement to the children/students.
- 4.11(3)(e) implement designated intervention goals/objectives, in specified sequence.
- 4.11(4) The SPL-A is knowledgeable about screening and assessment, though s/he may not perform standardized or non-standardized diagnostic tests, including, but not limited to: feeding evaluations, or interpret test results or counsel parents; and is able to:
 - 4.11(4)(a) assist the speech-language pathologist with speech-language and hearing screenings or assessments, without interpretation, and report results directly to the supervising speech-language pathologist.
 - 4.11(4)(b) assist with informal documentation, as directed by the speech-language pathologist.
 - 4.11(4)(c) provide descriptive behavioral observations that contribute to screening/assessment results, directly to the supervising speech-language pathologist.
 - 4.11(4)(d) support the speech-language pathologist in research projects, in-service training, and public relations programs, including child find activities.
- 4.11(5) The SPL-A is knowledgeable about ethical practice, and maintaining appropriate relationships with children/students, families, teachers and related service professionals, and is 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 speech-language supervisor, for information regarding testing, intervention and referral.
- 4.11(5)(e) request assistance from the speech-language supervisor, as needed.
- 4.11(5)(f) manage time effectively and productively.
- 4.11(5)(g) recognize own professional limitations, and perform within boundaries of training and job responsibilities.

4.11(6) [Expired 05/15/2013 per Senate Bill 13-079]

- 4.11(6)(a) [Expired 05/15/2013 per Senate Bill 13-079]
- 4.11(6)(b) [Expired 05/15/2013 per Senate Bill 13-079]
- 4.11(6)(c) [Expired 05/15/2013 per Senate Bill 13-079]
- 4.11(6)(d) [Expired 05/15/2013 per Senate Bill 13-079]

4.12 Authorization: Teacher in Residence

The Teacher in Residence Authorization is replaced by a two-year alternative teacher preparation program.

4.12(1) Applicants enrolled in a Teacher In Residence Program may complete their program under rules in effect at the time of their initial enrollment.

4.12(2) Designated Agencies approved for and offering a Teacher in Residence Program shall:

- 4.12(12)(a) Receive CDE approval for changes to program procedures and content to meet the requirements of current statute and rule.
- 4.12(12)(b) Refer to approved programs as two-year alternative teacher preparation programs.

4.13 Authorization: Temporary Educator Eligibility (TEE).

The applicant for a Temporary Educator Eligibility (TEE) Authorization has not yet met the requirements for a Colorado Initial Teacher License as a special education teacher, or a special services provider license or an administrator license for a special education director, but provides evidence of continuing enrollment in a program which will meet the requirements for that license. The Temporary Educator Eligibility Authorization will be issued for one year and may be renewed twice for a total of three years.

4.13(1) An approved Temporary Educator Eligibility (TEE) Authorization may be issued to an applicant, when:

- 4.13(1)(a) a Colorado school district requests the Temporary Educator Eligibility (TEE) Authorization, in order to employ as a teacher or administrator, an applicant who does not yet meet licensing requirements, but who meets the eligibility requirements specified below; or

- 4.13(1)(b) the school district provides documented evidence of a demonstrated need for specific and essential educational services which can be provided by the applicant, but which would be otherwise unavailable, to students, due to a shortage of licensed educators with appropriate endorsement(s).
- 4.13(2) A related or special services provider, who has met the minimum degree requirement necessary to practice in their profession, but who has not completed his/her national content exam, or school practicum may qualify for a TTE, under supervision of a professionally-licensed person in the same discipline.
- 4.13(3) The Temporary Educator Eligibility (TEE) Authorization is renewable two times.
- 4.13(4) The applicant shall:
 - 4.13(4)(a) be continuously enrolled in an approved or alternative preparation program leading to a bachelor's, or higher degree, from an accepted institution of higher education.
 - 4.13(4)(b) be entered into an approved or alternative special education or special education director preparation program, offered by an accepted institution of higher education.
 - 4.13(4)(c) [Expired 5/15/08 per Senate Bill 08-075]
- 4.13(5) The authorization shall remain in effect, contingent upon the applicant maintaining continuous progress toward completion of the approved preparation program, but is only renewable two times.

4.14 Authorization: Educational Interpreter.

The Educational Interpreter Authorization shall be issued for five years and is renewable.

4.14(1) shall provide documented evidence:

- 4.14(1)(a) of successful performance on the following professional skill assessments:
 - 4.14(1)(a)(i) for sign language interpreters, a minimum score of 3.5 on the Educational Interpreter Performance Assessment (EIPA);
 - 4.14(1)(a)(ii) for cued speech transliterators, satisfactory performance on a state or national assessment of transliterating skills;
 - 4.14(1)(a)(iii) for oral interpreters, satisfactory performance on a state or national assessment of oral interpreting skills;
- 4.14(1)(b) of a passing score on the Educational Interpreter Performance Assessment (EIPA) written test, demonstrating content knowledge necessary to effectively interpret/transliterate, in an educational environment;
- 4.14(1)(c) of an associate's degree, in educational interpreting, or in a related educational field, effective, July 1, 2006. Interpreters with a valid authorization, but who do not hold an associate's or higher degree, will be allowed to continue employment without the associate's degree, as long as their authorization status does not lapse.
- 4.14(1)(d) of having met the requirements for authorization and having demonstrated the competencies specified below:

- 4.14(2) The educational interpreter is knowledgeable about interpreting and interpreter processing; analyzing communication, for the speaker's intention, from an instructional and personal perspective; and is able to:
- 4.14(2)(a) effectively analyze communication for the speaker's style, affect, register, and overall prosodic and coherence markers.
 - 4.14(2)(b) effectively manage the interpreting process, in order to produce a linguistically-appropriate representation of classroom communication, as based on student ability and the IEP goals.
 - 4.14(2)(c) manage the process for effectively switching from one speaker and mode to another.
 - 4.14(2)(d) utilize attending and interrupting techniques effectively, based on culturally-appropriate methods and classroom protocol.
 - 4.14(2)(e) effectively apply, in interpreting and interpreter processing, knowledge of:
 - 4.14(2)(e)(i) cognitive processes associated with consecutive and simultaneous interpreting, and the implication of each for interpreting classroom discourse.
 - 4.14(2)(e)(ii) the differences between classroom discourse and conversational discourse, and the implication of those differences in the interpreting process.
 - 4.14(2)(e)(iii) how to implement communication processes in a manner consistently inclusive students/children, who are deaf and hard of hearing as related, but not limited to, issues of turn taking; use of visuals; avoiding overlap of speaking/signing processes, while students view a visual aid; challenges associated with the use of multimedia; and uncaptioned materials.
 - 4.14(2)(e)(iv) classroom subject matter concepts and associated vocabulary and terminology.
- 4.14(3) The educational interpreter is knowledgeable about deafness in the educational process, and is able to:
- 4.14(3)(a) identify and articulate about current concepts, practices, trends and issues, relevant to interpreting in a public school setting, and indicate how these relate to similar trends and issues in deaf education.
 - 4.14(3)(b) demonstrate awareness of current publications, resources, legislation, and educational materials related to interpreting in K-12 settings, and relevant to deaf education.
- 4.14(4) The educational interpreter is knowledgeable about meeting the needs of the student, in terms of audition, and is able to:
- 4.14(4)(a) articulate about and demonstrate basic knowledge of degrees of hearing loss, mild through profound, and their effects on language and speech development, and the implication of those effects on the interpreting process.
 - 4.14(4)(b) demonstrate basic knowledge of personal and classroom amplification systems; their benefits and limitations; and the impact of such systems on the interpreting process.

- 4.14(4)(c) demonstrate the ability to conduct basic trouble-shooting for hearing aids, cochlear implants, and fm problems.
- 4.14(5) The educational interpreter is knowledgeable about consultation, and is able to:
 - 4.14(5)(a) communicate about specific professional roles, functions, and formal and informal relationships, as related to various responsibilities, such as, but not limited to, interpreting, tutoring, aiding, and consulting with an interpreter in an educational setting.
 - 4.14(5)(b) articulate and demonstrate techniques for collaborative problem-solving and decision-making among professionals working with students who are deaf or hard of hearing.
 - 4.14(5)(c) articulate potential issues, and effectively alleviate concerns of, general education teachers who may express apprehension about effectively working with students in their classes who are deaf or hard of hearing, and refer the teacher, when relevant, to other appropriate resource personnel, for follow-up.
 - 4.14(5)(d) discuss appropriate strategies for facilitating open communication, between and among special educators, general educators, interpreters/tutors, and others, as appropriate, and as related to an interpreted education and the successful integration of deaf and hard of hearing children into regular education classrooms.
 - 4.14(5)(e) apply the educational interpreting process to individualized education program (IEP) development, and assist in implementing IEP strategies, particularly as related to classroom interpreting.
 - 4.14(5)(f) identify and gain access to resources, for general educators, parents, special educators, and interested others, relevant to sign language communication, interpreting, and deafness-related topics.
- 4.14(6) The educational interpreter is knowledgeable about curriculum, teaching, and tutoring methods and is able to:
 - 4.14(6)(a) demonstrate and apply knowledge of instructional strategies/techniques, relevant to the tutoring of elementary and secondary students in general education courses.
 - 4.14(6)(b) articulate and demonstrate ways to collaborate with teacher(s), regarding individualized modifications to, and/or adaptation of, material, the curriculum, and the learning environment, to address the language and auditory competencies of students who are deaf or hard of hearing.
 - 4.14(6)(c) demonstrate ways to assist in: communicating with the teacher; forming an effective working classroom partnership with the teacher; facilitating communication between teacher and student, and teacher and family, as appropriate; implementing IEP and other relevant strategies, and providing resources, as relevant, for achieving goals set for student learning; and incorporating the interpreting process, when appropriate and relevant.
 - 4.14(6)(d) articulate the general scope and sequence of basic curricular areas.
 - 4.14(6)(e) articulate basic knowledge of learning styles and instructional design, and their implications on instruction, and on the interpreting process.

- 4.14(6)(f) demonstrate knowledge of the strategies/techniques that must be employed when interpreting standardized tests or classroom assessments, student who are deaf or hard of hearing, including, as related to, content standards.
- 4.14(7) The educational interpreter is knowledgeable about methods of assisting other educators with instruction, and is able to:
 - 4.14(7)(a) discuss and demonstrate basic ways to collaborate with teacher(s) regarding modification and/or adaptation of materials, curriculum, and environments, for students who are deaf or hard of hearing.
 - 4.14(7)(b) identify basic instructional methods, techniques, and materials, which are appropriate for students who are deaf or hard of hearing.
 - 4.14(7)(c) identify and locate resources which can assist with integrating deaf awareness and self-advocacy into the student's experience.
- 4.14(8) The educational interpreter is knowledgeable about meeting the social and emotional needs of deaf or hard of hearing students, and is able to:
 - 4.14(8)(a) demonstrate techniques that educators might use in creating a positive and effective learning environment, conducive to the encouragement of achievement, through appropriate application of affective education and behavior management strategies.
 - 4.14(8)(b) demonstrate the fostering of independence in students who utilize an interpreter.
 - 4.14(8)(c) acquire and use available resources relevant to the deaf experience, self-awareness, and identity, students who are deaf or hard of hearing.
- 4.14(9) The educational interpreter is knowledgeable about meeting classroom management needs, and is able to:
 - 4.14(9)(a) implement strategies that effectively integrate students who are deaf or hard of hearing into a variety of classroom and other education environments.
 - 4.14(9)(b) demonstrate basic appropriate classroom and teaching modifications that may benefit students who are deaf or hard of hearing.
 - 4.14(9)(c) effectively communicate, with school and education staff, about the role of the educational interpreter/tutor in the general education and special education classrooms, and in non-academic settings, such as, but not limited to, the lunchroom and playground.
- 4.14(10) The educational interpreter is knowledgeable about child development and language development, and is able to:
 - 4.14(10)(a) articulate the psychological, sociological, and physiological development of students with normal hearing, as related to interpreting and tutoring.
 - 4.14(10)(b) discuss the potential impact of hearing loss on processing, motor, visual language, and cognitive development, as related to interpreting and tutoring.
 - 4.14(10)(c) discuss common medical conditions and medications which may impact performance in the classroom, as related to interpreting and tutoring.

- 4.14(11) The educational interpreter is knowledgeable about meeting the language needs of student, and is able to:
- 4.14(11)(a) effectively communicate about spoken language and sign language development; the implications for each of these; and both, in the interpreting process.
 - 4.14(11)(b) articulate the relationships between language and cognition, reading, and content areas, and the implications of each, for the interpreting process.
 - 4.14(11)(c) demonstrate and explain the differences between commonly used sign language, between these, and sign systems, and the implications of the differences for the interpreting process.
 - 4.14(11)(d) demonstrate an understanding of children's language acquisition and how language acquisition for deaf children compares/differs from that of children who are not deaf.
 - 4.14(11)(e) monitor own sign language use, with regard to flexibility and adaptability necessary to match the student's preferred mode of communication, as designated on the IEP communication plan.
- 4.14(12) The educational interpreter is knowledgeable about meeting the speech needs of the student, and is able to:
- 4.14(12)(a) articulate and demonstrate normal speech development.
 - 4.14(12)(b) communicate effectively about the development of speech characteristics, and speech in general, in students who are deaf or hard of hearing, and the implications of these in the interpreting process.
 - 4.14(12)(c) demonstrate respect for differences in students and families; self-assess the effectiveness of interpreting, as based on the achievement of students; and pursue continuous professional development, through appropriate literature, activities, and coursework, and through participation in relevant professional organizations.
- 4.14(13) The Educational Interpreter Authorization shall be issued for five years and can be renewed by submitting documented evidence of four semester hours of professional development, or its equivalent in contact hours, in the content area of the Educational Interpreter Authorization.

4.15 Authorization: Junior Reserve Officer Training Corps (JROTC).

A JROTC instructor authorization shall be valid for five years from date of issuance, and may be issued to an applicant who provides documented evidence of JROTC certification based upon successful acquisition of service-specific JROTC Program Director certification, and/or completion of a specific-service JROTC program preparation requirements, which include, but not limited to, completion of a specific-service JROTC certification training program.

- 4.15(1) The JROTC authorization may be renewable, based upon documented evidence of service-specific JROTC recertification, following successful completion of a service-specific JROTC recertification course, or other requirements, as may be stipulated.

4.16 Authorization: Adult Basic Education.

An adult basic education authorization shall be valid for five years from the date of issuance, and may be issued to an applicant who has an associate degree or higher and provides documented evidence of adult basic education instruction training and experience, based upon successful completion of adult basic education authorization requirements.

4.16(1) The adult basic education authorization may be renewed based upon documented evidence of additional adult basic education instruction training as required every five years.

4.17 Principal Authorization.

A Principal Authorization shall be valid for three years from date of issuance, and may be issued to a person who does not hold a Principal License, but who holds an earned baccalaureate or higher degree and who is enrolled in an approved alternative principal preparation program;

4.17(1) [Repealed 5/15/08 per Senate Bill 08-075]

4.17(2) [Repealed 5/15/08 per Senate Bill 08-075]

4.17(3) [Repealed 5/15/08 per Senate Bill 08-075]

4.17(4) To receive a Principal Authorization, a person, in collaboration with a school district, shall submit to the Department of Education documentation that includes:

4.17(4)(a) The course work, practicum, and other educational requirements, identified by the school district in collaboration with the person that will comprise the person's individualized alternative principal program and which the person will complete while he or she is employed under the Principal Authorization; the district may work with an approved governmental, non-profit, or for-profit entity in designing and implementing the individualized alternative principal program.

4.17(4)(b) A letter from the collaborating school district stating the school district's intention to employ the applicant as a principal or a vice principal upon issuance of the Principal Authorization; and

4.17(5) At a minimum, a person's individualized alternative principal program shall ensure that:

4.17(5)(a) The person receives information, experience, and training and develops skills comparable to the information, experience, training, and skills, possessed by a person who qualifies for a initial principal license as provided in section 22-60.5-301 (1) (a);

4.17(5)(b) All candidates for a Principal License shall be required to provide documented evidence of having met or surpassed the performance-based principal licensure standards, as cited in 22-60.5-R-6.00.

4.17(5)(c) The person receives coaching and mentoring from one or more licensed principals and administrators and continuing performance-based assessment of the person's skills development; and

4.17(5)(d) The person demonstrates professional competencies using performance based measures in subject matter areas as specified by rule of the State Board pursuant to section 22-60.5-303, C.R.S.

4.17(6) If the State Board determines that the individualized alternative principal program meets the requirements specified in 4.17 (5), the State Board shall approve the individualized alternative principal program, and the Department of Education shall issue the Principal Authorization to the applicant. A Principal Authorization shall be valid for three years and may not be renewed.

4.17(7) [Expired 5/15/08 per Senate Bill 08-075]

4.17(8) A candidate who meets all requirements for an Alternative Principal License, upon successful completion of an alternative principal preparation program, may apply for a Colorado Alternative Principal's License or if they have successfully completed an induction program may apply for a Professional Principal's License.

2260.5-R-5.00 Standards for the Approval of the Program Content of Professional Education and Professional Development of Teachers and Special Service Personnel.

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

5.01 Standard One: Knowledge of Literacy.

The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. The teacher has demonstrated the ability to:

5.01(1) Plan and organize reading instruction based on ongoing assessment.

5.01(2) Develop phonological and linguistic skills related to reading including:

5.01(2)(a) Phonemic awareness.

5.01(2)(b) Concepts about print.

5.01(2)(c) Systematic, explicit phonics.

5.01(2)(d) Other word identification strategies.

5.01(2)(e) Spelling instruction.

5.01(3) Develop reading comprehension and promotion of independent reading including:

5.01(3)(a) Comprehension strategies for a variety of genre.

5.01(3)(b) Literary response and analysis.

5.01(3)(c) Content area literacy.

5.01(3)(d) Student independent reading.

5.01(4) Support reading through oral and written language development including:

5.01(4)(a) Development of oral English proficiency in students.

5.01(4)(b) Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.

5.01(4)(c) The relationships among reading, writing, and oral language.

5.01(4)(d) Vocabulary development.

5.01(4)(e) The structure of standard English.

5.01(5) Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

5.02 Standard Two: Knowledge of Mathematics:

The teacher shall be knowledgeable about mathematics and mathematics instruction. The teacher has demonstrated the ability to:

5.02(1) Develop in students an understanding and use of:

5.02(1)(a) Number systems and number sense

5.02(1)(b) Geometry

5.02(1)(c) Measurement

5.02(1)(d) Statistics and probability

5.02(1)(e) Functions and use of variables

5.02(2) Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

5.03 Standard Three: Knowledge of Standards and Assessment:

The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum. The teacher has demonstrated the ability to:

5.03(1) Design short and long range standards-based instructional plans.

5.03(2) Develop valid and reliable assessment tools for the classroom.

5.03(3) Develop and utilize a variety of informal and formal assessments, including rubrics.

5.03(4) Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.

5.03(5) Use assessment data as a basis for standards-based instruction.

5.03(6) Provide effective verbal and written feedback that shape improvement in student performance on content standards.

5.03(7) Prepare students for the Colorado Student Assessment Program (CS AP), Third Grade Literacy Assessment, and other assessments of educational achievement.

5.03(8) Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

5.04 Standard Four: Knowledge of Content:

The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education. Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s). The teacher has demonstrated the ability to:

- 5.04(1) Utilize content knowledge to ensure student learning.
- 5.04(2) Enhance content instruction through a thorough understanding of all Colorado model content standards.
- 5.04(3) Apply expert content knowledge to enrich and extend student learning.
- 5.04(4) Integrate literacy and mathematics into content area instruction.

5.05 Standard Five: Knowledge of Classroom and Instructional Management:

The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning. The teacher has demonstrated the ability to:

- 5.05(1) Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.05(2) Apply sound disciplinary practices in the classroom.
- 5.05(3) Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.05(4) Raise the academic performance level of a group of students, over time, to a higher level.
- 5.05(5) Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.
- 5.05(6) Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.05(7) Accurately document and report ongoing student achievement.
- 5.05(8) Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.05(9) Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

5.06 Standard Six: Knowledge of Individualization of Instruction:

The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners. The teacher has demonstrated the ability to:

- 5.06(1) Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
- 5.06(2) Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
- 5.06(3) Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.
- 5.06(4) Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.
- 5.06(5) Develop and apply individualized education plans.
- 5.06(6) Collect data on individual student achievement and be accountable for each child's learning.
- 5.06(7) Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

5.07 Standard Seven: Knowledge of Technology:

The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning. The teacher has demonstrated the ability to:

- 5.07(1) Apply technology to the delivery of standards-based instruction.
- 5.07(2) Use technology to increase student achievement.
- 5.07(3) Utilize technology to manage and communicate information.
- 5.07(4) Apply technology to data-driven assessments of learning.
- 5.07(5) Instruct students in basic technology skills.

5.08 Standard Eight: Democracy. Educational Governance and Careers in Teaching:

The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices. The teacher has demonstrated the ability to:

- 5.08(1) Model and articulate the democratic ideal to students, including:
 - 5.08(1)(a) The school's role in developing productive citizens.
 - 5.08(1)(b) The school's role in teaching and perpetuating the principles of a democratic republic.
- 5.08(2) Model, and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family, and community well being.
- 5.08(3) Understand and respond to influences on educational practice including:
 - 5.08(3)(a) Federal and state constitutional provisions.

- 5.08(3)(b) Federal executive, legislative and legal influences.
- 5.08(3)(c) State roles of the governor, legislature and State Board of Education.
- 5.08(3)(d) Local school districts, boards of education and boards of cooperative educational services.
- 5.08(3)(e) Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
- 5.08(3)(f) Public sector input from business, advocacy groups, and the public.
- 5.08(4) Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.
- 5.08(5) Evaluate his/her own performance and access the professional development options necessary to improve that performance.

2260.5-R-6.00 Performance-Based Principal Licensure Standards.

The following shall serve as standards to guide the development of the content of principal and administrator professional education programs offered by institutions of higher education and as a standard for the ongoing professional development of these educators.

6.01 Standard One: Foundations For Leadership.

The principal shall behave ethically and be knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning. The principal shall be able to:

- 6.01(1) Endorse the role of the school within the community and in upholding the fundamental principles and perpetuation of our democratic republic.
- 6.01(2) Sustain and promote the conviction that education is the fundamental right of all students.
- 6.01(3) Accept personal and professional accountability for the educational processes of the school.
- 6.01(4) Consistently identify student achievement as the primary objective of the school.
- 6.01(5) Set high standards for the instruction of all students and for their academic achievement.
- 6.01(6) Recognize that the state's Model Content Standards represent the level of knowledge, skills, values, and abilities expected of all Colorado students.
- 6.01(7) Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.
- 6.01(8) Invest in continuing self-education and collaboration with peers and others in the field, to assure that professional expertise is maintained to the highest level and that there is continuing awareness of the latest information about child development, learning research, and applicable models of instruction.

6.02 Standard Two: Contextual Understanding.

The principal shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process. The principal shall be able to:

- 6.02(1) Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.
- 6.02(2) Convey respect for the roles of elected officials and administration.
- 6.02(3) Identify and include in planning the social, economic, and political factors which affect the educational process.
- 6.02(4) Recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.

6.03 Standard Three: Planning And Organization.

The principal is knowledgeable about the elements of planning; plan implementation; and organizational, change, and time management. The principal shall be able to:

- 6.03(1) Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, provides for the appropriate allocation of resources and which identifies:
 - 6.03(1)(a) Instructional objectives.
 - 6.03(1)(b) Assignments of responsibility.
 - 6.03(1)(c) Timelines.
 - 6.03(1)(d) Methods of evaluation.
- 6.03(2) Implement, monitor, and assess the progress of the plan, at regular intervals, and provide for modification, as necessary.
- 6.03(3) Establish and adhere to timely, efficient, effective, and ethical administrative practices.

6.04 Standard Four: Content Knowledge Instruction.

The principal is knowledgeable about all requisite Colorado Model Content Standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. The principal shall be able to:

- 6.04(1) Assist staff in establishing an effective schedule of instruction and an organized approach to providing students with required knowledge, skills, abilities, and understanding.
- 6.04(2) Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.
- 6.04(3) Provide direction to teachers, with regard to the Colorado Model Content Standards.
- 6.04(4) Provide direction to teachers regarding the appropriate uses of technology in the classroom, including, but not limited to the reinforcement of instructional objectives; use as a resource for information; and in the management of student data. The principal shall:

- 6.04(4)(a) Communicate to staff about district technology policies, including matters of confidentiality, as related to the release and use of student records, and about appropriate student use of technology.
- 6.04(4)(b) Demonstrate a variety of ways to integrate technology as a tool, into data-driven, standards-based individualized instruction, in support of student achievement.
- 6.04(4)(c) Inform teachers about how to incorporate technology in the tracking of academic progress and in instructional record-keeping.
- 6.04(4)(d) Utilize technology in managing and communicating information and data to a variety of stakeholders.

6.05 Standard Five: Individualization of Instruction.

The principal is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. The principal shall be able to:

- 6.05(1) Exhibit vigilance with regard to the school's legal obligations and students' educational rights, including, but not limited to, those requirements which affect special needs students.
- 6.05(2) Demonstrate the design and delivery of instruction, as based on individual student needs, so that each student can meet or exceed the standards.
- 6.05(3) Present teachers with a variety of teaching strategies which can assure students the ability to think critically, analyze structure and solve problems, invent, memorize, and recall.
- 6.05(4) Provide teachers with a wide range of instructional methods and individual education techniques, which match the intellectual, emotional, physical, social levels and learning styles of all students in each classroom - including those with physical or medical conditions, or educational disabilities; or those whose medication may have an effect on learning and behavior; or those who are identified or recognized as gifted.
- 6.05(5) Inform teachers about assessments which provide proof of each student's academic progress.
- 6.05(6) Maintain adequate and appropriate data regarding each student's academic progress; analyze and evaluate that data; and communicate the results to instructional staff for use in planning for individualized student instruction.
- 6.05(7) Identify a variety of strategies and to strongly advocate that teachers consistently provide students with examples of how the concepts, skills, and abilities being learned relate to the world of work and other aspects of everyday life.

6.06 Standard Six: Management And Evaluation of Instruction.

The principal is knowledgeable about the appraisal of instructors, as related to student learning. The principal shall be able to:

- 6.06(1) Articulate clear performance objectives.
- 6.06(2) Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.

- 6.06(3) Incorporate the requirements of Colorado law, relative to all the Colorado Model Content Standards and CSAP results, into the design of fair and consistently-applied performance evaluation requirements and procedures.
- 6.06(4) Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.
- 6.06(5) Regularly review teachers' competence, with particular focus on academic program delivery.
- 6.06(6) Provide mentoring and staff development in support of the instructional program, and the Colorado Model Content Standards, for all school staff and volunteers.
- 6.06(7) If necessary, resolve conflicts among, and refocus staff on, instructional objectives.

6.07 Standard Seven: Supervision of Personnel.

The principal is knowledgeable about national, state, and local district personnel policies. The principal shall be able to:

- 6.07(1) Display and enforce professional standards in all personnel decisions.
- 6.07(2) Establish personnel recruitment and retention strategies based on the instructional plan for the school.
- 6.07(3) Implement, inform about, and adhere to ethical and fair hiring and personnel practices,
- 6.07(4) Provide clear communication of expectations.
- 6.07(5) Provide constructive performance appraisals, linked to Student achievement.
- 6.07(6) Provide a documented justifiable basis for taking a personnel action.
- 6.07(7) Counsel out of the profession those whose continued presence in teaching does not serve in the best interests of students.
- 6.07(8) Provide encouragement to those interested in entering the field of education.

6.08 Standard Eight: Supervision of Student Conduct.

The principal is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies. The principal shall be able to:

- 6.08(1) Establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.
- 6.08(2) Communicate the code and disciplinary procedures to staff, students, and parents and assist teachers in fair, appropriate, and consistent implementation.
- 6.08(3) Implement legal protections for students and appropriate and allowable suspension and expulsion policies and procedures.

- 6.08(4) Identify and develop positive relationships with community support services which can assist students and their families when there is a concern which cannot be addressed with the resources available to the school.

6.09 Standard Nine: Resources.

A principal is knowledgeable about the principles and practices for the fiscal management of schools or school districts. A principal should be an ethical business manager, responsible for the fiscal health of the school and entrepreneurial about locating non-state revenue sources to provide enhancements to the instructional process. A principal shall be able to:

- 6.09(1) Manage and maintain a balanced school site budget in accordance with the principles of business management and the standards of good accounting practice.
- 6.09(2) Demonstrate knowledge of school district policies regarding methods of acquiring additional funding, and technical or other forms of assistance, for specific purposes, in support of student instruction and achievement.
- 6.09(3) Demonstrate the ability to use a variety of strategies to attract external funds and resources.

6.10 Standard Ten: School Site Safety and Maintenance.

The principal shall be knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility. The principal shall be able to:

- 6.10(1) Acknowledge the school's legal responsibilities to students on their way to and from school and with regard to transportation.
- 6.10(2) Be vigilant about school security and establish measures to evaluate and assure student and staff safely and anticipate potentially dangerous situations.
- 6.10(3) Implement safety procedures and precautions within the school and on school property.
- 6.10(4) Maintain a close working relationship with local law enforcement.
- 6.10(5) Take a proactive approach to emergency situations and be prepared to provide stress and crisis management and conflict resolution, before, during, and after such situations, as required.
- 6.10(6) Understand the contribution of an attractive, inviting, and engaging school environment to an effective instructional program and implement supporting policies and actions.
- 6.10(7) Operate within district policies regarding general building maintenance, repairs, and improvements.

6.11 Standard Eleven: Parent and Community Involvement.

The principal shall be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. The principal shall be able to:

- 6.11(1) Speak, write, and communicate successfully in a variety of settings.
- 6.11(2) To communicate about school policies, data regarding student achievement expectations, and other pertinent information to parents and other interested members of the school community and general public.

6.11(3) Develop, maintain and encourage partnerships with, and involvement and volunteer opportunities for, parents and the local school community, including but not limited to:

- 6.11(3)(a) The support of student achievement.
- 6.11(3)(b) Accountability.
- 6.11(3)(c) Family literacy.
- 6.11(3)(d) School-site decision making.
- 6.11(3)(e) Contextual and Service Learning.

6.12 To be licensed as an Administrator,

an applicant shall have completed a bachelor's or higher degree or higher from a four-year accepted institution of higher education, and shall have completed an approved administrator program, and shall have demonstrated the competencies specified below:

6.12(1) In addition to knowledge of and the ability to demonstrate the requirements i sections 6.02 - 6.11 of these Rules, as appropriate and applicable.

6.12(2) The administrator shall be knowledgeable about the content of administration, in general, and, as appropriate and/or applicable to the position or program of administration, shall demonstrate the ability to provide effective:

- 6.12(2)(a) organizational management and leadership.
- 6.12(2)(b) direction to relevant personnel and others, including, but not limited to evaluation of licensed personnel, where appropriate.
- 6.12(2)(c) correlation of the administrative position, and/or program, to student academic and related progress, through the:
 - 6.12(2)(c)(i) planning, implementation, and evaluation of relevant activities.
 - 6.12(2)(c)(ii) identification of, respect for, and incorporation of, those aspects of student and school community demography, and student, family, and community culture, which can engender and sustain community support for rigorous standards for, and high expectations of, all students, as related to their learning and academic achievement.
 - 6.12(2)(c)(iii) application of pertinent research, which has resulted in proven documented evidence of successful practice(s).
- 6.12(2)(d) communication, to a variety of audiences, in a variety of settings, and on topics which may be controversial.
- 6.12(2)(e) decision-making, which involves affected stakeholders.
- 6.12(2)(f) human and community relations skills, including, but not limited to diplomacy and conflict resolution.
- 6.12(2)(g) application(s) of technology.

- 6.12(2)(h) group process.
- 6.12(2)(i) program marketing strategies.
- 6.12(2)(j) mentoring, to students, educational staff, and community members.
- 6.12(2)(k) boardsmanship.
- 6.12(2)(l) fiscal and resource management and resource-development strategies.

2260.5-R-6.13 Standards for Professional Competencies for an Initial Administrator License with a Director of Special Education Endorsement ("Standards").

The following standards shall be addressed by the Director of Special Education initial preparation program offered by institutions of higher education and as standards for the ongoing professional development of these educators. The specific performance indicators for each of these standards shall be described in "Performance Indicators for Professional Competency Standards" issued by the Colorado Department of Education.

6.13 Standard One: Foundations for Leadership

- 6.13(1) The Special Education Director shall 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(2) Standard Two: Special Education and School Systems

The Special Education Director shall: (a) demonstrate knowledge of organizational culture, (b) apply a systems approach to the development of special education programs and processes, and (3) facilitate effective system change.

6.13(3) Standard Three: Law and Policy

The Special Education Director shall be knowledgeable about and able to apply relevant federal and state statutes, regulations, case law, and policies that impact all children, including those with disabilities.

6.13(4) Standard Four: Instructional Leadership

The Special Education Director shall be able to integrate general education and special education, including curriculum, instructional strategies, assessments, and individualized instruction in support of academic achievement for all children, including those with disabilities.

6.13(5) Standard Five: Program Planning and Organization

The Special Education Director shall be able to evaluate the efficacy and efficiency of special education programs, facilities, services and monitoring systems and to use the evaluation data to improve the programs and services for all children, including those with disabilities.

6.13(6) Standard Six: Human Resource Functions

The Special Education Director shall have the knowledge and ability to recruit, retain and evaluate qualified personnel in order to effectively implement programs and services for all children, including those with disabilities.

6.13(7) Standard Seven: Parent, Family and Community Engagement

The Special Education Director shall be knowledgeable about and able to facilitate partnerships and engage parents, families and communities in the implementation of special education programs and delivery of special education services.

6.13(8) Standard Eight: Budget and Resources

The Special Education Director shall be knowledgeable about and able to demonstrate school district budgeting and resource allocation, including those related to special education.

2260.5.-R-7.00 Endorsement of Licenses or Authorizations.

Licenses and Authorizations shall be endorsed to indicate the grade level(s)/developmental level(s) and specialization area(s) which are appropriate to the applicant's preparation, training, and experience.

7.01 Initial Endorsements.

Initial endorsements shall be based upon the following:

- 7.01(1) Recommendation by a Colorado accepted institution of higher education verifying the satisfactory completion of an approved program for the endorsement, or
- 7.01(2) Recommendation by an accepted out-of-state institution of higher education and compliance with section 2.03(3)(a) and 2.03(3)(c), or
- 7.01(3) Evaluation by the Department for Authorizations, Alternative Licenses, and Alternative Teacher Licenses (Vocational), and licenses issued upon foreign degree programs for comparability to Colorado's standards, and
- 7.01(4) Successful completion of the State Board adopted content area assessment in the endorsement area being sought.

7.02 Additional Endorsements.

Second or subsequent endorsements may be awarded by the Department based upon one of the following:

- 7.02(1) The completion of an approved program of preparation at an approved institution of higher education which includes completion of field experiences, student teaching or practicum or internship, unless waived by the approved institution pursuant to the following:
 - 7.02(1)(a) A waiver of field experience, student teaching, practicum, or internship may be granted upon verification of satisfactory experience in the area of endorsement being sought. Waivers of coursework or other program requirements may also be granted for work experience, including teaching or administrative experience in schools.
 - 7.02(1)(b) Institutions shall have written criteria, procedures and due process procedures for the recognition of competencies acquired through experience. Such criteria and due process procedures shall include a process for appealing the denial of a request for waiver of field experience, student teaching, practicum or internship, or other coursework or program requirements.

7.02(1)(c) Applicants who complete approved collegiate programs for additional endorsements must provide evidence of successful completion of the State Board adopted content area assessment in the endorsement area being sought.

7.02(2) Academic preparation, experience and assessment for endorsements in section 8.00 of these Rules.

7.02(2)(a) For elementary education endorsement:

7.02(2)(a)(i) passage of the Colorado State Board of Education approved elementary content test.

7.02(2)(b) For special education generalist endorsement:

7.02(2)(b)(i) Verification of 24 semester hours with a minimum GPA of 2.6 from an accepted institution of higher education or the equivalent as determined by the Department of Education through transcript or portfolio review. The portfolio may include but is not limited to verification of teaching experience in the requested endorsement area, experiences outside of schools, inservice or continuing education, standardized assessments, and recommendations from experts in the endorsement/specialty area to be taught. Such academic credit and portfolio experiences shall be consistent with the content preparation requirements in the appropriate endorsement area found in section 8.00 of these Rules; or

7.02(2)(b)(ii) Passage of the Colorado State Board of Education approved special education generalist assessment.

7.02(2)(c) For secondary and K-12 endorsements:

7.02(2)(c)(i) Verification of 24 semester hours with a minimum GPA of 2.6 from an accepted institution of higher education or the equivalent as determined by the Department of Education through transcript or portfolio review. The portfolio may include but is not limited to verification of teaching experience in the requested endorsement area, experiences outside of schools, inservice or continuing education, standardized assessments, and recommendations from experts in the endorsement/specialty area to be taught. Such academic credit and portfolio experiences shall be consistent with the content preparation requirements in the appropriate endorsement area found in section 8.00 of these Rules; or

7.02(2)(c)(ii) Passage of the Colorado State Board of Education approved assessment of content area knowledge relevant to the person's area of endorsement.

7.03 Development and Approval of New Endorsement Areas and Discontinuance of Endorsement Areas.

7.03(1) the State Board of Education may establish, by rule and regulation, appropriate endorsements and the criteria for such endorsements.

7.03(2) the Department shall utilize representatives from the appropriate content area, from among the education community and interested stakeholders, to develop recommendations for consideration by the State Board of Education with regard to the adoption of new endorsement areas or discontinuance of endorsement areas that are no longer relevant or applicable to meet student needs.

7.04 Review of License and Endorsement Standards.

7.04(1) Pursuant to 22-2-109(l)(g)(h)(i), C.R.S., the standards of qualification, preparation, and experience required for the issuance of licenses and which prescribe standards for endorsements appropriate for licenses shall be reviewed periodically for currency.

7.04(1)(a) The State Board of Education shall establish a schedule for review of licensing/endorsement standards.

7.04(1)(b) The Colorado Department of Education shall utilize representatives from all levels of education when reviewing and developing licensing endorsement standards.

2260.5-R-8.00 Teaching Endorsements.

The following shall serve as standards for endorsements on Initial and Professional Teacher Licenses.

8.01 Early Childhood Education.

To be endorsed in early childhood education, ages 0-8, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education, an approved teacher preparation program; an approved program in early childhood education; and have demonstrated the competencies specified below.

8.01(1) The early childhood educator is knowledgeable about early childhood education; its multiple historical, philosophical and social foundations; how these influence current thought and practice; and be able to demonstrate the ability to utilize such knowledge in the instruction of students. In planning for and implementing instructional delivery, the early childhood educator is able to incorporate:

8.01(1)(a) proven concepts related to typical and atypical traits of child development which can affect the acquisition of knowledge, skills, and abilities by students, including, but not limited to:

8.01(1)(a)(i) characteristics, stages, and styles of learning, as related to cognitive, physical, social, emotional, language/communicative, play, and aesthetic development.

8.01(1)(a)(ii) the effects of biological and environmental factors, culture, society, family, and family economics, on learning.

8.01(1)(a)(iii) addressing the identified learning strengths and needs of each child, including those of children with special needs.

8.01(1)(a)(iv) taking timely advantage of the prior acquisition of information, abilities, and experience of the student, as related to readiness for learning, and the development of such core skills as language, reading, writing, math, science, and the arts.

8.01(1)(b) design and implement effective strategies for curriculum development, implementation, and instructional delivery, as related, but not limited to:

8.01(1)(b)(i) literacy and language, math, science, social studies, the arts, health and safety, physical education, and technology ability.

8.01(1)(b)(ii) the expansion of thinking skills.

8.01(1)(b)(iii) student content standards.

8.01(1)(b)(iv) applicable aspects of socialization.

8.01(1)(b)(v) the processes of inquiry, modeling, multi-sensory instruction, adaptations, and addressing varied learning styles.

8.01(2) The early childhood educator is knowledgeable about and is able to:

8.01(2)(a) instruct the linguistically diverse learner.

8.01(2)(b) promote, develop, and maintain effective interaction among staff, and between staff and students.

8.01(2)(c) seek out expertise and assistance of other professionals who can serve as resources, when and if appropriate, in addressing student needs.

8.01(2)(d) create and maintain a classroom environment which:

8.01(2)(d)(i) encourages and reinforces learning, through its physical arrangement, accessibility, allocation of space, use of outdoor and natural settings, and which provides learning-enriched materials and equipment that encourage play, active exploration, and the acquisition of knowledge, skills, and abilities.

8.01(2)(d)(ii) uses individual and group guidance and problem-solving techniques to develop and promote positive, constructive, and supportive association between students; learning; responsibility; self-discipline; self-esteem; and appropriate strategies for conflict-resolution.

8.01(2)(e) vary instruction and instructional strategies, based on student age and individual learning needs and styles.

8.01(2)(f) establish and maintain positive relations with students' families and community.
The early childhood educator is able to:

8.01(2)(f)(i) effectively articulate the importance of education for the student, and to identify ways in which the family can support the student's education and well-being, within the home.

8.01(2)(f)(ii) establish a respectful partnership between school and home, which recognizes and minimizes obstacles to student learning, by building on family strengths, as related to defined roles, rights and responsibilities.

8.01(2)(f)(iii) develop collaborative relationships, between families of students and community agencies, relevant professionals, including support services, and other education personnel, and encourage the use of such resources, when necessary, to help meet the identified needs of students and/or their families, which, if not adequately and appropriately addressed, can negatively affect the learning of the student.

8.01(2)(f)(iv) provide information, if necessary, about resources, systems, and programs available to families of young children encountering stress, change and/or transition, when these appear to be hindering learning.

8.01(3) The early childhood educator adheres to high standards of professionalism, by remaining current in knowledge and practice, and by seeking out professional development which supports those standards. The early childhood educator is able to:

8.01(3)(a) reflect on practice and a personal educational philosophy that provides a foundation for sound instructional decision-making, as based on, but not limited to:

8.01(3)(a)(i) continuing assessment of the impact of instructional choices on students, as a group, and as individual learners.

8.01(3)(a)(ii) ongoing awareness of current issues and trends, legal issues including procedural safeguards, legislation, and other public policies affecting children, families, programs for young students and the early childhood profession.

8.01(3)(a)(iii) incorporate into planning, proven and effective advancements in the early childhood profession.

8.01(3)(b) actively seek out opportunities for professional development, including, but not limited to content-related coursework; seeking resources; and participating in relevant in-services and other experiences which can inform and improve practice, professional activities, such as curriculum reviews, visiting related programs, reviewing current professional literature; and joining pertinent professional organizations.

8.01(3)(c) The early childhood educator is knowledgeable about, and:

8.01(3)(c)(i) commits and adheres to a professional code of ethics and conduct.

8.01(3)(c)(ii) complies with state and national early childhood program standards.

8.01(3)(c)(iii) advocates for young children and their families, to improve the quality of programs and services for young children.

8.01(4) The early childhood educator is knowledgeable about the assessment of student learning, and:

8.01(4)(a) is able to utilize multiple and varied, formal and informal means for assessment and identification of student learning needs in planning for appropriate cognitive, social, emotional, communicative, motor, adaptive, aesthetic, and other types of development. Such means may include, but not be limited to, observation, and recording:

8.01(4)(a)(i) responses and the processes students use in problem-solving, arriving at answers, and in creating products.

8.01(4)(a)(ii) students' dispositions, to include, but not limited to persistence, curiosity, risk-taking, motivation to learn, excitement about learning.

8.01(4)(b) can articulate the results of assessment, to appropriate professionals, for the purposes of program planning, student referral, and in the design and implementation of formal student plans.

8.01(4)(c) can involve families, as active participants in the assessment process, if and as necessary, for the advancement of student learning.

- 8.01(4)(d) can select, evaluate and/or administer assessments appropriate for students from diverse cultural backgrounds, and/or who present unique learning characteristics, and/or who have special needs, which require test adaptations, and/or require the assistance of relevant and appropriate support services.
- 8.01(4)(e) utilizes available developmental assessment data, in the areas of cognition, speech and language, fine and gross motor, and social skills, in:
 - 8.01(4)(e)(i) planning for individualized and group programs.
 - 8.01(4)(e)(ii) referring children, when necessary, for further screening and evaluation.
 - 8.01(4)(e)(iii) the implementation of, and in assisting with, ongoing revisions in IEPs, and in other formal plans for students with identified developmental and/or learning needs.
- 8.01(4)(f) recognizes the necessity for security and for confidentiality inherent in assessment, and in communicating about standardized and other testing results and data, as is able to:
 - 8.01(4)(f)(iii) utilize a variety of assessment strategies, including:
 - 8.01(4)(f)(iii)(a) ongoing observations, divergent questions, and listening to understand what and how children are thinking.
 - 8.01(4)(f)(iii)(b) systematic procedures, such as running records, event and time sampling, and developmental checklists.
 - 8.01(4)(f)(iii)(c) systematic sampling of children's work, performances, and dispositions, including collecting examples of conversations, writing, art works, audio tapes of oral language and/or reading, dictated stories, literature responses, social interactions, and emotional responses.

8.01(5) The early childhood educator has completed the field experience requirements including, at least:

- 8.01(5)(a) early and on-going field experiences in inclusive settings, in licensed public and private early childhood centers, schools and with community agencies.
- 8.01(5)(b) effective work experience, over time, with children of diverse ages (infants, toddlers, preschoolers, and primary age), abilities, linguistic and cultural diversity, and their families.
- 8.01(5)(b) a variety of demonstrations of the candidate's ability to work effectively, during full-time supervised student teaching and/or a practicum, in at least two different inclusive settings, serving children of, at least, two different age groups (infant/toddler, preschool, or primary age), with students of varying abilities.

8.02 Elementary Education.

To be endorsed in elementary education, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education; an approved teacher preparation program in elementary education; and has demonstrated the competencies specified below:

8.02(1) The elementary educator is knowledgeable about curriculum development and instruction, and is able to:

- 8.02(1)(a) design and implement an integrated curriculum based upon adopted content standards, including, but not limited to: language arts, e.g. reading, writing, speaking, and listening; science; mathematics; social studies; the arts and humanities; health; physical education; and technology.
 - 8.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies, to be implemented based on adopted content standards, and on both informal and formal assessments of student learning needs.
 - 8.02(1)(c) implement appropriate strategies and activities to increase student achievement.
- 8.02(2) The elementary educator is knowledgeable about child development, as applicable to learning, and is able to:
- 8.02(2)(a) incorporate documented and proven theories of child development and learning, as appropriate for all learners, including, but not limited to exceptional and linguistically diverse learners.
 - 8.02(2)(b) plan and implement differentiated instructional strategies that address a wide variety of learning styles; stages of individual development; personal traits and interests; language diversity; exceptionality.
 - 8.02(2)(c) recognize, and display respect for family, culture, economic, and societal influences that affect students' learning and academic progress, and draw upon their strengths and experiences, in planning for instruction.
 - 8.02(2)(d) effectively articulate the elements of and rationale for the instructional program to students, parents, and other professionals.
- 8.02(3) The elementary educator is knowledgeable about classroom environment and is able to:
- 8.02(3)(a) provide a safe and engaging learning environment, responsive to individual learner needs and student choices and interests.
 - 8.02(3)(b) effectively utilize developmentally-appropriate learner-responsive time-management techniques.
 - 8.02(3)(c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students.
- 8.02(4) The elementary educator is knowledgeable about assessment, and is able to:
- 8.02(4)(a) effectively administer a wide variety of both ongoing formal and informal assessments, that are developmentally appropriate; responsive to the needs of diverse learners; and inclusive of adopted content standards.
 - 8.02(4)(b) effectively utilize assessment results and related data to plan for appropriate student instruction.
 - 8.02(4)(c) actively involve students in understanding the importance of assessment and its relationship to meeting learning objectives.
 - 8.02(4)(d) effectively communicate with students, parents, and other professionals concerning assessments and student performance.

8.02(5) The elementary educator has completed prescribed field experience and student teaching requirements.

8.02(6) The elementary educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.03 Agriculture and Renewable Natural Resources Education

To be endorsed in agriculture and renewable natural resources education, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education; an approved program in agriculture and renewable natural resources education; and have demonstrated the competencies listed below:

8.03(1) The agriculture and renewable natural resources educator shall have extensive preparation in agriculture and renewable natural resources education, and demonstrate knowledge in, but not limited to, all of the following areas: agriculture communications and policy; agriculture mechanical technology; environmental horticulture; agriculture business management and marketing; environmental and natural resources; food science; food and fiber production; agriculture science and biotechnology; and forestry.

8.03(1)(a) The agriculture and renewable natural resources educator shall be knowledgeable and able to effectively instruct students about one or more of the following content areas:

8.03(1)(a)(i) agriculture communications, policy, and policy formulation, as related, but not be limited to: federal, state, and local land use policy; agricultural journalism; public speaking; computer and other technology and relevant applications; research and development; mass communications; technical writing; agricultural economics; agricultural law, as related, but not limited to water, land, and real estate; and environmental policy.

8.03(1)(a)(ii) agricultural mechanical technology, to include, but not be limited to: research and development; electrical power transmission; irrigation systems and practices; soil and water conservation; agricultural construction; and maintenance.

8.03(1)(a)(iii) environmental horticulture, to include, but not be limited to: the following: greenhouse management; nursery management; turf management; horticulture; sales and services, landscape design and ornamental horticulture.

8.03(1)(a)(iv) agricultural business management and marketing, to include, but not be limited to: economics; accounting; banking; finance; taxation; insurance; estate planning; statistics; agriculture policy; agriculture business management; agriculture marketing; agriculture recreation; and agriculture sales and service.

8.03(1)(a)(v) environmental and natural resources, to include, but not be limited to: soil science; policy and law; fishery and wildlife biology; natural resource economics, presented in a unbiased manner; chemistry; natural resources and environmental management; and water and air quality.

8.03(1)(a)(vi) food science, to include, but not be limited to: quality control; food processing; food chemistry and analysis; and human nutrition.

- 8.03(1)(a)(vii) food and fiber production, to include, but not be limited to: crop science; animal science; soil and water science; grazing systems; agricultural production management; agriculture business management; agriculture marketing; related mechanical practices.
- 8.03(1)(a)(viii) agriculture science and biotechnology, to include, but not be limited to: crop science; animal science; genetics; chemistry; research skills; cell biology; microbiology; molecular biology; biochemistry; hydrology; and regulatory practices.
- 8.03(1)(a)(ix) forestry, to include, but not be limited to: statistics; silviculture; resource management; forest biology; forest hydrology; forest engineering; disease and pest control; dendrology; and soil science.
- 8.03(1)(b) The agriculture and renewable natural resources educator is knowledgeable about and able to:
 - 8.03(1)(b)(i) ensure that students' work reflects industry standards and that students remain aware of current issues in the field.
 - 8.03(1)(b)(ii) maintain an active advisory committee(s) composed of local business/industry representatives to assure that implementation of the curriculum accurately reflects current industry conditions and standards, and as a resource for the placement of students.
 - 8.03(1)(b)(iii) acquire and allocate supplementary fiscal and human resources, as needed, from and within the school, community, and industry.
 - 8.03(1)(b)(iv) provide experiences in simulated or real work-place environments that can provide students with appropriate and applicable firsthand experience to enable them to make career decisions based on a knowledgeable perspective.
 - 8.03(1)(b)(v) provide students with a wide variety of opportunities to gain experience with, and be able to exercise initiative in applying the skills and abilities of organizational management and leadership; public speaking; parliamentary procedure; and to earn awards and recognition, through participation in student vocational and community service organizations.
 - 8.03(1)(b)(vi) provide students with the ability to evaluate, select, adapt, and apply technology, as needed.
 - 8.03(1)(b)(vii) incorporate and reinforce practical applications of core content knowledge, skills, and abilities in simulated or real-world situations, and by coordinating instruction with other educational staff.
 - 8.03(1)(b)(viii) present and discuss controversial issues, as related to agriculture and renewable resources, in the instructional setting, with clarity, and without bias.
 - 8.03(1)(b)(ix) maintain a safe, well-equipped, and well-maintained learning environment, and instruct students in the safe and appropriate use, care, and maintenance of tools, equipment, and applicable substances and materials.
- 8.03(2) The agriculture and renewable natural resources teacher shall complete field experience requirements, as prescribed.

8.03(3) The agriculture and renewable resources educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.04 Art.

To be endorsed in art, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education; an approved teacher preparation program; an approved program in art; and have demonstrated the competencies listed below:

8.04 The art educator is knowledgeable about the content of art and is able to:

8.04(1) instruct students in determining and interpreting:

8.04(1)(a) meaning in works of art;

8.04(1)(b) creating personal meaning in art;

8.04(1)(c) identifying the variety of viewpoints and philosophies behind works of art.

8.04(2) Effectively inform students about the terminology and facets of art, inherent in their own and other works of art, including, but not limited to:

8.04(2)(a) the vocabulary of relevant art processes;

8.04(2)(b) elements of art; and

8.04(2)(c) principles of design; and

8.04(2)(d) develop in students the ability to create multiple solutions to visual arts problems.

8.04(3) Effectively instruct students regarding:

8.04(3)(a) the preparation, research, safety, interrelationships, processes, and materials, applicable to areas of specialization in art, including, but not limited to:

8.04(3)(b) drawing; painting; sculpture; photography; printmaking; fibers; ceramics; jewelry; crafts; communication arts; and

8.04(3)(c) provide students with a wide variety of appropriate hands-on art experiences, taught in a sequential curriculum, with a focus on developing cognitive and manipulative skills.

8.04(4) Teach students about the history of art, including that in contemporary and past cultures.

8.04(4)(a) teach students the contributions of the arts to the development of civilization and culture, with an emphasis on:

8.04(4)(a)(i) the relationship of the arts to the culture/society in which they originated.

8.04(4)(a)(ii) the influence of the arts on subsequent and current culture(s)

8.04(4)(a)(iii) how the arts can be incorporated into inter-and intra-disciplinary studies.

- 8.04(4)(b) inform students about how the arts serve as applications of, but are not limited to, such academic disciplines as math, science, language arts, and the social studies.
- 8.04(5) Instruct students on the objective and subjective evaluation and critique of art, and on how to:
 - 8.04(5)(a) formulate and articulate judgments about works of art, based on objective and subjective rationale.
 - 8.04(5)(b) engage in knowledgeable discourse about aesthetics, including about the purpose and value of art to the individual and society, from a variety of philosophical stances.
- 8.04(6) The art educator shall provide students with motivation and encouragement to pursue appropriate forms of self-expression in the visual and other arts.
- 8.04(7) The art educator shall promote more advanced instruction, where appropriate.
- 8.04(8) The art educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.05 Business and Marketing Education, or Business Education, or Marketing Education, Secondary.

To be endorsed in business and marketing education, or business education, or marketing education, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education; an approved program in business/marketing education; and have demonstrated the competencies listed below:

- 8.05(1) The business/marketing education educator shall have extensive preparation in business and marketing education and/or business and/or marketing, and be knowledgeable about and able to effectively instruct students in the following content areas:
 - 8.05(1)(a) economics, labor market conditions, micro-, and macro-economic factors of a domestic and global economy.
 - 8.05(1)(b) technology, and its appropriate applications.
 - 8.05(1)(c) information management.
 - 8.05(1)(d) accounting and finance: the basic functions of auditing, banking, investments, taxation, insurance, and risk taking.
 - 8.05(1)(e) personnel policies and human resource management: hiring, staff development, compensation, and employee relations.
 - 8.05(1)(f) business communications: use of technology, written communication, and presentation skills.
 - 8.05(1)(g) business law: sales contracts; consumer law; employment, including personnel policies and practices; business organization; and related matters.
 - 8.05(1)(h) legislation, as it affects business and/or marketing fields and issues.
 - 8.05(1)(i) business and marketing ethics.

8.05(1)(j) new and traditional business and/or marketing options, as related to career skills and abilities, and career development.

8.05(1)(k) marketing principles, and practices of buyer analysis, including, but not limited to, development and distribution of products and services.

8.06 (Rule number reserved.)

8.07 Drama.

To be endorsed in drama, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education; an approved teacher preparation program; an approved program in drama; and have demonstrated the competencies specified below:

8.07(1) The drama educator is knowledgeable about drama, and is able to instruct students about:

8.07(1)(a) drama and theater history, including, but not limited to western and non-western theater.

8.07(1)(b) dramatic literature, as it relates to: development of aesthetic sensitivity; appropriate analysis and criticism; dramatic style(s); and the social implication(s) of drama, and their effect on individual cultures and societies.

8.07(2) The drama educator is knowledgeable about, able to instruct about, and to effectively demonstrate to, and provide experiences for students, in the following areas of drama, including, but not limited to:

8.07(2)(a) basic acting, acting styles, characterization, stage movement, and other related forms of dramatic performance.

8.07(2)(b) dance, choreography, and physical movement, as related to dramatic performance.

8.07(3) The drama educator is knowledgeable about, and is able to demonstrate:

8.07(3)(a) the technical aspects of theater, including, but not limited to: makeup and its application, lighting, stagecraft, the creation of costumes, and publicity.

8.07(3)(b) directing, as specifically related to basic technique(s) and style(s), for a wide variety of theater settings, including, but not limited to adult, youth, children's, and mixed-age audience theater; and related audience analysis.

8.07(3)(c) methods of teaching theater to students, as age-and grade-appropriate, and to other educators, as related, but not limited to: creative drama; selection of performance works and productions), in the school setting; festival participation and organization/direction; performance evaluation; simulation; and role-playing.

8.07(4) The drama educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.08 Instructional Technology Teacher, K-12.

To be endorsed as an instructional technology teacher, K-12, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved program in instructional technology; and have demonstrated technology integration competencies, including, but not limited to those specified below.

8.08(1) The instructional technology teacher is knowledgeable about technology operations and concepts, and is able to:

8.08(1)(a) demonstrate introductory knowledge, skills, and understanding of concepts related to technology, including, but not limited to:

8.08(1)(a)(i) the nature and basic operations of technology.

8.08(1)(a)(ii) proficiency in the use of technology.

8.08(1)(b) demonstrate continual growth in technology knowledge and skills, to remain up-to-date on current and emerging technologies.

8.08(2) The instructional technology teacher is knowledgeable about planning and designing learning environments and experiences, and is able to:

8.08(2)(a) identify and apply educational technology and information literacy principles, as associated with the development and implementation of long-and short-term instructional plans.

8.08(2)(b) provide developmentally-appropriate learning opportunities that incorporate technology in addressing the diverse needs of all learners.

8.08(2)(c) apply current research on teaching and learning with technology when designing effective learning environments and experiences.

8.08(2)(d) identify and locate technology resources and evaluate them for accuracy and suitability.

8.08(2)(e) plan for the management of technology resources within the context of learning activities.

8.08(2)(f) implement strategies to manage student learning in a technology-enhanced environment.

8.08(3) The instructional technology teacher is knowledgeable about teaching, learning, and the curriculum, and is able to:

8.08(3)(a) develop and facilitate technology-enhanced experiences that address content standards and student technology standards.

8.08(3)(b) design and use technology to support learner-centered strategies that address the diverse needs of students.

8.08(3)(b)(i) instructing students on how to collaborate, publish, and interact with peers, experts, and other audiences.

8.08(3)(b)(ii) instructing students on the use of a variety of media and formats to communicate information and ideas effectively, to multiple audiences.

- 8.08(3)(b)(iii) instructing students on the use of technology resources for solving problems and for making informed decisions.
- 8.08(3)(b)(iv) designing instruction that employs technology in the development of strategies for solving real-world problems.
- 8.08(3)(b)(v) applying technology in the development of students' higher order skills and creativity.
- 8.08(3)(c) manage student learning activities in a technology-enhanced environment.
- 8.08(4) The instructional technology teacher is knowledgeable about assessment and evaluation, and is able to:
 - 8.08(4)(a) apply technology in assessing student learning of subject matter, using a variety of assessment techniques.
 - 8.08(4)(b) use technology resources to collect/analyze data, interpret results, and articulate findings to improve instructional practice and maximize student learning.
 - 8.08(4)(c) apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
- 8.08(5) The education technology teacher is knowledgeable about productivity and professional practice, and is able to:
 - 8.08(5)(a) instruct students on how to utilize technology and technology tools to:
 - 8.08(5)(a)(i) enhance, apply, and reinforce learning, to increase productivity, and to promote creativity.
 - 8.08(5)(a)(ii) construct technology-enhanced models, prepare publications, and produce other creative works.
 - 8.08(5)(a)(iii) conduct research, including, but not limited to, the location, evaluation, and collection of information, from a wide variety of sources.
 - 8.08(5)(a)(iv) process data and report results.
 - 8.08(5)(a)(v) evaluate and select new information resources and technological innovations based on appropriateness for specific tasks.
 - 8.08(5)(b) use technology resources to engage in ongoing professional development and enhance lifelong learning.
 - 8.08(5)(c) continually evaluate and reflect on professional practice to make informed decisions regarding the use(s) of technology in support of student learning.
 - 8.08(5)(d) apply technology to increase productivity.
 - 8.08(5)(e) use technology to communicate and collaborate with peers, parents, and stakeholders, in support of student learning.
- 8.08(6) The educational technology teacher is knowledgeable about social, ethical, legal, and human issues, as related to technology, and is able to:

- 8.08(6)(a) demonstrate uses of technology systems, resources, and applications, as aligned with laws, rules, and policies, including those at the district and school level.
 - 8.08(6)(b) instruct students about legal and ethical practice(s), as related to technology use and the responsible use of technology systems, information, and software
 - 8.08(6)(c) apply technology resources to enable and encourage learners with diverse backgrounds, characteristics, and abilities, to receive an optimal education.
 - 8.08(6)(d) promote the safe and healthy use of technology resources.
 - 8.08(6)(e) facilitate equitable access to technology resources for all students.
- 8.08(7) The instructional technology teacher shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.09 English/Language Arts Education.

To be endorsed in English language arts education, an applicant shall have completed a bachelor's or higher degree from a four-year accepted institution of higher education; an approved teacher preparation program; an approved program in English language arts; and, have demonstrated the competencies specified below.

- 8.09(1) The English/language arts educator is knowledgeable about the content of the English/language arts, and is able to: develop English/language arts skills in students, based on an applicable understanding of the history and structure of the English language, including, but not limited to the impact of literary, psycholinguistic, sociolinguistic, cultural, familial, and other relevant factors, and is able to:
- 8.09(1)(a) articulate, to students, an understanding of the relationships between the English/language arts and their applications, including, but not limited to: reading, writing, speaking, listening, and viewing.
 - 8.09(1)(b) select, adapt, and create resources, instructional materials, and coursework which provide students at all academic levels with:
 - 8.09(1)(b)(i) multiple and varied ways of reinforcing and adding to English/language skills development.
 - 8.09(1)(b)(ii) opportunities to gain an understanding and appreciation of the history, structure, and evolving nature of the English language.
 - 8.09(1)(b)(iii) the ability to use appropriate variations in language depending on purpose and audience.
 - 8.09(1)(b)(iv) the ability to use standard English (e.g. usage, grammar, spelling, syntax, etc.)
 - 8.09(1)(b)(v) an understanding of both the language of culture and the culture of language, when communicating with and understanding others, in a variety of situations, from formal to informal.

- 8.09(2) The English/language arts educator is knowledgeable about literature written for adolescents and adults, and is able to continuously present an age-appropriate selection of a wide and balanced variety of literary works, authors, and genres, to students including, but not limited to:
- 8.09(2)(a) traditional and contemporary age-appropriate literature representing a range of cultures and viewpoints from the United States and other countries and cultures.
 - 8.09(2)(b) works of theory and criticism.
- 8.09(3) The English/language arts educator is knowledgeable about appropriate, varied, and high quality literature which can demonstrate to students that literature is central to the humanities and provides a shared reference point from which questions of values, attitudes, and beliefs can be explored, and is able to present opportunities for students to:
- 8.09(3)(a) learn to enjoy and appreciate literature.
 - 8.09(3)(b) gain a critical understanding of a wide variety of literary types, styles, and themes -both fiction and non-fiction.
 - 8.09(3)(c) explore, analyze, interpret, and evaluate literature.
 - 8.09(3)(d) demonstrate their comprehension of texts in a variety of forms of literature and writings.
 - 8.09(3)(e) use a range of written and oral, and formal and informal means of responding to literature
 - 8.09(3)(f) gain an appreciation of literature that reflects the breadth and diversity of the human experience.
- 8.09(4) The English/language arts educator is knowledgeable about developing students' abilities to read strategically, and is able to instruct them about skills related, but not limited to:
- 8.09(4)(a) analyzing, identifying and clarifying the meaning of texts.
 - 8.09(4)(b) comprehending, interpreting, and evaluating texts.
 - 8.09(4)(c) choosing reading materials with increasing sophistication.
 - 8.09(4)(d) understanding the synergistic relationship between reading and writing.
- 8.09(5) The English/language arts educator is knowledgeable about a wide range of readings, from fiction and non-fiction print literature to non-print texts; classical literary genres to those in popular culture; traditional to contemporary works, and is able to provide students with the skills and abilities to:
- 8.09(5)(a) make sound choices for individual reading.
 - 8.09(5)(b) read independently for pleasure, as well as for learning and research.
 - 8.09(5)(c) develop individual strategies for reading and comprehending texts.
 - 8.09(5)(d) hear expert reading and are given opportunities to become expert readers.

- 8.09(5)(e) ask strategic questions, predict, infer, paraphrase, and summarize what they have read.
- 8.09(6) The English/language arts educator is knowledgeable about written communication, and able to develop skills and abilities, including, but not limited to:
- 8.09(6)(a) effectively composing, for different purposes and audiences, in a variety of ways, and through a variety of genres.
 - 8.09(6)(b) utilizing effective writing processes (e.g. planning, drafting, revising, proofreading, editing, publishing).
 - 8.09(6)(c) effectively employing rules of written language.
 - 8.09(6)(d) utilizing appropriate and effective thinking skills (e.g. problem solving, analysis, synthesis, evaluation, etc).
- 8.09(7) The English/language arts educator is knowledgeable about oral communication, and is able to develop appropriate student usage thereof, including, but not limited to:
- 8.09(7)(a) employing communication strategies for different purposes and audiences in a variety of formats;
 - 8.09(7)(b) utilizing appropriate oral communication process, (e.g. research, organization, presentation, and incorporation of feedback);
 - 8.09(7)(c) applying elements of effective communication (e.g. clarity of thought and speech, appropriateness of language, effective use of voice and articulation, and listening skills);
 - 8.09(7)(d) employing listening and speaking as complementary processes.
- 8.09(8) The English/language arts educator is knowledgeable about instructional strategies and is able to instruct so that students on how to develop an appropriate vocabulary, and are able to use written and oral language for a variety of communication purposes, by providing them with opportunities to:
- 8.09(8)(a) practice and gain proficiency in the art of written and oral communication, for a variety of purposes and audiences.
 - 8.09(8)(b) reinforce writing and speaking skills, to underscore their importance in learning and communicating.
 - 8.09(8)(c) experience thoughtful guided discourse, that allows the practice of a variety of communication strategies.
 - 8.09(8)(d) be evaluated on oral presentations and written work based upon a prearranged clearly defined set of criteria that provides fair and constructive feedback for improvement.
- 8.09(9) The English/language arts educator is knowledgeable about visual communication and information processes, and is able to instruct students about:
- 8.09(9)(a) active and constructive viewing and the visual representation of ideas to assure clear understanding of what is intended.

- 8.09(9)(b) critically evaluating information, media, and technology.
 - 8.09(9)(c) utilizing technological resources for the access, selection, and application of relevant information.
 - 8.09(9)(d) identifying the influence of mode and style on representation of content.
 - 8.09(9)(e) identifying relevant research for various purposes and materials.
- 8.09(10) The English/language arts educator is knowledgeable about technology and media and is able to incorporate them so that students become familiar with visual communication and information processes, and are able to:
- 8.09(10)(a) acquire knowledge through the use of a variety of strategies, resources, processes, and technologies.
 - 8.09(10)(b) judge the quality, usefulness, and appropriateness of media and technology presentations.
 - 8.09(10)(c) use multi-media technology.
 - 8.09(10)(d) identify visual and electronic texts as significant components of the English language arts, and be able to select, analyze, and evaluate them, based on need or usefulness
- 8.09(11) The English/language arts educator is knowledgeable about student assessments, and is able to:
- 8.09(11)(a) develop demonstrations of proficiency, which are appropriate to the English language arts classroom.
 - 8.09(11)(b) articulate the relationship between standards, assessments, curricula, and classroom instructional strategies.
 - 8.09(11)(c) analyze and incorporate assessment data:
 - 8.09(11)(c)(i) into the planning for individual and group instruction.
 - 8.09(11)(c)(ii) into the diagnosis of individual student and group needs to increase and/or enhance achievement, including, but not limited to remediation or acceleration.
 - 8.09(11)(d) incorporate a range of clearly identified, useful, appropriate, fair, and equitable assessment methods to provide students with:
 - 8.09(11)(d)(i) feedback, guidance, and instruction, as necessary, to increase their proficiency in reading, writing, speaking, and listening.
 - 8.09(11)(d)(ii) multiple opportunities to create products which demonstrate competence in communication through a variety of means, including, but not limited to audio/visual, written, and oral presentation.
 - 8.09(11)(d)(iii) instruction based on assessments of students' needs and on approved standards for English language arts.

- 8.09(12) The English/language arts educator is knowledgeable about literacy, and is able to:
- 8.09(12)(a) provide students with extensive opportunities to acquire and use language and to evaluate literature and texts through reading, writing, speaking, listening, and viewing.
 - 8.09(12)(b) demonstrate and promote a commitment to the development of literacy and its applications.
 - 8.09(12)(c) assist students whose first language is other than English in developing fluency and competence in English language arts.
 - 8.09(12)(d) develop materials and activities that promote student understanding of the synergistic interrelationship between all of the English language arts, as defined in 8.09(1)(a).
 - 8.09(12)(e) assist students in identifying and defining questions, as related to literature and other texts.
 - 8.09(12)(f) effectively model to students, the mastery of English oral and written language.
 - 8.09(12)(g) select, adapt, and create resources based on an assessment of student academic needs, relevant to required curricula, age, and/or grade-level expectations, and levels of English-language proficiency.
 - 8.09(12)(h) refine instruction and instructional materials based on student progress.
 - 8.09(12)(i) create an inclusive, challenging, engaging classroom environment, in which individual ideas are valued.
 - 8.09(12)(j) incorporate student content standards into ongoing lesson plans.
 - 8.09(12)(k) utilize assessments results to evaluate and improve teaching effectiveness and to plan for professional growth.
- 8.09(13) The English/language arts educator is able to effectively communicate to students, parents, staff, and other interested audiences, about curriculum, assessment, class requirements, methods of instructional delivery, and high standards and expectations for all students.
- 8.09(14) The English/language arts educator has completed the field experience requirements.

8.10 Foreign Language.

To be endorsed in foreign language education, K-12, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved teacher preparation program, and an approved program for the preparation of foreign language teachers; and have demonstrated the competencies specified below.

8.10 The foreign language educator is knowledgeable about foreign language, and is able to:

- 8.10(1) listen, speak, read, and write the language(s) of specialization, at a proficient level, for the purposes of interpersonal, interpretive, and presentational communication. The languages approved for endorsement by the State of Colorado include, but may not be limited to: French, German, Italian, Japanese, Russian, and Spanish.

- 8.10(2) read and interpret written texts of classical languages; write at a proficient level; and speak at a novice level. The classical language approved for endorsement by the state of Colorado includes, but may not be limited to: Latin.
- 8.10(3) The foreign language educator shall be knowledgeable about language(s) and culture(s); can describe their inter-relationships; and is able to articulate:
- 8.10(3)(a) perspectives, to students, other educators, and interested stakeholders, related to historic and contemporary ideas, attitudes, and values of the members of a society, their history, and the language(s) they speak.
 - 8.10(3)(b) the practices, within a society, that are based on historical, geographical, and sociological influences representative of the culture(s) of the foreign language being taught.
 - 8.10(3)(c) the contributions and achievements of the culture to the fields of literature, the arts, science, mathematics, business, technology, and other related and appropriate areas.
 - 8.10(3)(d) the geographic, economic, social, and political features of traditional and contemporary cultures, as associated with the foreign language(s).
 - 8.10(3)(e) the socio-linguistic and cultural differences that exist among heritage language speakers, and
 - 8.10(3)(f) is able to create a learning environment which accepts, encourages, and promotes the culture(s) and language(s) that heritage language speakers bring into the classroom.
- 8.10(4) The foreign language educator is knowledgeable about language acquisition, at all age and grade levels, and is able to:
- 8.10(4)(a) articulate the proven theories of and relationship between first and second language acquisition.
 - 8.10(4)(b) implement effective instructional techniques and strategies, as necessary for developing literacy skills in first and second languages, and articulate to students that:
 - 8.10(4)(b)(i) the primary way language is acquired is when it is used to communicate ideas that have meaning to the speaker.
 - 8.10(4)(b)(ii) receptivity is imperative in learning a new language.
 - 8.10(4)(c) adjust instruction to meet the diverse needs of all students.
- 8.10(5) The foreign language educator is knowledgeable about student content standards for foreign language education, and is able to:
- 8.10(5)(a) align foreign language curriculum and instruction, for consistency, with adopted State content standards; state and school district priorities and objectives; and other relevant policies.
 - 8.10(5)(b) utilize a wide variety of instructional strategies that enable students to meet adopted foreign language content standards.

- 8.10(5)(c) select and use assessments that align with State standards and content objectives.
- 8.10(5)(d) use the foreign language content standards in the planning of the effective delivery of instruction to improve student achievement.
- 8.10(6) The foreign language educator is knowledgeable about K-12 foreign language curriculum, and is able to:
 - 8.10(6)(a) identify and implement proven and effective foreign language program models that are cumulative, continuous, proficiency-oriented, and part of the integrated K-12 sequence.
 - 8.10(6)(b) plan and implement a foreign language instruction program that is sequential, well-articulated, and effective.
 - 8.10(6)(c) select and utilize curriculum materials relevant to and appropriate for the age, background, and proficiency levels of students, including, but not limited to, heritage language speakers.
 - 8.10(6)(d) articulate to a wide variety of audiences, the essential role that foreign languages have, and can play, as related to the total school curriculum, and including all content areas.
- 8.10(7) The foreign language educator is knowledgeable about K-12 foreign language instruction and instructional resources, and is able to:
 - 8.10(7)(a) select and implement a variety of effective teaching methods and strategies to correspond with the cognitive, social, and physical developmental levels of K-12 foreign language and heritage language-speaking students.
 - 8.10(7)(b) select and implement a variety of effective teaching methods and strategies that promote development of literacy skills in K-12 students.
 - 8.10(7)(c) design and implement effective short-and long-term standards-based instructional plans.
 - 8.10(7)(d) evaluate the effect(s) of various teaching strategies on student performance, on an ongoing basis, documented by data collected on a variety of appropriate and relevant informal and formal student assessments.
 - 8.10(7)(e) select activities and instructional materials that effectively engage students in learning and align their knowledge, skills, and abilities with adopted Colorado foreign language student content standards.
 - 8.10(7)(f) work with members of the school and community to provide students with opportunities for interaction in a wide and appropriate/relevant variety of cultural and linguistic contexts.
 - 8.10(7)(g) provide adequate information to students regarding the use of appropriate and relevant resources and technology, to maximize student performance and improve achievement.
- 8.10(8) The foreign language educator is knowledgeable about foreign language acquisition assessment, and is able to:

- 8.10(8)(a) develop and implement valid, reliable, and relevant assessment tools, including using rubrics.
 - 8.10(8)(b) develop and implement a variety of formal, standardized, and informal classroom assessments, appropriate to all developmental levels of K-12 students, as consistent with instructional strategies.
 - 8.10(8)(c) determine appropriate methods of collecting, summarizing, interpreting, reporting, and articulating assessment results to students, parents, other educators, the school district, interested stakeholders, and to other relevant entities which require data about student achievement.
 - 8.10(8)(d) use ongoing assessment, and related data, to modify and enhance instruction, improve student performance, and to measure student progress over time.
- 8.10(9) The foreign language educator is knowledgeable about the historic and contemporary perspectives and implications of and for foreign language education, and is able to:
- 8.10(9)(a) articulate historic and modern influences, and prevailing attitudes that have shaped K-12 foreign language education.
 - 8.10(9)(b) articulate and follow the national and state laws, and local school district and other policies, that influence foreign language education.
 - 8.10(9)(c) incorporate applicable goals and objectives of multi-linguistic and multicultural programs, with effective K-12 foreign language education.
 - 8.10(9)(d) incorporate documented proven and effective second-language acquisition theories and teaching practices, that can maintain and improve student achievement.
 - 8.10(9)(e) articulate and advocate for foreign language education for all students.
- 8.10(10) The foreign language educator is knowledgeable about, and engaged in, professional development which leads to improved student achievement, and:
- 8.10(10)(a) participates, regularly, in professional growth opportunities.
 - 8.10(10)(b) participates, as appropriate and relevant, in state, regional, national, local, and other relevant professional foreign language or foreign-language related organizations.
 - 8.10(10)(c) continually and reflectively evaluates the effect and impact of professional education choices on instructional practice and student achievement.
 - 8.10(10)(d) acquires access to resources that support K-12 foreign language study.
 - 8.10(10)(e) fosters positive relationships between and among school colleagues, families, and related community stakeholders, in support of foreign language instruction and student achievement.
- 8.10(11) American Sign Language. To be endorsed in American Sign Language, P-21, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved teacher preparation program, and an approved program for the preparation of American Sign Language teachers; and have demonstrated the competencies for American Sign Language.

8.11 Health.

To be endorsed in health, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved teacher preparation program; an approved program in health; and shall have demonstrated the competencies specified below:

8.11(1) The health educator is knowledgeable about the content of physical and mental health, and is able to incorporate the following, into the various aspects of health instruction and delivery, with recognition of the cultural, societal, and familial sensitivity necessary to handle often controversial subject matter with students of differing personal characteristics and circumstances, backgrounds, and developmental stages:

8.11(1)(a) information about ecology and its interaction with society, as related to, but not limited to, studies in such fields as the biological and behavioral sciences.

8.11(1)(b) bases for students to make informed and healthy life choices about current and continuing health issues of individuals in a society, including, but not limited to: physical, emotional, and social health; alcohol, tobacco, and other controlled substances; prescription medication; wellness, nutrition, and exercise; disease prevention and control; and communicable and non-communicable diseases.

8.11(1)(c) information on individual rights, options, and responsibilities, with regard to health care.

8.11(1)(d) information about physical and psychological human growth and development; the status of, and matters related to, individual, self-monitored, and family health, as relevant to, and appropriate to, a health instruction curriculum and program, and the age and/or grade level of students.

8.11(2) The health educator is knowledgeable about evaluation and identification of criteria for evaluation, and is able to articulate effectively to students regarding the use of valid and reliable health information and resources, including, but not limited to:

8.11(2)(a) consumer health; public and school healthcare programs; informed selection of health products and services; consumer protection agencies and other related resources; health fallacies and superstitions; health insurance and plans; health care systems; health care-related technology; and accurate information-technology and other informational sources.

8.11(2)(b) identification of emerging health problems and issues, in general, and as specifically related to urban, suburban, and rural areas.

8.11(3) The health educator is knowledgeable about and is able to effectively articulate to students regarding the dynamics of accidents, and how to create conditions conducive to safe living.

8.11(4) The health educator is knowledgeable about, and is able to effectively promote health and health care careers to students.

8.11(5) The health educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.12 Family and Consumer Studies Education.

To be endorsed in family & consumer studies education, secondary, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved program in family and consumer studies education; and have demonstrated the competencies listed below:

8.12(1) The family and consumer studies educator shall have extensive preparation in family and consumer studies education, and is knowledgeable about and able to effectively instruct students regarding the following content areas:

8.12(1)(a) human development and parenting, to include, but not be limited to:

8.12(1)(a)(i) theories, principles, and sequences of human development - prenatal through late adulthood; and family structures and functions as they can influence, support, and/or inhibit human development.

8.12(1)(a)(ii) the family, as the basis of a strong society, including, but not limited to, the historical and cultural elements of family structures; what is essential for a healthy marriage, i.e. commitment and determination to build a long-lasting relationship; role expectations; nuclear and extended family interaction; and universal core values, e.g. caring, responsibility, respect, trust, relationships.

8.12(1)(a)(iii) cultural and individual community differences; social issues; ethical conduct; and legal rights, obligations, and responsibilities.

8.12(1)(a)(iv) selection of a spouse and development of a parenting partnership.

8.12(1)(a)(v) developmentally-appropriate parenting skills, including, but not limited to the nurturing, intellectual and creative stimulation, health, nutrition/exercise, safety, and constructive discipline of children.

8.12(1)(a)(vi) strategies for balancing work and family life, including, but not limited to, time and financial management, and criteria for evaluating family support services, e.g. child and elder care.

8.12(1)(b) nutrition and foods, to include, but not be limited to:

8.12(1)(b)(i) food chemistry, preparation, packaging, food allergies, the global market, and biotechnology.

8.12(1)(b)(ii) dietary elements and determination of adequacy; sources and functions of nutrients; criteria for making appropriate nutritional, fitness/exercise, and wellness choices - with recognition given to cultural considerations and style of life, and health and nutrition-related issues, conditions, and diseases.

8.12(1)(b)(iii) food safety, personal hygiene, and safety practices/standards according to industry standards, including official and/or accepted industry hygiene standards.

8.12(1)(b)(iv) use of cooking tools and equipment; methods and terminology; use and conversion of recipes; incorporation of research, preparation, product, and general technology; evaluation, use, and preparation of convenience foods; and the basic skills of food preparation, balance and portion control, and presentation.

8.12(1)(c) resource management, to include, but not be limited to:

- 8.12(1)(c)(i) personal finance management principles and skills of the various life stages: budgeting; banking; saving and investment; credit - and its use and misuse; insurance; taxes; estate planning; and consideration of the effect of legislation, public policy, and economic conditions on personal financial choices.
- 8.12(1)(c)(ii) consumer market skills - rights and responsibilities; laws and public policy; comparative shopping; evaluation of advertising claims; and consumer complaints, resources, and options.
- 8.12(1)(c)(iii) consumer resource management skills: values and goals; community resources; sound criteria for decision-making; and information, technology, and human resources.
- 8.12(1)(c)(iv) the active role consumers can play in business and public decision-making and policy-formation, with regard to housing, clothing, transportation, energy conservation, environmental issues, etc.
- 8.12(1)(c)(v) principles and elements of design, as applied to clothing and the housing environment; and consideration and selection, as based on historical, psychological, physical, social, and cultural needs, and in accordance with personal preference.
- 8.12(1)(c)(vi) selection, use, care, and disposal of fibers, fabrics, and finishes, as specifically applied to clothing and to the housing environment.
- 8.12(1)(d) interpersonal relationships, to include, but not be limited to:
 - 8.12(1)(d)(i) individual self concept, wellness, and responsible decision making related to personal choices, throughout various life stages, in the areas such as substance abuse, sexuality, violence, and conflict resolution.
 - 8.12(1)(d)(ii) personal goal-setting and decision-making; work ethic; communication, leadership, teamwork, and negotiations skills; and coping strategies, i.e. to handle and manage peer pressure, change, and crisis situations.
 - 8.12(1)(d)(iii) cultural and style of life choices; social issues; legal and ethical rights and responsibilities, in a variety of life-affecting situations.
- 8.12(2) The family and consumer studies educator is able to:
 - 8.12(2)(a) use a variety of assessment strategies, applicable to family and consumer studies education, to determine the learning needs, comprehension, and levels of experience of participating students.
 - 8.12(2)(b) design programs and activities for students that incorporate core and other academic skills and abilities with career/technical content, to provide students with relevant and current information about the key issues, concepts, competencies and skills necessary, for personal application by the student, and/or for work/employment in a specific industry.
 - 8.12(2)(c) instruct students about employment basics and employability skills, family and consumer studies career pathways, and qualities necessary to function in the work place.

- 8.12(2)(d) inform students about careers in family and consumer studies professions and related fields, such as in service-oriented industries; and about the role professional organizations play, in the field.
- 8.12(2)(e) evaluate, purchase, and maintain an inventory of appropriate equipment, technology, materials, and products.
- 8.12(2)(f) demonstrate for and instruct students about necessary safety practices and procedures;
- 8.12(2)(g) demonstrate for and instruct students in the proper identification, storage, handling, use and disposal of food.
- 8.12(2)(h) articulate to students a well-founded philosophy regarding career and technical education; keep students aware of current issues in the field; and present relevant and appropriate issues, with clarity and without bias.
- 8.12(2)(i) arrange for and supervise relevant and appropriate experiences and opportunities, in simulated or "real-world" environments, which can enable students to base their decision-making on first-hand knowledge and sound criteria:
 - 8.12(2)(i)(i) provide coordination for cooperative/internship programs and off-site experiences for students, by maintaining business/industry/inter-and intra-school partnerships, and/or other community and school district contacts.
 - 8.12(2)(i)(ii) provide students with a wide variety of opportunities to gain experience with, and be able to exercise initiative in applying the skills and abilities required in family and consumer studies; and to earn awards and recognition, through participation in student vocational and/or community service organizations.
 - 8.12(2)(i)(iii) provide supervision of students during community service, travel, conferences, and related instructional family and consumer studies activities.
- 8.12(3) The family and consumer studies educator is able to demonstrate the value of family and consumer studies professions, by seeking professional development, and by remaining current in the field and participating in appropriate professional organizations.
- 8.12(4) The family and consumer studies educator is able to develop additional resources, as appropriate and necessary, from and within the community and the school itself.
- 8.12(5) Field experiences: the family and consumer studies educator shall complete the experience requirements, which shall include, but not be limited to: general career/technical knowledge about the world of work and the skill and processes that cut across industries, as well as industry-specific knowledge and demonstrations of proficiency in the use of a variety of technological applications, in a lab and/or natural setting.

8.13 To be endorsed in Technology Education,

early adolescence: ages 11-15 or young adult: ages 14-18+, an applicant shall have completed broad liberal arts preparation, the approved program of professional education as prescribed in section 5.00 of the State Board of Education rules, and an approved program in Technology Education designed to develop knowledge and skills in the following areas:

- 8.13(1) Knowledge: The beginning technology educator shall have:

- 8.13(1)(a) a basic understanding of the history of technology education and the historical development and trends of technology and technology education.
- 8.13(1)(b) an extensive preparation in technology systems and processes and demonstrate applied knowledge with respect to the following areas.
 - 8.13(1)(b)(i) communications/information - including verbal, written, graphic, and electronic components.
 - 8.13(1)(b)(ii) transportation - including power, energy, mechanical systems, and land/sea/air/space transportation of people and materials.
 - 8.13(1)(b)(iii) production - including construction, manufacturing, authoring, design, and prototyping
- 8.13(1)(c) additional preparation and demonstrate applied knowledge in the natural physical sciences, including environmental, as used in technological systems and processes.
- 8.13(1)(d) additional preparation and demonstrate applied knowledge in mathematics as used in technological systems and processes.
- 8.13(1)(e) extensive preparation in the principles of contextual learning methodology.
- 8.13(1)(f) a knowledge and understanding of workforce preparation documents and employability skills and standards.
- 8.13(1)(g) a basic understanding of the principles of high principles of high productivity organizations from business and industry.
- 8.13(1)(h) a basic understanding of the economic, political, and legal consequences inherent within the application of technological systems and processes to our society.
- 8.13(1)(i) extensive preparation in application of the various tools accessible by students to facilitate improved self-learning.
- 8.13(1)(j) a basic understanding of the methodologies of research into projected developments and applications of emerging technologies.
- 8.13(1)(k) an understanding of good questioning skills and techniques to be used with students and peers to collect, organize, and interpret information.
- 8.13(1)(l) the knowledge and understanding to organize and manage a student organization.

8.13(2) Performances: The beginning technology educator is able to:

- 8.13(2)(a) manage all student work areas in a safe and prudent manner and guide students in the safe use of tools, systems, and processes in school-based and work-based learning sites.
- 8.13(2)(b) guide students to become knowledgeable in:
 - 8.13(2)(b)(i) application of academic concepts from math, science, and communications as it applies to technological systems and processes.

- 8.13(2)(b)(ii) allocation of resources such as time, money, materials, facilities, and human resources.
- 8.13(2)(b)(iii) acquisition, evaluation, organization, interpretation, and communication of information related to technological systems and processes.
- 8.13(2)(b)(iv) selection and application of technology appropriate to tasks.
- 8.13(2)(b)(v) the maintenance of systems of information, technology, and personal records.
- 8.13(2)(b)(vi) application of relevant conflict resolution techniques as applied to the workplace.
- 8.13(2)(c) work as a team member in conjunction with academic and other occupational educators to develop systems that support learning across curricular disciplines.
- 8.13(2)(d) demonstrate competency in the management of equipment, materials, supplies, and people.
- 8.13(2)(e) demonstrate good questioning skills and techniques to be used with students and peers to collect, organize, and interpret information.
- 8.13(2)(f) employ interpersonal and organizational skills to develop an ongoing working relationship with community business and industry partners.
- 8.13(2)(g) communicate the possible career pathways for students entering an occupation in the communications, transportation, production, and environmental areas.
- 8.13(2)(h) guide students in the use of communication technologies to research occupational clusters occupational opportunities.
- 8.13(2)(i) guide students to develop problem solving techniques or adopt problem solving techniques from other sources.
- 8.13(2)(j) demonstrate the proper use of tools, systems, and processes appropriate to the course content with respect to the acceptable standards of business and industry.
- 8.13(2)(k) construct individual and cooperative learning experiences which integrate school-based and work-based learning for students utilizing student-centered approaches.
- 8.13(2)(l) reinforce the academic concepts through demonstrating their practical applications.
- 8.13(3) Field Experiences: The beginning technology educator has completed the field experience requirements as prescribed in sections 17.01 (6) and 17.01 (6) (h) of these Rules.

8.14 Mathematics Education.

To be endorsed in mathematics, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved teacher preparation program; an approved program in mathematics; and have demonstrated the competencies specified below:

- 8.14(1) The mathematics educator is knowledgeable about the history of mathematics, and is able to:

- 8.14(1)(a) articulate, to students, and effectively instruct about the developmental contributions of mathematical systems to and from diverse cultures and societies.
- 8.14(1)(b) effectively demonstrate, to students, number systems, number theory, and algebraic structures to include, but not be limited to:
 - 8.14(1)(b)(i) number sense, including mental mathematics, estimation, and reasonableness of results.
 - 8.14(1)(b)(ii) basic number theory, the role of algorithms, and alternative computational algorithms.
 - 8.14(1)(b)(iii) the theory and applications of abstract and linear algebra.
- 8.14(1)(c) effectively demonstrate, to students, and instruct about functions, to include, but not be limited to:
 - 8.14(1)(c)(i) precise mathematical language and symbolism.
 - 8.14(1)(c)(ii) recognition of functions as a unifying concept in mathematics.
 - 8.14(1)(c)(iii) polynomial, rational, algebraic, and transcendental functions and their applications.
 - 8.14(1)(c)(iv) a variety of representations of functions: tabular, graphical, symbolic, verbal, and how to utilize, compare, and contrast these representations.
 - 8.14(1)(c)(v) the distinction between use of continuous and discrete approaches in the solution of mathematical problems.
- 8.14(1)(d) effectively demonstrate, to students, and instruct about geometry and measurement, to include, but not be limited to:
 - 8.14(1)(d)(i) a solid foundation in the basics of Euclidean geometry in two and three dimensions.
 - 8.14(1)(d)(ii) geometric investigations through two-and three-dimensional physical models, drawings, and computer and calculator graphics.
 - 8.14(1)(d)(iii) synthetic, coordinate, transformational, and vector geometry, with an emphasis on problem-solving.
 - 8.14(1)(d)(iv) geometric reasoning, both formal and informal, using the van hiele hierarchy
 - 8.14(1)(d)(v) the role of the axiomatic method and proof.
 - 8.14(1)(d)(vi) the role of non-Euclidean geometries.
 - 8.14(1)(d)(vii) connections of geometry to other math disciplines, especially between algebra and geometry.
 - 8.14(1)(d)(viii) attributes of measurement including length, area, volume, capacity, time, temperature, angles, weight, and mass.

- 8.14(1)(d)(ix) standard and non-standard units of measurement, including both metric and U.S... customary.
- 8.14(1)(d)(x) derivations of the formulas for the perimeter, area, and volume of common figures.
- 8.14(1)(d)(xi) indirect measurement and its applications.
- 8.14(1)(d)(xii) dimensional analysis.
- 8.14(1)(e) effectively demonstrate, to students, and instruct about statistics and probability, to include, but not be limited to:
 - 8.14(1)(e)(i) descriptive and inferential statistics and probability from both experimental and theoretical viewpoints.
 - 8.14(1)(e)(ii) discrete and continuous probability distributions and use of such distributions to make inferences about probability.
 - 8.14(1)(e)(iii) collecting, organizing, analyzing, and interpreting data, and effective communication of the results.
 - 8.14(1)(e)(iv) exploratory data analysis including measures of central tendency, measures of variation, and general distributions.
 - 8.14(1)(e)(v) multiple representations of data including histograms and box plots.
 - 8.14(1)(e)(vi) confidence intervals, hypothesis testing, correlation, and regression.
 - 8.14(1)(e)(vii) simulation, as a problem-solving technique for making decisions.
 - 8.14(1)(e)(viii) empirical probability, using both hands-on and computer simulations.
 - 8.14(1)(e)(ix) geometric probability
 - 8.14(1)(e)(x) potential misuses of statistics and common misconceptions surrounding probability
- 8.14(1)(f) effectively demonstrate, to students, and instruct about mathematical models which occur in the physical or biological sciences, and in areas related to population dynamics, economics, or scheduling problems, including, but not limited to, such concerns as traffic flow.
- 8.14(1)(g) effectively instruct students regarding calculus and analysis, to include, but not be limited to: conceptual knowledge of limit, infinity, continuity, differentiation, and integration; applications of calculus in the sciences and business; modeling and solving problems involving rates of change and optimization; and sequences and series.
- 8.14(1)(h) effectively instruct students regarding discrete mathematics to include, but not be limited to: symbolic logic, induction and recursion, relations, equivalence relations and functions, introduction to graph theory and modeling applications, difference equations, linear programming, and introduction to combinatorics.
- 8.14(2) The mathematics educator is able to effectively demonstrate, to students, and instruct about:

- 8.14(2)(a) approaches to problem-solving, which utilize mathematical content, in identifying, analyzing, formulating, and solving problems that occur in mathematical processes and everyday situations.
 - 8.14(2)(b) the utilization of mathematical ideas, verbally and in writing, using both everyday language and mathematical terminology.
 - 8.14(2)(c) the utilization of verbal and written discourse, between teacher and students, and among students, to develop and extend students' mathematical understanding.
 - 8.14(2)(d) the construction and evaluation of mathematical conjectures and arguments, to validate one's own mathematical thinking.
 - 8.14(2)(e) independent study in mathematics.
 - 8.14(2)(f) the use of mathematics in studying patterns and relationships.
 - 8.14(2)(g) the interrelationships within mathematics; how to connect concrete, pictorial, and abstract representations; connections between mathematics and other disciplines, and real world situations, through the selection of appropriate applications from fields such as, but not limited to, natural sciences, social sciences, business, and engineering, and is able to:
 - 8.14(2)(h) utilize a wide variety of resource materials, including, but not limited to: manipulative materials, graphing calculators, computers, and other technologies, as tools in learning and for the application(s) of mathematics.
 - 8.14(2)(i) utilize assessment data to monitor students' acquisition of mathematical skills and abilities, and in the process of determining appropriate delivery of instruction, based on identified student need; and to select appropriate mathematical tasks to reinforce and promote students' development of mathematical concepts and skills.
 - 8.14(2)(j) create an engaging and effective environment in which all students develop mathematically, in order to participate more fully in a technologically-based society.
 - 8.14(2)(k) create an environment in which reflection, uncertainty, and inquiry are incorporated in the learning of mathematics skills, abilities, and concepts.
 - 8.14(2)(l) apply appropriate knowledge of current research in the teaching and learning of mathematics, and incorporate national, state, and local guidelines, related to mathematics instruction.
- 8.14(3) The mathematics educator shall consistently seek out professional development in the field of mathematics which can provide enhanced knowledge, skills, and abilities in the content area and participate in professional organizations, as appropriate and relevant to the field.
- 8.14(4) Field experiences: the mathematics educator has completed the field experience.

8.15 Music.

To be endorsed in music, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved teacher preparation program, an approved program in music, and shall have demonstrated the competencies specified below:

- 8.15(1) The music educator is knowledgeable about the content of music, and is able to:

- 8.15(1)(a) produce sound(s), and perform, by singing, and/or playing, on a variety of instruments, and produce other sources of sound, through a diverse repertoire of music.
 - 8.15(1)(b) organize and produce sound through the improvisation, composing, and arranging of music.
 - 8.15(1)(c) effectively instruct students with regard to listening, analyzing, evaluating, and describing music and its various elements.
 - 8.15(1)(d) provide students with an understanding of how music developed throughout history, and in multiple cultures; and its influence in and on those and other/later cultures.
 - 8.15(1)(e) develop music literacy in students, as based on notational systems and performance practices of various historical and cultural traditions
- 8.15(2) The music educator is able to effectively instruct students about the methods, materials, and literature, integral, but not limited to, one or more of the following areas of specialization:
- 8.15(2)(a) instrumental music, to include, but not be limited to:
 - 8.15(2)(a)(i) knowledge of wind, string, and percussion instruments; techniques and strategies; and sufficient instrumental skills to assure effective and accurate instruction of students.
 - 8.15(2)(a)(ii) performance, as relevant to solo and small and large instrumental ensembles.
 - 8.15(2)(a)(iii) conducting varied instrumental ensembles, in a variety of performance modes.
 - 8.15(2)(a)(iv) the incorporation of other forms of artistic expression, e.g. voice, dance, and theater, into instrumental performance(s).
 - 8.15(2)(b) vocal and choral music, including, but not limited to:
 - 8.15(2)(b)(i) knowledge of vocal and choral techniques and strategies, and sufficient vocal skills to assure effective and appropriate instruction of students.
 - 8.15(2)(b)(ii) performance, as relevant to solo and small and large vocal and choral ensembles.
 - 8.15(2)(b)(iii) the conducting of varied large and small vocal and choral ensembles, in a variety of performance modes.
 - 8.15(2)(b)(iv) the incorporation of other forms of artistic expression, e.g. instrumental music, dance, and theater, into vocal performance(s).
 - 8.15(2)(c) general music classroom instruction including, but not limited to:
 - 8.15(2)(c)(i) concepts and skill development through performing (e.g. singing, playing instruments), describing (e.g. using movement or musical notation), and creating (e.g. through improvisation, composing, arranging).

8.15(2)(c)(ii) providing students with an understanding of the commonalities music has with/within other disciplines; and about how music serves as an application of, but is not limited to, such core academic disciplines as math, science, language arts, and the social studies.

8.15(2)(c)(iii) the implementation of appropriate music classroom activities for students, through which they can experience and learn about a wide variety of musical instruments; singing; listening; and other relevant music skills.

8.15(2)(c)(iv) development of students' ability to appreciate a wide variety of music and musical experiences.

8.15(3) The music educator shall advocate for students to develop skills for lifelong learning about, and involvement with music, and the personal pursuit of further experience(s) in instrumental and vocal music, and in advanced instructional settings, as appropriate.

8.15(4) The music educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.16 Physical Education.

To be endorsed in physical education, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved teacher preparation program; an approved program in physical education; and have demonstrated the competencies specified below:

8.16(1) The physical education educator is knowledgeable about the content of physical education, and is able to:

8.16(1)(a) articulate effectively the socio-cultural, philosophical, and psychological foundations of physical education, including the historical development of play, games, dance, and sports, and the study of human growth and development, to students, other educators, and interested stakeholders.

8.16(1)(b) effectively articulate the physical and biological science foundations of physical education, including, but not limited to, such areas as: human anatomy, exercise physiology, kinesiology, and health.

8.16(1)(c) effectively instruct students about the fundamentals of physical movement, including the patterns and types of movement, gymnastics, tumbling, games, team and individual sports, physical fitness, and perceptual motor activities.

8.16(2) The physical education educator is knowledgeable about, and is able to demonstrate, and effectively instruct students, at appropriate age/grade levels, about:

8.16(2)(a) four or more individual and/or dual activities, including, but not limited to: wrestling, track and field, tennis, bowling, golf, badminton, archery, rodeo, gymnastics, aquatics, rhythm, dance, weight-training, and fitness.

8.16(2)(b) four or more team sports and/or games, including, but not limited to: baseball, softball, basketball, la crosse, field hockey, water polo, flag and contact football, soccer, volleyball, and skiing.

8.16(3) The physical education educator is knowledgeable about and able to demonstrate the organization, planning, administering, teaching, and evaluating of a program of physical education, including, but not limited to:

- 8.16(3)(a) adaptive physical education
- 8.16(3)(b) first aid
- 8.16(3)(c) prevention and care of athletic injuries
- 8.16(3)(d) rules and officiating
- 8.16(3)(e) analyses and techniques involved with competitive sports.

8.16(4) The physical education educator provides students with motivation and encouragement to establish attitudes, behaviors, and pursue activities, which will result in lifetime fitness.

8.16(5) The physical education educator self-assesses the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.17 Science Education.

To be endorsed in science education, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education, have completed an approved teacher preparation program; an approved program in science education; and have demonstrated the competencies specified below:

8.17(1) The science educator is knowledgeable about the content of the sciences, and is able to effectively instruct students regarding:

- 8.17(1)(a) physics, chemistry, biology, earth and space science, environmental science, and applicable mathematics, and
- 8.17(1)(b) shall have completed an area or areas of concentration in, demonstrate knowledge of and effectively instruct students about one or more areas selected from:
 - 8.17(1)(b)(i) physics to include, but not be limited to: general and experimental physics, mechanics, electricity, magnetism, quantum and atomic physics, sound, and optics.
 - 8.17(1)(b)(ii) chemistry to include, but not be limited to: general chemistry, organic chemistry, inorganic chemistry, analytical chemistry, and physical chemistry.
 - 8.17(1)(b)(iii) biology to include, but not be limited to: general biology, environmental biology, biotechnology, genetics, evolution, human anatomy, ecology, molecular biology, and matter and energy in living systems.
 - 8.17(1)(b)(iv) earth and space science to include, but not be limited to: historical and physical geology, astronomy, environmental science, meteorology, oceanography, geomorphology, stratigraphy, mineralogy, and earth systems.
 - 8.17(1)(b)(v) general science to include, but not be limited to: general chemistry, physics, biology, earth and space science, environmental science, and applicable mathematics.

8.17(2) The science educator is knowledgeable about and is able to:

- 8.17(2)(a) effectively articulate to students, current issues and events affecting or affected by science; age-/grade-appropriate controversial topics, from multiple science perspectives, including historical and philosophical bases; and an analytical approach to students, with clarity and without bias.
- 8.17(2)(b) effectively demonstrate to students, and instruct them about the use of a wide variety of science tools; primary and secondary source materials; print resources; laboratory and natural settings; and technological resources.
- 8.17(2)(c) effectively instruct students about: the design of experiments; data reporting; use of appropriate and relevant technology; interpretation of results; and the steps which may be taken in the presentation of the processes involved and the results obtained.
- 8.17(2)(e) effectively integrate technology into instructional and assessment strategies, as appropriate to science education and the learner.
- 8.17(2)(f) effectively instruct students about the connections between and among the various science disciplines and within other disciplines, where relevant and appropriate.
- 8.17(2)(g) effectively demonstrate for and instruct students about, the basic elements of the nature of science, including, but not limited to: inquiry, curiosity, discovery, openness to new ideas, and skepticism.
- 8.17(2)(h) effectively communicate to students about the historical and dynamic nature of science.
- 8.17(2)(i) demonstrate, for students, the connection between an inquiry-based lesson and a larger conceptual-based module, and the linkage of both to state-approved student science content standards.
- 8.17(2)(j) effectively demonstrate, and instruct to students about, the linkage(s) between curriculum, instruction, and assessment, as related to state-approved student science content standards.
- 8.17(2)(k) effectively demonstrate, and instruct to students about, safety considerations in science instruction and in the science classroom, including, but not limited to:
 - 8.17(2)(k)(i) proper use, storage, and disposal or maintenance of biological, chemical, and scientific equipment, and specimens, and is able to:
 - 8.17(2)(k)(ii) instruct and supervise students in the proper preparation and use of laboratory equipment and materials.
 - 8.17(2)(k)(iii) evaluate laboratory settings, equipment, materials and procedures, to identify and manage the resolution of potential safety hazards.
 - 8.17(2)(k)(iv) provide solutions to equipment problems, with the ability to make minor adjustments in the operation of equipment.
- 8.17(2)(l) incorporate, into planning, information related to state and federal regulations, legal issues, and guidelines pertaining to scientific materials and specimens.

- 8.17(3) Field experiences: have completed supervised field experience in an elementary or secondary school at the appropriate grade level(s) for endorsement.
- 8.17(4) The science educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.18 Social Studies Education.

To be endorsed in social studies, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; an approved teacher preparation program; have completed an approved program in social studies; and have demonstrated the competencies specified below:

- 8.18(1) The social studies educator is knowledgeable about the social studies, including history, geography, political science, and economics, and is able to effectively instruct students about:
- 8.18(1)(a) history, including, but not limited to Colorado, United States, and world history, beyond a regional focus.
 - 8.18(1)(b) geography, including, but not limited to cultural and physical geography.
 - 8.18(1)(c) political science, including, but not limited to that of the United States, and comparative state, local, and other national governments.
 - 8.18(1)(d) economics, including, but not limited to that of comparative economic theories, applications, and institutions, past and present, and micro-, macro-and global economics.
 - 8.18(1)(e) the behavioral and social sciences, including, but not limited to psychology, sociology, anthropology, and concepts related and integral to the historical and current organization of culture and society.
- 8.18(2) The social studies educator is knowledgeable about, and is able to:
- 8.18(2)(a) effectively demonstrate to and instruct students about civil discourse in the classroom, including, but not limited to the utilization of oral and written communication and presentation.
 - 8.18(2)(b) effectively analyze social and historical events, from multiple perspectives, for students, to articulate an appropriate analytical approach, with clarity and balance, and without bias.
 - 8.18(2)(c) effectively integrate discussion of, and address with students, grade level/age-appropriate current events and issues, including, but not limited to controversial issues, with clarity and balance, and without bias.
 - 8.18(2)(d) effectively instruct students about the use of primary and secondary source documents, as acquired through appropriate use of technology, and through other relevant means, as part of informed research, and in the acquisition and enhancement of knowledge and skills.
 - 8.18(2)(e) effectively teach students the skills of data analysis and interpretation.
 - 8.18(2)(f) promote appropriate, relevant, positive and productive community service and experiences, to students.

- 8.18(2)(g) provide students with identifiable connections between the various social science disciplines and other disciplines.
 - 8.18(2)(h) implement informal and formal assessment tools, relevant and appropriate to the social studies classroom, and apply assessment data to planning for student instruction.
 - 8.18(2)(i) effectively demonstrate to and instruct students, about elements of the social studies applications, including, but not limited to: inquiry, an openness to new ideas, skepticism, analysis, problem-solving, decision-making, and active citizenship, and provide opportunities for students to utilize these skills.
- 8.18(3) Field experiences: the social studies teacher education student shall complete the field experience requirements, which may include interdisciplinary coursework.
- 8.18(4) The social studies educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.19 Speech.

To be endorsed in speech, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved teacher preparation program; an approved program in speech; and have demonstrated the competencies specified below:

- 8.19 The teacher of speech is knowledgeable about speech and communication, and is able to:
- 8.19(1) articulate and demonstrate the principles of effective communication, to a wide variety of audiences, including, but not limited to students and staff.
 - 8.19(2) effectively demonstrate and instruct students about effective inter-and intra-personal communication methods and techniques, including, but not limited to: nonverbal communication, conflict management, emphatic understanding, and responding.
 - 8.19(3) effectively demonstrate and instruct students about techniques for effective group communication, including, but not limited to: small group communication, organizational communication, group process leadership, critical listening, discussion, inquiry, problem solving, and decision making.
 - 8.19(4) effectively demonstrate and instruct students about techniques utilized in non-print media, including, but not limited to: radio and television; film-making; mass media; mass communication; and the evaluation, effect, and aesthetic dimensions of media.
 - 8.19(5) articulate and demonstrate techniques used in effective public communication, including, but not limited to those of voice and diction; public address, (including preparation, rehearsal, presentation, and feedback); oral interpretation; rhetoric; forensics; debate; and readers' theater.
 - 8.19(6) articulate and instruct students about elements of the psychology of communication, including, but not limited to effective methods of persuasion; mass communication; semantics; sociolinguistics; persuasive campaigns; social movements; textual and impact analysis (i.e. consumer affairs); argumentation; motivation; clarification; aesthetic strategies; and the adaptation of communication strategies to a wide variety of situations, settings, and audiences.
 - 8.19(7) demonstrate to students effective intercultural communication strategies, based on, but not limited to, respect for individual differences, as related to ethnic, cross-cultural, economic, gender, and other communication studies, and the elimination of stereotyping.

- 8.19(8) effectively demonstrate to students methods of teaching speech communication, including, but not limited to: language acquisition; communication in classroom environments; directing forensics and debate; teaching with group process; creative drama; approaches to listening; overcoming communication anxiety; and performance evaluation.
- 8.19(9) the speech educator shall self-assess the effectiveness of instruction, as based on the learning and achievement of students, and pursue continuous professional development: through appropriate activities, including speech-related activities involving students; coursework, as relevant; and through participation in relevant professional organizations.

8.20 (Rule number reserved.)

8.21 Trade and Industry Education.

To be endorsed in trade and industry education, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; an approved teacher preparation program; have completed an approved program in trade and industry education; and, shall have demonstrated the competencies specified below:

- 8.21(1) The trade and industry educator is knowledgeable and able to effectively instruct students about the content of trade and industry education, including, but not limited to:
- 8.21(1)(a) concepts, skills, abilities and expectations, relevant to trades and industries, in general.
 - 8.21(1)(b) the occupational (career and/or technical) content areas, which are appropriate for instruction in secondary schools.
- 8.21(2) The trade and industry educator is knowledgeable and able to effectively instruct students in one or more occupational (career and/or technical) content areas.
- 8.21(3) The trade and industry educator is able to:
- 8.21(3)(a) instruct students about the dynamic effects of trade and industry, and vocational (career and technical) education, on the history and development of society(ies).
 - 8.21(3)(b) demonstrate and effectively instruct students about the skills, abilities, and other aspects, requisite for career development and proficiency, and for further training and education, in one or more specific occupational content areas, including, but not limited to:
 - 8.21(3)(b)(i) the relationship between an occupation and its practical application(s) of, and incorporation of, academic subject matter, concepts, skills, and abilities, including but not limited to, communication, problem-solving, inquiry, and analysis, as relevant to a wide range of work settings.
 - 8.21(3)(b)(ii) the safe, efficient, and effective use of state-of-the-art and other available, still- utilized, tools, equipment, materials, and resources, as may be appropriate and relevant to the content area, and in a variety of settings and circumstances.
 - 8.21(3)(b)(iii) the appropriate integration of and applications of relevant technology, within the occupational content area.

8.21(3)(b)(iv) the relevant and current standards, practices, and policies, affecting the occupational content area, trade and industry, in general, and relevant practical applications.

8.21(3)(b)(v) business and management practices, including, but not limited to planning; organizing; managing; acquisition of equipment, machinery, tools and supplies and their maintenance and storage; record-keeping; budgeting; accounting; marketing; and practical applications, in a variety of work-place settings.

8.21(3)(b)(vi) the relationship between business and economics, and producers, consumers, communities, states, and the country.

8.21(3)(b)(vii) ethical considerations, including, but not limited to high professional standards, a strong work ethic, personal responsibility, and life-long learning.

8.21(4) The trade and industry educator shall provide students with:

8.21(4)(a) a wide variety of instructional approaches, adapted to meet the needs of a diverse student population.

8.21(4)(b) a safe and engaging instructional space, which includes the establishment and implementation of appropriate and relevant rules and practices, related to appropriate maintenance, storage, distribution, and use of equipment, machinery, tools, materials, and supplies.

8.21(4)(c) a wide variety of engaging hands-on cognitive and psychomotor experiences, relevant to the content area, including the use of related technology, to optimize learning and its practical applications.

8.21(4)(d) appropriate and state-of-the art equipment, supplies, and materials, within fiscal means.

8.21(4)(e) assessments and self-assessments that promote occupational skills' proficiency.

8.21(5) The trade and industry educator is knowledgeable about, and participates in:

8.21(5)(a) life-long learning and the continuing acquisition of current information, relative to the occupational content area, and the improvement of effective instructional delivery of that content area, to students.

8.21(5)(b) curriculum implementation across the curriculum, and articulation between secondary and post-secondary education programs, both occupational and academic.

8.21(5)(c) the advocacy for, formation and/or ongoing development of, and/or implementation of, appropriate content-related student organizations and promotion of student participation in appropriate occupational and professional organizations.

8.21(6) The trade and industry educator shall complete the field experience requirements, as prescribed.

- 8.21(7) The trade and industry educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

8.22 Culturally and Linguistically Diverse Education.

To be endorsed in culturally and linguistically diverse ("CLD") education, K-12, an applicant shall hold a bachelor's degree or higher from a four-year accepted institution of higher education; shall hold an Initial or Professional Teacher License ; and shall have demonstrated competencies specified below by completion of a Colorado approved program for the preparation of an educator of culturally and linguistically diverse student populations in accordance with 7.02 (1) or verification of 24 semester hours of coursework from an accepted institution of higher education as determined by the Department of Education through transcript review in accordance with 7.02 (2) (a).

- 8.22(1) The educator of CLD student populations must be knowledgeable, understand and be able to use the major theories, concepts and research related to language acquisition and language development for CLD students. In support of student learning, the candidate must demonstrate understanding and ability to implement research-based knowledge about:

8.22(1)(a) Linguistics that include orthography, phonology, morphology, vocabulary, syntax, semantics, and pragmatics applied to English language development for linguistically and culturally diverse students;

8.22(1)(b) Instructional practices that support acquisition of English language as an additional language for CLD students;

8.22(1)(c) Written and oral discourse that includes intention and functions of speech, genres, and organizational features and patterns; and,

8.22(1)(d) Sociolinguistics that include cultural references, register, varieties of dialects and accents, and nonverbal communication.

- 8.22(2) The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to literacy development for CLD students. In support of student learning, the CLD educator must demonstrate understanding and ability to implement research-based knowledge about:

8.22(2)(a) Literacy instruction, including the identification and use of linguistic interdependence, to support development of the four components of language development (listening, speaking, reading, writing and critical thinking) in English for CLD students;

8.22(2)(b) The basic elements of literacy and the ability to provide effective instruction that is systematic, comprehensive and effective in support of the English language developmental needs of CLD students;

8.22(2)(c) Language and literacy development for CLD students for social and instructional purposes in the school setting, with an emphasis on communication of information, ideas, and concepts necessary for academic success, particularly in Language Arts, Mathematics, Science and Social Studies;

8.22(2)(d) The contribution of native language to acquisition of English as an additional language; and

8.22(2)(e) The distinction between language differences and learning disabilities.

- 8.22(3) The educator of CLD student populations must understand and implement strategies and select materials to aid in English language and content learning. In support of student learning, the CLD educator must demonstrate understanding and ability to implement research-based knowledge about:
- 8.22(3)(a) The functions of the English language to second language learners to support their development of both social and academic language skills;
 - 8.22(3)(b) Effective instructional techniques, methodologies, and strategies to develop English language literacy and to meet the diverse needs of second language learners, including those students with learning disorders;
 - 8.22(3)(c) Effective instruction and instructional planning that is systemic, sequential, well-articulated, and delivered in an engaging environment;
 - 8.22(3)(d) Selection and utilization of instructional materials and resources that are age, grade level, and language-proficiency appropriate, that are aligned with the curriculum, English language proficiency standards, and English language arts content standards, and that maintain and/or improve student achievement;
 - 8.22(3)(e) Maintenance and support of high academic performance standards and expectations for CLD student populations; and,
 - 8.22(3)(f) Providing content instructional strategies that integrate the development of English language literacy and content literacy to improve student access to content curricula, particularly in Language Arts, Mathematics, Science and Social Studies.
- 8.22(4) The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. In support of student learning, the CLD educator must be able to demonstrate knowledge and understanding of:
- 8.22(4)(a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;
 - 8.22(4)(b) The role of culture in language development and academic success;
 - 8.22(4)(c) The relation of cultural identity and heritage language to English language learning and academic success;
 - 8.22(4)(d) The contribution of heritage language maintenance to the development of English language literacy; and
 - 8.22(4)(e) The relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.
- 8.22(5) The educator of CLD student populations must be knowledgeable, understands, and be able to use progress monitoring in conjunction with formative and summative assessments to support student learning. In support of student learning, the candidate must demonstrate knowledge and ability to:
- 8.22(5)(a) Assist content teachers in the interpretation of summative assessments of content knowledge, including national content assessments and Colorado-approved content assessments, for the purpose of guiding instruction and learning for CLD students;

- 8.22(5)(b) Administer and interpret the results of summative assessments of English language proficiency, including national and Colorado-approved content assessments for the purpose of assessing English proficiency and guiding instruction;
- 8.22(5)(c) Develop, administer and interpret the results of formative assessments and progress monitoring of English language proficiency that are appropriate for the language proficiency level of the student for the purpose of guiding instruction; and
- 8.22(5)(d) Demonstrate knowledge and ability to communicate and collaborate with other educators, service providers, and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio- economic, academic, and linguistic needs of CLD students.

8.23 Culturally and Linguistically Diverse (CLD) Bilingual Education Specialist.

To be endorsed as a CLD Bilingual Education Specialist, k-12, an applicant shall have completed a bachelor's degree or higher, from an accepted institution of higher education, shall hold an Initial or Professional Teacher License, shall have completed an approved program for the preparation of an educator of bilingual education, and shall have demonstrated the competencies specified below.

8.23(1) The CLD Bilingual Education Specialist must be knowledgeable about and able to demonstrate:

- 8.23(1)(a) A high level of proficiency in the standards noted in 8.22 (1-5);
- 8.23(1)(b) Ability to implement research-based knowledge to effectively deliver literacy and content instruction in a heritage language of a current Colorado student population;
- 8.23(1)(c) Research-based knowledge and ability to utilize students' heritage language to help them transition skills and strategies learned in the heritage language to literacy and content areas in English;
- 8.23(1)(d) Demonstrate the research based knowledge and ability to plan and implement lessons to help students make cross-language connections;
- 8.23(1)(e) A high level of biliteracy and academic language proficiency, in English and in one other heritage language used by Colorado students, as determined by the Department (including, but not limited to reading, writing, listening, oral communication and critical thinking);
- 8.23(1)(f) Understanding and ability to implement research-based knowledge to discriminate between effective and ineffective bilingual programs in order to develop and deliver effective research-informed structures and programs that support bilingual development;
- 8.23(1)(g) Proficiency and ability to teach in a non-English language; and,
- 8.23(1)(h) Understanding of research-based knowledge of the culture and history of a heritage language community of Colorado students.

2260.5-R-9.00 Special Education Endorsements.

22-60.5-106 (2) C.R.S. requires the Department to endorse a teacher license with special education if the teacher has completed a program in special education offered by an accepted institution of higher education, which program content has been approved by the State Board of Education. The following shall serve as standards for Special Education endorsements on Initial and Professional Licenses. All endorsement standards shall be updated for appropriateness, usefulness, and benefit to Colorado students and schools.

9.00(1) Special Education Core. A Special Education Core represents those competencies expected of all special education teachers.

9.00(1)(a) Growth and Development

9.00(1)(a)(i) Knowledge of normal child growth and development in terms of physical, communicative, psychological and social/emotional functioning and their application to developmental, educational, and vocational progress.

9.00(1)(a)(ii) Knowledge of the impact of specific disabilities on growth and development, including on learning.

9.00(1)(a)(iii) Knowledge of the impact of cultural differences on child growth and development.

9.00(1)(a)(iv) Knowledge of the health and physical requirements, and for various disabilities.

9.00(1)(b) Teaching-Learning Process

9.00(1)(b)(i) Knowledge of scientifically-based learning theories and the application to students with disabilities.

9.00(1)(b)(ii) Knowledge of initial and on-going assessment strategies for students with disabilities to include observation, record review, interview, criterion and norm referenced testing. Demonstrated ability to interpret results to determine an individual's level of functioning, existence of an educational disability, characteristics of service to meet these needs, and monitoring of individual progress.

9.00(1)(b)(iii) Knowledge of the process of individualizing education to include screening and referral, multidisciplinary assessment, and individual program planning.

9.00(1)(b)(iv) Knowledge of classroom management and behavioral management techniques and differentiated instruction to facilitate individual growth of students with disabilities.

9.00(1)(b)(v) Knowledge and techniques of career education programming for students with disabilities, to include development of independent living skills.

9.00(1)(c) Communication and Human Relations.

9.00(1)(c)(i) Knowledge of skills for interacting with students, professionals, and parents in a professional manner.

- 9.00(1)(c)(ii) Knowledge of the role of parents in the educational process and strategies for parent involvement.
- 9.00(1)(c)(iii) Knowledge of resources and services for students with disabilities and how to access the various systems.
- 9.00(1)(c)(iv) Knowledge of the roles and relationships of the education team members including instructional and administrative positions.
- 9.00(1)(d) Foundations and Professionalism.
 - 9.00(1)(d)(i) Knowledge of foundations of special education, including history, philosophy, funding, and delivery systems for students with disabilities.
 - 9.00(1)(d)(ii) Knowledge of professional ethics and responsibilities.
 - 9.00(1)(d)(iii) Knowledge of current research and its interpretation and application.
 - 9.00(1)(d)(iv) Knowledge of the legal rights of students with disabilities.
 - 9.00(1)(d)(v) Knowledge of current issues and trends in the education of students with disabilities.
- 9.00(1)(e) Field Experiences. Student teaching under a college supervisor and a licensed teacher in a setting that is consistent with the preservice preparation of the student teacher.

9.01 Special Education Specialist.

To be endorsed as a special education specialist, an applicant shall hold a Colorado Initial or Professional License as a special education generalist, or demonstrate through multiple performance measures, the competencies required for a special education generalist endorsement; have earned a master's degree or higher from an accepted institution of higher education, in an approved program for the preparation of special education specialists; and have demonstrated the competencies specified below.

- 9.01(1) The special education specialist is knowledgeable about professional leadership; the critical roles and responsibilities of effective ethical leadership; best instructional practices; how to effectively address outcomes for all learners, including those with disabilities; and is able to:
 - 9.01(1)(a) use the Colorado standards to develop Individualized Educational Plans (IEPs) for students with diverse educational needs.
 - 9.01(1)(b) recognize limitations of professional expertise and collaborate, and consult with appropriate support services, to meet the needs of students and their families.
 - 9.01(1)(c) effectively coach and mentor other education professionals, to ensure that individuals with disabilities have access to, and appropriately participate in, the general education curriculum and instructional programs.
 - 9.01(1)(d) initiate effective collaborative relationships with other community agencies and programs, where appropriate, to gain access to resources and to promote improved quality of education for students with disabilities.
 - 9.01(1)(e) effectively articulate and model, to other professionals, the legal and ethical aspects of the special education profession.

- 9.01(1)(f) demonstrate effective consultation and collaboration skills with students, families, and professional colleagues in administrative, instructional, and intervention settings.
 - 9.01(1)(g) provide leadership in transitioning students, within and across systems, so that students have the skills, knowledge, and ability they need to achieve desired outcomes.
 - 9.01(1)(h) develop and effectively use accountability systems to document the academic and related success of students with disabilities, and to improve instruction and the provision of services, as appropriate.
 - 9.01(1)(i) assume proactive roles, in management, governance, and leadership, within relevant professional organizations and educational systems.
 - 9.01(1)(j) develop and implement professional development programs and constructive evaluation procedures designed to improve instructional content and practices.
 - 9.01(1)(k) mentor colleagues using a variety of adult learning methods that include, but not limited to, coaching and demonstrating effective instructional delivery.
 - 9.01(1)(l) engage in ongoing and sustained professional development.
- 9.01(2) The special education specialist is knowledgeable about the foundations of special education and the legal framework, historical precedents, curricular foundations, and cultural/socio-economic factors affecting students with disabilities, and is able to:
- 9.01(2)(a) develop, implement, and supervise individualized education planning.
 - 9.01(2)(b) consult and collaborate effectively, with educators, families, and community members to facilitate learning.
 - 9.01(2)(c) modify and create successful learning environments for all children and youth, and incorporate knowledge of effective and proven past practices, cultural influences, and socio-economic factors.
 - 9.01(2)(d) evaluate and select effective appropriate curriculum-related materials, to improve student learning.
- 9.01(3) The special education specialist is knowledgeable about learning needs and effective instructional approaches for learners with special needs, and is able to:
- 9.01(3)(a) assess the influence of economic, cultural, sociological and linguistic factors on learning, and address in planning for student learning.
 - 9.01(3)(b) use a variety of continuous monitoring strategies to measure learning, adjust instruction, and enhance student progress towards standards' acquisition, in literacy and numeracy.
 - 9.01(3)(c) effectively demonstrate, effectively implement and evaluate a wide variety of appropriate instructional strategies.
 - 9.01(3)(d) develop and effectively implement instructional programs for acquisition, maintenance, generalization, and application of knowledge and skills.
 - 9.01(3)(e) effectively teach students methods of attaining educational goals, and assist them in developing the means to act independently.

- 9.01(3)(f) design, communicate, and implement effective accommodations for use in a variety of environments.
- 9.01(3)(g) effectively teach the assessment, use, and implementation of assistive technology to students and colleagues.
- 9.01(4) The special education specialist is knowledgeable about cognition, communication, and language; proven documented theories of cognition, communication and language development; curriculum planning; instruction; and evaluation; and is able to:
 - 9.01(4)(a) assess and evaluate the communicative and cognitive skills of students with disabilities, in coordination with other related-profession specialists.
 - 9.01(4)(b) assist in the design of curriculum and instruction, as based on cognitive, communicative, and language assessment results.
 - 9.01(4)(c) incorporate principles of speech and language acquisition into the teaching of literacy skills, including the grapho-phonemic, syntactic, semantic, and pragmatic aspects of language development and communicative competence.
 - 9.01(4)(d) use assessment strategies to identify cognitive, language, and communication needs affected by cultural, language-diversity, neurological, and psycho-linguistic factors, and address in planning.
- 9.01(5) The special education specialist is knowledgeable about social/emotional needs, including the behavioral, social, and emotional needs inherent in the development of learners with disabilities, and is able to:
 - 9.01(5)(a) assess the impact of psychological, sociological, cultural, and ecological factors, on the development and implementation of educational interventions, to positively affect the behavior of students with special needs.
 - 9.01(5)(b) develop, implement, and coordinate functional behavioral assessments.
 - 9.01(5)(c) choose, use, and interpret behavior and social assessment tools.
 - 9.01(5)(d) develop, implement, supervise, evaluate, and modify, where necessary, individual behavior support plans.
 - 9.01(5)(e) apply effective educational practices designed to improve the acquisition of social skills.
 - 9.01(5)(f) apply fair, consistent, and effective systemic management strategies to prevent problem behavior.
 - 9.01(5)(g) select, apply, and monitor educational interventions to safely, effectively, manage students in crisis.
 - 9.01(5)(h) assess and monitor the impact of psycho-pharmacological interventions on student learning and behavior.
 - 9.01(5)(i) apply information about mental illness to the development, evaluation, and implementation of educational interventions.

9.01(6) The special education specialist is knowledgeable about specialized educational needs, and the unique characteristics of learners with significant health, physical, sensory, and communication concerns, across learning environments, and is able to:

9.01(6)(a) assess, develop and implement appropriate and effective accommodations for learners with health, physical, and sensory needs.

9.01(6)(b) analyze, select and implement effective assistive technologies to facilitate students' learning communication.

9.01(6)(c) demonstrate and implement strategies that enhance mobility, appropriate positioning and environmental access for learners with significant physical and health needs.

9.01(6)(d) collaborate with appropriate health professionals to assist in the development and implementation of health care plans.

9.01(6)(e) analyze, select, and implement strategies that effectively support access to the general education curriculum for learners with health, physical, and sensory needs.

9.01(7) The special education specialist is knowledgeable about practice-based inquiry, are reflective practitioners, and is able to:

9.01(7)(a) engage in professional discourse about effective and proven research-based practices.

9.01(7)(b) use qualitative and quantitative forms of inquiry to collect, analyze, and synthesize data, to improve practice.

9.01(7)(c) collaborate with colleagues and parents to study, analyze, and respond to data that positively affect practices and policies for whole school improvement.

9.01(7)(d) utilize proven and effective research to guide practice and create appropriate and effective learning experiences for students.

9.01(7)(e) select and use appropriate inquiry tools.

9.01(7)(f) design and implement documented and effective research models that constructively challenge hypotheses about teaching and learning.

9.01(7)(g) disseminate documented, proven, effective practice(s).

9.01(7)(h) gain access, via technology and other means, to a range of databases to acquire relevant information and support practice.

9.01(7)(i) adhere to ethical principles for conducting research with human subjects.

9.01(7)(j) involve students, parents, and colleagues in the design, implementation, and analysis of effective classroom practice.

9.01(7)(k) evaluate the effects of choices and actions on student learning and modify learning and related plans, accordingly.

9.02 Special Education Specialist: Visually Impaired, for Ages Birth to 21.

To be endorsed as a special education specialist: visually impaired, for ages birth - 21, an applicant shall have earned a master's degree or higher or its equivalent from an accepted institution of higher education, in an approved program for the preparation of special education specialists: visually impaired; and have demonstrated the competencies specified below.

9.02(1) The special education specialist: visually impaired is knowledgeable about the foundations of special education, including, but not limited to the legal framework, historical precedents, auricular foundation, and cultural and socio-economic factors affecting students with visual impairment(s) and other disabilities, and is able to:

9.02(1)(a) articulate, to a variety of audiences, regarding the models, theories, the historical foundation, and philosophies that provide the bases for special education practice, as related to learners who are visually impaired.

9.02(1)(b) articulate, to a variety of audiences, variations in beliefs, traditions, and values, across cultures, and their effect on attitudes toward, and expectations for, students with visual impairment(s).

9.02(1)(c) identify and gain access to federal entitlements that provide specialized equipment and materials for students with visual impairment(s).

9.02(1)(d) articulate and explain current educational definitions, identification criteria, labeling issues, and incidence and prevalence figures, for students with visual impairment(s) and deaf blindness.

9.02(2) The special education specialist: visually impaired is knowledgeable about the characteristics of learners; human development; and the implications of blindness, visual impairment(s), and deaf blindness upon developmental and academic skills acquisition, and is able to articulate, and incorporate into the planning for students, relevant information about the:

9.02(2)(a) structure, function, and normal development, of the human visual system.

9.02(2)(b) basic terminology, manifestations, and educational implications, of diseases and disorders of the human visual system.

9.02(2)(c) effects of medication(s) on the function(s) of the visual system.

9.02(2)(d) development of other senses, when vision is impaired.

9.02(2)(e) the effects of visual impairment(s) on early development of motor skills, cognition, social/emotional interaction, self-help, communication, and on early literacy.

9.02(2)(f) similarities and differences between the cognitive, physical, cultural, social, emotional, sensory, and literacy needs of students, with, and without, visual impairment(s).

9.02(2)(g) differential characteristics of students with visual impairments), including levels of severity and the impact of concomitant additional disabilities.

9.02(2)(h) the effects of visual impairment(s) on the family and the reciprocal impact on the individual's self-esteem.

9.02(2)(i) psychosocial aspects of visual impairment(s).

- 9.02(2)(j) the impact of visual impairment(s) and deaf blindness on formal and incidental learning experiences.
- 9.02(2)(k) psychosocial aspects of visual impairment(s).
- 9.02(3) The special education specialist: visually impaired is knowledgeable about visual disorders, and is able to:
 - 9.02(3)(a) explain the characteristics of visual disorders, to families, and to other educational service providers.
 - 9.02(3)(b) describe the effects of visual impairment(s), with and without additional disabilities, on development, learning, and literacy.
 - 9.02(3)(c) provide information regarding the cognitive, communication, physical, medical, cultural, social, emotional, sensory, and literacy needs of students with visual impairment(s), to their families and to educational and related service providers.
 - 9.02(3)(d) recommend adaptations within instructional environments, to identify and accommodate individual sensory need(s).
- 9.02(4) The special education specialist: visually impaired is knowledgeable about assessment and evaluation, and is able to:
 - 9.02(4)(a) complete accurate assessments of students' developmental and academic performance, and apply the information in planning for students, and is able to articulate to a variety of audiences regarding:
 - 9.02(4)(a)(i) specialized terminology, as used in the medical diagnoses and educational assessment(s) of students with visual impairment(s).
 - 9.02(4)(a)(ii) specific assessments that measure functional vision and learning modalities.
 - 9.02(4)(a)(iii) ethical considerations, legal provisions, regulations, and guidelines, as related to the valid and relevant assessment of students with visual impairment(s).
 - 9.02(4)(a)(iv) specialized policies and procedures for screening, pre-referral, referral, classification, and placement of students with visual impairment(s).
 - 9.02(4)(a)(v) alternative assessment tools and techniques for students with visual impairment(s), including, but not limited to, state or district-level alternate assessment practices.
 - 9.02(4)(a)(vi) appropriate interpretation and application of assessment scores for students with visual impairment(s) and deaf blindness.
 - 9.02(4)(a)(vii) the relationship(s) between assessment, individualized family service plan (IFSP) and individualized education plan (IEP) development, and placements), as each affects the educational services provided to students with visual impairment(s).
- 9.02(5) The special education specialist: visually impaired is knowledgeable about and able to evaluate the validity of individual tests, for use with students with visual impairment(s), and is able to:

- 9.02(5)(a) use disability-specific assessment instruments.
 - 9.02(5)(b) adapt and implement a variety of assessment procedures, in evaluating students with visual impairments) and deaf blindness.
 - 9.02(5)(c) interpret eye reports, and other information related to the visual impairment(s), including, but not limited to, low-vision evaluation reports, to students with visual impairment(s), their families, and to other educational and related service providers.
 - 9.02(5)(d) utilize assessment and performance data, to develop specific recommendations for modification(s) of, and accommodations for, the student's learning environment(s), and for educational materials.
 - 9.02(5)(e) conduct, interpret, and apply the results of formal and informal assessment(s) of functional vision and learning modalities.
 - 9.02(5)(f) create and maintain disability-related records for students with visual impairment(s).
 - 9.02(5)(g) gather background information and family history, relevant to the individual student's visual status and instructional needs.
 - 9.02(5)(h) incorporate assessment information into the development of IFSPs and IEPs.
 - 9.02(5)(i) utilize assessment information to develop literacy modality plans for students with visual impairment(s).
- 9.02(6) The special education specialist: visually impaired is knowledgeable about instructional content and practice, specialized instructional strategies, and appropriate accommodation(s), and is able to articulate about; apply in planning for; demonstrate; and/or teach learners with visual impairment(s):
- 9.02(6)(a) the use of the abacus, slate and stylus, Braille writer, electronic note taker(s), talking calculator, tactile graphics, computers, and other types of access and adaptive technology.
 - 9.02(6)(b) basic concepts, as related to content standards.
 - 9.02(6)(c) increasing visual access, to and within learning environments, as related to instruction, in the use of print adaptations, and optical and non-optical devices.
 - 9.02(6)(d) increasing non-visual access to learning environments.
 - 9.02(6)(e) alternative reasoning and decision-making skills.
 - 9.02(6)(f) organization and study skills.
 - 9.02(6)(g) structured pre-cane orientation and mobility assessment and instruction;
 - 9.02(6)(h) tactual perceptual skills;
 - 9.02(6)(i) health and health issues.
 - 9.02(6)(j) adapted physical and recreational skills.

- 9.02(6)(k) social and daily living skills.
 - 9.02(6)(l) developing career awareness and providing them with vocational counseling.
 - 9.02(6)(m) promoting self-advocacy.
 - 9.02(6)(n) identifying sources of, and acquiring, specialized instructional and other relevant materials.
 - 9.02(6)(o) identifying techniques for the adaptation of instructional methods and materials.
- 9.02(7) The special education specialist: visually impaired is knowledgeable about planning for the instruction of students with visual impairment(s), and is able to:
- 9.02(7)(a) develop comprehensive short- and long-range individualized learning programs for students with visual impairment(s) and deaf blindness.
 - 9.02(7)(b) prepare appropriate individual and group lesson plans.
 - 9.02(7)(c) involve the student with visual impairment(s) in setting instructional goals and charting progress.
 - 9.02(7)(d) select, adapt, and utilize instructional strategies, and materials, appropriate to the learning needs of the student with visual impairment(s).
 - 9.02(7)(e) use strategies to help students learn, maintain new skills, and be able to generalize those skills across other learning environments.
 - 9.02(7)(f) choose and implement instructional techniques that promote successful transitions for students with visual impairment(s).
 - 9.02(7)(g) evaluate and modify instruction, according to student need.
 - 9.02(7)(h) interpret and use multiple sources of assessment data in planning for the instruction of students with visual impairment(s) and deaf blindness.
 - 9.02(7)(i) choose and use appropriate forms of technology to accomplish instructional objectives for students with visual impairment(s), and integrate technology into the instructional process.
 - 9.02(7)(j) sequence, implement, and evaluate learning objectives, based on standards-based education, and the expanded core curriculum, for students with visual impairment(s).
 - 9.02(7)(k) teach students with visual impairment(s) to think, solve problems, and utilize other cognitive strategies, to meet individual learning needs.
- 9.02(8) Special education specialists: visually impaired, is knowledgeable about effective planning for, and management of, the teaching and learning environment, to provide a setting conducive to group and individualized learning, and is able to:
- 9.02(8)(a) transcribe, proofread, and interline materials, in contracted literary, nemeth, and foreign language Braille codes.

- 9.02(8)(b) utilize specialized equipment and software, such as Braille writers, slate and stylus, computerized Braille transcription, and tactile image enhancers, to prepare adapted or modified materials in Braille, accessible print, tactile, and other formats appropriate to the assessed needs of students with visual impairment(s).
- 9.02(8)(c) obtain and organize materials intended to implement instructional objectives for students with visual impairment(s).
- 9.02(8)(d) design multi-sensory learning environments, that engage the active participation of students with visual impairment(s), in group and individual activities.
- 9.02(8)(e) design and implement strategies and techniques that facilitate the inclusion of students with visual impairment(s) into a wide variety of educational and community settings.
- 9.02(8)(f) direct the activities of a classroom paraprofessional, volunteer, peer tutor, or Braille transcriber.
- 9.02(8)(g) create learning environments that encourage self-advocacy and independence for students with visual impairment(s).
- 9.02(9) The special education specialist: visually impaired, is knowledgeable about promoting appropriate student behavior and social interaction skills, and demonstrates:
 - 9.02(9)(a) effective learning environment management, which engenders positive behavior(s), between and among students, such as, but not limited to strategies that:
 - 9.02(9)(a)(i) identify ways to address attitudes and behaviors that can positively, and/or negatively, influence the deportment and achievement of students with visual impairments).
 - 9.02(9)(a)(ii) effectively instruct students, in the development of the social skills needed across educational and living environments.
 - 9.02(9)(a)(iii) identify strategies for preparing students with visual impairment(s) to live harmoniously and productively in a diverse world.
 - 9.02(9)(a)(iv) identify and address inappropriate behaviors attributable to, or caused by, visual impairment(s).
- 9.02(10) The special education specialist: visually impaired is knowledgeable about and able to manage student behavior(s) and learning through:
 - 9.02(10)(a) the modification of the learning environment, including, but not limited to, schedule, physical arrangement, and/or materials.
 - 9.02(10)(b) the selection, implementation, and evaluation of appropriate and applicable classroom management strategies, for students with visual impairment(s).
 - 9.02(10)(c) the incorporation of social skills training into the curriculum.
 - 9.02(10)(d) utilization of procedures intended to increase student self-awareness, self-control, self-reliance, and self-esteem.

- 9.02(10)(e) preparing students with visual impairment(s) on how to present themselves in a socially- appropriate manner, providing information about, but not limited to, that related to grooming, dress, and interpersonal skills.
- 9.02(10)(f) preparing students to adapt to progressive eye conditions, when necessary.
- 9.02(10)(g) preparing students with visual impairment(s) on how to appropriately and effectively utilize the services of support personnel.
- 9.02(10)(h) preparing students with visual impairment(s) on how to gain access to information about, and services, provided in and for the community.
- 9.02(10)(i) preparing students with visual impairment(s) to act appropriately in social situations
- 9.02(10)(j) preparing students with visual impairment(s) to respond to societal attitudes and actions with positive behavior(s), and self-advocacy.
- 9.02(11) The special education specialist: visually impaired, is knowledgeable about communication and collaborative partnerships, and demonstrates:
 - 9.02(11)(a) effective communication, and the ability to collaborate with students, their families, and school and community personnel, in identifying and addressing the:
 - 9.02(11)(a)(i) typical and/or specific concerns of parents of students with visual impairment(s), and appropriate strategies to assist them in resolving concerns.
 - 9.02(11)(a)(ii) roles of students with visual impairment(s)s, parents, educational service providers, and community personnel, in planning individualized programs for students.
 - 9.02(11)(a)(iii) strategies for assisting families and other team members, in planning appropriate transitions for students with visual impairment(s).
 - 9.02(11)(a)(iv) unique services, networks, and organizations, which serve as resources to/for students with visual impairment(s).
 - 9.02(11)(a)(v) roles of paraprofessionals or para-educators who work directly with students with visual impairments) and deaf blindness.
 - 9.02(11)(a)(vi) the necessity for role models for students with visual impairment(s).
- 9.02(12) The special education specialist: visually unpaired is demonstrate the ability to collaborate with others, and is able to:
 - 9.02(12)(a) identify and implement strategies for working with students with disabilities, parents, and school and community personnel, in a wide variety of learning and learning-related environments.
 - 9.02(12)(b) communicate and consult with students, parents, education service providers, and community personnel.
 - 9.02(12)(c) foster respectful and beneficial relationships between and among families and professionals.

- 9.02(12)(d) encourage and assist families in becoming active participants in the education of their own children.
- 9.02(12)(e) plan and conduct conferences with families or primary caregivers, as required and/or necessary.
- 9.02(12)(f) collaborate with general education teachers and other school and community personnel, regarding the integration of students with disabilities into the general learning environment.
- 9.02(12)(g) communicate with general education teachers, administrators, and other school personnel, about the characteristics and needs of students with disabilities.
- 9.02(12)(h) assist families and other team members in understanding the impact of visual impairment(s) and deaf blindness, on learning and experience.
- 9.02(12)(i) report results of specialized assessments to students with visual impairment(s), their families, and pertinent team members, in relevant and appropriate ways.
- 9.02(12)(j) manage and direct the activities of para-educators, or peer tutors, who work with students with visual impairment(s).
- 9.02(13) The special education specialist: visually impaired, is knowledgeable about professionalism and ethical practices, and demonstrates:
 - 9.02(13)(a) appropriate professional practice(s) in contributing to the field of education, and to the academic achievement of each individual student, including, but not limited to:
 - 9.02(13)(a)(i) decision-making, based on the ethical considerations governing the profession of special education, especially as related to the field of the education of the visually impaired learner.
 - 9.02(13)(a)(ii) recognizing cultural bias, and how it can affect teaching.
 - 9.02(13)(a)(iii) serving as a role model for students with visual impairment(s).
 - 9.02(13)(a)(iv) participation in consumer and professional organizations, and remaining up-to- date regarding publications and journals relevant to the field of visual impairment(s).
 - 9.02(13)(a)(v) the ability to research information, related to the learning needs of, and outcomes for, students with visual impairment(s).
- 9.02(14) The special education specialist: visually impaired functions in a professional manner, by demonstrating:
 - 9.02(14)(a) professional ethics.
 - 9.02(14)(b) acceptance of personal characteristic(s) of students with and without visual impairment(s).
 - 9.02(14)(c) the ability to remain up-to-date on literature related to students with visual impairment(s).

- 9.02(14)(d) participating in professional organizations representing the field of visual impairment(s), as appropriate.
- 9.02(14)(e) the ability to engage in professional-growth activities which may benefit students with visual impairment(s), their families, and/or colleagues.
- 9.02(14)(f) the practice of self-assessment, as related to instruction, and to seek out professional development activities which support the advancement of personal skills and knowledge.

9.03 Special Education Specialist: Deaf/Hard of Hearing.

To be endorsed as a special education specialist: deaf/hard of hearing, for ages birth-21, an applicant shall: have earned a master's degree, or higher or its equivalent from an accepted institution of higher education, in an approved program for the preparation of special education specialists: deaf/hard of hearing; and have demonstrated the competencies specified below.

- 9.03(1) The special education specialist: deaf/hard of hearing is knowledgeable about the philosophical, historical, and legal foundations of special education and is able to articulate and incorporate into planning for students:
 - 9.03(1)(a) current definitions of students with hearing loss, including terminology, identification criteria, labeling issues, and current incidence and prevalence figures.
 - 9.03(1)(b) models, theories, and appropriate philosophies that provide the basis for educational practice relevant to students who are deaf or hard of hearing.
 - 9.03(1)(c) variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships between children who are deaf or hard of hearing, their families, schools, and communities, and can:
 - 9.03(1)(d) identify resources, model programs, organizations, agencies, research centers, and technology that can be of assistance in working with students who are deaf or hard of hearing.
 - 9.03(1)(e) apply understanding of proven theory, of philosophy, and of models of effective practice to the education of students who are deaf or hard of hearing.
 - 9.03(1)(f) articulate the pros and cons of current issues and trends in special education, and in educating students who are deaf or hard of hearing.
- 9.03(2) The special education specialist: deaf/hard of hearing is knowledgeable about factors that impact the learning of students who are deaf or hard of hearing, and is able to articulate and incorporate into planning for these students:
 - 9.03(2)(a) relevant elements of learning necessary for enhancement of cognitive, emotional, and social development.
 - 9.03(2)(b) proven and effective research on communication, socialization, and cognition.
 - 9.03(2)(c) cultural dimensions of being deaf or hard of hearing.
 - 9.03(2)(d) the specific impact of various etiologies of hearing loss on the sensory, motor, and/or learning capability.

- 9.03(2)(e) knowledge of the effect of family involvement, onset of hearing loss, age of identification, amplification, and provision of services.
 - 9.03(2)(f) knowledge of the impact of early and ongoing comprehensible communication.
 - 9.03(2)(g) the effect of sensory input, including both incidental communication and experiences, on the development of language and cognition.
- 9.03(3) The special education specialist: deaf/hard of hearing is knowledgeable about and is able to:
- 9.03(3)(a) demonstrate effective communication strategies to students who are deaf or hard of hearing.
 - 9.03(3)(b) describe how to make incidental learning opportunities accessible.
 - 9.03(3)(c) articulate the interrelationship between communication, socialization, and cognition.
- 9.03(4) The special education specialist: deaf/hard of hearing is knowledgeable about the assessment, effective teaching, service and special services provision, the evaluation of students who are deaf or hard of hearing, and is able to:
- 9.03(4)(a) implement formal and informal assessment procedures for eligibility, placement and program planning.
 - 9.03(4)(b) articulate legal provisions, regulations and guidelines regarding unbiased diagnostic assessment(s), and use of instructional assessment measures.
 - 9.03(4)(c) incorporate into planning the specifics of policies regarding referral and placement procedures.
 - 9.03(4)(d) demonstrate amplification system's parts, and articulate function, benefits, and limitations of options in group and personal amplification.
 - 9.03(4)(e) administer assessment procedures and instruments for students who are deaf or hard of hearing,
 - 9.03(4)(e)(i) and those with additional disabilities; and
 - 9.03(4)(e)(ii) utilize appropriate assessment tools, and informal assessment and evaluation procedures, utilizing natural/heritage/preferred language.
 - 9.03(4)(f) use assessment data in making informed instructional decisions, and for planning individual programs that result in appropriate service delivery, and intervention, for students who are deaf or hard of hearing.
 - 9.03(4)(g) troubleshoot amplification problems, and explain about the parts and functions of group and personal amplification.
 - 9.03(4)(h) develop and implement effective communication plans.
 - 9.03(4)(i) plan an educational program to address the needs of students who are deaf or hard of hearing, and who may have additional disabilities or conditions that impact learning.

- 9.03(5) The special education specialist: deaf/hard of hearing is knowledgeable about content standards and practice, and is able to:
- 9.03(5)(a) identify and utilize specialized instructional materials relevant to specific student need and content standards.
 - 9.03(5)(b) incorporate into planning, information related, but not limited to: the syntactic, semantic and use of American Sign Language (ASL) and English.
 - 9.03(5)(c) incorporate into planning, information related to languages, and systems used to communicate with individuals who are deaf or hard of hearing.
 - 9.03(5)(d) articulate normal speech development and characteristics of speech development for deaf or hard of hearing students.
 - 9.03(5)(e) implement assessment procedures and curricula designed for:
 - 9.03(5)(e)(i) the speech development of students who are deaf or hard of hearing and those who may have additional disabilities.
 - 9.03(5)(e)(ii) ASL and English language development.
 - 9.03(5)(e)(iii) stimulating the utilization of residual hearing.
 - 9.03(5)(e)(iv) and strategies/techniques related to, the promotion of reading development.
 - 9.03(5)(e)(v) written language development.
 - 9.03(5)(f) design and implement strategies and techniques for positively affecting the speech development of students who are deaf or hard of hearing.
 - 9.03(5)(g) design and implement strategies/techniques to effectively instruct students about normal ASL and English language development
 - 9.03(5)(h) design and implement strategies/techniques for the stimulation and utilization of residual hearing.
 - 9.03(5)(i) address, in planning, ways to facilitate cultural identity, linguistic, academic, cognitive, physical and social-emotional development.
 - 9.03(5)(j) plan effective multi-level lessons.
 - 9.03(5)(k) incorporate proven and effective research-supported instructional strategies and practices.
 - 9.03(5)(l) implement strategies and procedures that effectively facilitate the deaf or hard of hearing student's transition to new settings and to meeting life challenges.
 - 9.03(5)(m) communicate, with advanced proficiency, in relevant language(s) (English, ASL) and/or sign systems.
 - 9.03(5)(n) select, modify, design, produce, and utilize specialized and appropriate media, instructional materials, resources, and technology.

- 9.03(5)(o) infuse communication skills into academic areas.
- 9.03(5)(p) apply appropriate and effective first and second language teaching strategies, to meet student need.
- 9.03(5)(q) promote and encourage speech development; ASL and English language development; the utilization of residual hearing; reading development; and written language development, to students who are deaf or hard of hearing.
- 9.03(5)(r) implement multi-level lessons for students who are deaf or hard of hearing.
- 9.03(5)(s) develop effective transition plan for students who are deaf or hard of hearing.
- 9.03(6) The special education specialist: deaf/hard of hearing is knowledgeable about the learning environment, and is able to:
 - 9.03(6)(a) demonstrate the adaptations needed, within a variety of learning environments, and within the community, for students who are deaf and hard of hearing.
 - 9.03(6)(b) manage assistive devices appropriate for students who are deaf or hard of hearing.
 - 9.03(6)(c) select, implement, and evaluate effective classroom management strategies.
 - 9.03(6)(d) adapt learning environments to effectively meet needs of students who are deaf or hard of hearing and those who may have additional disabilities or special needs.
 - 9.03(6)(e) plan and effectively implement instruction for students who are deaf or hard of hearing and those with additional disabilities or special needs.
- 9.03(7) The special education specialist: deaf/hard of hearing is knowledgeable about promoting student social interaction and independence, and is able to:
 - 9.03(7)(a) demonstrate processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf, hard of hearing, or hearing.
 - 9.03(7)(b) provide opportunities for interaction with communities of individuals who are deaf, hard of hearing, or hearing, on the local, state, and national levels.
 - 9.03(7)(c) provide students with a wide variety of communication strategies which allow effective interaction with people, and in places, situations, and organizations, within the community.
 - 9.03(7)(d) implement strategies for teaching appropriate social skills and behavior, in a variety of situations, to students who are deaf or hard of hearing.
 - 9.03(7)(e) provide appropriate methods of effective self-advocacy, to students who are deaf or hard of hearing.
 - 9.03(7)(f) articulate normal social/emotional/psychological developmental and social/emotional issues, as related to students who are deaf or hard of hearing.
 - 9.03(7)(g) promote independence and responsibility to students who are deaf or hard of hearing.

- 9.03(7)(h) the special education specialist: deaf/hard of hearing is able to effectively teach students who are deaf or hard of hearing:
- 9.03(7)(h)(i) how to use support personnel and contact resources appropriately and effectively.
 - 9.03(7)(h)(ii) how to be self-advocates.
 - 9.03(7)(h)(iii) how to be independent and take responsibility for their own actions.
 - 9.03(7)(h)(iv) about legal procedures, their rights, and about how to take appropriate action.
 - 9.03(7)(h)(v) to express emotions appropriately.
 - 9.03(7)(h)(vi) how to use a wide variety of assistive devices.
- 9.03(8) The special education specialist: deaf/hard of hearing is knowledgeable about communication and collaborative partnerships, and is able to:
- 9.03(8)(a) provide a wide variety of resources, to family members and professionals who are deaf or hard of hearing, to assist them in dealing with educational concerns and options; utilizing relevant available services; determining appropriate communication modes; and in identifying cultural and community opportunities for students who are deaf or hard of hearing.
 - 9.03(8)(b) identify and articulate appropriate roles and responsibilities of educators and support personnel, including, but not limited to interpreters, note-takers, and paraprofessionals, in the delivery of education and education-related activities and programs to students who are deaf or hard of hearing.
 - 9.03(8)(c) articulate the effects of communication on the development of family relationships and strategies, to facilitate communication in families with children who are deaf or hard of hearing.
 - 9.03(8)(d) articulate appropriate strategies to promote partnerships, and to overcome barriers between families and professionals, to effectively meet the needs of students who are deaf or hard of hearing.
 - 9.03(8)(e) articulate to families and professionals about the educational options, communication modes/philosophies, services, cultural issues, and community resources available for children who are deaf or hard of hearing.
 - 9.03(8)(f) facilitate communication between the child who is deaf and his or her family, and/or other caregivers, when, and as, appropriate.
 - 9.03(8)(g) facilitate, oversee coordination of, and supervise support personnel, including, but not limited to interpreters, note-takers, and paraprofessionals, to meet the needs of students who are deaf or hard of hearing.
 - 9.03(8)(h) use collaborative strategies and effective communication skills with individuals who are deaf or hard of hearing, parents, school and community personnel in various learning environments.

9.03(8)(i) advocate for meeting the social-emotional, educational, and communication needs of students who are deaf or hard of hearing, in a wide variety of settings.

9.03(9) The special education specialist: deaf/hard of hearing is knowledgeable about professionalism and ethical practice, and is able to:

9.03(9)(a) acquire the additional knowledge and skills necessary to effectively educate students who are deaf or hard of hearing, and to work successfully with their families, other professionals, and interested stakeholders.

9.03(9)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students who are deaf or hard of hearing.

9.03(9)(c) self-assess, design, and implement an on-going professional development plan relevant to being an effective educator of students who are deaf and hard of hearing.

9.04 Early Childhood Special Education Specialist.

To be endorsed as an early childhood special education specialist, for ages Birth - 8, an applicant shall have completed an approved undergraduate program in early childhood education, or in early childhood special education; or demonstrated competencies required for early childhood or early childhood special education; have completed an approved post-baccalaureate program for the preparation of early childhood special education specialists; and demonstrated the knowledge and skills specified below.

9.04(1) The early childhood special education specialist is knowledgeable about professional practice(s), and is able to:

9.04(1)(a) articulate the historical, philosophical, and legal bases of services for young children, both with and without special needs.

9.04(1)(b) communicate about ethical and policy issues, as related to educational, social, and medical services for young children, both with and without special needs, and their families.

9.04(1)(c) identify current trends and issues in early childhood education, early childhood special education, and special education, and incorporate such information into planning for students.

9.04(1)(d) identify, and apply to planning, legislation that affects children, families, and programs for children.

9.04(1)(e) adhere to a code of professional and ethical conduct.

9.04(1)(f) advocate, on behalf of young children and their families, for improving the quality of programs and services for young children, and for enhanced professional status and working conditions, for early childhood special educators.

9.04(1)(g) develop, implement, and evaluate a professional development plan, and reflect upon own professional practice.

9.04(1)(h) participate actively with applicable professional organizations.

9.04(1)(i) read and critically apply documented research and proven-effective practices.

- 9.04(2) The early childhood special education specialist is knowledgeable about advanced child development and learning, and is able to:
- 9.04(2)(a) incorporate a wide-variety of proven-effective child development and learning theory and practice, typical and atypical, with an emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in education, family, and community contexts.
 - 9.04(2)(b) identify pre-, peri-, and postnatal development, and factors such as biological and environmental conditions, that affect children's development and learning.
 - 9.04(2)(c) identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and articulate specific implications for development and learning in the first years of life.
 - 9.04(2)(d) apply knowledge of cultural and linguistic diversity, and the significance of socio-cultural and political contexts, for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
 - 9.04(2)(e) identify and apply strategies which address conditions that affect the development and learning of children, including the effects of biological and environmental factors, family, culture, society, and economics.
 - 9.04(2)(f) apply knowledge of current research and theory related to stages of development of content areas include, but not limited to: English language arts, reading, writing, the arts, and math.
- 9.04(3) The early childhood special education specialist is knowledgeable about screening, evaluations and assessment, and is able to:
- 9.04(3)(a) assess children's cognitive, social-emotional, communication, motor, sensory, adaptive, and aesthetic development, as related to content areas.
 - 9.04(3)(b) select and administer a variety of informal and formal screening, evaluation, assessment instruments, and procedures, including, but not limited to, observational methods, to make decisions about compliance with established criteria and standards in children's learning and development.
 - 9.04(3)(c) conduct and facilitate the process of screening, evaluation and ongoing assessment, in compliance with State criteria for determining eligibility for special education.
 - 9.04(3)(d) facilitate and support active family participation in the process of screening, evaluation, and assessment.
 - 9.04(3)(e) participate and collaborate as a team member in conducting family-centered assessments.
 - 9.04(3)(f) interpret and incorporate information from the evaluation process, and facilitate the development of an IEP/IFSP.
 - 9.04(3)(g) articulate options for support and services throughout the FFSP/IEP process, and assist the family in relevant planning.

- 9.04(3)(h) monitor, summarize, and evaluate the objectives outlined on the IFSP or IEP, through an ongoing individualized process.
 - 9.04(3)(i) select and implement appropriate and unbiased screening, evaluation, and assessment instruments and procedures.
 - 9.04(3)(j) systematically utilize performance-based assessments of children, in making decisions about learning, and in support of developmental and instructional planning and teaching.
 - 9.04(3)(k) develop and utilize program evaluation to monitor the quality of the learning environment, as it affects children, their families, and the community.
- 9.04(4) The early childhood special education specialist is knowledgeable about curriculum and instructional practice, and is able to:
- 9.04(4)(a) plan and implement developmentally- and individually-appropriate curricula and instructional practices, based on knowledge of the individual strengths and needs of children, birth to age 8, the family, the community, and curriculum goals and content.
 - 9.04(4)(b) implement effective instructional practices, to develop and teach literacy and numeracy skills to students, so that they can meet Colorado Content Standards.
 - 9.04(4)(c) collaborate with other professionals to develop and provide appropriate curriculum and instruction to meet the diverse needs of children.
 - 9.04(4)(d) develop and implement the IFSP/IEP, incorporating both child and family outcomes, with family members and other professionals.
 - 9.04(4)(e) incorporate information and strategies, from multiple disciplines, in the design of intervention strategies.
 - 9.04(4)(f) develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences.
 - 9.04(4)(g) plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.
 - 9.04(4)(h) select intervention curricula and methods for children with specific disabilities, including motor, sensory, health, communication, social-emotional, and cognitive disabilities.
 - 9.04(4)(i) design and implement plans that incorporate the appropriate use of technology, including adaptive and assistive technology and devices.
 - 9.04(4)(j) employ effective and proven instructional practices, in compliance with legal and ethical standards.
 - 9.04(4)(k) develop and implement nutrition and feeding strategies for children with identified needs.
 - 9.04(4)(l) use specific knowledge of young children's medical conditions and medications, and their possible effects on child development, learning, and behavior.

- 9.04(4)(m) identify, and address in planning, aspects of medical care for premature, low birth weight, and other medically-fragile babies, including methods of care for young children dependent on technology, and the impact on families.
 - 9.04(4)(n) recognize and apply strategies addressing signs of emotional distress, child abuse, and neglect in young children, and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.
 - 9.04(4)(o) establish and maintain physically-safe and psychologically-healthy learning environments
 - 9.04(4)(p) select, develop, provide, and evaluate developmentally- and functionally-appropriate materials, equipment, and environments.
 - 9.04(4)(q) increase the progress of children with special needs in multiple settings, by coordinating personnel, space, time, peers, and materials.
 - 9.04(4)(r) make specific adaptations for the special needs of children who have unique talents, learning, and developmental needs, or who have specific disabilities.
 - 9.04(4)(s) implement basic health, nutrition, and safety management practices for young children, including specific procedures regarding childhood illness and communicable diseases.
- 9.04(5) The early childhood special education specialist is knowledgeable about child behaviors and social interaction skills, and is able to:
- 9.04(5)(a) establish and implement a plan that supports staff and families in promoting positive social and emotional skills, and interaction among children, as well as utilizes positive strategies for conflict resolution, and enhancing children's self-control, self motivation, and self-awareness.
 - 9.04(5)(b) select and implement, in collaboration with staff and families, methods of behavior support, management, and instruction appropriate for young children, as based on individual needs, including utilizing a range of strategies, from less-directive, less-structured methods to more-directive more-structured methods.
 - 9.04(5)(c) create, interpret, implement, and evaluate functional behavior assessments and behavior support plans, in coordination with staff and families.
- 9.04(6) The early childhood special education specialist is knowledgeable about communication, consultation, and collaborative partnerships, and is able to:
- 9.04(6)(a) employ effective communication skills to establish and maintain positive, collaborative relationships with families.
 - 9.04(6)(b) apply, in planning, family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.
 - 9.04(6)(c) demonstrate sensitivity to and respect for differences in family structures and social and cultural backgrounds.
 - 9.04(6)(d) assist families in identifying resources, priorities, and concerns, as related to their child's development.

- 9.04(6)(e) respect family choices and goals for their child, and communicate effectively with families about curriculum and their child's progress.
 - 9.04(6)(f) involve families in assessing and planning for their child's needs.
 - 9.04(6)(g) coordinate with other agencies and resources to provide and evaluate a range of family- responsive services.
 - 9.04(6)(h) implement family services consistent with family rights and due process safeguards.
 - 9.04(6)(i) collaborate and consult with other professionals, and with agencies in the broader community, to develop and access resources that support children's development, learning, and well being.
 - 9.04(6)(j) identify and apply appropriate models and functions of team process in diverse-service delivery settings.
 - 9.04(6)(k) participate as team member to identify and address the dynamics of team member roles, interaction, communication, team building, problem solving, and conflict resolution.
 - 9.04(6)(l) identify structures and develop resources supporting interagency collaboration, including interagency agreements, referrals, and consultation.
 - 9.04(6)(m) evaluate, design, and implement processes and strategies that support transitions between hospital, home, and infant/toddler, preprimary, and primary programs.
 - 9.04(6)(n) demonstrate understanding, and apply various models of consultation, in diverse settings.
- 9.04(7) The early childhood special education specialist shall be knowledgeable about professional leadership, and is able to:
- 9.04(7)(a) demonstrate leadership, administration, and management skills, and strategies, that can be applied to various early childhood settings, across various professional or service-delivery teams.
 - 9.04(7)(b) the early childhood special education specialist shall demonstrate the ability to:
 - 9.04(7)(b)(i) apply a variety of leadership skills and strategies, in a wide variety of settings.
 - 9.04(7)(b)(ii) administer programs, in a wide variety of early childhood settings.
 - 9.04(7)(b)(iii) facilitate the identification of staff development needs, and develop strategies for professional growth.
 - 9.04(7)(b)(iv) employ effective adult learning principles, in supervising, training, and mentoring other adults.
 - 9.04(7)(b)(v) coordinate, schedule, and supervise para-professionals, and collaborate with other professionals, to insure that individual education programs are implemented.

9.04(7)(b)(vi) provide effective training in content areas specific to services for children and families.

9.04(7)(b)(vii) employ effective strategies in self-evaluating; evaluating the performance of staff; providing input for continuing staff development; and for pursuing personal professional development.

9.04(7)(b)(viii) learn and implement effective supervision and mentoring skills and practices.

9.05 Gifted and Talented Specialist.

To be endorsed as an elementary, middle, secondary school, or P-12 gifted-education specialist, a candidate shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; hold an Initial or Professional Teacher License endorsed in an approved content area; have completed an approved graduate-level program for the preparation of the gifted-education specialist, and have demonstrated the competencies listed below.

9.05(1) The gifted-education specialist shall be knowledgeable about the foundations of the education of the gifted and the talented student, including, but not limited to: the history of the education of the gifted and talented; proven and documented theories of giftedness; the wide variety of curricular strategies that provide for the effective teaching of gifted and talented students; and is able to:

9.05(1)(a) articulate the history and theories of the education of the gifted and talented, and how concepts related to giftedness and talent have been and can be incorporated into teaching practice(s).

9.05(1)(b) articulate public policy, as related to the education of the gifted and talented.

9.05(1)(c) articulate the various historic characterizations of giftedness and talent, and formulate a workable definition of giftedness and talent, based on applicable theory and research.

9.05(1)(d) identify, critique, and utilize research and applicable theory, as related to gifted students' education, as a basis for decision-making and practice.

9.05(2) The gifted-education specialist shall be knowledgeable about characteristics of the gifted learner, including, but not limited to traits and needs, and is able to:

9.05(2)(a) apply knowledge of the traits and needs of gifted and talented students in support of planning for the academic achievement and learning-related affective development of gifted and talented students, including, but not limited to:

9.05(2)(a)(i) past and proven documented current theories related to intelligence;

9.05(2)(a)(ii) past and proven documented current theories related to creativity and the expression of talent;

9.05(2)(a)(iii) proven documented theories of human development, ages birth-21, as specifically related to developmentally-appropriate strategies for gifted and talented learners;

9.05(2)(a)(iv) the identified characteristics of gifted, talented, and creative students, preschool through grade 12, and their development; and

- 9.05(2)(a)(v) proven documented brain research, underlying exceptional cognition.
- 9.05(2)(b) apply knowledge of special populations of gifted and talented students in the development of appropriate program and instructional-delivery decisions, as based on the unique and varied characteristics and needs of such students, including, but not limited to, those who are:
 - 9.05(2)(b)(i) early childhood students;
 - 9.05(2)(b)(ii) twice-exceptional learners, i.e. gifted and talented students with disabilities;
 - 9.05(2)(b)(iii) highly-gifted students;
 - 9.05(2)(b)(iv) underachieving high-potential students;
 - 9.05(2)(b)(v) culturally and ethnically-diverse gifted students;
 - 9.05(2)(b)(vi) high-potential linguistically-different students;
 - 9.05(2)(b)(vii) students with unique affective needs; and
 - 9.05(2)(b)(viii) high-potential economically-disadvantaged students.
- 9.05(2)(c) evaluate the need for, and draw upon, specialized support services to assist with meeting the unique learning-related affective, social, and cognitive needs of gifted and talented students, as related, but not limited, to:
 - 9.05(2)(c)(i) various types of giftedness and talent, including creativity;
 - 9.05(2)(c)(ii) asynchronous development, i.e. the inconsistencies that may occur between a student's intellectual maturity, and his/her social, emotional, and physical development;
 - 9.05(2)(c)(iii) psychological issues;
 - 9.05(2)(c)(iv) cognitive development;
 - 9.05(2)(c)(v) social and behavioral responses; and the
 - 9.05(2)(c)(vi) educational implications of the variables of giftedness.
- 9.05(3) The gifted-education specialist is knowledgeable about the identification and assessment of student need(s); has the ability to incorporate, into planning, appropriate methods and processes for identifying gifted and talented students and their educational needs; and is able to:
 - 9.05(3)(a) select and utilize valid, reliable, effective, appropriate, and applicable instruments and methods for identifying gifted and talented students.
 - 9.05(3)(b) use relevant data to diagnose educational needs, prescribe appropriate educational strategies, and to communicate pertinent information to a variety of stakeholders.
 - 9.05(3)(c) provide information to, and support for parents, as active participants in the assessment of their children.

9.05(3)(d) evaluate the match between the identified educational needs of the student and appropriate and relevant strategies, programs, and services.

9.05(4) The gifted-education specialist is knowledgeable about program strategies and delivery of instruction and services to gifted and/or talented students; the development and implementation of programs and strategies for gifted and talented students that are consistent with adopted policies of the school district; complement district and school instructional objectives; and is able to:

9.05(4)(a) evaluate and prescribe appropriate curriculum and program options for gifted and talented students, consistent with State content standards, and with additional district and other related curricular offerings.

9.05(4)(b) work effectively in partnership with the student, parent(s)/guardian(s)/family, classroom teacher(s), other appropriate related personnel, and stakeholders, in the delivery of program(s) and service(s).

9.05(4)(c) monitor, assess, and evaluate ongoing programs; their impact on students' achievement and progress; and provide ongoing modification to a student's learning plan, as indicated.

9.05(4)(d) apply effective and appropriate systems, models, and/or administrative practices, as relevant, to gifted and talented students, in the delivery of applicable program components that address:

9.05(4)(d)(i) acceleration of instruction;

9.05(4)(d)(ii) enrichment;

9.05(4)(d)(iii) appropriate flexible grouping practices;

9.05(4)(d)(iv) differentiated instruction, and complexity and depth of content;

9.05(4)(d)(v) affective and career development;

9.05(4)(d)(vi) appropriate learning environments; and

9.05(4)(d)(vii) additional and relevant instructional and enrichment materials and resources.

9.05(4)(e) select and utilize a wide range of appropriate instructional materials, resources, and technology for gifted and talented students, including, but not limited to:

9.05(4)(e)(i) print and non-print materials;

9.05(4)(e)(ii) computer-aided enhancement of instruction;

9.05(4)(e)(iii) human and community resources; and

9.05(4)(e)(iv) environmental resources.

9.05(4)(f) plan and provide professional development activities for increasing the knowledge and skills of regular classroom teachers teaching gifted students, and for the general improvement of the education of gifted and talented students, and other students, as appropriate.

9.05(5) The gifted-education specialist is knowledgeable about curriculum and instructional practice; has the ability to apply proven documented best practices for teaching gifted and talented students, including those practices for the design and delivery of curriculum and the assessment of student learning; and is able to:

9.05(5)(a) align curriculum, instruction, and assessment to state and local content standards, for gifted and talented students.

9.05(5)(b) design, modify, and differentiate approaches that address the instructional, multi-cultural, and affective needs of gifted and talented students.

9.05(5)(c) apply documented proven research-based instructional practices that address:

9.05(5)(c)(i) a wide variety of learning and teaching styles;

9.05(5)(c)(ii) culturally-congruent teaching and learning methods and styles;

9.05(5)(c)(iii) integrated learning and cross-disciplinary applications; and

9.05(5)(c)(iv) cognitive, creative, and intellectual development.

9.05(5)(d) select and apply, or recommend, appropriate adaptive instruction, and differentiated strategies and resources, as based on student need, and on proven documented research related to:

9.05(5)(d)(i) an accelerated pace of instruction matched to the student's rate of learning;

9.05(5)(d)(ii) modification of content to increase complexity and abstractness, based on individual student need;

9.05(5)(d)(iii) appropriate and adequate student challenge;

9.05(5)(d)(iv) developmentally-appropriate practice for gifted and talented learners;

9.05(5)(d)(v) facilitation of students' independent research and investigation; and

9.05(5)(d)(vi) advanced development in students' area(s) of exceptional ability.

9.05(5)(e) demonstrate effective teaching of gifted and talented students.

9.05(5)(f) assess the academic progress and achievement of gifted and talented students, as based on:

9.05(5)(f)(i) pre-assessment strategies;

9.05(5)(f)(ii) a wide variety of methods and practices designed for the ongoing assessment of student learning progress; and

9.05(5)(f)(iii) ongoing evaluation of the effect of classroom program(s) and instructional strategies on the learning and achievement of gifted and talented students.

9.05(5)(g) interpret student assessment results to guide effective instructional and program delivery decisions, as related to:

9.05(5)(g)(i) identification and reduction of discrepancies between actual academic achievement and exceptional ability; and

9.05(5)(g)(ii) identification and implementation of appropriate levels of instruction.

9.05(6) The gifted-education specialist is knowledgeable about communication and leadership; has effective communication, collaboration, consultation, and leadership skills; applies these skills to the effective implementation of education for gifted and talented; and is able to:

9.05(6)(a) communicate effectively with a wide variety of constituents and stakeholders, for multiple purposes, as related to the education of gifted and talented students.

9.05(6)(b) collaborate and consult with relevant building, district, and community colleagues concerning the needs of gifted and talented students and the provision of high quality education, and educationally-related, programs to them.

9.05(6)(c) collaborate and consult with parents, families, and interested stakeholders, to gain their support for providing effective programs to gifted and talented students, as related, but not limited to, issues of:

9.05(6)(c)(i) cultural and community awareness of giftedness, and the needs of gifted and talented students; guidance and counseling; and advocacy for gifted and talented students.

9.05(6)(c)(ii) identification and academic screening procedures.

9.05(6)(c)(iii) career education and goal setting.

9.05(6)(d) utilize leadership skills for designing and implementing programs for, and delivering instruction to, gifted students, including, but not limited to, the ability to effectively:

9.05(6)(d)(i) integrate gifted education into the school's and district's educational program design; delivery of instruction; other educational processes; and into the organization of the school day.

9.05(6)(d)(ii) advocate for the education of gifted and talented students, so that students are enabled to meet and/or exceed the highest possible standards; and

9.05(6)(d)(iii) communicate with policy makers and the general public about issues inherent in the education of gifted and talented students, and about how to resolve concerns appropriately, effectively, and practically.

9.05(6)(e) participate in self-evaluation, and in organizations and activities that provide professional development opportunities and information that can increase professional competence and contribute to the advancement of the education of the gifted and talented student.

9.06 Special Education Generalist.

To be licensed as a special education generalist, for ages 5-21, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved program for the preparation of special education generalists; have passed the approved elementary education content and special education assessments; and have demonstrated the competencies specified below.

- 9.06(1) The special education generalist shall be knowledgeable about student literacy, and the development of reading, writing, speaking, viewing, and listening skills, and is able to:
- 9.06(1)(a) plan and organize reading instruction, based on ongoing student assessment.
 - 9.06(1)(b) use knowledge of typical and atypical language and cognitive development, to guide the choice of instructional strategies, in meeting the learning needs of individual students.
 - 9.06(1)(c) develop in students the phonological and linguistic skills related to reading, including, but not limited to: phonemic awareness; concepts of print; systematic explicit phonics; other word identification strategies; and spelling instruction.
 - 9.06(1)(d) develop reading comprehension skills in students, including, but not limited to: comprehension strategies within a variety of genre; literary response and analysis; content area literacy; and the promotion of independent reading.
 - 9.06(1)(e) increase the oral and written English language arts skills and proficiency of students, including, but not limited to: the appropriate and correct use of vocabulary and standard English; punctuation; grammar; sentence structure; spelling; and an understanding of the relationship(s) between reading, writing, and oral language, and is further able to:
 - 9.06(1)(e)(i) design instruction, based on the unique strengths and needs of students with disabilities, to assist them in their acquisition of reading and writing skills.
 - 9.06(1)(e)(ii) apply a variety of effective research-based instructional strategies, and curricular approaches, to the teaching of reading and writing skills.
 - 9.06(1)(e)(iii) match appropriate instructional strategies to student needs, as related to the acquisition of knowledge and skills in required content areas, such as, but not limited to, reading and writing.
 - 9.06(1)(f) incorporate Colorado Model Content Standards into strategies for teaching reading and writing.
- 9.06(2) The special education generalist shall be knowledgeable about mathematics and mathematics instruction, and is able to assist content-area teachers in developing in students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions, and in the use of variables.
- 9.06(3) The special education generalist shall be knowledgeable about standards and assessment, and strategies, planning practices, assessment techniques, and appropriate accommodations, to ensure student learning within a standards-based curriculum, and is able to:
- 9.06(3)(a) design short and long-range standards-based instructional plans.
 - 9.06(3)(b) develop valid and reliable assessment tools for the classroom.
 - 9.06(3)(c) develop and utilize a wide variety of informal and formal assessments, including, but not limited to rubrics, and can:
 - 9.06(3)(c)(i) develop and utilize adapted assessment of student performance.

- 9.06(3)(c)(ii) communicate about the strengths and limitations of a wide variety of formal and informal assessment instruments; select and use these tools in screening, pre-referral, referral, and in the determination of eligibility for special education; and to guide instruction.
- 9.06(3)(d) assess, compare, and contrast the effects of a wide variety of teaching strategies on student performance, as related, but not limited to, content standards, as demonstrated by the candidate's ability to link appropriate adaptations of instructional strategies and assessments to student learner needs, based on evaluation(s) of those needs.
- 9.06(3)(e) utilize assessment data in planning for standards-based instruction, incorporating scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines, and is able to interpret these to relevant stakeholders.
- 9.06(3)(f) provide effective verbal and written feedback to students, to guide and improve their academic performance, as related to meeting content standards.
- 9.06(3)(g) prepare students for the Colorado Student Assessment Program (CSAP), the third grade literacy assessment, and for other formal and informal assessments of academic achievement.
- 9.06(3)(h) ensure that instruction is consistent with Colorado Model Content Standards; Colorado accreditation requirements; and school district and school priorities and objectives.
- 9.06(4) The special education generalist is knowledgeable about the general academic content of, and basic concepts related to: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education, in order to assist the general classroom teacher with the accommodations necessary for students to learn in those content areas, and is able to:
 - 9.06(4)(a) analyze, critically review, and incorporate effective documented research-based information into collaboration with other professionals, as related to planning for instructional delivery to students.
 - 9.06(4)(b) collaborate with other school professionals, families, and students, to assist learners in gaining access to learning accommodations which may be required for them to meet content standards.
 - 9.06(4)(c) assist in the accommodation of student content acquisition, through general knowledge of the concepts incorporated in the Colorado Model Content Standards, and can:
 - 9.06(4)(c)(i) identify the unique strengths and needs of students with disabilities, as related to acquisition of content, skills, and knowledge.
 - 9.06(4)(c)(ii) employ a wide variety of approaches, to assist in the accommodation of the teaching of content areas, to support students in meeting content standards.
 - 9.06(4)(c)(iii) assist content-area teachers in adapting and modifying curriculum and instruction to help students meet Colorado Student Content Standards.
 - 9.06(4)(c)(iv) assist in the design and implementation of instruction to meet the needs of learners from a wide variety of cultures and socio-economic backgrounds.

- 9.06(4)(d) assist other educators in the enrichment and enhancement of content knowledge, to extend student learning, by demonstrating the ability to locate, analyze, select, and apply research-based best practices which have been proven to generate effective teaching and learning.
- 9.06(4)(e) assist the general classroom teacher with the incorporation of literacy and mathematics into content area instruction.
- 9.06(5) The special education generalist is knowledgeable about classroom and instructional management and is able to demonstrate such practices as, but not limited to: effective time management, communication, and accurate and timely record-keeping, in support of increased student learning, and is able to:
 - 9.06(5)(a) create a learning environment characterized by appropriate student behavior, efficient use of time, and disciplined student acquisition of content knowledge, skills, and the application thereof, through:
 - 9.06(5)(a)(i) the provision of a safe and productive learning environment responsive to the physical, social, cognitive, academic, linguistic, cultural, and functional needs of student learners.
 - 9.06(5)(a)(ii) the provision of information to general classroom teachers about effective classroom management practices and organizational techniques that address the needs of groups of students, with varying instructional needs.
 - 9.06(5)(a)(iii) the utilization of management and organizational techniques designed for students with differing needs and levels of needs.
 - 9.06(5)(a)(iv) evaluation, to determine specific learner academic needs, and to match student strengths with appropriate curriculum and instructional delivery strategies, in an environment organized to encourage optimal learning.
 - 9.06(5)(a)(v) the design of behavior plans that incorporate research-based instructional strategies into teaching about, and the student acquisition of, problem solving, conflict resolution, and social interaction skills.
 - 9.06(5)(a)(vi) the creation of conditions, and the teaching of skills, that engage students as active participants in their own educational planning, including, but not limited to, goal setting and goal attainment.
 - 9.06(5)(b) apply consistent and fair disciplinary practices in the classroom, and demonstrate the ability to
 - 9.06(5)(b)(i) maintain adequate and appropriate data regarding student behavior, to determine whether student actions are a manifestation of a disability, and/or to address such implication(s) in the expulsion process.
 - 9.06(5)(b)(ii) match classroom management and organizational techniques to the needs of groups of students.
 - 9.06(5)(b)(iii) apply effective research-based classroom management and organizational techniques, including the implementation of behavior support systems.
 - 9.06(5)(b)(iv) conduct and interpret functional behavioral assessments.

- 9.06(5)(b)(v) develop and implement collaborative behavior support plans, in cooperation with other team members, students, and parents.
- 9.06(5)(b)(vi) interpret, design, and implement appropriate behavioral support systems, based on data drawn from functional behavioral assessments.
- 9.06(5)(c) apply appropriate intervention strategies and practices, to ensure that an effective learning environment is maintained, and is able to:
 - 9.06(5)(c)(i) provide information to general classroom teachers about how to evaluate and match specific learner needs and strengths with appropriate curriculum and instruction-strategies, to optimize student engagement and learning.
 - 9.06(5)(c)(ii) implement a wide variety of effective research-based instructional strategies, and explain the reasoning and purpose behind the implementation of specific teaching strategies.
- 9.06(5)(d) raise the academic performance level of a group of students, to a higher level, over time.
- 9.06(5)(e) incorporate, into teaching, cognitive processes associated with various kinds of learning, including, but not limited to, those related to: critical and creative thinking; problem-structuring and problem-solving; invention; memorization; and recall; and provide strategies to address to each, so that students are assisted in mastering content standards, through the educator's application of knowledge related to the cognitive, communication, physical, cultural, social, educational, self-determination, transitional, and emotional needs of all students, including those with disabilities.
- 9.06(5)(f) work in cooperation with school and community librarians, and other library media personnel and resource specialists, to instruct students on how to gain access to, retrieve, analyze, synthesize, and evaluate information, to incorporate information-gathering literacy skills into curriculum delivery, into the enhancements of standards-based learning.
- 9.06(5)(g) accurately document and report ongoing student achievement, in a timely and concise manner.
- 9.06(5)(h) communicate effectively with parents and guardians, to involve them as participants and partners in student learning, by providing them with information about resources, and by assisting and encouraging families in their efforts to support the academic progress of the learner from within the home environment, including, but not limited to, addressing cultural, socio-economic, and linguistic diversity issues, and other life-affecting conditions.
- 9.06(5)(i) communicate about a variety of assessment results, and their implications for and to students, parents, guardians, professionals, administrators, and the community.
 - 9.06(5)(i)(i) effectively interpret and communicate, orally and in writing, about student assessment results, to: a variety of stakeholders, including, but not limited to, those involved in instructional and support services planning and delivery; students, where appropriate; and their parents/guardians.
 - 9.06(5)(i)(ii) assist students in applying acquired knowledge and skills to home, community, and work-life.

- 9.06(5)(i)(iii) assist students in their transition from one setting or level to another, in collaboration with family, educators, other professionals, and relevant community representatives, as appropriate.
- 9.06(5)(i)(iv) identify and utilize resources and strategies that promote effective partnerships between students, families, school, district and other programs, and community.
- 9.06(6) The special education generalist is knowledgeable about orientation of instruction toward meeting student need(s); responsive to the needs and experiences students bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities; learning exceptionalities and conditions that affect the rate and extent of student learning; and the adaptation of instruction for all learners; and is able to:
 - 9.06(6)(a) employ a wide variety of teaching techniques, to match the intellectual, emotional, and social level of each student, and is able to select a wide variety of teaching strategies and materials to achieve different curricular purposes, and can:
 - 9.06(6)(a)(i) analyze the unique strengths and needs of students with disabilities, in relationship to the learning process and life experience, and plan instruction for appropriate student outcomes.
 - 9.06(6)(a)(ii) incorporate and utilize strategies that mitigate the influence of diversity on assessment, eligibility, programming, and placement of students with exceptional learning needs.
 - 9.06(6)(b) assist in the design and/or modification of standards-based instructional delivery, in response to identified student need, including that of exceptional learners, and English-language acquisition learners, and can effectively collaborate with other professionals to develop:
 - 9.06(6)(b)(i) and provide appropriate curriculum and instruction, that meets the unique needs of students with disabilities.
 - 9.06(6)(b)(ii) or gain access to services that meet the needs of learners and families from a variety of cultures.
 - 9.06(6)(c) incorporate knowledge about the effect of educational disabilities and giftedness on student learning, to optimize and individualize instruction; and to assist in planning for students' transition to post-school and work-life.
 - 9.06(6)(d) follow procedures specified in state, federal and local regulation and policy, and can:
 - 9.06(6)(d)(i) identify and provide pre-referral intervention(s) to determine the least restrictive learning environment for a student, whether in special or general education setting(s), as determined by the special education assessment process.
 - 9.06(6)(d)(ii) communicate to a variety of stakeholders, about the applicable history and foundations of federal, state, and local policy, and the legal requirements that provide the basis for special education and its practice(s).

- 9.06(6)(d)(iii) communicate effectively, to a variety of stakeholders, about the procedural safeguards inherent in due process rights, as related to assessment, eligibility, and placement.
- 9.06(6)(d)(iv) communicate to a variety of stakeholders about the rights and responsibilities of parents, students, especially those with disabilities, teachers, other professionals, and schools, as related to special education.
- 9.06(6)(d)(v) make ethical decisions, with regard to identification, assessment, instructional, and service delivery, for students in special education.
- 9.06(6)(d)(vi) coordinate, schedule, and supervise para-educators, to ensure that students' education programs are implemented effectively.
- 9.06(6)(e) develop and implement mandated, and other, individualized education plans related, but not limited to:
 - 9.06(6)(e)(i) student education, behavior, and transition, in collaboration with parents, students, and other education professionals.
 - 9.06(6)(e)(ii) measurable goals, objectives, and adaptations, as based on student need.
- 9.06(6)(f) collect data on student achievement, incorporated into the development of Individualized Education Plans (IEP), and;
 - 9.06(6)(f)(i) assess and report progress regarding student attainment of annual goals and objectives.
 - 9.06(6)(f)(ii) modify student plans, in a timely way, based on student data.
- 9.06(6)(g) consult with other professionals on the development of a student education plan, with regard to strategies which may be applied when a medical condition or medication must be considered, in terms of its current or potential effect on a student's learning and/or behavior.
- 9.06(7) The special education generalist is knowledgeable about, and skilled in, technology and its instructional applications; and the use(s) of technology in support of instruction delivery and the enhancement of student learning; and is able to:
 - 9.06(7)(a) provide assistance to the general classroom teacher with regard to the multiple use(s) of technology in the delivery of standards-based instruction.
 - 9.06(7)(b) incorporate technology, to increase student achievement, by utilizing:
 - 9.06(7)(b)(i) technology to support communication, in conjunction with, and utilizing the expertise of, other skilled/trained professionals.
 - 9.06(7)(b)(ii) current educational and assistive technologies, to meet the instructional needs of students with disabilities.
 - 9.06(7)(c) utilize technology to manage student education plans and to communicate relevant information to a wide variety of stakeholders.
 - 9.06(7)(d) apply technology to data-driven assessment(s) of learning.

9.06(7)(e) instruct, or ensure instruction of, and support, students with disabilities, in their acquisition of technology skills, according to need(s), level(s) of learning, and requirements for assistive technology.

9.06(8) The special education generalist is knowledgeable about the relationship of education to democracy, including, but not limited to: the school's role in teaching and perpetuating a democratic system of government; educational governance; careers in teaching; the relationship(s) between the various governmental entities which create laws, rules, regulations, and policies that determine education and special education practices; and is able to:

9.06(8)(a) model and articulate democratic ideals to students, and other stakeholders, as related, but not limited to:

9.06(8)(a)(i) teaching about productive citizenship.

9.06(8)(a)(ii) teaching and perpetuating the principles of a democratic republic.

9.06(8)(b) model for, and develop in students, positive and accepted behavior(s), to accepted standards, and respect for the rights of others, as necessary for successful personal, family, and community involvement, and well-being.

9.06(8)(c) demonstrate respect for, and effectively address in planning, influences that affect educational practice, including, but not limited to:

9.06(8)(c)(i) federal and state constitutional provisions.

9.06(8)(c)(ii) federal and state executive, legislative, and legal policies.

9.06(8)(c)(iii) the roles of elected officials in policy-making.

9.06(8)(c)(iv) local board of education, school district, and school administration policies, and those of boards of cooperative educational services.

9.06(8)(c)(v) the influence of non-traditional and non-public schools, including charter schools, private schools, and home schooling.

9.06(8)(c)(vi) public sector input from business, advocacy groups, and the public.

9.06(8)(d) promote teaching as a worthy career and describe the wide variety of career paths in education.

9.06(8)(e) self-evaluate performance and participate in professional development options and organizations that can improve that performance.

9.07 (Rule number reserved)

9.08 Early Childhood Special Education.

To be endorsed in early childhood special education, for ages birth - 8, an applicant shall hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved program in early childhood or early childhood special education; and have demonstrated the competencies specified below:

9.08(1) The early childhood special education teacher is knowledgeable about child development and learning, and is able to articulate:

- 9.08(1)(a) theories of and research on typical and atypical child development, and to integrate them into cognitive, physical, social, emotional, language/communication, and aesthetic development.
 - 9.08(1)(b) the importance of recognizing, and addressing in planning, the individual strengths of all children, including those with special needs.
 - 9.08(1)(c) how all children, including those with special needs, learn, as related to the stages of cognitive, physical, social, emotional, language/communication, aesthetic development, and play; and the construction of knowledge, leading to literacy, e.g., language, reading, writing, the arts, and math.
 - 9.08(1)(d) the conditions which affect the development and learning of all, including special needs children, as related to the effects of physical, biological and environmental factors; and family, culture, society, and economics.
- 9.08(2) The early childhood special education teacher is knowledgeable about curriculum development is able to:
- 9.08(2)(a) apply knowledge of how all children, including those with special needs, develop, to provide opportunities that support cognitive, physical, social, emotional, language/communicative, aesthetic development and play of all young children, including those with special needs.
 - 9.08(2)(b) apply knowledge of how young children differ from one another in their development, and utilize a wide variety of approaches to promote student learning; to mitigate developmental delays; and to take advantage of the special abilities individual children may manifest, including those with special learning needs.
 - 9.08(2)(c) address, in planning for students, conditions that may affect the development and learning of all children from diverse populations including addressing how learning may be affected by physical, biological, environmental, familial, cultural, societal, and economic influences, to optimize child development, especially for the special needs learner.
 - 9.08(2)(d) implement an early childhood special education core curriculum that includes literacy and language, math, science, social studies, the arts, health and safety, physical education, and related uses of technology.
 - 9.08(2)(e) integrate content areas for meaningful learning, with a view toward providing opportunities for all children, including those with special needs, and not limited to developing thinking and problem-solving skills, and other applications of learning.
 - 9.08(2)(f) incorporate curriculum content, relevant to state and national student content standards.
 - 9.08(2)(g) implement positive guidance and socialization strategies that promote and support the development of individuals, including those with special needs, and their relationships within groups.
 - 9.08(2)(h) implement a wide variety of proven and effective instructional and facilitation strategies, appropriate to the learner, including the learner with special needs, which involve, but are not limited to:
 - 9.08(2)(h)(i) developmentally-appropriate practice.

- 9.08(2)(h)(ii) developmentally-appropriate play.
 - 9.08(2)(h)(iii) a multidisciplinary team approach which includes families as active participants and which guides service delivery and implementation.
 - 9.08(2)(h)(iv) inquiry, modeling, a multi-sensory orientation to instruction, modification, identification and support of learning styles, modality-based instruction and encouragement of learning for all children, including those with special needs.
 - 9.08(2)(h)(v) instruction of linguistically-diverse learners, including those with special needs.
 - 9.08(2)(h)(vi) cooperative interaction between staff and all children, including those with special needs.
 - 9.08(2)(h)(vii) addressing environmental learning factors including, but not limited to equity; safe and engaging learning spaces, with accessibility for all students, including those with special needs; and learning-enriched materials and equipment to encourage play, active exploration, and learning.
 - 9.08(2)(i) provide a variety of program models, and adapted learning environments for all children, including those with special needs, based on age and individual appropriateness.
- 9.08(3) The early childhood special education teacher is knowledgeable about family and community relationships, and is able to:
- 9.08(3)(a) communicate effectively and create partnerships with families; demonstrate respect for diversity within and among families; and build on family priorities, resources, strengths, values, and circumstances.
 - 9.08(3)(b) effectively articulate the roles, rights, and responsibilities of family members, professionals, agencies, and community resources.
 - 9.08(3)(c) incorporate proven family systems theories, including those related to supportive roles and relationships within families; structure of families; the effects of societal influences on families and on the young children within those families; and the effects of stress on families and on all children, including those with special needs.
 - 9.08(3)(d) provide information about and access to resources and programs available to the families of young children, including those with special needs, who are encountering change, and the transitions within and among various programs and systems.
 - 9.08(3)(e) establish collaborative relationships between/among educators, families, communities, agencies, and other professionals, to meet the needs of all children, including those with special needs.
- 9.08(4) The early childhood special education teacher is knowledgeable about professionalism, and is able to:
- 9.08(4)(a) self-evaluate and participate in professional development opportunities to remain current on:
 - 9.08(4)(a)(i) knowledge of the field; practice, personal philosophy; and a rationale for decision-making; and to remain involved in:

- 9.08(4)(a)(ii) continual self-assessment, reflection, and understanding of the impact of choices and actions on young children, including those with special needs, and on families, and other education and support services professionals.
- 9.08(4)(b) articulate current issues and trends; legal issues including procedural safeguards, legislation, and other public policies affecting all children, including those with special needs; their families; programs for young children, including those with special needs; and the early childhood special education teaching profession.
- 9.08(4)(c) articulate the early childhood/special education teaching profession, its multiple historical, philosophical and social foundations, and how these influence current thought and practice.
- 9.08(4)(d) demonstrate an awareness of and commitment to professional ethics.
- 9.08(4)(e) communicate the importance of working with specialists, para-professionals/para-educators, volunteers, and other adults.
- 9.08(4)(f) incorporate state and national early childhood/special education programs standards, into student planning.
- 9.08(5) The early childhood special education teacher is knowledgeable about assessment, and is able to:
 - 9.08(5)(a) utilize a wide variety of assessment strategies to identify appropriate developmental and learning strategies.
 - 9.08(5)(b) utilize on-going assessment, of all aspects of young children's development and learning, including that of children with special needs, to facilitate the participation of all young children, including those with special needs, in achievement, self-reflection, and self-assessment over time, and in a variety of settings.
 - 9.08(5)(c) involve families as active participants in their child's assessment process.
 - 9.08(5)(d) utilize appropriate assessments for specific cultural groups, diverse learners, and, especially, for students with special needs to recommend or provide access to appropriate support services.
 - 9.08(5)(e) communicate the results of assessment for the purpose(s) of:
 - 9.08(5)(e)(i) individualized and group program planning.
 - 9.08(5)(e)(ii) referral, for all children, including those with special needs, when necessary, to further screening and evaluation.
 - 9.08(5)(e)(iii) active participation in the implementation and ongoing modification of the individualized education program (iep) and individual family service plan (ifsp) for all children, especially those with special developmental and learning needs, and including the appropriate use of the results of standardized testing in planning for instruction.
- 9.08(6) The early childhood special education educator is knowledgeable about child development and learning and curriculum development and implementation, and is able to:

- 9.08(6)(a) use a multidisciplinary team approach which includes involving families as active participants and which guides service delivery and plan implementation.
- 9.08(6)(b) plan and implement meaningful, integrated and developmentally-appropriate learning experiences which reflect the core content curriculum and the processes of learning and domains of development, especially for the learner with special needs.
- 9.08(6)(c) provide learning opportunities for diverse populations by using a wide variety of instructional strategies.
- 9.08(6)(d) evaluate practice and modify interactions and/or instruction based on informal and formal assessment(s).
- 9.08(6)(e) adapt strategies to reflect a safe and engaging learning environment that meets the individual needs of all children, including those with special needs, including:
 - 9.08(6)(e)(i) integrating the curriculum with individualized educational plans (iep) or individualized family service plans (ifsp) which address the identified needs of eligible children.
 - 9.08(6)(e)(ii) organizing space and selecting and using materials to encourage active involvement, cooperation, play and learning;
 - 9.08(6)(e)(iii) using the outdoor environment and natural settings as an integral part of the child's learning.
 - 9.08(6)(e)(iv) use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with and among all children, including those with special needs, and to promote all children's self-discipline, self-esteem, and conflict-resolution strategies.
- 9.08(7) The early childhood special education educator is knowledgeable about family and community relationships, and is able to:
 - 9.08(7)(a) communicate effectively and develop partnerships with families to gain support for decisions related to child development and learning.
 - 9.08(7)(b) actively collaborate with family members, other professionals, agencies and community resources to support the education, development, and well-being of all children, including those with special needs.
 - 9.08(7)(c) demonstrate respect for individual family structure(s), social and cultural backgrounds, and linguistic differences, and address in planning for children's development and learning.
 - 9.08(7)(d) provide support to families of young children, including those with special needs, as they encounter change(s) and transition(s) within and among various programs and systems.
- 9.08(8) The early childhood educator is knowledgeable about professionalism, and is able to:
 - 9.08(8)(a) actively seek out opportunities for professional development, by remaining current on appropriate professional literature and resources and/or participating in relevant content-area oriented educational and other organizations, and experiences to inform and improve practice.

- 9.08(8)(b) establish and maintain positive, collaborative relationships with families, colleagues, other professionals, and work effectively as a team member.
 - 9.08(8)(c) advocate for young children and their families, and improve the quality of programs and services for all young children, including those with special needs.
 - 9.08(8)(d) capitalize on and strengthen the skills and expertise of other adults, especially education and related service professionals, in the learning environment.
- 9.08(9) The early childhood educator is knowledgeable about assessment, and is able to:
- 9.08(9)(a) use a wide variety of informal and formal assessment(s) in planning for instruction and its delivery; and in facilitating the awareness, in all young children, including those with special needs, of their own capability to learn and their achievement, through self-reflection and self-assessment.
 - 9.08(9)(b) observe, record, and assess the cognitive, social, emotional, communicative, motor, adaptive, and aesthetic development of all young children, including those with special needs, over time, and in a variety of settings through:
 - 9.08(9)(b)(i) their responses.
 - 9.08(9)(b)(ii) determining the techniques they use to solve problems, arrive at answers, and create products.
 - 9.08(9)(b)(iii) their dispositions to persistence, curiosity, risk-taking, motivation, engagement, and excitement for learning.
 - 9.08(9)(b)(iv) use a wide variety of assessment strategies, including, but not limited to:
 - 9.08(9)(b)(iv)(a) ongoing observation, divergent questioning, and listening.
 - 9.08(9)(b)(iv)(b) timely and ongoing systematic procedures, such as ongoing observation records, event and time sampling, and developmental checklists.
 - 9.08(9)(b)(iv)(c) systematic sampling of the work of all children, including that of those with special needs, as related to, but not limited to performance, disposition, conversation, writing, creativity in the arts, audio tapes of oral language and/or reading, dictated stories, responses to literature, social interaction(s), and emotional response(s).
 - 9.08(9)(c) work with families to assist them in becoming active and supportive participants and guides in the assessment process, by:
 - 9.08(9)(c)(i) selecting, evaluating, and using, appropriate assessments for specific cultural groups, diverse learners, and children with special needs.
 - 9.08(9)(c)(ii) articulating the results of assessment, for the purpose of planning strategies, programs, and activities; for student referral(s); and for effective implementation of the iep and ifsp.
- 9.08(10) The early childhood special education teacher has completed the field experience requirements including, but not limited to:

- 9.08(10)(a) engaging in early and on-going field experiences and student teaching in public and private early childhood centers, schools and community agencies serving young children, including those with special needs, and their families.
- 9.08(10)(b) working effectively over time with a wide variety of children, including those with special needs; of diverse ages, e.g. infants, toddlers, preschoolers, and primary ages; differing abilities; from a variety of cultural and linguistic backgrounds; in a variety of inclusive settings.
- 9.08(10)(c) demonstrating the ability to work effectively during full-time supervised student teaching and/or practicum experiences in at least two different inclusive settings, serving children of two different age groups, e.g. infant/toddler, preschool, and/or primary age(s); with varying abilities, and with special needs.

2260.5-R-10.00 Endorsements.

The following shall serve as standards for graduate endorsements. All endorsement standards shall be reviewed as needed, for continuing appropriateness, applicability, and benefit to Colorado students and schools.

10.01 (Rule number reserved.)

10.02 Teacher Librarian or School Librarian

To be endorsed as Teacher Librarian or a School Librarian, the applicant shall meet the following requirements:

- 10.02(1) To be endorsed as a teacher librarian, an applicant shall hold a bachelor's degree from an accredited institution of higher education; a master's degree in library science; hold an initial or Professional Teaching License; have completed a minimum of one-year of teaching experience in the classroom; and shall have demonstrated knowledge and performance in the areas listed below.
- 10.02(2) To be endorsed as a school librarian, an applicant shall hold a bachelor's or higher degree from an accredited institution of higher education; may or may not have classroom teaching experience; and shall have demonstrated knowledge and performance in the areas listed below.
- 10.02(3) The school library educator is knowledgeable about information literacy, collaboration, instructional design, technology, and teaching, and demonstrates the ability to:
 - 10.02(3)(a) Communicate and exhibit to the students, teachers, and administrators an applicable understanding of the learning and teaching, information access and delivery, and the program administration elements of the school library program and its relationship to a school's education program.
 - 10.02(3)(b) Implement the appropriate school library program elements that include: information literacy, collaboration, instructional design, technology and teaching; children's and young adults' literature; copyright, fair use, intellectual freedom, and acceptable use policies; reference services; administration of the library program; leadership and professionalism; and selection, evaluation, and utilization of library media.
- 10.02(4) The school library educator is knowledgeable about information literacy, collaboration, instructional design, technology and teaching, and demonstrates the ability to:

- 10.02(4)(a) Ensure that information literacy and educational technology standards are integrated with classroom and library instruction.
- 10.02(4)(b) Apply the collaborative instructional process with the librarian, technology educator, and classroom teacher which includes planning, scheduling, teaching, implementing, and evaluating.
- 10.02(4)(c) Model standards-based instruction to support student learning.
- 10.02(4)(d) Ensure that standards-based lessons are taught that encompass a range of steps including goals, objectives, independent and guided practice, modeling techniques, checks for understanding, and closure.
- 10.02(4)(e) Employ a variety of summative and formative assessment and revision techniques.
- 10.02(4)(f) Work effectively with classroom teachers and technology educators to promote collaborative planning and curriculum development through the school library program.
- 10.02(4)(g) Participate with teachers on curriculum writing teams and ensure that information literacy standards are integrated with educational technology and content standards.
- 10.02(4)(h) Exhibit an understanding of networks and instructional delivery systems.
- 10.02(4)(i) Demonstrate an understanding of a fully integrated library automation system for cataloging, accessing the collection, and the circulation of materials.
- 10.02(4)(j) Exhibit an understanding of troubleshooting and problem solving by analyzing, evaluating, and determining solutions.
- 10.02(4)(k) Deliver and access instructional and/or management software and licensed services.
- 10.02(5) The school library educator is knowledgeable about children's and young adults' literature, and demonstrates the ability to:
 - 10.02(5)(a) Exhibit an understanding of the history, development, and current trends in children's and/or young adults' literature.
 - 10.02(5)(b) Illustrate instructional concepts and the collaborative process through children's and young adults' literature.
 - 10.02(5)(c) Exhibit proficiency in children's and/or young adults' literature through various methods such as book talks, dramatic readings, storytelling, and creative dramatics.
 - 10.02(5)(d) Develop reading strategies to improve students' reading based upon reading levels, developmental abilities, and interests.
 - 10.02(5)(e) Identify genres, elements of literary analysis, and criteria for literary award winners.
 - 10.02(5)(f) Identify and describe elements of discrimination in literature such as gender bias, stereotyping, and propaganda.

- 10.02(5)(g) Model and encourage the love of reading through literature appreciation and reader's advisory for students and teachers.
- 10.02(6) The school library educator is knowledgeable about copyright, fair use, intellectual freedom, and acceptable use policies, and demonstrates the ability to:
 - 10.02(6)(a) Apply copyright law.
 - 10.02(6)(b) Implement the guidelines of fair use.
 - 10.02(6)(c) Exhibit a clear understanding of privacy policy statements.
 - 10.02(6)(d) Support the principles of intellectual freedom.
 - 10.02(6)(e) Implement acceptable use policies such as: Internet safety, software licensing, privacy protection, and plagiarism.
- 10.02(7) The school library educator is knowledgeable about reference services, and demonstrates the ability to:
 - 10.02(7)(a) Ensure that the curriculum needs and recreational reading interests of all students and teachers are supported by quality reference services and reference resources.
 - 10.02(7)(b) Identify reference information and exhibit excellent communication skills when participating in the reference interview and when providing appropriate responses to reference inquiries.
 - 10.02(7)(c) Exhibit the ability to teach students and teachers how to access, evaluate, and use the Internet and online library catalogs and online databases.
 - 10.02(7)(d) Participate in interlibrary loan services to successfully acquire resources for the students and teachers to meet their educational needs.
 - 10.02(7)(e) Develop bibliographies, resource lists for instructional units, and other documents as appropriate for meeting the educational needs of the students and teachers.
- 10.02(8) The school library educator is knowledgeable about administration of the library program, and demonstrates the ability to:
 - 10.02(8)(a) Participate with teachers and administrators to develop and implement a long-range strategic library plan that aligns the school library program's mission, with the goals and objectives of the school, integrates information literacy into the curriculum, and works collaboratively to deliver services, resources, and activities to meet the needs of the students.
 - 10.02(8)(b) Develop a mission statement, goals, and objectives of the school library program that align with those of the school building and school district.
 - 10.02(8)(c) Develop policies and procedures for the school library program that align with the district policies and procedures.
 - 10.02(8)(d) Initiate communication with the school administration and staff about the school library program plan, activities, curriculum, and use of technology.

- 10.02(8)(e) Utilize standard job descriptions, evaluation practices, and hiring procedures for managing library personnel and volunteer staff.
- 10.02(8)(f) Prepare, justify, and maintain the school library program budget to ensure funding for the continuous acquisition of standards-based curriculum materials and services.
- 10.02(8)(g) Develop and utilize an evaluation tool that measures the effectiveness of the school library program, including student learning, teaching, and program administration.
- 10.02(8)(h) Exhibit the skills to assess, analyze, and design a school library media facility for optimal use and functionality to support educational needs of the program.
- 10.02(8)(i) Exhibit the use of a planning process for library development using tools such as flow charts and timelines.
- 10.02(9) The school library educator is knowledgeable about leadership and professionalism, and demonstrates the ability to:
 - 10.02(9)(a) Participate as a member in school and district committees, in state, regional and national educational organizations, and in professional library associations.
 - 10.02(9)(b) Apply current trends and issues in the field of school library media and educational technology to address local needs.
 - 10.02(9)(c) Mentor students, teachers, administrators, and community members and leaders in the effective use of libraries.
 - 10.02(9)(d) Demonstrate diplomacy in organizational politics and the skills to work as part of a team.
 - 10.02(9)(e) Develop strategies for promoting school library programs and services.
 - 10.02(9)(f) Model the principles of ethical behavior to ensure professional integrity.
- 10.02(10) The school library educator is knowledgeable about selection, evaluation and utilization of library media, and demonstrates the ability to:
 - 10.02(10)(a) Exhibit the skills to use traditional, up-to-date, and electronic selection and collection development tools to ensure the school library media collection supports the standards-based curriculum at all grade levels, in a variety of formats, and for diverse learning styles.
 - 10.02(10)(b) Develop and implement a procedure for student and teacher input for collection development.
 - 10.02(10)(c) Develop and implement a policy, in collaboration with district and appropriate school personnel, for collection development/selection, weeding criteria, and reconsideration of challenged resources with procedures used to defend the challenged material that is consistent with the mission, goals, and objectives of the school building and school district.
- 10.02(11) The school library educator is knowledgeable about research and evaluation, and demonstrates the ability to:

- 10.02(11)(a) Exhibit the skills to conduct traditional and action research.
- 10.02(11)(b) Collect, interpret, apply, and evaluate research data and results.
- 10.02(11)(c) Apply summative and formative assessments.
- 10.02(11)(d) Apply data driven evidence.
- 10.02(12) The school library educator is knowledgeable about cataloging and classification, and demonstrates the ability to:
 - 10.02(12)(a) Exhibit and manage an organized school library collection, based on the discipline of cataloging and classification.
 - 10.02(12)(b) Exhibit an understanding in using standard tools such as: the Dewey Decimal Classification System, AACR2, MARC, Library of Congress, Sears Subject Headings, and other resources as appropriate for the cataloging and classification of materials.
 - 10.02(12)(c) Exhibit the skills used in the maintenance of bibliographic records.
- 10.02(13) Field experiences: The school library media education student shall:
 - 10.02(13)(a) Have completed field work in diverse K-12 settings and grade levels and a supervised practicum or internship which includes both elementary and secondary school library experience.
 - 10.02(13)(b) The practicum or internship may be waived by the accepted institution upon comparable media experience.
- 10.02(14) The school library educator shall self-assess effectiveness, as based on student achievement, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

10.03 Reading Teacher.

To be endorsed as a reading teacher, elementary, secondary, or K-12, an applicant shall hold or be eligible for an Initial or Professional Teacher License; and shall have completed: two or more years of teaching experience in an elementary or secondary school, as appropriate to the endorsement being sought, while holding an Initial or Professional Teacher License, and an approved graduate program in reading, from an accepted institution of higher education.

- 10.03(1) The reading teacher is knowledgeable about reading and reading instruction, and is able to:
 - 10.03(1)(a) effectively diagnose, prescribe, and evaluate teaching techniques appropriate to the age and grade level(s) of the student.
 - 10.03(1)(b) instruct students about the basics of reading, including applying effective methodology, techniques, and materials appropriate to age, assessed reading level, and learning issues of students.
 - 10.03(1)(c) incorporate psychological and cognitive processes, as specifically related to the effective teaching of reading.

- 10.03(1)(d) provide diagnostic and remedial teaching of reading, including, but not limited to applying appropriate and effective methods and techniques for instructional delivery, and the utilizing appropriate and relevant instructional materials.
- 10.03(1)(e) identify and acquire appropriate and relevant resources, to improve student achievement.
- 10.03(1)(f) organize and manage of reading instruction, and communicate and work effectively with other instructional staff, to meet the academic needs of students.
- 10.03(1)(g) incorporate into planning, federal and state policies related to literacy, including, but not limited to, those related to formal assessments.
- 10.03(1)(h) effectively evaluate and implement reading programs based on the needs of the students and scientifically-based applicable, proven, and appropriate reading research.
- 10.03(2) The reading teacher is knowledgeable in a minimum of three of the following supporting areas: testing and measurement; exceptional children; child and adolescent development; speech and hearing; guidance and counseling; child and adolescent literature; language development; curriculum; developmental and advanced reading skills; and reading difficulties, among students with diverse learning characteristics and backgrounds.
- 10.03(3) The reading teacher has completed a supervised practicum(s) or internship(s), as a reading teacher at the appropriate grade level(s) for endorsement (elementary, secondary, or K-12).
- 10.03(4) The reading teacher shall self-assess the effectiveness of instruction and assistance to staff and students, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

10.04 Reading Specialist.

To be endorsed as a reading specialist, K-12, an applicant shall hold a Colorado Initial or Professional Teacher License, with an endorsement in an approved content area; have completed an approved graduate program for the preparation of reading specialists; and shall have three or more years of demonstrated and effective classroom teaching experience.

- 10.04(1) The reading specialist is knowledgeable about, and is able to:
 - 10.04(1)(a) provide effective basic and advanced reading instruction methodology, techniques, and instructional materials, for a wide variety of learners.
 - 10.04(1)(b) apply diagnostic, prescriptive, and evaluative techniques, appropriate to:
 - 10.04(1)(b)(i) students' ages;
 - 10.04(1)(b)(ii) grade levels; and
 - 10.04(1)(b)(iii) reading and learning disorders or disabilities.
 - 10.04(1)(c) the effective application of specific, relevant, and appropriate psychological processes, related to assisting students in overcoming barriers to learning to read.
 - 10.04(1)(d) effectively organize and manage reading instruction.

- 10.04(2) The reading specialist shall have successfully completed graduate-level studies in a minimum of three of the following relevant supporting areas:
- 10.04(2)(a) testing and measurement;
 - 10.04(2)(b) the teaching of exceptional students, including, but not limited to those who have been identified as gifted;
 - 10.04(2)(c) child and adolescent development;
 - 10.04(2)(d) speech and hearing;
 - 10.04(2)(e) guidance and counseling;
 - 10.04(2)(f) child and adolescent literature;
 - 10.04(2)(g) language development;
 - 10.04(2)(h) curriculum;
 - 10.04(2)(i) initial and advanced reading skills development;
 - 10.04(2)(j) the identification of, planning for, and instructional delivery of the curriculum to students with reading problems;
 - 10.04(2)(k) the identification of, planning for, and instructional delivery of the curriculum to those students for whom English is not their native language.
- 10.04(3) The reading specialist is knowledgeable about and able to effectively articulate the methods, issues, and resources involved in support of student instruction, to a wide variety of audiences, including, but not limited to, staff, parents, and students.
- 10.04(4) The reading specialist applicant shall have completed a supervised practicum or internship as a reading specialist.
- 10.04(5) The reading specialist shall self-assess the effectiveness of instruction, direction, and/or supervision, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.

10.05 Director of Special Education.

The Director of Special Education shall:

- 10.05(1) hold a master's or higher degree in special education, or in a related field of special services, from an accepted institution of higher education;
- 10.05(2) have a minimum of two years of experience working with students with disabilities;
- 10.05(3) have completed an approved program for the preparation of special education directors, including a supervised field-based experience;
- 10.05(4) meet the standards for professional competency outlined in 6.13.

10.06 Instructional Technology Specialist, K-12.

To be endorsed as an instructional technology specialist, grades K-12, an applicant shall hold a Colorado Initial or Professional Teacher License, endorsed in an approved endorsement area; have completed an approved course of study for the preparation of instructional technology specialists; and shall have three or more years of teaching experience.

10.06(1) The instructional technology specialist is knowledgeable about technology operations and concepts, and is able to assist teachers in:

10.06(1)(a) effectively teaching students about technology concepts and skills, at all developmental levels.

10.06(1)(b) utilizing technology and information literacy resources, and strategies in teaching students in all content areas.

10.06(2) The instructional technology specialist is able to plan design, organize, and implement learning environments and experiences, and assist teachers in:

10.06(2)(a) identifying and applying instructional technology and information literacy principles associated with the development and implementation of long and short-term instructional plans.

10.06(2)(b) developing and maintaining engaging learning environments which include hands-on technology experiences for students, in individual, small group, classroom, and lab settings.

10.06(2)(c) providing guidance, as requested, regarding the purchasing of school and district-based technology tools.

10.06(2)(d) identifying, recommending, and assisting in the procurement and implementation of appropriate adaptive/assistive hardware and software for learners with special needs.

10.06(2)(e) applying current research with regard to facilities-and technology-planning issues

10.06(3) The instructional technology specialist is knowledgeable about teaching, learning, and the curriculum, and is able to assist teachers in:

10.06(3)(a) designing and delivering a standards-based curriculum, enhanced by teacher and student use of technology.

10.06(3)(b) incorporating technology and information literacy resources that enhance higher order thinking skills, and creativity, in students.

10.06(3)(c) designing instructional technology methods, techniques, and instructional materials, for learners with diverse backgrounds, characteristics, and abilities.

10.06(3)(d) evaluating student progress, as related to instructional technology, and as appropriate to students' ages and grade levels, content, language, and other developmental challenges.

10.06(3)(e) assisting students in overcoming barriers to using technology for learning.

10.06(3)(f) organizing and managing instructional technology.

10.06(4) The instructional technology specialist is knowledgeable about assessment and evaluation, and is able to assist educators in:

- 10.06(4)(a) selecting and applying data-collection tools to determine the effectiveness of instructional strategies.
- 10.06(4)(b) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- 10.06(4)(c) using technology appropriately and effectively to improve learning, based upon evaluation and assessment data.
- 10.06(4)(d) applying multiple methods of evaluation to improve and increase student use of technology resources, for learning, communication, and productivity.
- 10.06(5) The instructional technology specialist is knowledgeable about productivity and professional practice, as related to technology, and is able to assist educators in:
 - 10.06(5)(a) integrating technology-based tools, into practice, as related to, but not limited to productivity, delivery of instruction, information research, school management, and evaluation of computer-based instructional tools into instructional and administrative settings.
 - 10.06(5)(b) applying technology to enhance and improve productivity and professional practice.
 - 10.06(5)(c) using technology resources for ongoing professional development.
 - 10.06(5)(d) reviewing professional practice on an ongoing basis, to insure informed decision-making with regard to the use(s) of technology in support of student learning.
 - 10.06(5)(e) professional development, utilizing proven, effective, and documented adult learning theory.
- 10.06(6) The instructional technology specialist is knowledgeable about, and able to inform teachers about, social, ethical, legal, and human issues, as related to technology, and is able to:
 - 10.06(6)(a) apply technology resources to enable learners with diverse backgrounds, characteristics, and abilities, to receive an optimal education.
 - 10.06(6)(b) be an active advocate for providing equitable access to technology resources for all students
 - 10.06(6)(c) develop and implement strategies to inform school and other relevant personnel about social, ethical, and legal issues, as related to technology, and provide support to educators and administrators, with regard to the responsible use(s) of technology.
 - 10.06(6)(d) be knowledgeable about current copyright laws, and able to assist others in adhering to those laws, in the delivery of instruction and in related planning processes.
 - 10.06(6)(e) model and teach legal, ethical, and safe practices, as related to technology use.
- 10.06(7) The instructional technology specialist is knowledgeable about communication, and is able to:
 - 10.06(7)(a) assist teachers in effectively communicating and collaborating with peers, parents, and interested others, in developing school-community support for technology, and its multiple uses in education settings.

- 10.06(7)(b) assist teachers in the effective use of telecommunication and media tools and resources, for information sharing, remote information access, publishing, and related activities.
 - 10.06(7)(c) effectively present information about technology and its issues, to a variety of stakeholders, including, but not limited to staff, parents, and students, and includes effective strategies for increasing the use of technology resources in support of student instruction.
 - 10.06(7)(d) demonstrate strategies to educators about how to incorporate effective research findings in the instructional delivery of required content, and in support of technology and information-literacy standards.
- 10.06(8) The instructional technology specialist applicant shall have completed a supervised practicum or internship as an instructional technology specialist.

2260.5-R-11.00 Special services endorsements.

The following shall serve as standards for special service endorsements on an Initial or Professional Special Services Licenses.

11.01 SCHOOL AUDIOLOGIST. FOR AGES BIRTH – 21

To be endorsed as a school audiologist, for ages birth to 21, an applicant shall hold a master's, or higher degree from an accepted institution of higher education; a clinical doctorate, for candidates who graduate after 2007; have successfully completed an approved program in school audiology; have successfully completed a practicum or internship in a school setting, equivalent to a minimum of 8-weeks, full-time, under the supervision of a professionally-licensed or masters'-level licensed audiologist; and have passed a national audiology exam. The School Audiologist is knowledgeable about and able to demonstrate the competencies specified below.

- 11.01(1) The school audiologist is knowledgeable about the procedures necessary to identify hearing loss in children/students, including, but not limited to the following, and is able to:
 - 11.01(1)(a) perform identification audiometric procedures, including pure tone audiometric screening, immittance measurements, otoacoustic emissions, and other electrophysiological measurements.
 - 11.01(1)(b) establish, administer, and coordinate hearing and/or auditory processing disorders (APD) identification programs.
 - 11.01(1)(c) train and supervise audiology support, or other personnel, as appropriate to screening for hearing loss and/or APD.
 - 11.01(1)(d) maintain accurate and accountable records for referral and follow-up of hearing screenings.
- 11.01(2) The school audiologist is knowledgeable about and is able to effectively implement the procedures necessary to assess hearing loss in children/students, including, but not limited to:

- 11.01(2)(a) performing comprehensive audiologic evaluations, including pure tone air and bone conduction measures; speech reception and word recognition measures, such as, situational functional hearing measures; immittance measures; otoscopy and other tests, including interpretation of electrophysiological measures; and differential determination of auditory disorders, and/or APD, to determine the range, nature, and degree of hearing loss and communication function.
- 11.01(2)(b) performing comprehensive educationally and developmentally relevant audiologic assessments of children/students, ages birth to 21, using bias-free procedures, and appropriate to receptive and expressive ability, and behavioral functioning.
- 11.01(2)(c) providing recommendations for appropriate medical, educational, and community referrals for other services, as necessary, for the identification and management of children/students with hearing loss and/or apd, and their families/guardians.
- 11.01(2)(d) interpreting, in writing and verbally, audiologic assessment results, functional implications, and management recommendations, to educational personnel, parents/guardians, and other appropriate individuals, including physicians and professionals, as part of a multidisciplinary process.
- 11.01(2)(e) selecting, maintaining, and calibrating audiologic equipment.
- 11.01(2)(f) providing access to assessment information, through interpreters/translators.
- 11.01(3) The school audiologist is knowledgeable about procedures of evaluation and provision of amplification instrumentation to children/students in school, and is able to:
 - 11.01(3)(a) determine children's/students' needs for, and the appropriateness of, hearing aids, cochlear implants, and other hearing-assistance technology.
 - 11.01(3)(b) perform the appropriate selection, verification, and maintenance of hearing-assistance technology, including ear mold impressions and modifications.
 - 11.01(3)(c) evaluate situational functional communication performance, to validate amplified or electrically-stimulated hearing ability.
 - 11.01(3)(d) plan and implement orientation and education programs, to assure realistic expectations, and to improve acceptance of, adjustment to, and benefit from hearing aids, cochlear implants, and hearing-assistance technology.
 - 11.01(3)(e) assess whether hearing aids, cochlear implants, and other hearing-assistance technology, as used in school, are functioning properly.
 - 11.01(3)(f) notify parents/guardian when a repair, and/or maintenance, of personal hearing-assistance devices is required.
- 11.01(4) The school audiologist shall be knowledgeable about, and is able to:
 - 11.01(4)(a) identify appropriate intervention methods, necessary levels of service, and vocational and work-study programming, as part of a multidisciplinary team process, integrating:
 - 11.01(4)(a)(i) auditory skill development, aural rehabilitation, and listening-device orientation and training;

- 11.01(4)(a)(ii) speech skill development, including phonology, voice, and rhythm;
- 11.01(4)(a)(iii) visual communication systems and strategies, including speech-reading, manual communication, and cued speech;
- 11.01(4)(a)(iv) language development, i.e. expressive and receptive oral, signed, cued and/or written language, including pragmatics;
- 11.01(4)(a)(v) the selection and use of appropriate instructional materials and media;
- 11.01(4)(a)(vi) the structuring of learning environments, including acoustic modifications;
- 11.01(4)(a)(vii) case management and care coordination with family/parent/guardian, school, and medical and community services;
- 11.01(4)(a)(viii) habilitative and compensatory skill training, to reduce academic deficits, as related to, but not limited to, reading and writing;
- 11.01(4)(a)(ix) social skills, self-esteem, and self-advocacy support and training;
- 11.01(4)(a)(x) the transition between, but not limited to levels, schools, programs, and agencies;
- 11.01(4)(a)(xi) support for a variety of education options, for children/students with hearing loss and/or apd.
- 11.01(4)(b) develop and implement treatment plans that facilitate communication competence, which may include, but not be limited to, speech-reading; auditory/aural development; communication strategies; and visual-communication systems and strategies.
- 11.01(4)(c) provide and/or make recommendations with regard to assistive technology, such as, but not limited to hearing aids and hearing-assistance technology, to include radio/television, telephone, pager, and alerting convenience.
- 11.01(4)(d) provide developmentally-appropriate aural (rehabilitation services, including, but not limited to programming in the child's natural environment, if appropriate, in the areas of speech-reading, listening, communication strategies, use and care of hearing aids, cochlear implants, hearing-assistance technology, and self-management of hearing needs.
- 11.01(4)(e) provide information and training to teachers, administrators, children/students, parents/guardians, and other appropriate professionals and individuals, regarding hearing and auditory development; hearing loss and/or apd, and implications for communication, learning, psychosocial development, and the setting and meeting of vocational goals; hearing aids, cochlear implants, and hearing assistance devices; effective communication strategies; effects of poor classroom acoustics and other environmental barriers to learning; and ehdi (early hearing loss detection and intervention) programs and resources.
- 11.01(4)(f) apply appropriate instructional modifications and classroom accommodations to curricula delivery and academic methodology, materials, and facilities.

- 11.01(4)(g) conduct analyses of classroom acoustics, and make recommendations for improvement of the listening environment, utilizing principles of classroom acoustics, acoustical measurement, and acoustical modifications.
- 11.01(5) The school audiologist is knowledgeable about the parameters of information counseling and advocacy, and is able to:
 - 11.01(5)(a) counsel families/guardians, and children/students with hearing loss and/or apd, to provide emotional support; information about hearing loss and the implications thereof; and strategies to maximize communication, academic success, and psycho-social development.
 - 11.01(5)(b) assure that parents/guardians receive comprehensive, unbiased information regarding hearing loss; communication options; educational programming; and amplification options, including cochlear implants, in cases of severe to profound hearing loss.
 - 11.01(5)(c) demonstrate sensitivity to cultural diversity and other differences in characteristics, including those found among individuals, and within family/guardian systems, and including deaf culture.
 - 11.01(5)(d) demonstrate effective interpersonal communication skills, in a variety of settings, for a variety of circumstances.
- 11.01(6) The school audiologist is knowledgeable about the parameters associated with hearing conservation, and is able to:
 - 11.01(6)(a) develop, implement, and/or manage programs for the prevention of hearing loss.
 - 11.01(6)(b) provide education, when appropriate, as related to, and regarding access to, hearing protection devices.
- 11.01(7) The school audiologist is knowledgeable about ethical conduct, and is able to:
 - 11.01(7)(a) comply with federal and state laws, regulations, and policies, including local district and school policies, and relevant case law, regarding referral, assessment, placement, related processes, and the delivery of service(s).
 - 11.01(7)(b) effectively articulate the role of the school audiologist, as part of the special education team, within the learning community.
 - 11.01(7)(c) incorporate knowledge of school systems, multidisciplinary teams, and community, national, and professional resources, into planning.
 - 11.01(7)(d) effectively collaborate with teachers, parents and related personnel, in case management, with flexibility, and in a professional manner.
 - 11.01(7)(e) utilize a range of interpersonal communication skills, such as, but not limited to consultation, collaboration, counseling, listening, interviewing, and teaming, as appropriate, in the identification of, prevention of harm to, assessment of, and/or intervention with children/students suspected of, or identified as, having auditory disabilities.
 - 11.01(7)(f) mentor and supervise audiology support personnel, so that the auditory needs of children/students are effectively addressed.

- 11.01(7)(g) maintain accurate records and data, as relevant to the planning, management, and evaluation of programs.
- 11.01(7)(h) educate other professionals and the community about implications of hearing loss.
- 11.01(7)(i) initiate requests, or network, to acquire support when needed.

11.02 SCHOOL OCCUPATIONAL THERAPIST, FOR AGES BIRTH-21

To be endorsed as a school occupational therapist, for ages birth to 21, an applicant shall hold a bachelor's or higher degree from an accredited institution of higher education; have successfully completed an American Occupational Therapy Association-accredited college or university program, in occupational therapy; have successfully completed a practicum or internship, as required by the school of occupational therapy attended, which may be held in a variety of settings, but which must include a school setting, or a setting with school-age children; and have passed the occupational therapy national registration examination, administered by the national board for certification in occupational therapy. If the candidate's practicum did not occur during the school occupational therapist's university training program, a minimum of 40-hours of direct field experience, working in a public education setting, under the supervision of an experienced occupational therapist, and with children or students between the ages of birth - 21, must have been completed. The school occupational therapist is knowledgeable about and is able to demonstrate the competencies specified below.

- 11.02(1) The school occupational therapist is knowledgeable about the legal framework of occupational therapy within the public school system, and is able to:
 - 11.02(1)(a) articulate the letter and intent of federal, special education, state laws, and policies, as related to school-based occupational therapy, including issues related to potential safety and liability.
 - 11.02(1)(b) articulate, to a variety of audiences, the role of school-based occupational therapy, for ages birth - 21, including, but not limited to, the school occupational therapist's contribution to:
 - 11.02(1)(b)(i) students' individualized education plans and programs (IEP) and individualized family service plan (IFSP);
 - 11.02(1)(b)(ii) students' participation within the general education curriculum, including, but not limited to, academic, non-academic, and extracurricular activities, and in the community, including, but not limited to vocational and independent living training.
 - 11.02(1)(b)(iii) early intervention for children, ages 0-2, and preschool, ages 3-5, including working with families and caregivers, and with consideration for natural environments.
- 11.02(2) The school occupational therapist is knowledgeable about processes for determining eligibility for special education services; the need for related services; and the design and implementation of IEPs. The school occupational therapist, working with other educational professionals and interdisciplinary team members, is able to:
 - 11.02(2)(a) implement pre-referral interventions, in support of a student's participation and performance within the educational context.

- 11.02(2)(b) evaluate student eligibility for early intervention or special education services, and to make referrals, when pre-referral interventions prove ineffective or inadequate.
- 11.02(2)(c) adhere to all established confidentiality and due process policies and procedures.
- 11.02(2)(d) advocate for student access to and participation in the general curriculum, and in the least restrictive environment.
- 11.02(3) The school occupational therapist is knowledgeable about appropriate and accurate assessment of a student's occupational and physical abilities and how to determine the need for adaptive equipment, and is able to:
 - 11.02(3)(a) complete and evaluate observations and/or screenings of a student's strengths, problems, and potential issues, within the educational setting.
 - 11.02(3)(b) coordinate data-gathering, from record reviews, interviews, checklists, specific observations, and/or collaboration or consultation, to avoid duplication of service(s), and/or assessment(s), including interpretation of medical records and prescriptions, as applied to the educational environment.
 - 11.02(3)(c) identify and select appropriate, valid, and reliable assessments to measure contextual factors, activity demands, and student factors, as related to academic achievement.
 - 11.02(3)(d) assess a student's occupational performance, during activities of daily living, including, but not limited to hygiene, functional mobility, eating, dressing, toileting, communication, and meal preparation.
 - 11.02(3)(e) assess a student's performance skills; motor skills, including, but not limited to posture, mobility, coordination, strength and effort, and energy; process skills, including, but not limited to energy, knowledge, temporal organization, organizing space and objects, adaptation; and communication/interaction skills, including, but not limited to body language, information exchange, and relations with others.
 - 11.02(3)(f) assess the student's performance context, as related to cultural, physical, social, personal, temporal, and virtual aspects.
 - 11.02(3)(g) assess factors internal to the student, including, but not limited to those physical, cognitive, and psycho-social factors that influence development and performance, and those which interact with illness, disease, and disability.
 - 11.02(3)(h) identify environmental factors that can either support or hinder a student's academic performance.
 - 11.02(3)(i) interpret assessment data to develop and refine hypotheses about the student's academic performance, and effectively communicate, both verbally and in writing, about assessment results, to a variety of audiences, including, but not limited to educators paraprofessionals, parents, and students, as appropriate.
 - 11.02(3)(j) use clinical experience, clinical observation, and professional judgment, as well as, assessment data to, within the context of an iep or individual family service plan (IFSP) team, plan and develop appropriate and targeted student objectives, to be measured regularly, for systematic comparisons of current and past student performance.

- 11.02(3)(k) report regular progress in attainment of the student's goals and objectives, and make appropriate modifications, as needed, to the student's IEP or IFSP.
- 11.02(4) The school occupational therapist is knowledgeable about how to promote student engagement in everyday educational occupations and activities, and how to support student participation in education and community contexts, and is able to:
 - 11.02(4)(a) provide appropriate classroom and environmental modifications and accommodations.
 - 11.02(4)(b) adapt curriculum, curriculum materials, and presentation style, to the unique fine, visual, sensory, and gross motor needs of each student.
 - 11.02(4)(c) integrate appropriate equipment, and/or devices, including low and high technology, to facilitate functional and independent skills, and minimize deficiencies and increased deformity.
 - 11.02(4)(d) participate in program or curriculum development, representing the needs of diverse learners, to provide building level interventions, as needed, and as appropriate.
 - 11.02(4)(e) identify and utilize intervention approaches, based on documented evidence of research-based best practices.
 - 11.02(4)(f) provide school occupational therapy reports to students and families, on a regular basis, coinciding with the school district's progress reporting schedule and format
- 11.02(5) The school occupational therapist is knowledgeable about how to create, communicate, and sustain effective collaborative relationships, with relevant individuals, families, schools, and communities, and is able to:
 - 11.02(5)(a) communicate effectively with students, families, teachers, and other professionals, including, but not limited, to those in the private sector, to appropriately plan for meeting a student's needs and to avoid duplication of service(s).
 - 11.02(5)(b) communicate respectfully and sensitively to students and adults.
 - 11.02(5)(c) teach, facilitate, coordinate, schedule, and supervise paraprofessionals, other staff members, and family members/guardians, to ensure that IEPs are effectively implemented.
 - 11.02(5)(d) facilitate and/or assist in transition of students from one setting to another, in collaboration with students, their families, other educational staff, support-related professionals, and/or community organization representatives, as appropriate.
 - 11.02(5)(e) identify and utilize resources and strategies that promote effective partnerships with individuals, families, school personnel, and appropriate community entities.
 - 11.02(5)(f) demonstrate the skills needed for the design and application of therapeutic strategies, as based on the defined needs, motivational levels, interests, preferences, and individual backgrounds and characteristics of students.
- 11.02(6) The school occupational therapist is knowledgeable about ethical and legal standards of the practice of occupational therapy in the State of Colorado, and is able to:
 - 11.02(6)(a) address ethical considerations in all student and occupation-related practices.

- 11.02(6)(b) recognize cultural and other biases, and modify IEPs and IFSPs, accordingly.
- 11.02(6)(c) interpret literature and apply documented successful evidence-based research and practice, as related to school occupational therapy.
- 11.02(6)(d) deliver occupational therapy services in accordance with the American Occupational Therapy Association's standards and policies, and those of the State of Colorado.
- 11.02(10)(e) demonstrate compliance with the most current occupational therapy Code of Ethics for the American Occupational Therapy Association.

11.03 SCHOOL ORIENTATION AND MOBILITY SPECIALIST, FOR AGES BIRTH – 21

To be endorsed as a school orientation and mobility specialist, for ages birth to 21, an applicant shall hold a bachelor's or higher degree, from an accepted institution of higher education; have successfully completed an approved preparation program for school orientation and mobility specialists; have successfully completed a practicum or internship, in a school setting, equivalent to a minimum of 320-hours, full-time, under the supervision of an Academy of Certification of Vision Rehabilitation and Education Professionals (ACVREP)-licensed orientation and mobility specialist; have passed the ACVREP examination; and hold a current and valid ACVREP orientation and mobility certificate. The orientation and mobility specialist is knowledgeable about and able to demonstrate the competencies specified below.

- 11.03(1) The school orientation and mobility specialist is knowledgeable about the legal framework, historical and auricular foundations, and cultural social-economic factors affecting students with visual impairments and other concomitant disabilities, and about systems of orientation and mobility, and is able to:
 - 11.03(1)(a) articulate the history and philosophy of instructional practices as related to orientation and mobility instruction for children and youth with visual impairments.
 - 11.03(1)(b) incorporate, and address in planning, variations in beliefs, traditions, and values across cultures, and their potential effect on attitudes toward, and expectations for, individuals with visual impairments.
 - 11.03(1)(c) research, identify, and apply for appropriate and relevant federal entitlements that provide specialized equipment and materials for individuals with visual impairments.
 - 11.03(1)(d) communicate effectively, with regard to current educational definitions, identification criteria, labeling issues, and incidence and prevalence figures, for individuals with visual impairments, to a variety of audiences, as needed and appropriate.
 - 11.03(1)(e) describe the use of the long cane, as a mobility system; me different types of long canes, adapted canes, and adaptive mobility devices, and their strengths and limitations as travel tools, in consideration of individual travel needs and travel environments; and articulate and utilize prescription techniques for canes, adapted canes, and adaptive mobility devices.
 - 11.03(1)(f) describe the dog guide as a mobility system; the methods and strategies for providing orientation assistance to a dog guide user; and the process for making referrals to dog guide-training centers.

- 11.03(1)(g) describe the use and application of electronic travel aids (ETAs), as a supplementary mobility system; how ETAs are classified; and the basic principles of operating commercially-available ETAs.
 - 11.03(1)(h) explain the uses and applications of optical and non-optical devices, as a supplementary mobility system; and the classification and basic principles of operation of optical and non-optical devices; and the various ways in which persons with visual impairments may use these devices in travel environments.
 - 11.03(1)(i) describe the use of ambulatory aids, such as, but not limited to, support canes, walkers, crutches, and wheelchairs, and the manner in which these devices may be used by individuals who are blind or visually impaired.
 - 11.03(1)(j) articulate the correlation between, and the advantages and disadvantages of mobility systems, for persons with a range of visual impairment, including those with concomitant disabilities, and communicate this information effectively to students and their families.
- 11.03(2) The school orientation and mobility specialist is knowledgeable about human development, and the implications of blindness/visual impairment and deaf-blindness, upon development, and orientation and mobility skill acquisition. The school orientation and mobility specialist is able to:
- 11.03(2)(a) explain the structure, function, and normal development of the human visual system, and the impact on development of other sensory systems, when vision is or becomes impaired.
 - 11.03(2)(b) describe and interpret basic terminology, manifestations, movement, and travel implications of diseases and disorders of the human visual system.
 - 11.03(2)(c) explain about the classification and quantification of hearing loss; the special auditory needs of persons with visual impairments; the use of hearing aids by persons with visual impairments and the uses of audiometric data for traffic interpretation.
 - 11.03(2)(d) describe the role of perception, as it pertains to cognition, sensation, attention, memory, cognitive mapping, orientation, and the utilization of information, has conveyed through sensory means.
 - 11.03(2)(e) articulate the effects of medications) on the functioning of the sensory systems, and on general mobility.
 - 11.03(2)(f) describe the impact of, and needs generated by, hearing loss, on an individual's modes of communication, movement, and travel.
 - 11.03(2)(g) explain the effects of visual impairment, with and without additional disabilities, on early development of motor and cognition abilities, self esteem, social/emotional interaction, self-help, communication, travel safety, and orientation and mobility skill(s) acquisition.
 - 11.03(2)(h) describe the impact of vision loss on the family, and strategies available to family members, caregivers, and support systems, in encouraging and supporting independence,

- 11.03(2)(i) describe the similarities and differences between the sensory, cognitive, physical, cultural, social, emotional, and travel needs of students, with and without visual impairments.
- 11.03(2)(j) discuss the role and function of incidental learning, when vision is impaired, as related to concept development and travel skills.
- 11.03(2)(k) recommend adaptations, across student travel environments, that can address and accommodate individual sensory and physical needs.
- 11.03(3) The school orientation and mobility specialist is knowledgeable about the accurate assessment of students' sensory, developmental, and orientation and mobility performance, and is able to:
 - 11.03(3)(a) interpret and apply specialized terminology, as used in the medical diagnoses of eye reports, low vision evaluation reports, orientation, and mobility assessment(s) of individuals with visual impairments, and those with concomitant disabilities.
 - 11.03(3)(b) articulate the rudimentary practices used for screening hearing function(s), and ensure that hearing is screened prior to assessment of orientation and mobility knowledge and skills.
 - 11.03(3)(c) gather background information and family history, as relevant to the individual student's visual status, and orientation and mobility needs.
 - 11.03(3)(d) utilize, in planning, data from specific and appropriate orientation and mobility assessments, to measure functional vision, and orientation and mobility knowledge and skills, including, but not limited to concept development, sensory-motor function, and informal and formal mobility techniques.
 - 11.03(3)(e) address, in planning, ethical considerations, legal provisions, regulations, policies, and guidelines for the valid orientation and mobility assessment of individuals with visual impairments, including those with concomitant disabilities.
 - 11.03(3)(f) adapt and implement a variety of orientation and mobility assessment procedures, when evaluating individuals with visual impairments, including those with concomitant disabilities.
 - 11.03(3)(g) incorporate into planning, the interpretation and application of assessment results, from related professional fields, in conjunction with orientation and mobility assessments of individuals with visual impairments, including, but not limited to, those with concomitant disabilities.
 - 11.03(3)(h) implement appropriate strategies to assess environments for accessibility and safety.
 - 11.03(3)(i) analyze and utilize assessment information in the development of the individualized family service plans (IFSP) and individualized education programs (IEP) for individuals with visual impairment, including those with concomitant disabilities.
 - 11.03(3)(j) write behaviorally-stated goals and objectives that are realistic, measurable, appropriately-sequenced, and based on assessment findings.

- 11.03(3)(k) apply strategies and methods for using assessment information to the ongoing evaluation of student progress, and implement appropriate program adaptations and remediation strategies, accordingly.
- 11.03(3)(l) create and accurately maintain required school records with regard to orientation and mobility assessments, for individuals with visual impairments, including those with concomitant disabilities.
- 11.03(4) The school orientation and mobility specialist is knowledgeable about specialized instruction, and appropriate modifications and accommodations, for learners with visual impairment, and is able to:
 - 11.03(4)(a) establish appropriate and effective communication, interaction, and rapport with children/students of all ages, and their families, or others who may be accountable.
 - 11.03(4)(b) counsel students regarding the setting of high, but achievable mobility goals; choosing a mobility system; related matters, involving the use of mobility skills in daily living; and recognize, and incorporate into planning, students' evolving attitudes toward orientation and mobility instruction.
 - 11.03(4)(c) identify resources for, and/or acquire and utilize, and/or design and produce, appropriate media and materials that support orientation and mobility instruction, including, but not limited to, visual, tactile, and auditory maps, and models, graphic aids, and recorded information.
 - 11.03(4)(d) apply observational techniques appropriate to orientation and mobility instruction.
 - 11.03(4)(e) implement instructional strategies that can enable person(s) with visual impairments to use sensory information in travel environments.
 - 11.03(4)(f) design and implement instructional programs using the optical and non-optical devices recommended by eye care professionals, for use in travel environments.
 - 11.03(4)(g) evaluate and select environments for the introduction, development, and reinforcement of orientation and mobility knowledge and skills.
 - 11.03(4)(h) demonstrate the construction, assembly, and maintenance of the long cane and other adaptive mobility devices; articulate the nomenclature related to the cane and its parts; use appropriate resources for procuring long canes and other devices; and demonstrate proficiency in maintaining and repairing canes and other adaptive mobility devices.
 - 11.03(4)(i) provide student instruction and support to address sensory skills, body image concept development, directionality, environmental concepts, address systems, interpretation of traffic patterns, and related orientation and mobility concepts.
 - 11.03(4)(j) modify and provide instruction, as related to, techniques of trailing, upper and lower body protection, squaring off, search, room familiarization, use of landmarks and cues, solicitation of assistance, and human guides.
 - 11.03(4)(k) modify and provide instruction, as related to, appropriate cane techniques, and their applications in indoor and outdoor environments, including, but not limited to: diagonal cane and touch technique; touch technique modifications, including three-point touch, touch and slide, touch and drag; constant contact technique; and the use of the cane for shore-lining.

- 11.03(4)(l) provide instruction on techniques for using adaptive mobility devices in indoor and outdoor environments.
- 11.03(4)(m) provide instruction, with regard to orientation and travel skills, including, but not limited to that of route planning; direction taking; distance measurement and estimation; utilization of compass directions; recovery techniques; analysis and identification of intersections and traffic patterns; use of traffic control devices; negotiation of public conveyance systems, such as, but not limited to elevators and escalators; techniques for crossing streets; and techniques for travel in indoor, outdoor, residential, small business, business district, mails, and rural area environments.
- 11.03(4)(n) select appropriate distances and positioning, relative to the student, for safe and effective instruction, as the student advances through the orientation and mobility program, which may best facilitate progress, as skills, relevant to a wide variety and complexity of environments, are introduced.
- 11.03(4)(o) select, design, implement, and utilize "drop-off" lessons for the assessment of orientation and mobility skills.
- 11.03(4)(p) instruct students on how to address travel needs, when the distance between the instructor and the student is remote, and develop and facilitate "solo" lessons and independent travel experiences.
- 11.03(4)(q) articulate the role of regular and special education personnel and related service professionals, who may be involved in interdisciplinary, multidisciplinary, or trans-disciplinary instruction of the child/student.
- 11.03(4)(r) develop appropriate lesson plans and record pertinent anecdotal lesson notes concisely.
- 11.03(5) The school orientation and mobility specialist is knowledgeable about effective communication and successful collaboration with students, their families, and relevant education and community personnel, and is able to:
 - 11.03(5)(a) describe and respond to movement and travel-related concerns of parents of individuals with visual impairments, with varied and appropriate strategies to assist them in addressing such concerns.
 - 11.03(5)(b) articulate the roles of individuals with visual impairments to parents and other family members, educational service providers, and relevant community personnel, in planning for students' individualized orientation and mobility programs.
 - 11.03(5)(c) describe the roles of, and be able to provide direction for, para-professionals or para-educators, who assist with the orientation and mobility instruction of students with visual impairments.
 - 11.03(5)(d) utilize appropriate strategies for assisting families and other team members in planning for level-transitioning of students with visual impairments.
 - 11.03(5)(e) provide resources for service, networking, and organization, specifically oriented to students with visual impairments and deaf-blindness, to families, related professionals, and other support personnel.
 - 11.03(5)(f) advocate for the necessity of role models for students with visual impairments and deaf-blindness.

- 11.03(5)(g) utilize appropriate and effective communication, consultation, and collaboration skills and strategies in working with students with visual impairment, parents, regular and special education staff, and community personnel, regarding students' orientation and mobility needs and program(s).
- 11.03(5)(h) initiate and coordinate respectful and beneficial relationships between and among families, and relevant professionals, where appropriate, to encourage and assist families in becoming informed and active participants in students' orientation and mobility programs.
- 11.03(5)(i) plan and conduct conferences with families or primary caregivers, as required and/or necessary.
- 11.03(5)(j) manage and direct the activities of para-educators, or peer tutors, who work with individuals with visual impairments.
- 11.03(6) The school orientation and mobility specialist is knowledgeable about adhering to ethical and appropriate professional practices, in contributing to the orientation and mobility skill development of children/students, and is able to:
 - 11.03(6)(a) apply the ethical considerations governing the profession of orientation and mobility to the education of the learner who is visually impaired, recognizing the importance of the orientation and mobility specialist as a role model for students with visual impairment(s).
 - 11.03(6)(b) recognize cultural and other biases, to assure that instruction of students is discrimination-free.
 - 11.03(6)(c) articulate, and address in planning, concerns related to student safety and potential liability, and keep current on national and local environmental accessibility standards.
 - 11.03(6)(d) engage in the activities of professional organizations which represent and advocate for the field of visual impairment, whenever relevant.
 - 11.03(6)(e) keep current on literature and documented effective research, as applicable to individuals with visual impairments and orientation and mobility needs, and apply relevant information to planning and objectives' setting for students.
 - 11.03(6)(f) practice professional self-assessment, and seek out professional development activities that support the advancement of personal skills and knowledge, and which can benefit students with visual impairments, their families, and/or colleagues, and to maintain ACVREP certification.

11.04 SCHOOL PHYSICAL THERAPIST, BIRTH – 21

To be endorsed as a school physical therapist, for ages birth - 21, an applicant shall hold a bachelor's or higher degree; have completed a physical therapy program accredited by the American Physical Therapy Association's (APTA) Commission on the Accreditation of Physical Therapy Education (CAPTE); have successfully completed an appropriate practicum or internship, as required by the Page 175 physical therapy program attended; have successfully completed academic preparation for managing children in the school setting; hold a current physical therapy license, issued by the Colorado Department of Regulatory Agencies; and have demonstrated the competencies specified below.

- 11.04(1) The school physical therapist is knowledgeable about the legal framework of physical therapy within the public school system, and is able to:
- 11.04(1)(a) articulate the letter and intent of state and federal special education law, rule, and policy, including local education agency policy, as related to school-based physical therapy, and including, but not limited to, issues related to safety and liability.
 - 11.04(1)(b) describe the etiology of various physical and medical conditions that impact the functional ability of the student within the school, home, and community environments.
 - 11.04(1)(c) articulate the difference between medically-based physical therapy management and general physical therapy management, as a related service under IDEA; and adapt physical therapy management strategies from the medical model to the educational model.
 - 11.04(1)(d) utilize strategies that consider the influence of diversity on assessment, eligibility determination, intervention planning, and on placement of individuals with exceptional learning needs.
- 11.04(2) The school physical therapist is knowledgeable about the process of determining eligibility for special education services, related services, and designing and implementing Individualized Educational Programs (IEPs) and/or Individualized Family Service Plans (IFSPS), and is able to:
- 11.04(2)(a) implement pre-referral interventions, as part of a special education team that supports the student's participation and performance, within the educational context.
 - 11.04(2)(b) refer students for special education, when the education team determines that pre-referral interventions have been ineffective or inadequate.
 - 11.04(2)(c) participate, as needed, on an interdisciplinary team, to evaluate student eligibility for early intervention or special education services.
 - 11.04(2)(d) adhere to all established confidentiality and due process guidelines and procedures.
 - 11.04(2)(e) advocate for student access to, and participation in, the general curriculum, and the least restrictive environment.
- 11.04(3) The school physical therapist is knowledgeable about completing accurate assessments of a student's physical abilities and needs for adaptive equipment, and is able to:
- 11.04(3)(a) complete and evaluate observations, and/or screenings, to assess a student's strengths and challenges, within the educational setting.
 - 11.04(3)(b) provide gross motor and fine motor screenings, to determine if a child is in need of a complete evaluation.
 - 11.04(3)(c) coordinate data-gathering from, record reviews, interviews, checklists, specific observations, interpretation of medical records, and identification of prescriptions and medications taken, as each applies to the educational environment, and to collaborate or consult with others, when indicated, in order to avoid duplication of services, and/or assessment.

- 11.04(3)(d) identify and select valid and reliable assessment methods, to measure contextual factors, activity demands, and student factors, that may be affecting school performance.
- 11.04(3)(e) where appropriate, conduct tests and measures of the following areas, and evaluate for performance within the educational setting: muscle strength, force, endurance, and tone; reflexes and automatic reactions, movement skill and accuracy; joint motion, mobility, and stability; sensation and perception; peripheral nerve integrity; locomotor skill, stability, and endurance; activities of daily living; cardiac, pulmonary, and vascular functions; fit, function, and comfort of seating and positioning equipment, prosthetic, orthotic, and other assistive devices; posture and body mechanics; limb length, circumference, and volume; thoracic excursion and breathing patterns; vital signs; and physical home and school environments.
- 11.04(3)(f) incorporate strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.
- 11.04(3)(g) identify, and address in planning, environmental factors that may support or hinder a student's performance.
- 11.04(3)(h) interpret assessment data to develop and refine hypotheses about the student's performance.
- 11.04(3)(i) interpret and communicate, verbally and in writing, the results of the assessment process, for a variety of audiences, including, but not limited to, teachers, paraprofessionals, related service professionals, students, and parents/guardians, as appropriate.
- 11.04(3)(j) use proven documented evidence of clinical experience, clinical observation, professional judgment, test results, and evidence in relevant literature, within the context of an IEPs or IFSPs, to plan and develop appropriate and measurable student-targeted outcomes.
- 11.04(3)(k) report progress in the attainment of annual goals and objectives, and make appropriate modifications, as needed, to the student's iep or ifsp.
- 11.04(4) The school physical therapist is knowledgeable about how to develop and provide related-service support to special education communities, for students with disabilities, and is able to:
 - 11.04(4)(a) apply current proven effective practice, appearing in the literature, as related to the practice of physical therapy in the school environment, to the development of strategies that can gain maximum access for, and participation in a free and appropriate public education by all students.
 - 11.04(4)(b) provide appropriate classroom and environmental modifications and accommodations, to facilitate students' ability to receive and participate in an appropriate public education.
 - 11.04(4)(c) reinforce functional behavior(s), as related to the cognitive, communicative, social/emotional and physical needs of students.
 - 11.04(4)(d) integrate appropriate equipment, and/or devices, including low and high technology, to facilitate more functional and independent skills, within the educational environment.

- 11.04(4)(e) identify safety concerns and appropriate interventions, for both the student and the "provider," in the case of providing physical assistance to the student, to prevent injury.
- 11.04(4)(f) identify appropriate strategies and interventions to assist the student in obtaining improved functional academic performance, through consultation, and direct and/or indirect, intervention(s).
- 11.04(4)(g) identify and utilize intervention approaches based on established best practices and documented research-based evidence, including remediation, and/or appropriate adaptations for positioning needs, adaptive/assistive equipment needs, and/or the need for physical or manual assistance to perform functional life skills, within the educational environment, home or community.
- 11.04(4)(h) provide school physical therapy reports, to students and families, on a regular basis, that coincide with the school district's progress reporting schedule and format.
- 11.04(4)(i) directly supervise unlicensed persons at school locations, in accordance with Colorado's Physical Therapy Practice Act, to facilitate a student's ability to participate in the educational process.
- 11.04(5) The school physical therapist is knowledgeable about how to create, communicate in, and sustain effective collaborative relationships, with relevant individuals, families, schools, and communities, and is able to:
 - 11.04(5)(a) communicate respectfully and sensitively to students and adults.
 - 11.04(5)(b) communicate effectively with students, families, teachers, and other professionals, including those from the private sector, to appropriately plan for a student's services, and to avoid duplication of service(s).
 - 11.04(5)(c) communicate with relevant providers and educators, about the functional impact of students' disabilities on the ability to perform within the school environment.
 - 11.04(5)(d) identify resources and strategies that promote effective partnerships with individuals, families, school personnel, and community representatives.
 - 11.04(5)(e) teach, facilitate, coordinate, schedule, and provide supervision to paraprofessionals, other staff members, and family members/guardians, as appropriate, to ensure that the IEP and/or IFSP is effectively implemented.
 - 11.04(5)(f) serve as an advocate for student's right to the least restrictive environment, in an appropriate public education.
 - 11.04(5)(g) collaborate with colleagues and the school team, to establish, write, and measure appropriate and relevant student outcomes, that are consistent with the functional skills that must be acquired by students', so that they become as independent as possible, within the educational environment, at home, and/or in the community.
 - 11.04(5)(h) facilitate and/or assist in the development of the effective transition of students from one setting to another, in collaboration with the students, their families/guardians, or other professionals, including community representatives, to promote a continued level of functional performance at the new setting.

- 11.04(6) The school physical therapist is knowledgeable about the ethical and legal standards of physical therapy practice in the State of Colorado, and is able to:
- 11.04(6)(a) recognize and address, in planning, the effect of cultural bias on practice.
 - 11.04(6)(b) evaluate and apply current effective evidence-based practice, as related to school physical therapy.
 - 11.04(6)(c) practice within the ethical and legal standards of the practice of physical therapy, according to Colorado's Physical Therapy Practice Act and the American Physical Therapy Association's standards and policies, and demonstrate compliance with the most current physical therapy code of ethics, of the American Physical Therapy Association.
 - 11.04(6)(d) routinely evaluate and measure personal performance, as a physical therapist, to ensure therapeutic efficacy and achievement of appropriate outcomes; and participate in professional development and professional organizations, which lead to increased knowledge, and growth in skills and abilities.

11.05 School Nurse, Birth – 21.

To be endorsed as a school nurse, for ages birth to 21, an applicant shall hold a bachelor's or higher degree, in nursing, from an accepted institution of higher education or a bachelor's degree in another area; and current national certification in, and three years of experience in, school nursing; have successfully completed the requirements for, and is holding, a valid Colorado Registered Nurse License; have successfully completed field experiences and a supervised practicum, as prescribed by the preparing institution, including experiences with school-age children, in a community health/public health or school setting. The initially licensed school nurse shall participate in an approved induction program that will enable the nurse to be knowledgeable about and able to demonstrate the competencies specified below, which have been endorsed by the American Nurses' Association and the National Association of School Nurses, as standards of care and the standards of professional performance for school nurses.

- 11.05(1) The school nurse is knowledgeable about the standards of care of school nursing practice, and is able to:
- 11.05(1)(a) assess student health status using data collected from the student, parent, school staff, and other relevant health care providers.
 - 11.05(1)(b) conduct basic screening programs, to identify potential health issues that may affect a child's ability to learn.
 - 11.05(1)(c) conduct physical assessments and specific screening tests, counseling, and conferencing, to determine the physical, social, and mental status of the student.
 - 11.05(1)(d) assess the school: environment and program(s), to determine modifications that are necessary to address student health and safety needs.
- 11.05(2) The school nurse has the knowledge to make nursing diagnoses, and is able to:
- 11.05(2)(a) validate student, family, and group assessment data.
 - 11.05(2)(b) interpret health history information, medical reports, nursing observations, and test results, using educational terminology.
 - 11.05(2)(c) establish student and school health care priorities.

- 11.05(3) The school nurse has the knowledge of how to set health priorities in the school setting, and is able to:
- 11.05(3)(a) evaluate health outcomes of school environment and program changes, and create situation-specific methods of results-measurement.
 - 11.05(3)(b) assess the cultural health beliefs of students, to determine the impact on health care delivery, health care compliance, and on education in the classroom.
 - 11.05(3)(c) identify resources needed to achieve objectives, and establish time frames and criteria to measure results.
- 11.05(4) The school nurse is knowledgeable about planning, and is able to:
- 11.05(4)(a) review assessment information, and relate findings to functioning levels, and needs of students, within the school setting.
 - 11.05(4)(b) develop a school health care plan to meet students' individual health needs, within the school setting.
 - 11.05(4)(c) develop a plan to promote health and wellness, and reduce risk factors, within the school setting.
 - 11.05(4)(d) collaborate with school personnel and community professionals and other resources to plan health-related and informational activities for students, educational staff, and relevant others.
- 11.05(5) The school nurse is knowledgeable about plan implementation, and is able to:
- 11.05(5)(a) manage health care plans, for students with identified special health needs, within the school setting.
 - 11.05(5)(b) provide direct delivery of health services, for students, when and if appropriate.
 - 11.05(5)(c) delegate to, train, and supervise appropriate school personnel, to implement specific health care procedures.
 - 11.05(5)(d) help clients to obtain resources and services.
 - 11.05(5)(e) adhere to professional standards and state regulations.
 - 11.05(5)(f) coordinate care, to meet the health needs of students, their families, and related vulnerable populations.
- 11.05(6) The school nurse is knowledgeable about evaluation, for purposes of plan updating, and is able to:
- 11.05(6)(a) monitor progress toward meeting student health care plan outcomes, and revise plans, as needed, to meet identified ongoing or emerging needs of the student.
 - 11.05(6)(b) evaluate school or district health care policies and procedures, counseling, and classroom teaching outcomes.
 - 11.05(6)(c) evaluate health care delivery models.

- 11.05(6)(d) monitor health outcomes of school environment and program changes.
- 11.05(7) The school nurse is knowledgeable about what constitutes quality of care, and is able to:
 - 11.05(7)(a) develop recommendations to enhance the school environment, and/or to modify a school program, to meet student health and safety needs.
 - 11.05(7)(b) evaluate school staff, trained to carry out designated health care procedures.
 - 11.05(7)(c) participate in quality assurance activities, such as development of relevant policies and procedures.
- 11.05(8) The school nurse is knowledgeable about performance appraisal, and is able to:
 - 11.05(8)(a) effectively appraise performance, through constructive comments from peers and supervisors, self-assessment, and adherence to relevant regulations.
 - 11.05(8)(b) develop personal goals for professional development.
- 11.05(9) The school nurse is knowledgeable about professional development, and participates in relevant continuing education programs.
- 11.05(10) The school nurse is knowledgeable about the necessity for collegiality in the school, setting, to meet the health needs of students, and relevant needs of their families, as related to student achievement, and is able to:
 - 11.05(10)(a) is able to collaborate with school personnel, students, parents, and primary health care providers, and relevant others, to establish an effective reciprocal referral system.
 - 11.05(10)(b) is able to participate, as a member of an interdisciplinary school health, and/or relevant education team, to positively affect student well-being.
 - 11.05(10)(c) participate in appropriate and relevant professional and community organizations.
- 11.05(11) The school nurse is knowledgeable about the ethics of the profession, and is able to:
 - 11.05(11)(a) demonstrate, through application, an understanding of, and incorporation of, professional standards and state regulations, in an education and/or healthcare setting.
 - 11.05(11)(b) recognize the need for, and to maintain confidentiality.
 - 11.05(11)(c) recognize and demonstrate respect for students' and families' cultural health care beliefs and student and family autonomy and rights.
- 11.05(12) The school nurse is knowledgeable about the positive aspects of collaboration, and is able to:
 - 11.05(12)(a) articulate, clearly, the value and role of the nurse in the school setting.
 - 11.05(12)(b) work within the organizational structures that influence the delivery of school health services, and to be an advocate for the health and well-being of students within the school setting.

- 11.05(12)(c) act as liaison between school, community health agencies, care providers, parents, and students, to meet the objectives of student health care plans.
- 11.05(13) The school nurse is knowledgeable about applicable research, and is able to:
 - 11.05(13)(a) base practice on current knowledge, theory, and research, on which there is documented evidence of effectiveness.
 - 11.05(13)(b) participate in ongoing relevant research activities.
- 11.05(14) The school nurse is knowledgeable about resource utilization, and is able to:
 - 11.05(14)(a) assess the economic, legal, and political factors that influence health care delivery in schools and communities, and constructively address applicable factors, within the school setting.
 - 11.05(14)(b) collaborate with community agencies, to reduce duplication and expand resources.
- 11.05(15) The school nurse is knowledgeable about communication, including non-verbal communication, and its effect, and is able to:
 - 11.05(15)(a) articulate issues clearly, to a wide variety of audiences, in a wide variety of situations and settings.
 - 11.05(15)(b) interpret health history information, medical reports, nursing observations, and test results, and communicate, clearly, to appropriate staff, and/or students, and/or their families.
 - 11.05(15)(c) document interventions accurately, in a timely way, and in a retrievable and understandable format.
 - 11.05(15)(d) effectively use technology to acquire up-to-date information, and to expand skills and resources.
- 11.05(16) The school nurse is knowledgeable about program management, and is able to:
 - 11.05(16)(a) develop effective community partnerships, and a wide range of accessible resources.
 - 11.05(16)(b) design disease prevention and health promotion strategies and programs, for students, their families, when appropriate, and other relevant staff.
 - 11.05(16)(c) implement and oversee recommended modifications of the school environment and programs, to meet identified student health and safety needs, and to reduce injuries.
 - 11.05(16)(d) provide health consultation, health education, and health promotion, for students, families, where appropriate, and staff, to improve school attendance.
 - 11.05(16)(e) advise and consult with other relevant health care providers, as appropriate, to address the needs of students within the school setting.
 - 11.05(16)(f) evaluate health care delivery models, and apply relevant elements, within the school setting.

- 11.05(17) The school nurse is knowledgeable about of health education, and is able to:
- 11.05(17)(a) develop, and effectively implement, lesson plans, pertinent to identified health education needs.
 - 11.05(17)(b) assess student and staff education needs for relevant health information, and provide staff with health education programs, information, resources, and materials, developmentally-appropriate for the student population being served, to promote health/wellness, and to prevent illness and injury.
 - 11.05(17)(c) inform students and parents of patient rights.

11.06 SCHOOL PSYCHOLOGIST, BIRTH – 21

To be endorsed as a school psychologist, for ages birth to 21, an applicant shall have completed the competencies specified below,

- 11.06(1) and including:
- 11.06(1)(a) completion of an approved sixth-year specialist program, with a minimum of 60-graduate semester hours, or a doctoral program for the preparation of school psychologists, serving children/students, birth -21.
 - 11.06(1)(b) passing the national school psychology examination;
 - 11.06(1)(c) and have successfully completed:
 - 11.06(1)(c)(i) practica consisting of a sequence of closely supervised on-campus or field-based activities, designed to develop and evaluate a candidate's mastery of distinct professional skills, consistent with program and/or course goals; and
 - 11.06(1)(c)(ii) an internship consisting of a full-time experience of over one year, or half-time, over two consecutive years, with a minimum of 1200-clock hours, of which at least 600-hours must be in a school setting which requires a candidate to demonstrate, under supervision, the ability to integrate knowledge and skills in all the professional practice standards, and to provide a wide range of outcome-based school psychological services; and
 - 11.06(1)(c)(iii) which may include, beyond the 600-hours in the school setting, other acceptable internship experiences, including in private, state-approved educational programs, or in other appropriate mental health or education-related programs.
 - 11.06(1)(d) an applicant may also hold a valid National Certified School Psychologist (NCSP) credential, issued by the national school psychology certification board; or,
 - 11.06(1)(e) if an applicant holds a valid license, issued by the Colorado State Board of Psychologist Examiners, per department of regulatory agency rules, or is eligible to sit for licensure examinations, that applicant shall provide an institutional recommendation from the professional education unit of an accepted Colorado institution of higher education with an approved school psychology program, verifying that the applicant has acquired the specified competencies listed in these rules, including completion of an appropriate internship, and has achieved a passing score on the national school psychology examination.

- 11.06(2) The school psychologist is knowledgeable about human learning processes, from infancy to young adulthood, techniques to assess these processes; direct and indirect services applicable to the development of cognitive and academic skills; and is able to:
- 11.06(2)(a) apply learning, motivation, and developmental theories, to improve learning and achievement for all children/students.
 - 11.06(2)(b) utilize developmentally-appropriate practices that support the education of children/students, ages birth -21, with disabilities or delays in development.
 - 11.06(2)(c) use results from ongoing assessment(s) in the development of appropriate cognitive and academic goals for children/students with differing abilities, disabilities, strengths, and needs.
 - 11.06(2)(d) implement interventions, such as consultation, behavioral assessment/intervention, and counseling, to achieve student goals.
 - 11.06(2)(e) evaluate the effectiveness of interventions, and modify, as necessary and appropriate.
- 11.06(3) The school psychologist is knowledgeable about a wide variety of models and methods of informal and formal assessment, across ages birth - 21, that can identify strengths and needs, and measure progress and functioning, in school, home, and community environments, and is able to:
- 11.06(3)(a) select evaluation methods and instruments that are most appropriate, based upon effective up-to-date measurement theory and research.
 - 11.06(3)(b) implement a systematic process to collect data, including, but not limited to, test administration; interviews and observations; behavioral, curriculum-based, and play-based assessments; and ecological or environmental evaluations.
 - 11.06(3)(c) translate assessment results into empirically-based decisions about service delivery, to promote child/student achievement.
 - 11.06(3)(d) evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics, and methodology.
- 11.06(4) The school psychologist is knowledgeable about typical and atypical human developmental processes, from birth to adulthood; the techniques to assess these processes; and the application of direct and indirect services for individuals, groups, and families, and, in collaboration with others, is able to:
- 11.06(4)(a) develop appropriate behavioral, affective, adaptive, social, and transition goals for students of varying abilities, disabilities, strengths and needs.
 - 11.06(4)(b) implement interventions and services, including but not limited to, consultation, behavioral assessment and intervention, counseling, and interagency collaboration, based on identified goals.
 - 11.06(4)(c) evaluate the intervention(s) and modify, as needed and appropriate, to increase and assure effectiveness.

- 11.06(5) The school psychologist is knowledgeable about individual diversity, abilities, and disabilities, including the influence of social, cultural, ethnic, socio-economic, gender-related, and linguistic factors, on development, learning, and behavior, and is able to:
- 11.06(5)(a) identify biological, cognitive, affective, developmental, social, and cultural bases, that contribute to individual differences.
 - 11.06(5)(b) identify risk and resiliency factors.
 - 11.06(5)(c) recognize psychopathology and articulate its potential influence on school functioning.
 - 11.06(5)(d) demonstrate the sensitivity, skills, and respect necessary to work with diverse types of individuals and families.
 - 11.06(5)(e) display respect for diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel and community agencies.
 - 11.06(5)(f) select and/or adapt prevention and intervention strategies, based on individual characteristics, strengths, and needs, to improve learning, achievement, and adaptive functioning for all children/students.
- 11.06(6) The school psychologist is knowledgeable about general education, special education, other educational and related services, the importance of multiple systems and their interactions, and organizational practices that maximize learning, and is able to:
- 11.06(6)(a) develop and implement policies and practices that create and maintain safe, supportive, and effective learning environments.
 - 11.06(6)(b) participate in and facilitate school reform efforts.
 - 11.06(6)(c) translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.
- 11.06(7) The school psychologist is knowledgeable about models of effective evidence-based programs, as related to health promotion; school safety; and primary, secondary, and tertiary intervention, and is able to:
- 11.06(7)(a) implement school-wide prevention and intervention programs, which may include, but are not limited to individual and group counseling, affective education, and positive behavior interventions and supports, to promote the mental health, physical well-being, and the achievement of children/students of all ages.
 - 11.06(7)(b) participate in risk assessments and crisis response planning, to promote and maintain school safety.
 - 11.06(7)(c) respond, effectively, to crisis situations.
- 11.06(8) The school psychologist is knowledgeable about collaboration and consultation models and methods, and their applications in school, family, and community systems, and is able to:
- 11.06(8)(a) consult and collaborate, effectively, with children/students, school personnel, families, and community professionals, to promote and provide comprehensive services to children and families, and to advance student achievement.

- 11.06(8)(b) communicate information that is readily understandable, to students, families, educators, and community members, during meetings, in-services, and consultations.
- 11.06(8)(c) promote family involvement in education and service delivery.
- 11.06(8)(d) collaborate with families, and other service providers, to meet the needs of infants, toddlers, and preschoolers, in home and community settings.
- 11.06(8)(e) link community resources that serve infants, toddlers, children, adolescents, young adults, and their families, and facilitate children's/students' transitions across various service delivery systems.
- 11.06(9) The school psychologist is knowledgeable about the history and foundations of school psychology, standards for legal and ethical practice, evidence-based service models and methods, and public policy, and is able to:
 - 11.06(9)(a) demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.
 - 11.06(9)(b) practice in accordance with all applicable federal and state statutes, rules and regulations, and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.
 - 11.06(9)(c) integrate information sources and current technology, to enhance quality of service.
 - 11.06(8)(d) utilize data-based decision-making, in all aspects of professional practice.
 - 11.06(9)(d) maintain professional preparation, development, and supervision, as related to the population served.
 - 11.06(9)(e) contribute professionally to the advancement of school psychology.

11.07 SCHOOL SOCIAL WORKER, FOR AGES BIRTH – 21

To be endorsed as a school social worker, for ages birth -21,

- 11.07(1) The candidate shall:
 - 11.07(1)(a) hold a master's degree or higher, in social work, from an accepted institution of higher education;
 - 11.07(1)(b) have documented evidence of completion of coursework, in the areas of school and special education law;
 - 11.07(1)(c) have successfully completed one of the following:
 - 11.07(1)(c)(i) the National School Social Worker examination;
 - 11.07(1)(c)(ii) the Colorado Assessment for Licensed Clinical Social Workers; or
 - 11.07(1)(c)(iii) the Colorado State Board of Education-adopted assessment for school social workers;

- 11.07(1)(c)(iv) have successfully completed a supervised practicum of 900-clock hours, in the field of social work, which shall have been completed in a school, social service agency, mental health clinic or facility, and/or hospital setting, with
 - 11.07(1)(c)(v) at least one field experience of which shall have been completed with school age children/students, and which should enable the social worker to synthesize and apply a broad range of relevant knowledge and skills, and include opportunities to analyze, intervene, and evaluate, in ways that are highly differentiated, discriminating, and self-critical, and to refine his/her communication skills differentially, with a variety of client populations, colleagues, and members of the community.
- 11.07(2) The school social worker is knowledgeable about the history and foundations of school social work; standards for legal and ethical practice; proven-effective evidenced-based models and methods; and public policy, and is able to:
- 11.07(2)(a) demonstrate professional leadership and ethical practice, in accordance with federal, state, and local legislation, regulations, and policies.
 - 11.07(2)(b) demonstrate personal and professional commitment to the values and ethics of the social work profession, through application of the national association of social workers professional standards and code of ethics, in ethical decision-making.
 - 11.07(2)(c) remain current regarding effective evidence-based practice.
 - 11.07(2)(d) apply federal, state, and local legislation, regulations, and policies, to ethical and legal interventions.
 - 11.07(2)(e) establish priorities and models for the delivery of school social work services that include individual and group counseling; advocacy, case management; consultation; and crisis intervention; to meet the needs of all learners.
 - 11.07(2)(f) conduct in-services, for faculty and staff, on child protection and school attendance issues, and develop other training and educational programs, in collaboration with local community agencies, and other pertinent entities, in support of the goals and mission of the educational institution.
 - 11.07(2)(g) counsel parents and students about due process rights, as mandated by special education legislation; and school personnel, so that they are knowledgeable about, and able to meet their legal responsibilities, to all students.
 - 11.07(2)(h) comply with the legal mandates of confidentiality and maintain adequate safeguards to protect the privacy and confidentiality of student and family information.
- 11.07(3) The school social worker is knowledgeable about systems change, and is able to:
- 11.07(3)(a) acquire or gain access to resources which can eliminate service deficiencies in the local education agency, or in the community, which negatively affect the ability of children/students to benefit from the educational system.
 - 11.07(3)(b) identify, and collaborate, with individuals who function as formal or informal leaders in their communities, to develop and enhance networks, that can complement the services of the local education and community agencies.

- 11.07(3)(c) identify areas of need not being addressed by the local education agency and community, and work to initiate those services.
- 11.07(3)(d) document problems, and recommend solutions to appropriate decision-makers, in the local education agency or community.
- 11.07(3)(e) advocate for appropriate change among educators, other professionals, and citizens, and provide leadership on committees and advisory boards at local, state, regional, and national level, to assure that the needs of all learners are met.
- 11.07(3)(f) use mediation and conflict-resolution strategies to resolve children's/students' educational and parental concerns.
- 11.07(3)(g) document the need, and advocate, for policy change at the local, state, regional, : and national level, that can empower children/students and their families to gain access to, and effectively use formal and informal community resources.
- 11.07(4) The school social worker is knowledgeable about communication, consultation, and collaboration, and is able to
 - 11.07(4)(a) act as a consultant, to personnel, and others in the local education agency, including members of school boards, and representatives of the community, to promote understanding, and effective utilization of, school social work services.
 - 11.07(4)(b) act as a consultant to teachers, parents, and others, in facilitating understanding of how factors in the home, local education agency, and community affect children's/students' educational experience(s).
 - 11.07(4)(c) act as a consultant on policy matters, including, but not limited to, such issues as, discipline, suspension, expulsion, attendance, confidentiality, multicultural factors, and child abuse and neglect.
 - 11.07(4)(d) work collaboratively to develop cooperative service arrangements, and to mobilize the resources of local education agencies and the community, to meet the needs of children/students and families, and to serve as liaison between parents, community, and school(s).
 - 11.07(4)(e) as an effective member of an interdisciplinary team, bring unique skills, abilities, and a systems' perspective, to the assessment and diagnosis of children's/students' needs.
 - 11.07(4)(f) initiate and support activities that can assist in overcoming institutional barriers and gaps in service.
 - 11.07(4)(g) demonstrate the professional skills, values, and abilities necessary to facilitate the meeting of the objectives set by the interdisciplinary team, to ensure student success.
 - 11.07(4)(h) provide appropriate case planning and management services, and coordinate service planning, with school and/or district and community personnel.
 - 11.07(4)(i) through modeling and coaching, teach individuals to be effective group members, in therapeutic groups, or in task-oriented work groups.

- 11.07(4)(j) effectively advocate for children/students, and their families, in a variety of circumstances, which may have a negative affect on learning, including, but not limited to, those related to suspension and expulsion; discrimination; immigration; homelessness; chronic, acute, and communicative diseases, and other health issues; substance abuse, and other at-risk conditions.
- 11.07(5) The school social worker is knowledgeable about educational planning, and is able to:
 - 11.07(5)(a) ensure that children's/students' educational plans are based on assessments relevant to the concerns raised in the referral; and include goals, objectives, and interventions to achieve desired outcomes, methods of evaluation, and outcome criteria.
 - 11.07(5)(b) ensure that plans are designed to enhance children's/students' positive educational experiences, and involve the family, other team members, and school and community resources, as appropriate.
 - 11.07(5)(c) provide services to children/students, that build on individual strengths, and maximize opportunities to participate in the planning process and in directing the learning experience.
 - 11.07(5)(d) develop and implement an intervention plan, or, when the most suitable types of intervention are not available, design an alternative plan, intended to enhance children's/students' ability to benefit from their educational experience.
 - 11.07(5)(e) conduct culturally-sensitive assessments, and participate in iep planning for, and service delivery to, all learners.
 - 11.07(5)(f) incorporate, into the educational planning process, appropriate curricula, and approaches to teaching and learning, acceptable in the context of the local education agency.
- 11.07(6) The school social worker is knowledgeable about prevention and intervention, and is able to:
 - 11.07(6)(a) use basic helping skills, including, but not limited to, interviewing, questioning, and counseling, to assist children/students, and/or families, in addressing problems they are experiencing with social functioning, and the effects of such actions on student achievement, by working with them to develop alternative strategies, based on clearly-defined evidence-based treatment modes or models.
 - 11.07(6)(b) counsel students and parents about actions which interfere with effective education and student achievement.
 - 11.07(6)(c) conduct small group activities which can serve as environments for teaching children/students effective daily living skills, and as conduits for communicating information intended to enhance social functioning, or the facilitation of problem resolution.
 - 11.07(6)(d) conduct classroom programs, when indicated, which can provide students with affective knowledge and skills.
 - 11.07(6)(e) conduct parent groups, as appropriate and indicated, relevant to their support of student achievement.

- 11.07(6)(f) implement appropriate school intervention and prevention programs, in response to demonstrated need, to ensure a safe and civil learning environment for all students, which may include, but not be limited to crisis intervention, conflict resolution, and substance abuse prevention.
- 11.07(6)(g) complete in-depth psychosocial assessments of children/students, and of family functioning, as related to planning for the improvement of student achievement.
- 11.07(6)(h) develop measurable and appropriate behavioral, affective, adaptive, social, and academic objectives for students with varying abilities, disabilities, strengths, and needs.
- 11.07(6)(i) treat those in need or in crisis situations with respect, empathy, dignity, and a consistently positive approach to problem resolution.
- 11.07(6)(j) utilize family strengths and structure(s), to enable families to function as advocates for themselves and for their children's education and well-being.
- 11.07(7) The school social worker is knowledgeable about social and cultural foundations, and is able to:
 - 11.07(7)(a) apply proven theories of human growth and development, as related to students, ages birth - 21, including, but not limited to learning, systems, communications, social learning, and behavioral theory, in working with children/students.
 - 11.07(7)(b) incorporate diversity factors and the special educational needs of culturally-and linguistically-different populations into the planning process for students.
 - 11.07(7)(c) ensure that children and their families are provided services within the context of multicultural understanding, and with consideration given to addressing the sensitivities that enhance families' support of children's learning experiences.
 - 11.07(7)(d) conduct culturally-sensitive assessments of problem learning areas and recommend interventions to meet needs and to promote student achievement.
 - 11.07(7)(e) demonstrate the ability to select and/or adapt strategies based on the needs of at-risk children/students and those with identified disabilities.
 - 11.07(7)(f) address, in planning, biological and environmental factors which affect children's/students' ability to function effectively and to achieve in school.
 - 11.07(7)(g) identify racial and ethnic barriers within the local education agency and develop strategies to lessen and overcome the negative effects of such barriers on children/students, and on the learning climate of the local education agency.
 - 11.07(7)(h) create opportunities for students and staff to recognize diversity in positive ways and to facilitate the understanding and acceptance of cultural and other influencing differences.
- 11.07(8) The school social worker is knowledgeable about assessment, and is able to:
 - 11.07(8)(a) assist local education agencies in the identification of students needing specialized and or support services.
 - 11.07(8)(b) perform needs-assessments, as the foundation of effective program planning for children/students and families, that include, but are not limited to:

- 11.07(8)(b)(i) a study of bio-psychosocial factors that may interfere with the children's/students' adjustment to and performance in school, and which may involve assessment(s) of the student's physical, cognitive, and emotional development, and adaptive behavior, as manifested in the family's related history;
- 11.07(8)(b)(ii) assessment of the student's behavior and attitudes in a variety of settings;
- 11.07(8)(b)(iii) assessment of the patterns of the child's/student's interpersonal relationships, as observed in the family, local education agency, and in community settings;
- 11.07(8)(b)(iv) assessment of the aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect reports on the student's behavior, by teachers and other personnel, in their roles with/within the local education agency;
- 11.07(8)(b)(v) identification of formal and informal policies of the local education agency, and other institutional factors, that may affect the student's behavior;
- 11.07(8)(b)(vi) assessment of patterns of achievement and adjustment, at critical points in the child's/student's growth and development; and
- 11.07(8)(b)(vii) assessment of the existence of, accessibility to, and utilization of community resources, for children/students and families.
- 11.07(8)(c) incorporate students' needs-assessment information into, and write a comprehensive, timely, and appropriate social-developmental history.
- 11.07(8)(d) utilize appropriately-administered formal and informal objective measures, including, but not limited to, measures of adaptive and functional behavior, self-esteem, social skills, attitudes, emotional health, and interests.
- 11.07(8)(e) consider placement and service options for students, in a variety of contexts.
- 11.07(9) The school social worker is knowledgeable about current effective research and program evaluation, and is able to:
 - 11.07(9)(a) maintain accurate data and records relevant to the planning, management, and evaluation of the school social work program.
 - 11.07(9)(b) maintain ongoing assessments of evidenced-based educationally-related social programs implemented in the local education agency, related community, and in the region, which address such issues as, but are not limited to, students dropping out of school, or having poor attendance; advocate for program changes to address such issues; and participate in program development and implementation processes, as appropriate.
 - 11.07(9)(c) engage in critical self-evaluation to assess efficacy, and to improve skills and service delivery.

- 11.07(9)(d) collect, analyze, and publish data, and present technical information, to a variety of audiences, in a variety of contexts, including the general public; public officials, elected and appointed, and/or other decision makers and policymakers responsible for programs and for program changes that can effect public education and related child welfare matters.
- 11.07(9)(e) assume responsibility for continuing to develop a knowledge base and the skills necessary to remain current in the field, and to develop and gain access to support systems that enhance personal growth and professional identity.
- 11.07(9)(f) participate in professional and community organizations, as relevant and appropriate.

11.08 SCHOOL SPEECH/LANGUAGE PATHOLOGIST, FOR AGES BIRTH – 21

To be endorsed as a school speech/language pathologist, for ages birth - 21, an applicant shall hold a master's degree, or higher, in communication disorders or speech-language pathology from an accredited institution of higher education; have completed a school speech-language pathology program from an institution whose program was accredited by the Council on Academic Accreditation (CAA) in audiology and speech-language pathology of the American Speech-Language-Hearing Association (ASHA); have successfully passed a national state-approved speech-language pathologist specialty-area test; have successfully completed a practicum or internship, with children/students, ages birth - 21, in a school setting, equivalent to a minimum of 8-weeks full-time, under the supervision of a professionally licensed school speech-language pathologist. The speech/language pathologist, birth - 21, shall demonstrate the competencies specified below.

- 11.08(1) The school speech-language pathologist is knowledgeable about basic human communication, including swallowing processes, and biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases and shall incorporate into planning for students:
 - 11.08(1)(a) the analysis, synthesis, and evaluation of information related to basic human communication and its processes.
 - 11.08(1)(b) utilization of knowledge about normal development, in the identification of delayed/disordered speech and language skills.
 - 11.08(1)(c) information about the interrelated and interdependent components of communication, as related to their impact on the learner across environments.
- 11.08(2) The school speech-language pathologist is knowledgeable about the principles and methods of prevention of communication and swallowing disorders for children/students (birth-21), including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders, and is able to:

- 11.08(2)(a) analyze, synthesize and evaluate the nature of speech, language, hearing, and communication disorders, including swallowing disorders, and other differences, including, but not limited to, the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates, in each of the following: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language including, but not limited to phonology, morphology, syntax, semantics, and pragmatics, in speaking, listening, reading, writing, and manual modalities; hearing, including its impact on speech and language; swallowing, including oral, pharyngeal, esophageal, and related functions, and the oral function of feeding; cognitive aspects of communication, such as, attention, memory, sequencing, problem-solving, and executive functioning; the social aspects of communication, such as challenging behavior, ineffective social skills, and lack of communication opportunities; communication modalities, such as oral, written, manual, augmentative, and alternative communication techniques and assistive technologies.
- 11.08(2)(b) articulate the role of oral language, as a precursor to literacy development, including information, as related to reciprocal spoken-written language relationships, and reading and writing as acts of communication and as tools of learning, to a variety of stakeholders.
- 11.08(2)(c) differentiate between classroom oral language content, form and use, and conversational language.
- 11.08(2)(d) identify traits of normal reading and writing development, in the context of the general education curriculum.
- 11.08(2)(e) act as a resource to schools, parents, and the community, regarding all aspects of communication.
- 11.08(2)(f) model and articulate the overall importance of communication and its relationship to academic achievement.
- 11.08(2)(g) collaborate with other professionals to identify risk factors related to communication development among children/students, birth - 21.
- 11.08(2)(h) conduct screening, prevention, and intervention procedures.
- 11.08(2)(i) identify and monitor added literacy risks for children/students being treated for spoken language difficulties.
- 11.08(2)(j) monitor classroom progress, and other factors, that justify formal referral for assessment.
- 11.08(3) The school speech-language pathologist is knowledgeable about principles and methods of evaluation of communication, and communication disorders, for ages birth - 21, and is able to:
 - 11.08(3)(a) participate, effectively, on child study teams, as an active member of the decision-making process for special education referrals.
 - 11.08(3)(b) collaborate with assessment teams, in the utilization of a broad repertoire of formal and informal assessment strategies, to help identify children/students' strengths and challenges with the various aspects of communication.
 - 11.08(3)(c) evaluate the psychometric characteristics of formal and informal assessment instruments.

- 11.08(3)(d) select developmentally, culturally, and linguistically-appropriate, formal and informal assessment tools and procedures, to identify needs of children/students suspected of having difficulties in communication.
- 11.08(3)(e) analyze assessment data to determine children's/students' specific communication needs, eligibility for services,) and for incorporation into individual educational plans (IEB).
- 11.08(3)(f) interpret data clearly, in verbal and written form, for a wide range of audiences, including educators, students, where appropriate, families, and related professionals.
- 11.08(3)(g) integrate assessment information from other professionals in the eligibility decision-making process.
- 11.08(3)(h) consult with government agencies, teachers, school administrators, and other health professionals on indications, timing, need, and use of diagnostic assessments.
- 11.08(3)(i) collaborate with assessment teams regarding evaluation strategies, to identify whether a language difference or disorder might be at the root of concerns related to difficulty in a student's acquisition of literacy, and/or any of its essential skills.
- 11.08(4) The school speech-language pathologist is knowledgeable about state-of-the-art techniques, procedures, and tools for intervention and remediation of communication disorders, including augmentative/alternative/assistive technology, and is able to:
 - 11.08(4)(a) plan and implement an appropriate service-delivery model, for each identified student, based on assessment results.
 - 11.08(4)(b) comply with federal, state, and local laws, rules, policies, guidelines, and/or procedures, and relevant case law.
 - 11.08(4)(c) model and demonstrate the use of augmentative/alternative/assistive technology.
 - 11.08(4)(d) be accountable, through the collection of timely and appropriate data, and the maintaining of accurate and timely records.
 - 11.08(4)(e) identify and gain access to sources of, and synthesize and translate common principles of, research and documented evidence-based and proven best practices, as related to the planning for, and the implementation of, intervention plans and strategies.
 - 11.08(4)(f) implement current state-of-the-art technology, to maximize students' communication skills.
 - 11.08(4)(g) adapt general and special education curriculum to meet the requirements of individual students, with regard to Colorado content standards and access skills.
 - 11.08(4)(h) work collaboratively with students, general education teachers, school personnel, community, and families, to provide integrated communication services,
 - 11.08(4)(i) provide culturally- and developmentally-appropriate curriculum-relevant intervention, based on identified needs, and proven effective research and practice.
 - 11.08(4)(j) develop setting-appropriate intervention plans, with measurable and achievable goals, to meet identified children's/students' need(s).

11.08(4)(k) maintain a safe and effective learning environment, conducive to student achievement.

11.08(5) The school speech-language pathologist is knowledgeable about ethical conduct and professional development, and is able to:

11.08(5)(a) articulate the role of the speech-language pathologist, as an integral part of the special education services team and the learning community.

11.08(5)(b) collaborate with teachers, parents and related personnel, in case management, in a flexible and professional manner.

11.08(5)(c) communicate effectively with families, to maintain their involvement with the child's/student's assessment and intervention team.

11.08(5)(d) utilize a range of interpersonal communication skills, including, but not limited to, consultation, collaboration, counseling, listening, interviewing, and teaming, as appropriate to identification, prevention, assessment, and/or intervention with, children/students with suspected or identified communication disabilities.

11.08(5)(e) mentor and supervise speech-language pathology assistants, graduate student interns, and other support personnel, so that the communication needs of children/students are addressed effectively and confidentially.

11.08(5)(f) participate in professional development opportunities, which can improve skills, and educate other professionals regarding risk factors to children/students, involving all means of communication.

11.08(5)(g) conduct research, initiate requests, or network with related professionals, to acquire support, as needed.

11.08(5)(h) routinely evaluate and measure personal performance as a speech/language pathologist to ensure professional efficacy and achievement of appropriate outcomes, and participate in professional development and professional organizations, which lead to increased knowledge and growth in skills and abilities.

11.09 SCHOOL COUNSELOR, BIRTH 0-21

To be endorsed as a school counselor, for ages birth - 21, an applicant shall hold a master's or higher degree, in school counseling from an accredited institution of higher education; have successfully completed an approved program in school counseling; have passed a state-approved assessment in school counseling; have completed a minimum of 100-clock hours of a practicum, scheduled throughout the program, and a 600-clock hour internship, supervised by a licensed school counselor, in a school setting, and at the appropriate grade level(s) for the endorsement being sought. Applicants for a pre-kindergarten - 12th grade counselor endorsement shall complete their 600-clock hour internship, with multiple grade levels of students. The internship shall provide opportunities for the candidate, under the supervision of a licensed school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform, including, but not limited to, individual and group counseling, classroom guidance, career and educational planning, assessment or professional development. The school counselor applicant shall demonstrate knowledge of the specified competencies listed below.

11.09(1) The school counselor is knowledgeable about and able to communicate, consult, and collaborate with a wide variety of audiences, through utilization of a variety of communication skills, to develop effective interpersonal, professional relationships, and is able to:

- 11.09(1)(a) maintain legitimacy and confidentiality.
 - 11.09(1)(b) mediate and provide conflict management, where appropriate; facilitate resolution of disagreements/conflicts; and/or move groups toward consensus.
 - 11.09(1)(c) effectively communicate and collaborate with students, parents, colleagues, other educators, including post-secondary educators, administrators, related professionals, and appropriate members of the business and general community, to maintain an informed and supportive environment, within which the educational needs of students can be met, leading to improved student achievement, career decision-making, and emotional well-being.
- 11.09(2) The school counselor is knowledgeable about proven and effective counseling theory and practice, appropriate to the various developmental stages of children and adolescents, and is able to:
- 11.09(2)(a) effectively counsel individuals and groups.
 - 11.09(2)(b) maintain confidentiality of information received in the counseling relationship, as specified in federal and state law, and as applicable to professional ethical standards.
 - 11.09(2)(c) assist students and relevant others in effectively addressing issues affecting academic progress, as related, but not limited to, change, loss, separation, stress, and trauma.
- 11.09(3) The school counselor is knowledgeable about identification of issues affecting student progress, effective means of addressing such issues, and appropriate referral resources and procedures, and is able to:
- 11.09(3)(a) utilize effective individual and group counseling techniques, appropriate for the variety of developmental stages of children and adolescents.
 - 11.09(3)(b) identify and address in planning, students' personal, social, or emotional obstacles, that may impede educational progress.
 - 11.09(3)(c) identify and implement effective problem-solving strategies to assist students in successfully resolving personal, social or emotional concerns and problems.
- 11.09(4) The school counselor is knowledgeable about prevention and intervention, and is able to:
- 11.09(4)(a) identify factors which place children and adolescents at-risk of not being able to achieve to their full academic potential.
 - 11.09(4)(b) identify and implement effective prevention and intervention strategies and programs which can meet the needs of all students.
 - 11.09(4)(c) appropriately implement identification and referral processes and procedures.
 - 11.09(4)(d) apply effective intervention techniques, with students, and their families, where appropriate, to ensure the academic success of all students.
- 11.09(5) The school counselor is knowledgeable about implementation of classroom guidance units, or school-wide programs, for the prevention of at-risk behaviors, and is able to:

- 11.09(5)(a) effectively collaborate with teachers, administrators, and other educational and related professionals regarding the initiation and implementation of student assistance teams.
- 11.09(5)(b) identify resources and implement referrals, as appropriate, for students with significant learning and/or emotional/behavioral problems.
- 11.09(6) The school counselor is knowledgeable about addressing social and cultural factors in planning for student academic progress, and is able to:
 - 11.09(6)(a) identify particular implications of social, cultural, sexual, racial and economic diversity on school counseling, and the effect on the academic progress of students, and address the implications, in planning for individual students.
 - 11.09(6)(b) exhibit sensitivity to, incorporate into planning, and respond to factors that include, but are not limited to: unique social, cultural, economic circumstances, individual differences, and personal characteristics that must be addressed to affect positive change in student achievement.
 - 11.09(6)(c) identify counseling and academic planning processes, techniques, and resources applicable to students of diverse backgrounds and characteristics, including learning style.
 - 11.09(6)(d) promote equity, and access to a rigorous and quality curriculum, for all students.
- 11.09(7) The school counselor demonstrates knowledge of educational planning and career development, including, but not limited to, information about models of curriculum design, implementation, and evaluation; learning theory and practice and individual learning differences; career development theories and decision-making models; current career, education and labor market information and resources; current admission requirements, admissions options and application procedures employed by post-secondary educational institutions; current processes and procedures used by financial aid and scholarship programs, and, utilizing the above, is able to:
 - 11.09(7)(a) effectively advise students about setting personal, educational and occupational goals.
 - 11.09(7)(b) identify students' abilities, interests, skills and achievements, and relate these to students' educational and career decision-making.
 - 11.09(7)(c) assist students in an effective transition from school to work; school to higher education; or school to career and technical training.
 - 11.09(7)(d) regularly monitor student progress, to determine advancement toward achieving educational and occupational goals, and address in planning.
 - 11.09(7)(e) analyze and evaluate existing curriculum and programs, to assure that academic needs of students are being met and that success for all students remains possible.

- 11.09(8) The school counselor is knowledgeable about assessment, including its theoretical and historical bases; concepts of psychometric statistics, such as validity, reliability, standard error of measurement; indices of variability and correlation; appraisal methods, including, but not limited to environmental, performance, computer-assisted and behavioral assessment; individual, and group test and inventory methods; ethnicity, gender, language, disability, and cultural factors, as related to the assessment and evaluation of individuals and groups; assessments used by higher education in selection and placement of students; and legal and ethical issues related to assessment, and is able to:
- 11.09(8)(a) select appropriate administration methods, analyses, interpretations, and uses of standardized tests.
 - 11.09(8)(b) provide informed and accurate explanations of the nature, purposes and results of assessment measures, to students, parents and other educational and other related-service professionals.
 - 11.09(8)(c) assist students and their parents in developing immediate and long-range academic goals, based on assessment results.
 - 11.09(8)(d) maintain confidentiality regarding assessment data, as specified by federal and state law, and as applicable to professional ethical standards.
- 11.09(9) The school counselor is knowledgeable about research and program evaluation, including research methods; basic parametric and nonparametric statistics; uses of computerized data-management and analysis programs; and the principles, practices, and applications of needs assessments and program evaluation, and is able to utilize:
- 11.09(9)(a) data to make decisions regarding design, implementation and evaluation of curriculum to meet the needs of all students.
 - 11.09(9)(b) data to advocate for and recommend systemic change(s) in policy and procedure(s) that limit or inhibit academic achievement of and by all students.
 - 11.09(9)(c) assessment results to design and implement guidance program priorities and objectives.
 - 11.09(9)(d) assessment results and related data to design, recommend, where appropriate, and implement guidance program revisions.
- 11.09(10) The school counselor is knowledgeable about professional leadership and legal and ethical practice; current trends and practices in the profession of school counseling; the legal and ethical standards and guidelines of the profession of school counseling; the role and function of the school counselor in conjunction with the role of other educational and support professionals in the school; and the role of local, state and national school counselor organizations to the professional development and improvement of school counseling, and is able to
- 11.09(10)(a) participate in professional development activities and professional organizations which can improve skills and abilities, and maintain up-to-date knowledge of the field.
 - 11.09(10)(b) advocate for the profession of school counseling and the students served by school counseling.
 - 11.09(10)(c) utilize the services of other educational and support professionals, when appropriate, to effectively meet the needs of all students.

- 11.09(10)(d) apply knowledge of legal and ethical standards to the practice of school counseling.

2260.5-R-12.00 Renewal of Colorado Licenses.

The following shall serve as standards for the renewal of an Initial and Professional Licenses, Master Certificates, and endorsements thereon.

12.01 Initial Licenses.

An Initial License 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, 3.06, or 3.07 of these Rules, as appropriate. The State Board of Education may renew the licensee's Initial License for one or more additional three-year periods if an initial licensee is unable to complete an induction program for reasons other than incompetence. A renewal request shall include an application for renewal, payment of the required fee, and a statement concerning the circumstances related to the applicant's inability to complete an induction program.

12.02 Professional Licenses:

A Professional Teacher, Special Services, Principal or Administrator License and endorsements may be renewed for a period of five years upon submission of an application for renewal, the fees and completion of professional development activities that will aid the licensee in meeting the standards for professional educators as prescribed in section 12.02 (2) of these Rules. To be eligible to renew a professional license, the holder shall complete such on-going professional development activities within the period of time for which the professional license is valid. Applicants for renewal shall meet the following requirements:

- 12.02(1) Professional Development Activities: An educator involved in license renewal shall complete professional development activities totaling six semester hours or ninety clock hours and shall be completed within the five-year period preceding the date of expiration of the license to be renewed. Such activities must be related to increasing the license holder's competence in his or her existing or potential endorsement area, or to increasing the licensee's skills and competence in delivery of instruction in his or her existing or potential endorsement area, or in the teaching of literacy, and may be selected from one or more of the following:
- 12.02(1)(a) Inservice Education: A Colorado school district, non-public schools accredited by an agency recognized by the State Board of Education, or BOCES sponsored inservice education program. One semester hour of credit may be accepted for each 15 clock hours of participation. Inservice certificates issued by the sponsoring school district or BOCES shall be submitted as evidence of completion of inservice education.
- 12.02(1)(b) College or University credit: Credits earned from four-year or graduate accepted institutions of higher education, or an accepted community, technical or junior college. Courses must be directly related to the standards for professional development as provided in section 12.02 of these Rules. Official transcripts must be submitted as evidence of completion of college credit.

- 12.02(1)(c) Educational Travel: To be accepted as a professional development activity, educational travel shall be directly applicable to the endorsement area of the licensee, as documented by the licensee, and accompanied by supervisor verification. One semester hour of credit may be accepted for each 15 clock hours of involvement. Travel time to and from the intended destination shall not be included in the clock hours accumulated.
- 12.02(1)(d) Involvement in School Reform: One semester hour of credit may be accepted for each 15 clock hours of participation. Verified by the licensee's supervisor, activities may include, but are not limited to:
- 12.02(1)(d)(i) Membership on school site or district accountability or improvement committee(s);
 - 12.02(1)(d)(ii) Curriculum, standards or assessment development or implementation, in the licensee's endorsement content area;
 - 12.02(1)(d)(iii) Implementation of standards;
 - 12.02(1)(d)(iv) Development or implementation of a literacy or numeracy improvement program(s).
- 12.02(1)(e) Internships: advanced field experiences offered as part of graduate study or other professional training designed to acquire knowledge or enhance the skills of the educator. The internship must be directly related to the standards for professional development as provided in section 12.02 of these Rules. One semester hour of credit may be accepted for each 15 clock hours of participation. Official transcripts or supervisor verification must be submitted as evidence of completion.
- 12.02(1)(f) Ongoing Professional Development and Training Experiences must occur within the license holder's present or future endorsement content area(s) or in the areas of literacy or numeracy, and may include, but are not limited to: attendance or presentation at professional conferences; service on state-wide or national educational task forces or boards; professional research and publication; supervision of student teachers, or interns; mentorships; and pursuit of national educator certification.
- 12.02(2) Activities completed for license renewal shall be directly related to one or more of the following standards:
- 12.02(2)(a) knowledge of subject matter content and learning, including knowledge and application of Colorado standards-based education.
 - 12.02(2)(b) effective use of assessments in planning for instructional delivery and in individualizing student instruction;
 - 12.02(2)(c) effective teaching of the democratic ideal;
 - 12.02(2)(d) recognition, appreciation, and support for ethnic, cultural, gender, economic, and human diversity, including disabilities, to provide fair and equitable treatment and consideration for all;
 - 12.02(2)(e) effective communication with students, colleagues, parents, and the community;
 - 12.02(2)(f) effective modeling of appropriate behaviors to ensure quality learning experiences for students and for colleagues;

- 12.02(2)(g) effective leadership to ensure a school community that is committed to and focused on learning;
- 12.02(2)(h) consistently ethical behavior and creation of an environment that encourages and develops responsibility, ethics, and citizenship in self and others;
- 12.02(2)(i) achievement as a continuous learner who encourages and supports personal and professional development of self and others;
- 12.02(2)(j) effective organization and management of human and financial resources to create a safe and effective working and learning environment;
- 12.02(2)(k) awareness of warning signs of dangerous behavior in youth and situations that present a threat to the health and safety of students and knowledge of the community resources available to enhance the health and safety of students and the school community.
- 12.02(3) Professional development activities completed by an applicant for license renewal shall apply equally to renewal of any professional educator license or endorsement held by the applicant.
- 12.02(4) Upon completion of the professional development activities and within the six months prior to the expiration of the license(s) to be renewed, the applicant shall submit:
 - 12.02(4)(a) an application for license renewal and sign and submit with the renewal application an affidavit in which the licensee affirms under oath that he or she satisfactorily completed the ongoing professional development activities specified in the affidavit; that the activities were completed within the term of the professional license and that to the best of the licensee's knowledge, the activities comply with the requirements of Rule 12.02 and section 22-60.5-110, C.R.S. 12.02(4)(b) a statement of how the activities selected aided the educator in meeting the standards for professional educators.
 - 12.02(4)(c) the required evaluation fee.
 - 12.02(4)(d) the oath form required in section 2.04 (5) of these Rules.
 - 12.02(4)(e) a complete set of fingerprints of such applicant taken by a qualified law enforcement agency, unless the applicant previously submitted a complete set of his or her fingerprints to the Colorado Department of Education.
 - 12.02(4)(f) the required fingerprint fee.
- 12.02(5) The Department of Education will evaluate the application and supporting evidence and renew the license, request additional information or explanation, or deny the license renewal if the requirements of section 12.02 (4) of these Rules are not met.
- 12.02(6) Master Certificates. Educators who hold Master Certificates in conjunction with Professional Licenses may renew the Master Certification by providing evidence that the ongoing professional development, leadership, and demonstration of advanced competencies and expertise have continued during the validity period of the Master Certificate. Master Certificates and the accompanying Professional Licenses may be renewed for a period of seven years.

12.02(6)(a) Professional development activities for the renewal of Master Certificates may include but need not be limited to: involvement in school reform efforts; service on state-wide boards or commissions; supervision of advanced-level practicum or internship students; advanced study appropriate to standards 5.00 or 6.00 of these Rules; original research and/or publication.

12.02(6)(b) Master Certificate holders are highly encouraged to serve as mentors, as members of state-wide boards or commissions, as preparers of educators and as advanced practicum supervisors since such service encourages in-depth knowledge and abilities in the standards prescribed in sections 5.00 and 6.00 of these Rules.

12.03 Appeals Process:

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

12.04 Reinstatement of Expired Licenses or Certificates:

An applicant whose professional license or certificate is not renewed may reinstate his or her professional license or certificate by meeting the following requirements.

12.04(1) Complete and submit an application for reinstatement.

12.04(2) Submit to the Department of Education such information or other evidence to satisfy the deficiencies that resulted in nonrenewal of the professional license or certificate. Such information or evidence includes but is not limited to evidence of completion of professional development requirements for the license or certificate to be reinstated as provided in sections 12.02 - 12.02 (4) And 21.03 of these Rules, as appropriate.

12.04(3) Pay the reinstatement fee set by the State Board of Education.

2260.5-R-13.00 Approved Induction Programs.

Teachers, special service providers, and holders of authorizations. Initial Licenses are valid only in school districts which provide approved induction programs unless the district or other educational entity has been granted a waiver of an induction program as provided in section 23.00 of these Rules. Colorado school districts, consortia of districts or accredited non-public schools or other educational entities which employ licensed educators, may develop induction programs for initial teachers, special service providers, and holders of authorizations. Such programs shall meet the criteria of these Rules and be approved by the State Board of Education. Initial and continuing approval of such programs may be granted by the State Board of Education.

13.01 Criteria for Approval and Review of Induction Programs.

The following shall serve as standards and criteria for the approval of induction programs for initial teacher and special service licensees. These standards have been developed in consideration of 22-60.5-204 and 213, C.R.S. The Department shall provide technical assistance to school districts in the development of induction programs and shall disseminate information concerning successful programs.

13.01(1) Effective induction programs shall include district plans, policies, and opportunities for V teachers which:

- 13.01(1)(a) Enhance performance of educators according to the Standards prescribed in section 5.00 of these Rules by providing, through mentors and other professionals: demonstrations of improved instructional practices; improvement of educational experiences for all students; and adapting curriculum and instruction to accommodate populations of diverse students.
- 13.01(1)(b) Encourage professionalism and educator development according to performance standards by: building a foundation for the continued study of teaching; encouraging collaborative relationships among administrators and teachers and partnerships between districts and universities; providing an orientation for new teachers to the culture of the school system, the district, the community, and the teaching profession; providing opportunities for professional growth and ongoing professional development and training, including ethics, for both new teachers and mentors.
- 13.01(1)(c) District policies will; formalize the profiles of a successful educator at various career stages; provide training of site administrators in the educator induction process; establish standards for the selection, training, and release of mentors who work with new teachers and special service providers; establish an assessment model to review, evaluate and guide the induction program; establish a process for the selection and training of mentors and for the matching of mentors with inductees; establish the primary role of the mentor as teacher, coach, advocate, support, guide and nurturer of new teachers; state whether mentors will be included in the evaluation of inductees. If mentors are to be involved in the performance evaluations of inductees, such policies shall state the specific roles and responsibilities of the mentor in evaluations.
- 13.01(1)(d) Professional support for inductees will include: information related to school and district policies and procedures; local district goals and local content standards; educator roles and responsibilities; information about the school community; substantive feedback to the inductee about performance; provisions for the extension of the induction program if deemed necessary by the district.
- 13.01(2) Effective induction programs should consider the following recommendations for implementation:
- 13.01(2)(a) District plans and policies which may: encourage collaborative efforts between higher education institutions and school districts in induction programs; provide release time for both mentors and inductees; provide some form of compensation for mentors.
- 13.01(2)(b) Districts may make commitments to: placing new educators in settings where they are likely to succeed; providing inductees with supervisors and mentors skilled in helping new employees; providing sufficient planning time for inductees; clarifying expectations for inductees and mentors; guiding the inductee in the development of an induction portfolio. The purpose of such portfolio is to encourage self-reflection and self-evaluation of educational practice by the inductee, and to document improved performance related to the standards for professional educators as specified in sections 5.00 or 6.00 of these Rules, as appropriate.
- 13.01(2)(c) District guidelines for selecting mentors may include: the mentor agrees to serve as a mentor; the mentor is an experienced professional who models the standards as reflected in section 5.00 of these Rules with demonstrated excellence in practice; the mentor works well with adults, is sensitive to the viewpoints of others; the mentor is an active and open learner; the mentor is competent in interpersonal and public relations skills.

13.01(2)(d) District guidelines for the assignment of mentors may include: the mentor should be closely matched to the inductee in terms of assignment; the mentor should be located, when possible, in close proximity to the inductee; the mentor and the inductee should have styles that are not in conflict.

13.01(2)(e) Effective induction programs may be based upon the following principles: induction programs should promote purposeful learning by inductees rather than learning through trial and error; induction programs should encourage the retaining of capable, talented professionals; induction programs should enhance the working conditions and job satisfaction of professionals; mentoring should be an opportunity for modeling professionalism; induction programs should provide a safe, risk-taking environment and a collegial atmosphere for teaching and learning; induction programs should promote systemic change and school renewal.

13.02 Program Evaluation.

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

2260.5-R-14.00 Induction Programs

Principals and Administrators: Initial Licenses are valid only in school districts which provide approved induction programs, unless the school district has applied for and obtained a waiver of the induction program requirement.

14.00(1) Purposes: Induction programs for principals and/or administrators shall be designed to meet four purposes: Orientation; Socialization and Transition; Technical Skill Development; and Continuous Formative Assessment.

14.00(2) Mentors: Induction programs shall provide for the assignment of mentors to all Initial licensees. Mentors may be selected from a variety of sources including school district personnel or personnel from other districts.

14.00(2)(a) Selection: Mentors must have experience as a school principal or district administrator, as appropriate, and should be regarded as effective by their peers. Mentors should be selected to match the experience of the inductee. Mentors shall have demonstrated: commitment to the Standards for Principals or Administrators, as appropriate; well-developed interpersonal skills including the ability to listen and question effectively, explore multiple solutions to problems, and the ability to empathize with others; effective oral and written communication skills; and an awareness of the political, social and practical realities of the context of the inductee.

14.00(2)(b) Training: Induction programs must include a staff development program for mentors which includes but is not limited to: orientation to mentoring; development of the knowledge and skills contained in the Standards for Principals or Administrators, as appropriate; cognitive coaching; and writing professional growth and improvement plans.

- 14.00(2)(c) Professional Development Plans: At the inception of the induction period, the mentor and inductee shall jointly develop a professional growth plan in consultation with the inductee's supervisor. The plan is to be based on the inductee's preservice portfolio, the assessments required for the Initial License, the Standards for Principals or Administrators, and other applicable data. Each inductee must maintain a portfolio of induction activities. The professional development plan may be modified and adjusted based on ongoing feedback from the mentor and supervisor and the inductee's personal analysis and reflection.
- 14.00(2)(d) Professional Evaluation: Induction programs shall include summative performance evaluations of inductees. The induction program shall specify the role of the mentor in evaluation: conduct of the evaluation, providing input to the evaluation, or no involvement. The evaluations shall be designed to document growth and performance in relation to the inductee's assignment.
- 14.00(2)(e) Length of Induction Programs: The induction program shall define a process for determining when an inductee has successfully completed the program. In no case shall an induction program exceed three years.
- 14.00(2)(f) Recommendation: The district or districts delivering the induction program shall recommend an inductee for a Professional License based on performance evaluations and ongoing evaluation of the candidate's capability for meeting the Standards for Principals or Administrators at the Professional Level. Criteria for recommendation shall include, but are not limited to: mentor and supervisor recommendation; summative evaluations, and growth documented by formative evaluations,
- 14.00(2)(g) Program Evaluation: Each induction program shall conduct a self-evaluation every five years which shall include data regarding the success of inductees on the state assessment for the Professional License. The Department may conduct visits to induction sites and survey participants regarding the effectiveness of the program. The evaluation information shall be submitted to the Principal and Administrator Professional Standards Board for its use in considering renewal of the induction program.

2260.5-R-15.00 Denial, Suspension, Revocation, or Annulment of Licenses and School District Reporting Requirements

- 15.00(1) The purpose of this section is to establish a procedure for processing complaints and charges for the denial, suspension, revocation or annulment of licenses, including lifetime certificates, endorsements, and authorizations, and to establish and define standards against which said complaints and charges may be judged. These Rules also provide due process protections for license holders and applicants against whom complaints and charges have been lodged, and specify requirements for school district reports concerning employee misconduct to the Department. For the purpose of this section, license shall mean 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.
- 15.00(2) 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:
- 15.00(2)(a) a license may be denied if the applicant attempts to obtain the license through misrepresentation or fraud or through misleading information or an untruthful statement submitted or offered with the intent to misrepresent or mislead or to conceal the truth;

- 15.00(2)(b) a license may be annulled if the holder obtained the license through misrepresentation or fraud or through misleading information or an untruthful statement submitted or offered with the intent to misrepresent or mis lead or to conceal the truth. A license may be annulled or modified 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;
- 15.00(2)(c) a license may be denied, suspended or revoked when the applicant or holder is or has ever been determined to be mentally incompetent by a court of competent jurisdiction and a court has entered, pursuant to Part 3 or Part 4 of Article 14 of Title 15 or Section 27-65-109 (4) or 27-65-127, C.R.S., an order specifically finding that the mental incompetency is of such a degree that the applicant or holder is incapable of continuing to perform his or her job; except that the license of a person who has been determined to be mentally incompetent and for whom such an order has been entered shall be denied, revoked or suspended by operation of law without a hearing, notwithstanding the provisions of Section 22-60.5-108, C.R.S.;
- 15.00(2)(d) a license may be denied, suspended or revoked 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 law of this state involving contributing to the delinquency of a minor, as described in section 18-6-701, C.R.S.; 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; misdemeanor sexual assault, as described in Section 18-3-402 C.R.S.; misdemeanor unlawful sexual conduct as described in Section 18-3-404, C.R.S.; misdemeanor sexual assault on a client by a psychotherapist, as described in Section 18-3-405.5 C.R.S.; misdemeanor child abuse, as described in Section 18-6-401, C.R.S.; or 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).
- 15.00(2)(e) a license may be denied, suspended or revoked 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 12-22-303 (7), C.R.S.;
- 15.00(2)(f) a license may be denied, suspended or revoked when the applicant or holder is or has ever been found guilty of a felony, other than a felony described in Section 15.00 (3) 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 15.00 (3) 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 15.00 (3) 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;
- 15.00(2)(g) a license may be denied, suspended or revoked when the applicant or holder has ever received a disposition or an adjudication for an offense involving what would constitute a physical assault, a battery, or a drug-related offense if committed by an adult and the offense was committed within the ten years preceding the date of the applicant or holder's application for a license;

- 15.00(2)(h) a license may be denied, suspended or revoked when the applicant or holder forfeits or has ever forfeited any bail, bond or other security deposited to secure the appearance by the applicant or holder who is charged with having committed a felony or misdemeanor, pays or has ever paid a fine, enters or has ever entered a plea of nolo contendere, or receives or has ever received a deferred or suspended sentence imposed by the court for any offense described in Sections 15.00(3)(a), 15.00(3)(b), 15.00(3)(d) or 15.00(3)(e) of these Rules;
- 15.00(2)(i) notwithstanding any provision of Section 15.00(3) of these Rules to the contrary, a license may be denied, suspended or revoked when the State Board of Education determines an applicant or holder who held a license prior to June 6, 1991, has ever been convicted of an offense described in Sections 15.00(3)(a) - 15.00(3)(d) 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;
- 15.00(2)(j) a license may be suspended when the holder without good cause, resigns or abandons his or her contracted position with a school district without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the succeeding academic year at least thirty 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 thirty days prior to the date he or she intends to stop performing the services required by the employment contract.
- 15.00(2)(k) a license may be denied, annulled, suspended or revoked when the State Board of Education finds and determines that the applicant or holder is or has ever been professionally incompetent, as described in Section 15.01 of these Rules;
- 15.00(2)(l) a license may be denied, annulled, suspended or revoked when the State Board of Education finds and determines that the applicant or holder is or has ever been guilty of unethical behavior, as described in Section 15.02 of these Rules .
- 15.00(2)(m) a license may be suspended or revoked for a period not less than 90 days when the State Board of Education finds and determines that the licensee knowingly and intentionally failed to protect student data, pursuant to 22-1-123 C.R.S.
- 15.00(2)(n) a license may be denied, suspended or revoked 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 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.
- 15.00(3) a license shall 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:

- 15.00(3)(a) a license shall be denied, suspended or revoked when the applicant or holder is or has ever been convicted by a jury verdict or by entry of a verdict or acceptance of a guilty plea or a plea of nolo contendere by a court of felony child abuse, as specified in Section 18-6-401, C.R.S.; a crime of violence, as defined in Section 18-1.3-406, C.R.S.; a felony offense involving unlawful sexual behavior, as defined in Section 16-22-102(9), C.R.S.; or a felony offense in another state, the United States , or territory subject to the jurisdiction of the United States , the elements of which are substantially similar to the elements of one of the offenses described in this paragraph (a);
- 15.00(3)(b) a license shall be denied, suspended or revoked when the applicant or holder is or has ever been convicted by a jury verdict or by entry of a verdict or acceptance of a guilty plea or a plea of nolo contendere by a court of indecent exposure, as described in Section 18-7-302 C.R.S., or of a crime under the laws of another state, a municipality of this or another state, the United States , or a territory subject to the jurisdiction of the United States , the elements of which are substantially similar to the offense of indecent exposure described in this paragraph (b);
- 15.00(3)(c) a license shall 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;
- 15.00(3)(d) a license shall be denied, suspended or revoked when the applicant or holder is or has ever been convicted by a jury verdict or by entry of a verdict or acceptance of a guilty plea or a plea of nolo contendere by a court of 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., or of 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 the offense described in this paragraph (d). These grounds for mandatory denial, suspension or revocation of a license shall only apply for a period of five years following the date the offense was committed, provided the applicant or holder has successfully completed any domestic violence treatment required by the court.
- 15.00(3)(e) a license shall be denied, suspended or revoked if the applicant or holder is or has ever been convicted by a jury verdict or by entry of a verdict or acceptance of a guilty plea or a plea of nolo contendere by a court of a felony drug offense described in Part 4 of Article 18 of Title 18, C.R.S., committed on or after August 25, 2012. This requirement for denial, suspension or revocation of a license shall only apply for a period of five years following the date the offense was committed.
- 15.00(3)(f) a license shall be denied, suspended or revoked when the applicant or holder fails to submit his or her fingerprints taken by a qualified law enforcement agency to the Department within thirty 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.

15.00(4) 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 15.00(2)(d), 15.00(2)(e) or 15.00(2)(n) 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 15.00(3)(a) - 15.00(3)(e) of these Rules. The State Board of Education may revoke a suspended license based on a violation of Sections 15.00(2)(d), 15.00(2)(e) or 15.00(2)(n) of these Rules and shall revoke a suspended license based on a violation of Sections 15.00(3)(a) - 15.00(3)(e) 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 shall be conclusive evidence of such conviction or plea for the purposes of Sections 15.00(2)(d), 15.00(2)(e) and 15.00(2)(n) 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 shall be conclusive evidence of such conviction or plea for the purposes of Sections 15.00(3)(a) - 15.00(3)(e) of these Rules.

15.00(5) In cases where the State Board of Education deems summary suspension is appropriate, pursuant with Section 24-4-104(4), C.R.S., proceedings for suspension or revocation may be instituted upon the Board's own motion without the necessity for having a charge filed pursuant to these regulations. The holder shall be entitled to a post-deprivation hearing consistent with Section 24-4-105, C.R.S. At such hearing, the burden of proof shall rest with the holder.

15.01 Standards of Professional Incompetence.

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

15.02 Standards of Unethical Behavior.

The following shall 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 shall be considered unethical behavior for a license holder or applicant to:

15.02(1) fail or to have ever failed to make reasonable effort to protect the student from conditions harmful to health and safety;

15.02(2) provide or to have ever provided professional services in a discriminatory manner regarding age, gender, sexual orientation, national origin, race, ethnicity, color, creed, religion, language, disability, socio-economic status, or status with regard to marriage;

15.02(3) fail or to have ever failed to keep in confidence information obtained in the course of professional services unless disclosure serves to protect the child, other children or school personnel, or is required by law;

15.02(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;

- 15.02(5) deliberately distort or suppress or to have ever deliberately distorted or suppressed curricular materials or educational information in order to promote the personal view, interest or goal of the license holder or applicant;
- 15.02(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;
- 15.02 (7) make or to have ever made false or malicious statements about students or school personnel;
- 15.02(8) solicit, accept or agree to accept or to have ever solicited, accepted or agreed to accept anything of substantial value from any person when the license holder or applicant knows, or a reasonable person could construe, that the conferment of the thing of value is for the purpose of influencing the license holder or the applicant's professional judgment or performance of professional duties;
- 15.02(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;
- 15.02(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; or
- 15.02(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.

15.03 Complaints.

- 15.03(1) A complaint is a formal statement filed by an aggrieved party or a party in interest of an alleged violation of conditions that, if found to be substantial or continued, and if found to be true, becomes ground for denying, annulling, revoking or suspending the license.
- 15.03(2) The Department of Education shall supply necessary complaint forms and information to any aggrieved person or party in interest.
- 15.03(3) Filing of Complaints
 - 15.03(3)(a) A written complaint shall be delivered personally or sent by mail to the Commissioner of Education by the complainant. The complaint shall be signed and sworn to by the complainant. Such complaint shall set forth facts alleging the actions serving as the basis of the complaint to be substantial or continued. A complaint may be initiated by the Commissioner if done within twenty working days of receipt of actual express notice of the actions which give rise to the complaint.
 - 15.03(3)(b) The Department of Education shall determine, within twenty working days of receipt of the complaint, if the complaint meets the requirements of the law and rules before further investigative action is taken by the Department. The Department shall notify the complainant if the complaint is being rejected due to the failure of the complaint to meet the requirement of the law or rules, but that the complaint may be pursued with the local board of education if desired by the complainant. Such notification shall be within five working days of the decision to reject the complaint.

15.03(3)(c) A complaint that meets the requirement of the law or rules and is accepted by the Department, shall be filed within ten working days of acceptance of the complaint with the person against whom the complaint was filed. If the Department knows that the person complained against is employed by a Colorado school district, board of cooperative services or charter school, the Department shall notify the school district, BOCES or charter school of the complaint. The school district, BOCES or charter school board may take action pursuant to its locally adopted policies as it deems appropriate.

15.03(3)(d) A complaint may be withdrawn by the complainant at any time during the proceedings; however, the Department may continue proceedings even though the complaint is withdrawn. The Department shall notify the person complained against of the complaint withdrawal.

15.03(3)(e) Any handling of the complaint shall be consistent with the laws on confidentiality. Directives based on these laws shall be indicated on forms and shall be given to all parties in interest.

15.03(4) Processing Charges

15.03(4)(a) Within forty working days of the acceptance of the complaint, an inquiry into the complaint shall be completed by the Department. The purpose of this inquiry shall be to determine if there is probable cause to file a formal charge against the license holder or applicant. In any case where the Department determines probable cause does not exist, the Department shall withdraw or dismiss the complaint and notify the person complained against and the complainant of the Department's action.

15.03(4)(b) The Department shall send a copy of the charge by First Class mail to the person charged within five working days. The Department shall include a notification of such person's right to return a response within twenty working days. If the Department knows that the person charged is an employee of a Colorado charter school, BOCES or school district, the Department shall notify the charter school, BOCES or school district of the charge.

15.03(4)(c) After the expiration of the twenty working day period allowed for a response or upon receipt of the answer, whichever is sooner, the Department will review the charge and response and determine whether to pursue the charges for denial, revocation or annulment of the license.

15.03(4)(d) The Commissioner is authorized to grant extensions to any of the processing deadline dates in Sections 15.03 (3) and (4) of these Rules, based upon sufficient cause shown.

15.03(4)(e) The Department will present its findings and recommendations to the State Board of Education for action.

15.03(4)(e)(ii) if revocation or annulment is recommended and accepted by the State Board of Education, the Board shall take action to have the hearing conducted in accordance with Section 24-4-105 C.R.S.

15.03(4)(e)(iii) if denial is recommended and accepted by the State Board of Education, the Department shall 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.

15.03(4)(f) The Department shall notify by First Class mail both the complainant and the person charged of the decision of the State Board of Education to dismiss the charge or conduct a hearing. If the Department knows that the person charged is a current employee of a Colorado charter school, BOCES or school district, the Department shall notify such school, BOCES or school district of the decision of the State Board.

15.03(4)(g) If the decision of the State Board of Education is to conduct a formal hearing, or if the applicant timely requests a formal hearing concerning the Board's denial of his or her application, the hearing and subsequent proceedings shall be conducted by an Administrative Law Judge appointed by the Division of Administrative Hearings in accordance with Section 24-4-105(3), C.R.S.

15.03(4)(h) Pursuant to Section 24-4-105(14), C.R.S., the decision of the Administrative Law Judge shall include a statement of findings and conclusions and the appropriate order, sanction, relief or denial thereof. The decision of the Administrative Law Judge shall result in revocation of the license or, in the case of an application, denial of the license if the charge is sustained.

15.04 Application For License Following Suspension. Revocation, Annulment Or Denial

15.04(1) The holder of a license that has been suspended or revoked may apply for a new license, the renewal of the expired license, or the reinstatement of the license to the State Board of Education. Said application will include justification for issuance, renewal or reinstatement, with appropriate supporting documentation as to the current fitness of the applicant to resume educational duties, and be in compliance with all laws and rules currently in effect, in all cases involving the application for a new license, the renewal of the expired license, or the reinstatement of the suspended or revoked license, the burden of proof shall rest with the applicant.

15.04(1)(a) The reinstated license will bear the same expiration date as had been originally issued.

15.04(1)(b) In the event the original license has expired during the period of suspension or revocation, the applicant will be required to meet all requirements for the renewal of the license.

15.04(2) The party whose license has been denied or annulled by the State Board of Education may apply for a license to the State Board. Said application will include justification for issuance, with appropriate supporting documentation as to the current fitness of the applicant to resume educational duties, and be in compliance with all laws and rules currently in effect, in all cases involving the application for a license, the burden of proof shall rest with the applicant.

15.05 Mandatory Reporting of Misconduct

15.05(1) The local board of education, charter school, board of cooperative services or its designee shall immediately notify the Department when any dismissal action or acceptance of resignation concerning a district, charter school or BOCES employee is based upon a violation resulting in a conviction, guilty plea, plea of nolo contendere or deferred sentence as set forth in Sections 15.00 (2) (d) - 15.00 (2) (h) and 15.00 (3) (a) - 15.00 (3) (c) of these Rules. The local board, charter school, BOCES or its designee shall provide any information requested by the Department concerning the circumstances of the employee's dismissal or resignation.

- 15.05(2) The local board of education, charter school, board of cooperative services or its designee shall notify the Department when an employee, of the district, charter school or BOCES has been dismissed or has resigned as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence. Such notification shall occur within ten business days after the employee's dismissal or resignation. The local board, charter school, BOCES or its designee shall provide any information requested by the Department concerning the circumstances of the employee's dismissal or resignation.
- 15.05(3) The local board of education, charter school, board of cooperative services or its designee shall 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 of the district, charter school or BOCES. The local board, charter school, BOCES or its designee shall provide any information requested by the Department concerning the employee's alleged abuse or neglect.
- 15.05(4) The local board of education, charter school, board of cooperative services or its designees shall notify the Department when the local board, charter school or BOCES reasonably believes that one of its employees is guilty of unethical behavior or professional incompetence as set forth in sections 15.01 and 15.02 of these Rules. The local board, charter school, BOCES or its designee shall provide any information requested by the Department concerning the employee's behavior or competence.
- 15.05(5) The local board of education, charter school, board of cooperative services or its designee shall notify the Department when the local board, charter school or BOCES learns from a source other than the Department that a current or past employee of the district, charter school or BOCES has been convicted of, has pled nolo contendere to, or has received a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children.

2260.5-R-16.00 (number reserved)

2260.5-R-17.00 Standards for the Approval of Educator Preparation Programs.

The State Board of Education will submit its recommendation to the Colorado Commission of Higher Education, with regard to a teacher education program, based on whether or not it approves of the content of the program.

17.01 Design of the Professional Education Programs.

The professional education unit has high quality programs that are based on State Board of Education standards, sections 5.00, 6.00, and 7.00 through 11.00 of these Rules. The programs are coherent and consistent with the institution's mission and are continuously evaluated.

17.02 The CDE Office of Professional Services

will evaluate all new and renewing teacher preparation programs for consistency with State Board of Education teacher preparation content standards, including the assessment of the content of those programs, based on 22-2-109 C.R.S., and recommend to CCHE approval or disapproval of such programs.

2260.5-R-18.00 Alternative Teacher Preparation Programs:-One-year and Two-year Programs.

The following shall serve as standards for the initial and continuing approval of alternative teacher preparation programs. Colorado school district(s), boards of cooperative services (BOCES), accredited non-public school(s), accepted institution(s) of higher education, non-profit agency, or any combination thereof, may apply to the Colorado State Board of Education for approval of an alternative teacher preparation program pursuant to 22-60.5-102(5) and 22-60.5-205, C.R.S.

18.00(1) An alternative teacher preparation program shall:

18.00(1)(a) Be a one-year or two-year teacher preparation program of study and training for persons of demonstrated knowledge and ability who hold an alternative teacher license, as issued pursuant to section 3.12 of these Rules.

18.00(1)(a)(i) A one-year program is designed to be completed in one year. The program may be extended for one year based on documentation of unforeseen circumstances that are reviewed for approval by the department.

18.00(1)(a)(ii) A two year program is designed to be completed in two years.

18.00(1)(a)(iii) Except that an alternative teacher preparation program for the purpose of receiving a special education endorsement may be designed to be completed in a maximum of three years during which time the candidate must be teacher of record for a minimum of one year.

18.00(1)(b) Be the responsibility of a designated agency, whose duties shall include the organization, management, and operation of the program.

18.00(1)(b)(i) A designated agency may be either a Colorado school district, an accredited non-public school, a BOCES, an accepted institution of higher education, or a non-profit organization, or any combination, thereof.

18.00(1)(b)(ii) The designated agency shall establish an advisory council, regionally represented if appropriate to the program, which shall include, at a minimum, representatives from-participating school districts, BOCES, or accredited non-public schools; at least one qualified mentor teacher; and a representative from any accepted institution of higher education cooperating with the designated agency.

18.00(1)(c) Require alternatively-licensed teachers to be employed full-time by a Colorado school district, accredited non-public school, or BOCES, to teach, receive training, and be supervised by a qualified mentor teacher and an appropriate support team.

18.00(1)(c)(i) For purposes of these Rules, full-time shall mean a 100% contract by which the alternative teacher is assigned to teach a minimum of 51% in the approved endorsement area;

18.00(1)(c)(i)(a) If the alternatively licensed 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 in the additional content area, or the equivalent, thereof; or has passed the related state-approved content area exam(s).

18.00(1)(c)(ii) During at least one year of the program, the alternatively-licensed teacher shall be the teacher of record.

18.00(1)(c)(ii) Training of alternatively-licensed teachers shall include 225-clock hours of planned instruction, and activities to include, but not be limited to, teacher preparation courses that meet the performance based standards, and training in dropout prevention.

18.00(1)(c)(ii)(a) These 225-clock hours shall, at a minimum, include professional development that addresses the content of the Teacher Performance Standards pursuant to 2260.5-R-5.00.

18.00(1)(c)(ii)(b) The amount of 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 which determines that one of the program's requirements has already been met by the alternatively-licensed teacher's proven knowledge or past experience.

18.00(1)(c)(ii)(c) Performance evaluations of alternatively-licensed teachers shall be conducted and documented in accordance with 22-9-106, C.R.S.

18.00(2) Proposal applications submitted by designated agencies for the approval of alternative teacher preparation programs shall include, but not be limited to:

18.00(2)(a) evidence of the establishment of an alternative teacher preparation program advisory council, by the designated agency.

18.00(2)(b) a listing of the duties of the advisory council, which shall include, but not be limited to, providing the designated agency with information regarding the organization, management, and operation of the approved alternative teacher program.

18.00(2)(c) criteria for the selection of mentor teachers, which shall include, but not be limited to, evidence and/or confirmation of exemplary teaching and school leadership; the ability to model and counsel the alternative teacher; relevant coursework; and a valid license and endorsement, in the alternatively-licensed teacher's content area. Mentor teachers may evaluate alternative teachers, if trained in accordance with 22-9-106(4), C.R.S., except that mentor teachers shall not be required to hold an administrative license.

18.00(2)(d) a formal 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.

18.00(2)(e) duties of the mentor teacher, including, but not be limited to, serving as a member of the support team; providing ongoing counseling and supervision of the alternative teacher; and having the primary responsibility for representing the support team in the process of evaluating with regard to, and making recommendations for, the licensing of the alternative teacher.

18.00(2)(f) a checklist of the duties of the mentor teacher and the time required of that teacher to mentor the alternatively-licensed teacher which shall be maintained by the designated agency, the mentor teacher checklist shall include, but not be limited to the following elements: membership on the support team and attendance at meetings; identification of the time the mentor will spend in counseling and supervising the alternatively-licensed teacher; and the primary responsibility of the mentor to represent the support team, in the process of evaluating and making recommendations regarding the initial licensing of the alternatively-licensed teacher.

- 18.00(2)(g) provisions made by the designated agency, to assist the mentor teacher in properly discharging his/her regular duties, such provisions may include, but not be limited to: providing a substitute teacher for the mentor teacher, as necessary and appropriate, and/or allowing for adequate compensatory time, and/or other compensation, for the mentor teacher's required planning and observation schedule and ongoing regular conferences with the alternatively-licensed teacher.
- 18.00(2)(h) the composition of the alternative teacher preparation program support team. The team shall include, at the least, the alternative teacher's mentor teacher, the building principal, and a representative of the approved institution of higher education.
- 18.00(2)(i) duties of the support team including, but not be limited to:
- 18.00(2)(i)(i) meeting on a regular schedule with an agenda. Documentation of such regularly-scheduled meetings shall include, but not be limited to, evidence of the alternatively-licensed teacher toward meeting the program's objectives.
 - 18.00(2)(i)(ii) evaluation of the related prior education and experience of the alternatively-licensed teacher, to determine the appropriate program elements which will prepare the candidate for full licensure, as prescribed by these and other relevant rules and policies.
 - 18.00(2)(i)(ii)(a) the support team may decrease or increase the 225-hours of training, based upon its evaluation and the documented evidence it has, on file, of the qualifications, knowledge, and experience of the alternatively-licensed teacher.
 - 18.00(2)(i)(ii)(b) the training program shall include the elements required by these Rules.
 - 18.00(2)(i)(iii) development of the instruction plans and activities for the alternatively-licensed teacher's preparation and its delivery, these shall meet the Colorado State Board of Education standards, as prescribed in section 5.00 of these Rules.
 - 18.00(2)(i)(iv) administration, prior to the beginning of the school year, of the alternatively-licensed teacher's program of instruction, the program shall include, but not be limited to, an orientation to: the school and its student population; policies and procedures which affect teaching; classroom management strategies; and teacher responsibilities, as prescribed by Section 18.00 (1) (c) of these Rules.
- 18.00(2)(j) a means of assurance that the major portion of the alternatively-licensed teacher's assignment shall be in the content area in which the alternatively-licensed teacher has been approved by the state through a content area evaluation, as prescribed by Section 3.12(4)(a)-(b).
- 18.00(2)(k) explanation of how the school or district will meet the requirements specified in Section 18.00(1)(c)(i)(a) of these Rules if an alternatively-licensed teacher is asked, by the school or district to teach outside of his/her approved content area.
- 18.00(2)(l) the method of evaluation of the alternatively-licensed teacher's proficiencies using performance evaluations, as based on performance-based standards for Colorado teachers, as prescribed by Section 22.60.5-R-5.00 - 5.08(5) of these Rules.

- 18.00(2)(m) an inventory of standards pursuant to 2260.5-R-5.00 for each alternatively-licensed teacher candidate in its program, that documents how the alternatively-licensed teacher demonstrates proficient knowledge and understanding of the performance based standards for Colorado teachers, and their standard elements, including demonstration of proficient performance in a classroom setting.
- 18.00(2)(n) an estimate of the revenues and expenditures necessary for the development and administration of the alternatively-licensed teacher's preparation program, including sources of those revenues.
- 18.00(2)(o) the process by which performance evaluations of alternatively-licensed teachers will be conducted, which shall be consistent with the provisions of 22-9-106 C.R.S.
- 18.00(2)(p) the designated agency's measurable objectives for the alternatively-licensed teacher's preparation program.
- 18.00(3) The alternative teacher preparation program shall be approved for five years, at which time it will be reviewed and evaluated for evidence of effectiveness of program administration and preparation of alternatively-licensed teachers.

18.01 Acceptance of Alternatively-Licensed Teachers.

For the purposes of issuing an alternative teacher license pursuant to 22-60.5-201(1) (a), C.R.S., designated agencies shall provide the following to the Colorado Department of Education within 30 days of the candidate's employment:

- 18.01(1) A copy of the alternatively-licensed teacher candidate's contract, which includes terms and conditions of employment;
- 18.01(2) A statement of assurance of employment with signatures from the designated agency representative, human resources officer of the employing district or accredited non-public school, and the alternatively-licensed teacher candidate verifying that the candidate is employed, that the placement is in the approved endorsement area, and that the candidate is teaching in the approved endorsement area a minimum of 51% of the full time contract.

2260.5-R-19.00 Colorado Teacher of the Year Program

19.01 Administration.

- 19.01(1) The Colorado Teacher of the Year is selected in accordance with the National Teacher of the Year: Selection Criteria, as articulated by the Council of Chief State School Officers (CCSSO).
- 19.01(2) The Department may reward the Award Recipient with gifts, services and opportunities that may include, but need not be limited, to:
 - 19.01(2)(a) A Sabbatical from teaching responsibilities that includes moneys awarded to the Award Recipient's employer for the purpose of hiring a substitute teacher during the award recipient's sabbatical;
 - 19.01(2)(b) A cash gift;
 - 19.01(2)(c) Travel and lodging expenses;
 - 19.01(2)(d) A computer;

- 19.01(2)(e) Supplies and equipment for the award recipient's classroom or school; and
- 19.01(2)(f) The opportunity to receive additional training or education.
- 19.01(3) During his or her tenure as Colorado Teacher of the Year, the Award Recipient may participate in activities that may include but not be limited to:
 - 19.01(3)(a) Participating in local, regional and national events related to the Award Recipient's designation as Colorado Teacher of the Year;
 - 19.01(3)(b) Promoting the Teaching Profession;
 - 19.01(3)(c) Teaching best practices to other teachers;
 - 19.01(3)(d) Teaching temporarily in other public schools or school districts.
 - 19.01(3)(e) Mentoring students in teacher preparation programs and supporting newer teachers in Colorado;
 - 19.01(3)(f) Collaborating with institutions of higher education in scholarly research and teaching; and
 - 19.01(3)(g) Participating in special projects relating to education that are important to the award recipient.

2260.5-R-20.00 (number reserved)

2260.5-R-21.00 (number reserved)

2260.5-R-22.00 Inactive Status of Licenses.

- 22.00(1) Holders of valid professional licenses may choose to convert the professional license to inactive status.
 - 22.00(1)(a) The licensee shall notify the Department of Education in writing of his or her intent to place the professional license on inactive status, and
 - 22.00(1)(b) simultaneously transfer, either in person or by first-class mail, the professional license to the Department of Education.
 - 22.00(1)(c) The Department of Education may, upon request of a licensee, and with evidence of that licensee's active military service, reissue his/her license with a new expiration date reflecting the amount of time which remained on the license prior to the licensee's active military service, plus the amount of time during which the licensee served in active military service.
- 22.00(2) While on inactive status, the expiration date of a professional license shall be suspended and the person shall be deemed to not hold a professional license.
- 22.00(3) A person may return a professional license to active status any time by notifying the Department of Education in writing, either in person or by first-class mail to return his or her professional license.
- 22.00(4) Upon receipt of notice to return to active status, the Department of Education shall:

- 22.00(4)(a) reissue the professional license with a new expiration date reflecting the period remaining on the professional license as the date the license holder converted to inactive status.
- 22.00(4)(b) shall return the reissued license to the license holder within thirty days after receiving notice to return to active status.
- 22.00(5) Upon receipt of the professional license, the license holder shall resume active status.
- 22.00(6) Renewal of licenses previously inactive:
- 22.00(6)(a) Any person who is on inactive status may, but is not required, to complete professional development activities which meet the requirements of section 12.02 of these Rules. Such activities completed while on inactive status shall apply to renewal of the person's professional license after the person returns to active status.
- 22.00(6)(b) At the time of renewal, the holder shall provide to the Department of Education evidence of completion of the professional development activities which meet the requirements of the State Board of Education for license renewal as provided in section 12.02 of these Rules and which were completed within the five years preceding the date on which the professional license will expire after its return to active status.

2260.5-R-23.00 Waivers

[The unnumbered paragraph at the beginning of this section expired 5/15/07 per House Bill 07-1167.]

23.01

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 in regard to alternative teacher programs or approved induction programs. Waiver applications shall include the following:

- 23.01(1) The specific portion of these Rules to be waived;
- 23.01(2) The rationale for the request;
- 23.01(3) Detailed information on the innovative programs or plans to be instituted;
- 23.01(4) Financial impact of the proposed waiver, if applicable;
- 23.01(5) Reasons why these innovative programs or plans cannot be implemented under the applicable rule;
- 23.01(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

Sections 2260.5-R-1.00, 15.00, 15.05 emer. rule eff. 08/14/2008.

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

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

Sections 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.

Sections 2260.5-R-1.19, 4.11, 4.14(11)(d – e) emer. rule eff. 09/16/2010.

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

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

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

Sections 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.

Sections 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.

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.