

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

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

These rules provide a process for the recognition of educator preparation programs in other states to facilitate the movement of educators among states. 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 services expressing concern over the increased 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 students and finds that the immediate adoption of emergency rules [2260.5-R-4.09 - 4.09 (3) and 2260.5-R-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 90 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 [2260.5-R-4.09 - 4.09(3) and 2260.5-R-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 [2260.5-R-4.09 - 4.09(3) and 2260.5-R-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 90 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(1)(c) and 22-60.5-101, et seq, C.R.S. These rules are amended to conform to legislative amendments (Senate Bill 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 House Bill 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(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 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 House Bill 97-1058 and House Bill 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 administrator licenses, 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 substitute authorization. In addition, amendments include revised endorsement standards for agriculture, business/marketing, consumer and family sciences, technical education, and trade and industry education.

1.07 Statement of Findings and Reasons for Adoption of Amendments

Following the passage of Senate Bill 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(1)(c), 22-60.5-101, et seq, 22-2-109(1)(p) and 22-2-109 (6)(a), C.R.S. 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 the Colorado 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 Senate Bill 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 (1)(g)-(i), C.R.S., and the rules for the Administration of the Colorado 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 the Colorado 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 22-2-107(1)(c) and 22-60.5-101, et seq, C.R.S. The proposed amendments are necessitated by legislative amendments to the Colorado Educator Licensing Act of 1991, resulting from enactment of House Bill 99-1039 and House Bill 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 Colorado 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 22-2-109 (1)(g)-(i), C.R.S., and the rules for the Administration of the Colorado 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 the Colorado 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 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 the Colorado Office of 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)-(i), C.R.S., and the rules for the Administration of the Colorado 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 the Colorado 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 House Bill 05-1026, which necessitates amendments to the rules for the Administration of the Colorado Educator Licensing Act of 1991, 1 CCR 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 for 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 Colorado Educator Licensing Act of 1991 resulting from enactment of Senate Bill 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 Colorado 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 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 Colorado 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 the Colorado Office of 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 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 Colorado 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 the Colorado Office of Legislative Legal Services with regard to denial, suspension, revocation or annulment of licenses, and school district reporting requirements, necessitated by the enactment of House Bill 08-1344 and Senate Bill 06-176.

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

Senate Bill 08-017 and 22-2-132, C.R.S., concerning occupational educational credentialing, require 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. CCCS 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 Colorado Educator Licensing Act of 1991 provide consistency between the CCCS rules 8 CCR 1504-2 and CDE rules 1 CCR 301-37, section 2260.5-R-4.04 concerning the issuance of career and technical education authorizations.

1.17 Statement of Basis and Purpose of Amendments

The authority for the amendments to these rules is found in 22-2-107(1)(c) and 22-60.5-101, et seq, C.R.S. (per 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 22-2-107(1)(c) and 22-61.5-101, et seq, C.R.S. (per House Bill 09-1240), which 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, 22-60.5-111(10)(c), C.R.S., requires the State Board to promulgate rules establishing a minimum number of credits of coursework in speech, language and hearing sciences that an individual with a bachelor's degree must complete in order to obtain the authorization. The legislation also broadens the required educational background of a School SLPA candidate to include a bachelor's degree in "any other field" if the candidate has completed the specified number of credits of coursework 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 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 Colorado 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 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 Colorado 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 22-2-107(1)(c) and 22- 60.5-101, et seq, C.R.S. The amendments are necessitated by enactment of Senate Bill 08-208, Senate Bill 10-175 and House Bill 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 22-2-107(1)(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 or school district.

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 nonpublic school which is accredited by the Colorado 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 22-60.5-207 C.R.S., entered into for an alternative teacher position by a holder of an alternative teacher license pursuant to 22-60.5-201(1)(a), C.R.S., and a school district, accredited nonpublic school or board of cooperative services that provides 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 22-60.5-201(1)(a), C.R.S., which meets the standards of and has been approved by the Colorado State Board of Education, and that upon completion leads to a recommendation for initial licensure by the designated agency providing the program.
- 2.01(7) Alternative teacher support team: A team established by the designated agency for alternative preparation for each holder of an alternative teacher license employed as an alternative teacher. At a minimum, each alternative teacher support team shall be composed of the alternative teacher's mentor teacher and 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 license-holders that meets the requirements of the Colorado State Board of Education, and that upon completion leads to a recommendation for a professional license by the school district or districts 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, though 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" also 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, the development of 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(13.5) Colorado Academic Standards: The state academic standards that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education, as adopted by the State Board of Education pursuant to section 22-7-1005, C.R.S. The Colorado Academic Standards herein incorporated by reference in these rules were adopted by the State Board of Education in December 2010 and are available at www.cde.state.co.us. Later amendments to the Colorado Academic Standards are not incorporated. The Colorado Department of Education maintains a copy of the standards readily available for public inspection at 201 East Colfax Avenue, Denver, Colorado, during regular business hours.
- 2.01(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 Colorado 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 (BOCES), an accepted institution of higher education, 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(s) or developmental level(s), subject matter or service specialization in accordance with the preparation, training and experience of the holder of such license or authorization. Endorsements typically reflect major areas of specialization.

- 2.01(19) 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(s) or developmental level(s) at which the student plans to teach, and/or for the services that the student plans to provide. Examples of specialty areas include science (grades 7-12), elementary education (grades K-6), school counselor (ages birth-21), reading specialist (grades K-12) and physical education (grades K-12).
- 2.01(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 or 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 minimum 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 a school district or districts providing an approved induction program for initial administrator licensees, who has demonstrated outstanding administrative skills and school leadership and who can provide exemplary modeling and counseling to initial administrator license-holders participating in an approved induction program.
- 2.01(25) Mentor principal: Any principal who is designated by a school district or districts providing an approved induction program for initial principal license-holders, who has demonstrated outstanding principal skills and school leadership and who can provide exemplary modeling and counseling to initial principal license-holders participating in an approved induction program.
- 2.01(26) Mentor special services provider: Any special services provider who is designated by a school district or districts providing an approved induction program for initial specialized services license-holders, who has demonstrated outstanding special services provider skills and school leadership and who can provide exemplary modeling and counseling to initial special services license-holders participating in an approved induction program.
- 2.01(27) Mentor teacher:
- 2.01(27)(a) Any teacher who is designated by a school district or accredited nonpublic school employing an alternative teacher, who has demonstrated outstanding teaching and school leadership and who can provide exemplary modeling and counseling to alternative teachers participating in an alternative teacher program; or
- 2.01(27)(b) Any teacher who is designated by a school district or districts providing an approved induction program for initial teacher license-holders, who has demonstrated outstanding teaching and school leadership and who can provide exemplary modeling and counseling to initial teacher license-holders participating in an approved induction program.

- 2.01(28) 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, university, school, department or other administrative body within the institution of higher education 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 being named 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 Constitution of the State of Colorado.
- 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 unless the applicant has a complete and active application on file with the Colorado Department of Education before the expiration date identified on the applicant's current and active educator license.

2.03 General Requirements for Colorado Licenses

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

2.03(1)(a) It will be determined that an applicant “holds” or “has been awarded” the bachelor’s or higher degree when the registrar of the accepted institution of higher education certifies that the applicant has met all requirements for graduation with the degree, whether or not the degree has been conferred upon the applicant in formal ceremonies or otherwise conveyed to the individual.

2.03(1)(b) The Colorado Department of Education and Colorado accepted institutions of higher education may recognize credits and degrees earned in foreign institutions of higher education if, after appropriate evaluation by an established credentials evaluation service as selected by CDE, there is evidence that such 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 or an approved out-of-state program of educator preparation as defined in section 2.03(1)(b) of these rules, and upon demonstration of 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 Colorado State Board of Education and who has met the following requirements:

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

2.03(3)(b) has successfully completed a state-approved program at an accepted institution of higher education in the endorsement area sought or has successfully completed another state-authorized educator preparation program, including alternative teacher preparation program.

2.03(3)(c) 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)(d) 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 or more years of full-time, continuous, successful, evaluated teaching experience in another state or country for which the Department has granted reciprocity.

- 2.03(4) The State Board of Education may enter into interstate reciprocal agreements whereby the Department agrees to issue initial licenses to persons licensed in other states and such states agree to issue licenses to Colorado license-holders. Such agreements shall not be inconsistent with section 2.03(3) of these rules. Applicants who have completed the requirements of sections 2.03(3)(a)-(c) 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 full-time, 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 interim authorizations to out-of-state applicants.
- 2.03(6) Pursuant to 22-60.5, 201(3.5), the Department may issue professional teacher licenses to applicants who have earned and present certificates issued by the National Board for Professional Teaching Standards.

2.04 Application Procedures

- 2.04(1) The applicant shall submit a completed online application 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 and the signature of the registrar, and include 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, selected by CDE 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 evaluation and review of an application for a license or authorization or the renewal thereof shall be established by the Colorado 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 of alternative preparation. 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, and the area of endorsement recommended as defined in sections 8.00-11.00 of these rules. Out-of-state applicants 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 of a license or authorization, the applicant shall be required to submit to the Colorado Bureau of Investigation (CBI) 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 Colorado Bureau of Investigation in connection with an educator license or authorization application. The applicant must indicate to CBI that the fingerprint history is to be forwarded to the Colorado Department of Education. Each applicant shall also be required to submit to the Department an oath 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 from the date of issuance and may be renewed as provided in section 12.01 of these rules.

- 3.01(1) An initial teacher license may be issued to an applicant who has completed an approved program of preparation at an accepted institution of higher education and who:

3.01(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education.

3.01(1)(b) has completed an approved teacher preparation program at an accepted institution of higher education.

3.01(1)(c) 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, subject matter to be taught and has the competencies essential for educational service.

3.01(1)(c)(iv) certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has the competencies essential for educational service.

3.01(1)(c)(v) such institutional recommendation shall not be required for applicants who completed educator preparation programs as described in 2.03(3)(c) of these rules.

3.01(1)(d) has submitted the application for a license, including copies of official transcripts, the evaluation fee 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 (grades K-6), including special education generalist teachers (ages 5-21), by passage of a Colorado State Board of Education-approved elementary content test.
- 3.01(1)(e)(ii) for secondary teachers (grades 7-12) and teachers of all K-12 and endorsement areas for ages birth-8 by:
 - 3.01(1)(e)(ii)(A) holding an earned bachelor's or higher degree in the endorsement area; or
 - 3.01(1)(e)(ii)(B) passage of the Colorado State Board of Education-approved assessment of content area knowledge relevant to the area of endorsement; or
 - 3.01(1)(e)(ii)(C) twenty-four semester hours of specific coursework as demonstrated through transcript evaluation in the endorsement area.
- 3.01(2) An initial teacher license may be issued to an applicant who has completed an approved alternative teacher program and who:
 - 3.01(2)(a) holds an alternative teacher license as prescribed in section 3.12 of these rules.
 - 3.01(2)(b) has completed a State Board of Education-approved one- or two-year alternative teacher program as provided in section 18.00 of these rules.
 - 3.01(2)(c) has submitted an application for an initial license, the evaluation fee and other supporting data as provided in section 2.04 of these rules.
 - 3.01(2)(d) has provided an institutional 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 (grades K-6), including special education generalists teachers (ages 5-21), by passage of a Colorado State Board of Education-approved elementary content test.
 - 3.01(2)(e)(ii) for secondary teachers (grades 7-12) and teachers of all K-12 and PreK-12 endorsement areas for ages birth-8 by:
 - 3.01(2)(e)(ii)(1) holding an earned bachelor's or higher 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 specific coursework 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 from the date of issuance and may be renewed as provided in section 12.01 of these rules.

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

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

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

3.02(1)(c) has supplied an institutional recommendation which:

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

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

3.02(1)(c)(iii) verifies successful completion of an internship or practicum in a school setting or other appropriate setting as defined in section 11.00 of these rules; and

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

3.02(1)(d) has submitted an application for a license, including copies of official transcripts, the evaluation fee, and other supporting data as required in section 2.04 of these rules.

3.02(1)(e) holds a valid license, certificate or registration in the respective discipline, where applicable, and meets the requirements for an initial or professional specialized services provider license.

3.03 Initial Principal License

An initial principal license shall be valid for three years from the date of issuance and may be renewed as provided in section 12.01 of these rules.

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

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

3.03(1)(b) has completed an approved principal preparation program at an accepted institution of higher education or in 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 nonpublic elementary or secondary school in this state or another state.
 - 3.03(1)(d) has submitted the application for an initial license, including copies of official transcripts, the evaluation fee and other supporting documents as described in section 2.04 of these rules.
 - 3.03(1)(e) has demonstrated professional competencies as evidenced by a passing score on the State Board-adopted assessment for principal quality standards.
- 3.03(2) An initial principal license shall be valid in any school district or districts, including BOCES, 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.

3.04 Initial Administrator License

An initial administrator license shall be valid for three years from the date of issuance and may be renewed as provided in section 12.01 of these rules.

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

- 3.04(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education.
 - 3.04(1)(b) has completed an approved graduate program for school administration at 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(1)(c) has submitted the application for an initial license, including copies of official transcripts, the evaluation fee and other supporting documentation as described in section 2.04 of these rules.
 - 3.04(1)(d) has demonstrated professional competencies as evidenced by either a passing score on the State Board-adopted assessment for administrators or evidence of three years of continuous professional administrative experience.
- 3.04(2) An initial administrator license shall be valid in any school district or districts, including BOCES, 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(3) A holder of an initial administrator license who has completed three or more years of full-time, continuous, successful experience working with students as a licensed professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.05 Professional Teacher or Special Services License

A professional teacher or special services license 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 as provided in section 12.02 of these rules.

3.05(1) A professional teacher or special services professional license may be issued to an applicant who:

3.05(1)(a) holds a Colorado Initial Teacher or Colorado Initial Special Services License.

3.05(1)(b) has successfully completed an approved teacher or special services provider induction program as prescribed in section 13.00 of these rules and/or has been recommended for the professional teacher or special services license by the district or BOCES providing such induction program except as provided in section 3.05 (4) of these rules. If an out-of-state applicant holds a license from another state for which standards of issuance are comparable to Colorado's licensing requirements and has three or more years of full-time, continuous, successful, evaluated experience as a teacher or special services 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 for licensure and be issued a professional license.

3.05(1)(c) has submitted an application for a professional teacher or special services license, including appropriate documentation necessary to determine eligibility for the license and the evaluation fee.

3.05(2) An applicant for a professional license need not complete an approved induction program as an initial teacher or initial special services license-holder if the applicant previously completed an induction program while teaching under an adjunct instructor authorization, an emergency authorization, an interim authorization or a temporary educator eligibility authorization. If the applicant is employed by a school district or BOCES 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 as provided in section 12.02 of these rules.

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

3.06(1)(a) holds:

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

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

3.06(1)(b) has successfully completed an approved principal induction program as described in section 14.00 of these rules.

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

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

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

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

3.06(1)(d) has submitted an application for a professional license, including appropriate documentation necessary to determine eligibility for the license and the evaluation fee.

3.06(2) A professional principal license shall be valid for occasional teaching, which shall not constitute more than one-half of a typical teaching assignment. A principal who has previously held a professional teacher license may be reissued that license, upon application.

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 as provided in section 12.02 of these rules.

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

3.07(1)(a) holds:

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

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

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

3.07(1)(a)(ii)(B) has been recommended for professional licensure by the school district or BOCES 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) A holder of professional administrator licenses who has completed three or more years of full-time, continuous, successful, evaluated experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.08 Master Certificate—Teacher

A master certificate shall be valid for the period of time for which the applicant's professional teacher license is valid and is renewable as provided in section 12.02(6) of these rules. Issuance of a master certificate shall extend the validity of the professional teacher license to seven years.

3.08(1) A master certificate may be issued to an applicant who:

- 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 Standards certification; 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; and
 - 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)(ii)(C) be evaluated by the Colorado Department of Education for demonstrated excellence.

3.09 Master Certificate-Special Services

A master certificate shall be valid for the period of time for which the applicant's professional special services license is valid and renewable as provided in section 12.02 of these rules. Issuance of a master certificate shall extend the validity of the professional special services license to seven years.

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

- 3.09(1)(a) holds a valid Colorado Professional Special Services License and is employed in a school in the area of specialization.
- 3.09(1)(b) has been involved in ongoing professional development and training.
- 3.09(1)(c) has demonstrated advanced competencies or expertise as identified by the educator evaluation system employed in the district.
- 3.09(1)(d) has been recognized for outstanding achievements in the field of specialization.
- 3.09(1)(e) meets the following requirements for the area(s) of specialization:
 - 3.09(1)(e)(i) School Audiologist:
 - 3.09(1)(e)(i)(A) holds national certification in audiology;
 - 3.09(1)(e)(i)(B) has completed at least five years of full-time, continuous, successful, evaluated experience as a school audiologist;
 - 3.09(1)(e)(i)(C) has completed graduate-level university training in school audiology and related areas;
 - 3.09(1)(e)(i)(D) has been involved in at least four of the following areas: local, state or national professional organizations; mentoring or supervision of peers; publication; professional presentations; funded grants; professional leadership; community activities and organizations; and
 - 3.09(1)(e)(i)(E) has been granted an exemplary performance evaluation by a team of peers.
 - 3.09(1)(e)(ii) School Counselor:
 - 3.09(1)(e)(ii)(A) has held a Colorado Professional Special Services License in school counseling for a minimum of five years;
 - 3.09(1)(e)(ii)(B) has demonstrated professional growth through continuing education, professional leadership experiences and exceptional program development;
 - 3.09(1)(e)(ii)(C) has demonstrated commitment to the school counseling profession through professional organization involvement, supervision and training of other school counselors, publication of professional materials and presentations at professional conferences; and
 - 3.09(1)(e)(ii)(D) has demonstrated active community involvement, development of effective parent partnership programs and promotion of cooperation with other professional educators.
 - 3.09(1)(e)(iii) School Occupational Therapist:
 - 3.09(1)(e)(iii)(A) holds a master's degree in occupational therapy from an accepted institution of higher education;
 - 3.09(1)(e)(iii)(B) holds an active occupational therapy license from the Colorado Department of Regulatory Agencies;

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

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

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

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

3.09(1)(e)(iv)(A) has demonstrated outstanding professional activities in at least three of the following areas: authored professional publications; juried articles, newsletters or books; made presentations at professional meetings or conferences; mentored other professionals and supervised student practicum experiences; taught at the university or school district in service levels; served as a model for demonstrations; provided active community leadership by promoting disability education and participation; or wrote grant proposals which were funded; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.10 Master Certificate - Principal

A master certificate shall be valid for the period of time for which the applicant's professional principal license is valid and is renewable as provided in section 12.02 of these rules. Issuance of a master certificate shall extend the validity of the professional principal license to seven years.

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

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

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

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

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

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

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

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

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

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

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

- 3.10(1)(c)(ii) The master principal must demonstrate the ability to:
 - 3.10(1)(c)(ii)(A) create a community of learners who focus on student performance;
 - 3.10(1)(c)(ii)(B) translate vision into program excellence;
 - 3.10(1)(c)(ii)(C) provide value-added leadership to create an organization that has purpose, direction and energy;
 - 3.10(1)(c)(ii)(D) implement programs in schools that result in sustained improvement in student performance;
 - 3.10(1)(c)(ii)(E) integrate multiple instructional models to meet diverse learning needs of both students and adults to enhance student performance;
 - 3.10(1)(c)(ii)(F) imagine alternatives based on knowledge of best practices and create those alternatives as a model for others;
 - 3.10(1)(c)(ii)(G) engage a diverse school community in sustained efforts for school improvement;
 - 3.10(1)(c)(ii)(H) influence and provide a model for the larger system (for example: the district, BOCES or the state); and
 - 3.10(1)(c)(ii)(I) contribute to the development of the profession through mentoring, teaching, writing and other modalities.
- 3.10(1)(d) has demonstrated evidence of positive impacts on student performance at the building level.
- 3.10(1)(e) has contributed to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity.

3.11 Master Certificate—Administrator

A master certificate shall be valid for the period of time for which time the applicant's professional administrator license is valid and is renewable as provided in section 12.02 of these rules. Issuance of a master certificate shall extend the validity of the professional administrator license to seven years.

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

- 3.11(1)(a) holds a valid professional administrator license.
- 3.11(1)(b) has displayed excellence and depth in all of the content and performance standards required for the professional license.
- 3.11(1)(c) has demonstrated excellence on all performance standards and displays depth in all content knowledge; has modeled sustained commitment to improved student performance, to on-going systemic renewal, and to strengthening of profession; and has demonstrated superior performance through accomplishments having significant impact on an educational community.

- 3.11(1)(c)(i) The master administrator must possess knowledge in the following areas:
 - 3.11(1)(c)(i)(A) systemic renewal strategies;
 - 3.11(1)(c)(i)(B) multiple models for school and district management;
 - 3.11(1)(c)(i)(C) dynamic political and policy movements in the state;
 - 3.11(1)(c)(i)(D) promising practices in the professional development of educational leaders;
 - 3.11(1)(c)(i)(E) leading research and writing on instructional strategies, student learning, assessment methodology and supervisory techniques; and
 - 3.11(1)(c)(i)(F) how to capitalize on opportunities presented by diverse stakeholders.
- 3.11(1)(c)(ii) The master administrator must demonstrate the ability to:
 - 3.11(1)(c)(ii)(A) initiate and sustain significant change in the district directed toward predetermined goals, themes and needs;
 - 3.11(1)(c)(ii)(B) create a community of learners who focus on student performance;
 - 3.11(1)(c)(ii)(C) translate vision into program excellence;
 - 3.11(1)(c)(ii)(D) provide value added leadership to create an organization that has shared purpose, direction and energy;
 - 3.11(1)(c)(ii)(E) provide incentives, direction and motivation for development of programs that enhance student performance;
 - 3.11(1)(c)(ii)(F) imagine alternatives based on knowledge of best practices and create those alternatives as a model for others;
 - 3.11(1)(c)(ii)(G) engage a diverse community in sustained efforts for school improvement in the entire district;
 - 3.11(1)(c)(ii)(H) influence and provide a model for the larger system (i.e., the state or the nation.); and
 - 3.11(1)(c)(ii)(I) contribute to the development of the profession through mentoring, teaching, writing and other modalities.
- 3.11(1)(d) has demonstrated evidence of positive impacts on student performance throughout the district.
- 3.11(1)(e) has contributed to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity.

3.12 Alternative Teacher License

An alternative teacher license shall be valid for either a one-, two- or three-year period, as outlined below. 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.

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

- 3.12(1)(a) holds a bachelor's degree from an accepted institution of higher education.
- 3.12(1)(b) has met the requirements for application as provided in sections 2.04(1), (2), (3) and (5) of these rules.
- 3.12(1)(c) has demonstrated subject matter knowledge in the endorsement area:
 - 3.12(1)(c)(i) for elementary education teachers (grades K-6), including special education generalist teachers (ages 5 to 21), by passage of a Colorado State Board of Education-approved elementary education content test.
 - 3.12(1)(c)(ii) for secondary teachers (grades 7-12) and teachers of all K-12 and endorsements for ages birth-8 by:
 - 3.12(1)(c)(ii)(A) holding an earned bachelor's or higher degree in the content area; or
 - 3.12(1)(c)(ii)(B) twenty-four semester hours of specific coursework as demonstrated through transcript evaluation in the endorsement area; or
 - 3.12(1)(c)(ii)(C) passage of a Colorado State Board of Education-approved assessment of content area knowledge relevant to the person's area of endorsement.

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

- 3.12(2)(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 one-year program is valid for one year from date of issuance. The program may be extended for only one year based on documentation of unforeseen circumstances that are reviewed for approval by the department.
- 3.12(2)(b) The alternative teacher in a two-year alternative teacher preparation program is expected to complete the program in two years. The alternative teacher license for a two-year program is valid for two years from date of issuance.
- 3.12(1)(c) A person may be employed as an alternative teacher for a total of three years for the purpose of receiving a special education generalist endorsement.

3.12(3) An alternative teacher license 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 Adjunct Instructor Authorization (Grades K-12)

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

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

4.01(1)(a) an applicant possesses outstanding talent and demonstrates specific abilities and knowledge in a particular area of specialization that is not already an approved endorsement area, as specified in section 8.00 of these rules. An adjunct instructor may be hired to enrich, augment or enhance the instructional program for students in a school or school district.

4.01(2)(b) a school district board of education or BOCES requests the applicant's services and provides documented evidence of the applicant's outstanding talent, specific abilities and particular knowledge for the assignment.

4.01(2)(c) the applicant's services are required, based upon district-provided evidence of a documented student need.

4.01(2)(d) the applicant has been employed for at least five years in the area of specialization or holds an earned bachelor's or higher degree in the area of specialization.

4.02 Special Services Intern Authorization (Birth-21)

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

4.02(1) The special services intern authorization may be issued for one year and may be renewed upon application.

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

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

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

The applicant for an emergency authorization has not yet met the requirements for a Colorado initial teacher, principal, administrator or special services license or a school 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 for one year. 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 renew and issue the emergency authorization upon application for one additional 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(1)(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) The employing school district may provide an induction program for an individual on an emergency authorization, as specified in sections 13.00 and 14.00 of these rules.
 - 4.03(2)(a) If an induction program is completed while holding such an authorization, it may be applied toward meeting the requirements for a Colorado professional educator license.
 - 4.03(2)(b) If an induction program is completed satisfactorily and the requirements for a Colorado initial license are been completed by the applicant while holding an emergency authorization, the applicant may apply for and be issued a professional license.

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

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

- 4.04(1) An initial career and technical education authorization may be issued for three years by the Colorado Department of Education and may not be renewed. The applicant must meet the minimum qualifications that the State Board for Community Colleges and Occupational Education adopts pursuant to section 23-60-304(3)(a), C.R.S.
- 4.04(2) A professional career and technical education authorization may be issued for five years to an applicant who holds an initial career and technical education authorization and who meets the necessary requirements for holding a professional-level CTE authorization.
- 4.04(3) A professional career and technical education authorization may be issued for five years and may be renewed for succeeding five-year periods. The applicant must meet the minimum qualifications or renewal requirements that the State Board for Community Colleges and Occupational Education adopts pursuant to section 23-60-304(3)(a), C.R.S.
- 4.04(4) Postsecondary career and technical education credentials are issued by the Colorado Community College System and are governed by the rules for the Administration of the Colorado Vocational Act, 8 CCR 1504-2.

4.05 Substitute Authorization (Grades K-12)

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

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

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

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

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

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

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

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

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

4.06-4.08 Reserved

4.09 Interim Authorization (Grades K-12 / Ages Birth-8)

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

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

4.09(2) The applicant must:

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

4.09(2)(b) have not successfully passed the Colorado State Board of Education-approved assessment(s) required for obtaining a Colorado initial license, but otherwise meet the requirements for a Colorado initial license.

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

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

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

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

4.10(2) Applicants must:

- 4.10(2)(a) be the spouse of an active duty member of the armed forces of the United States who has been transferred or is scheduled to be transferred to Colorado, is domiciled in Colorado or has moved to Colorado on a permanent change-of-station basis.
 - 4.10(2)(b) be certified or licensed – or eligible for certification or licensure – as a teacher, special services provider, principal or administrator in another state.
 - 4.10(2)(c) have not successfully passed the Colorado State Board of Education-approved assessment(s) required for obtaining a Colorado initial license, but otherwise meet the requirements for a Colorado initial license.
- 4.10(3) The employing school district may provide an induction program for holders of military spouse interim authorizations. Induction programs completed while holding such authorizations may apply toward fulfilling the requirements of a Colorado professional educator license.

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

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

- 4.11(1) An SLPA authorization is valid for five years. The Department may renew the authorization for succeeding five-year periods upon application and presentation of documented evidence of completion of content-related renewal requirements which include 50 contact hours of continuing education.
- 4.11(2) An SLPA applicant must:
- 4.11(2)(a) hold a bachelor's degree in speech communication, speech-language pathology or communication disorders-speech sciences, or a bachelor's degree in any other field with 24 semester hours in speech language hearing sciences from an accepted institution of higher education, as determined by an official transcript review by the department.
 - 4.11(2)(b) have successfully completed a school speech-language pathology assistant program or the equivalent that meets or exceeds recommended guidelines established by a national association of speech-language-hearing professionals.
 - 4.11(2)(c) have successfully completed a minimum 100 clock-hour school-based practicum under the supervision of an ASHA-certified and CDE-licensed school speech-language pathologist, in accordance with the requirements of section 4.11(6) below.
 - 4.11(2)(d) have demonstrated knowledge and skills in the competencies specified in sections 4.11(3) and 4.11(4) below.
- 4.11(3) The SLPA is knowledgeable about communication processes and basic human communication, and is able to articulate:
- 4.11(3)(a) the anatomical/physiological, psychological, developmental, linguistic and cultural bases of communication processes.
 - 4.11(3)(b) communication disorders including articulation, fluency, voice and resonance, receptive and expressive language, and language-based learning disabilities.
 - 4.11(3)(c) hearing disorders and their impact on speech and language.

- 4.11(3)(d) cognitive and social aspects of communication disorders.
- 4.11(3)(e) communication modalities including oral, written, manual, augmentative and alternative communication techniques and assistive technologies.
- 4.11(3)(f) normal development of reading and writing in the context of the general education curriculum.
- 4.11(3)(g) characteristics of exceptional students including categorical disabilities, learning differences and developmental deficits.
- 4.11(4) The SLPA is knowledgeable about service delivery and is able to:
 - 4.11(4)(a) use appropriate verbal and written language in interactions with children/students, teachers and related professionals.
 - 4.11(4)(b) follow oral and written directions, including those in intervention plans, and:
 - 4.11(4)(b)(i) assist in the selection, preparation and presentation of instructional and other related materials;
 - 4.11(4)(b)(ii) maintain accurate and concise documentation in a timely manner;
 - 4.11(4)(b)(iii) implement documented intervention plans developed by the supervising speech-language pathologist;
 - 4.11(4)(b)(iv) assist with clerical duties assigned by the supervising speech- language pathologist including, but not limited to, scheduling, safety/maintenance of supplies and equipment, and record keeping;
 - 4.11(4)(b)(v) collect data for quality improvement including child/student performance data in classrooms or individual therapy settings; and
 - 4.11(4)(b)(vi) record children/students status with regard to established objectives as stated in the intervention plans, and report information to the supervising speech-language pathologist.
 - 4.11(4)(c) use constructive feedback from the supervising speech-language pathologist to adapt or modify interaction and/or intervention with children/students.
 - 4.11(4)(d) provide consistent, discriminating and meaningful feedback and reinforcement to the children/students.
 - 4.11(4)(e) implement designated intervention goals/objectives in specified sequence.
- 4.11(5) The SLPA is knowledgeable about screening and assessment, but may not perform standardized or non-standardized diagnostic tests, including, but not limited to, feeding evaluations, or interpret test results or counsel parents; and is able to:
 - 4.11(5)(a) assist the speech-language pathologist with speech-language and hearing screenings or assessments, without interpretation, and report results directly to the supervising speech-language pathologist.
 - 4.11(5)(b) assist with informal documentation as directed by the speech-language pathologist.

- 4.11(5)(c) provide directly to the supervising speech-language pathologist descriptive behavioral observations that contribute to screening/assessment results.
- 4.11(5)(d) support the speech-language pathologist in research projects, in service training and public relations programs, including child find activities.
- 4.11(6) The SLPA is knowledgeable about ethical practice and maintaining appropriate relationships with children/students, families, teachers and related service professionals, and is able to:
 - 4.11(6)(a) demonstrate respect for and maintain the confidentiality of information pertaining to students and their families.
 - 4.11(6)(b) behave in accordance with educational facility guidelines.
 - 4.11(6)(c) articulate an awareness of student needs and respect for cultural values.
 - 4.11(6)(d) direct student, family and educational professionals to the supervising speech-language pathologist for information regarding testing, intervention and referral.
 - 4.11(6)(e) request assistance from the supervising speech-language pathologist, as needed.
 - 4.11(6)(f) manage time effectively and productively.
 - 4.11(6)(g) recognize personal professional limitations and perform within boundaries of training and job responsibilities.

4.12 Reserved.

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

The applicant for a temporary educator eligibility (TEE) authorization has not yet met the requirements for a Colorado initial teacher license as a special education teacher, or for a special services license or an administrator license with a director of special education endorsement, but provides evidence of continuing enrollment in a program which will meet the requirements for that license.

- 4.13(1) A TEE authorization is valid for one year. Renewal is contingent upon the applicant maintaining continuous progress toward completion of the approved preparation program. When this requirement is met, a TEE authorization may be renewed twice upon application for a total of three years.
- 4.13(2) A TEE authorization may be issued to an applicant when:
 - 4.13(2)(a) a Colorado school district requests the TEE authorization in order to employ as a teacher or administrator an applicant who does not yet meet licensing requirements, but who meets the eligibility requirements specified below.
 - 4.13(2)(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(3) A special services provider who has met the minimum degree requirement necessary to practice in the chosen profession, but who has not completed a national content exam or school practicum may qualify for a TEE authorization under the supervision of a Colorado professionally licensed person in the same discipline.

4.13(3)(a) A registered nurse who completed RN training in an associate degree program must be enrolled in an approved BSN program and provide evidence of continuing enrollment in the program which will meet the requirements for a school nurse and must complete the program within three years of obtaining the TTE.

4.13(4) The applicant for a TEE shall:

4.13(4)(a) be continuously enrolled in an approved I 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 teacher or special education director preparation program, or applicable special services preparation program, offered by an accepted institution of higher education.

4.13(4)(c) be approved for a TEE authorization based on evidence of experiences that are comparable to 4.13(4)(a) or 4.13(4)(b).

4.14 Educational Interpreter Authorization (Grades K-12)

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

4.14(1) An educational interpreter authorization is valid for five years and may be renewed for succeeding five-year periods upon application and submittal of documented evidence of completion of six semester hours of professional development, or its equivalent of 90 contact/clock hours, in educational interpreter content.

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

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

4.14(2)(b) a passing score on the Educational Interpreter Performance Assessment (EIPA) written test.

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

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

4.14(2)(c)(ii) for cued speech transliterators, a score of 4.0 or higher on the EIPA for Cued Speech (EIPA-CS) or the Cued American English Competency Screening (CAECS); and/or

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

4.14(2)(d) demonstrating the following competencies:

- 4.14(2)(d)(i) effectively analyze communication for the speaker's style, affect, register and overall prosodic and coherence markers;
 - 4.14(2)(d)(ii) effectively manage the interpreting process in order to produce a linguistically appropriate representation of classroom communication, as based on student ability and the individualized education plan (IEP) goals;
 - 4.14(2)(d)(iii) manage the process for effectively switching from one speaker and mode to another;
 - 4.14(2)(d)(iv) utilize attending and interrupting techniques effectively, based on culturally appropriate methods and classroom protocol; and
 - 4.14(2)(d)(v) effectively apply knowledge of:
 - 4.14(2)(d)(v)(A) cognitive processes associated with consecutive and simultaneous interpreting, and the implication of each for interpreting classroom discourse;
 - 4.14(2)(d)(iv)(B) the differences between classroom discourse and conversational discourse, and the implication of those differences in the interpreting process;
 - 4.14(2)(d)(iv)(C) communication processes with inclusive students who are deaf or hard-of-hearing as related, but not limited to, issues of taking turns, avoiding overlap of speaking/signing processes, challenges associated with the use of multimedia and uncaptioned materials; and
 - 4.14(2)(d)(iv)(D) classroom subject matter concepts and associated vocabulary and terminology.
- 4.14(3) The educational interpreter is knowledgeable about the educational process with inclusive students who are deaf or hard-of-hearing and is able to:
- 4.14(3)(a) identify and communicate information about current concepts, practices, issues and trends relevant to interpreting in a public school setting.
 - 4.14(3)(b) demonstrate awareness of current publications, resources, legislation and educational materials related to interpreting in K-12 settings.
- 4.14(4) The educational interpreter is knowledgeable about audition and is able to:
- 4.14(4)(a) demonstrate basic knowledge of degrees of hearing loss and the varying effects on language and speech development, and the implication of those effects on the interpreting process.
 - 4.14(4)(b) demonstrate basic knowledge of personal and classroom amplification systems, their benefits and limitations, and the impact of such systems on the interpreting process.
 - 4.14(4)(c) demonstrate the ability to conduct basic trouble-shooting for hearing aids, cochlear implants and FM systems.
- 4.14(5) The educational interpreter is knowledgeable about the roles of the educational team members and is able to:

- 4.14(5)(a) communicate specific professional roles, functions and formal and informal relationships related to various responsibilities such as, but not limited to, interpreting, tutoring, aiding and consulting.
 - 4.14(5)(b) articulate and demonstrate techniques for collaborative problem-solving and decision-making among professionals working with students who are deaf or hard-of-hearing.
 - 4.14(5)(c) demonstrate respect for differences in students and families.
 - 4.14(5)(d) provide input to IEP development and assist in implementing IEP strategies, as related to educational interpreting.
 - 4.14(5)(e) identify and gain access to resources relevant to sign language communication, interpreting and deafness-related topics.
- 4.14(6) The educational interpreter is knowledgeable about curriculum, teaching and tutoring methods and is able to:
- 4.14(6)(a) demonstrate and apply knowledge of instructional strategies/techniques relevant to the tutoring of elementary and secondary students in general education courses.
 - 4.14(6)(b) articulate and demonstrate ways to collaborate with teachers regarding individualized modifications to and/or adaptation of materials, the curriculum and the learning environment to address the language and auditory competencies of students who are deaf or hard-of-hearing.
- 4.14(7) The educational interpreter is knowledgeable about child development and is able to:
- 4.14(7)(a) articulate the psychological, sociological and physiological development of students with normal hearing and students with a hearing loss as related to interpreting and tutoring.
 - 4.14(7)(b) discuss the potential impact of hearing loss on processing, motor, visual language and cognitive development, as related to interpreting and tutoring.
 - 4.14(7)(c) as part of the educational team, discuss common medical conditions and medications which may impact performance in the classroom when related to interpreting and tutoring.
 - 4.14(7)(d) effectively communicate about spoken language and sign language development and of the implications for the interpreting process.
 - 4.14(7)(e) articulate the relationships between language, cognition, literacy and academic content areas and the implications for the interpreting process.
 - 4.14(7)(f) monitor personal sign language use with regard to flexibility and adaptability to match the student's mode of communication, as designated on the IEP.
- 4.14(8) The educational interpreter is knowledgeable about meeting the social and emotional needs of students who are deaf or hard-of-hearing and is able to:
- 4.14(8)(a) demonstrate techniques that educators might use in creating a positive and effective learning environment, conducive to the encouragement of achievement.

4.14(8)(b) demonstrate the fostering of independence in students who utilize an interpreter.

4.14(8)(c) acquire and use available resources relevant to the experience, self-awareness and identity of students who are deaf or hard-of-hearing.

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

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

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

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

4.16 Adult Basic Education Authorization

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

4.16(1) An adult basic education authorization shall be valid for five years from the date of issuance and may be renewed for successive five-year periods upon application and receipt of documented evidence that the authorization-holder has completed additional adult basic education training or practice.

4.16(2) This authorization may be issued to an applicant who has an associate's or higher degree and who provides documented evidence of adult basic education instruction training and experience, based upon successful completion of adult basic education authorization requirements.

4.17 Principal Authorization (Grades K-12)

A principal authorization may be issued to a person who does not hold or may not qualify for an initial principal license, but who holds an earned bachelor's or higher degree from an accepted institution of higher education and who is participating in an individual, district-based alternative principal program that has been approved by the Department of Education. A school district may employ a person who holds a principal authorization to perform the duties of a principal, assistant principal or like duties in a school only when the person who holds the authorization is under the supervision of a Colorado professional principal license-holder.

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

4.17(2) To receive a principal authorization, an applicant in collaboration with a school district shall submit to the Department of Education documentation that includes:

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

- 4.17(2)(b) a letter from the collaborating school district stating the school district's intention to employ the applicant as a principal, an assistant principal or in a principal-like position (such as dean of students) upon issuance of the principal authorization.
- 4.17(3) At a minimum, an individualized alternative principal program shall ensure that:
 - 4.17(3)(a) the candidate will attain the information, experience and training, and skills comparable to the information, experience, training and skills possessed by a person who qualifies for an initial principal license as provided in section 22-60.5-301(1)(a).
 - 4.17(3)(b) upon completion, the candidate will be able to provide documented evidence of having met or surpassed the principal quality standards cited in 2260.5-R-6.00.
 - 4.17(3)(c) the candidate will receive coaching and mentoring from one or more licensed principals and administrators, as well as continuing performance-based assessment of the candidate's skills development.
 - 4.17(3)(d) the candidate demonstrates professional competencies using quality standard measures in subject matter areas as specified by rule of the State Board pursuant to section 22-60.5-303, C.R.S.
- 4.17(4) If the State Board determines that the individualized alternative principal program meets the requirements specified in 4.17(3), the State Board shall approve the individualized alternative principal program, and the Department of Education shall issue the principal authorization to the applicant.
- 4.17(5) Upon successful completion of an alternative principal preparation program, if the principal authorization-holder has three or more years of licensed experience in a school, that person may apply for a Colorado initial principal license or, if the candidate also has successfully completed an induction program, a professional principal license.

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

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

- 4.18(1) The Native American language and culture instructor authorization shall be valid for five years and may be renewed for succeeding five-year periods, upon application and at the request of the school district and with documented evidence of continuing need, to an applicant who:
 - 4.18(1)(a) qualifies for an adjunct instructor authorization as specified in section 4.01 of these rules.
 - 4.18(1)(b) has demonstrated expertise in a Native American language of a federally recognized tribe by:
 - 4.18(1)(b)(i) providing evidence of demonstrated expertise in a Native American language of a federally recognized tribe, as verified by the employing school district;
 - 4.18(1)(b)(ii) identifying a partnering, licensed teacher, as verified by the employing school district;
 - 4.18(1)(b)(iii) meeting the following objective standards, as verified by the employing school district:

- 4.18(1)(b)(iii)(A) is able to listen, speak, read and write the Native American language identified at a proficient level for the purposes of interpersonal, interpretive and presentational communication;
 - 4.18(1)(b)(iii)(B) is knowledgeable about the language and related culture, can describe their interrelationships and is able to articulate to students, other educators and interested stakeholders:
 - 4.18(1)(b)(iii)(B)(I) perspectives related to historic and contemporary ideas, attitudes and values of the members of Native American society, their history and the language(s) they speak;
 - 4.18(1)(b)(iii)(B)(II) the practices within a society that are based on historical, geographical and sociological influences representative of the culture of the Native American language being taught;
 - 4.18(1)(b)(iii)(B)(III) the contributions and achievements of the culture to the fields of literature, the arts, science, mathematics, business, technology and other related and appropriate areas;
 - 4.18(1)(b)(iii)(B)(IV) the geographic, economic, social and political features of traditional and contemporary cultures associated with the Native American language being taught; and,
 - 4.18(1)(b)(iii)(C) is able to create a learning environment which accepts, encourages and promotes the culture and language that Native American language speakers bring into the classroom.
- 4.18(2) A holder of a Native American language and culture instruction authorization is prohibited from teaching any subject other than the Native American language for which he or she has demonstrated expertise.

2260.5-R-5.00 Teacher and Special Services Professional Licensure Standards (Teacher Quality Standards)

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

- 5.01 Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content taught (e.g., science, social studies, the arts, physical education or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in the content area(s) in which the teacher is endorsed.
 - 5.01(a) ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards, their district's organized plan of instruction and the individual needs of their students.

- 5.01(b) ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.
- 5.01(c) ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.
- 5.01(d) ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.
- 5.01(e) ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.
- 5.01(f) ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.
- 5.02 Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
 - 5.02(a) ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.
 - 5.02(b) ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.
 - 5.02(c) ELEMENT C: Teachers engage students as individuals with unique interests and strengths.
 - 5.02(d) ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.
 - 5.02(e) ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.
 - 5.02(f) ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.
- 5.03 Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
 - 5.03(a) ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.
 - 5.03(b) ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.
 - 5.03(c) ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

- 5.03(d) ELEMENT D: Teachers thoughtfully integrate and utilize appropriate, available technology in their instruction to maximize student learning.
- 5.03(e) ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem-solving skills.
- 5.03(f) ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.
- 5.03(g) ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.
- 5.03(h) ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.
- 5.04 Quality Standard IV: Teachers reflect on their practice.
 - 5.04(a) ELEMENT A: Teachers demonstrate that they analyze student learning, development and growth, and apply what they learn to improve their practice.
 - 5.04(b) ELEMENT B: Teachers link professional growth to their professional goals.
 - 5.04(c) ELEMENT C: Teachers are able to respond to a complex, dynamic environment.
- 5.05 Quality Standard V: Teachers demonstrate leadership.
 - 5.05(a) ELEMENT A: Teachers demonstrate leadership in their schools.
 - 5.05(b) ELEMENT B: Teachers contribute knowledge and skills to educational practices and the teaching profession.
 - 5.05(c) ELEMENT C: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.
 - 5.05(d) ELEMENT D: Teachers demonstrate high ethical standards.
- 5.06 Quality Standard VI: Teachers take responsibility for student academic growth.
 - 5.06(a) ELEMENT A: Teachers demonstrate high levels of student learning, growth and academic achievement.
 - 5.06(b) ELEMENT B: Teachers demonstrate high levels of student academic growth in the skills necessary for postsecondary and workforce readiness, including democratic and civic participation. Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of student academic growth.

Special Services Professional Standards

The following shall serve as standards for authorization of program content for educator preparation programs and licensing of all special services professional candidates in Colorado. Colorado has identified nine categories of special services professionals (referred to as other licensed personnel in law and state board rules). Section 11.0 of these rules further outlines the quality standards and elements applicable to all special services professional groups, including:

- School Audiologists
- School Occupational Therapists
- School Physical Therapists
- School Counselor
- School Nurse
- School Orientation and Mobility Specialist
- School Psychologist
- School Social Worker
- School Speech-Language Pathologist

5.07 Quality Standard I: Special services professionals demonstrate mastery of and expertise in the domain for which they are responsible.

5.07(a) ELEMENT A: Special services professionals demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social and emotional development of their students.

5.07(b) ELEMENT B: Special services professionals demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.

5.07(c) ELEMENT C: Special services professionals integrate evidence-based practices and research findings into their services and/or specially designed instruction.

5.07(d) ELEMENT D: Special services professionals demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.

5.07(e) ELEMENT E: Special services professionals demonstrate knowledge of and expertise in their professions.

5.08 Quality Standard II: Special services professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

5.08(a) ELEMENT A: Special services professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

5.08(b) ELEMENT B: Special services professionals demonstrate respect for diversity within the home, school, and local and global communities.

5.08(c) ELEMENT C: Special services professionals engage students as unique individuals with diverse backgrounds, interests, strengths and needs.

5.08(d) ELEMENT D: Special services professionals engage in proactive, clear, and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.

- 5.08(e) ELEMENT E: Special services professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.
- 5.09 Quality Standard III: Special services professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.
 - 5.09(a) ELEMENT A: Special services professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.
 - 5.09(b) ELEMENT B : Special services professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.
 - 5.09(c) ELEMENT C: Special services professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.
 - 5.09(d) ELEMENT D: Special services professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.
 - 5.09(e) ELEMENT E: Special services professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.
 - 5.09(f) ELEMENT F: Special services professionals communicate effectively with students.
 - 5.09(g) ELEMENT G: Special services professionals develop and/or implement services and/or specially designed instruction unique to their professions.
- 5.10 Quality Standard IV: Special services professionals reflect on their practice.
 - 5.10(a) ELEMENT A: Special services professionals demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.
 - 5.10(b) ELEMENT B: Special services professionals link professional growth to their professional goals.
 - 5.10(c) ELEMENT C: Special services professionals respond to complex, dynamic environments.
- 5.11 Quality Standard V: Special services professionals demonstrate collaboration, advocacy and leadership.
 - 5.11(a) ELEMENT A: Special services professionals collaborate with internal and external stakeholders to meet the needs of students.
 - 5.11(a) ELEMENT B: Special services professionals advocate for students, families and schools.
 - 5.11(c) ELEMENT C: Special services professionals demonstrate leadership in their educational setting(s).

- 5.11(d) ELEMENT D: Special services professionals contribute knowledge and skills to educational practices and their profession.
- 5.11(e) ELEMENT E: Special services professionals demonstrate high ethical standards.
- 5.12 Quality Standard VI: Special services professionals take responsibility for student outcomes.
 - 5.12(a) ELEMENT A: Special services professionals generate high levels of student outcomes consistent with the requirements of their respective professions.
 - 5.12(b) ELEMENT B: Special services professionals demonstrate their ability to utilize multiple sources of evidence to evaluate their practice, and make adjustments where needed to continually improve student outcomes.

2260.5-R-6.00 Principal Licensure Standards (Principal Quality Standards) and Administrator Licensure Standards

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

- 6.01 Quality Standard I: Principals demonstrate strategic leadership.
 - 6.01(a) ELEMENT A: Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.
 - 6.01(b) ELEMENT B: School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.
 - 6.01(c) ELEMENT C: Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.
 - 6.01(d) ELEMENT D: Distributive Leadership: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.
- 6.02 Quality Standard II: Principals demonstrate instructional leadership.
 - 6.02(a) ELEMENT A: Curriculum, Instruction, Learning and Assessment: Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.
 - 6.02(b) ELEMENT B: Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.

- 6.02(c) ELEMENT C: Implementing High-Quality Instruction: Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.
 - 6.02(d) ELEMENT D: High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students and empower staff to achieve these goals across content areas.
 - 6.02(e) ELEMENT E: Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision-making regarding effective practices to maximize student success.
- 6.03 Quality Standard III: Principals demonstrate school cultural and equity leadership.
- 6.03(a) ELEMENT A: Intentional and Collaborative School Culture: Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.
 - 6.03(b) ELEMENT B: Commitment to the Whole Child: Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.
 - 6.03(c) ELEMENT C: Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students' talents, experiences and challenges in support of student achievement.
 - 6.03(d) ELEMENT D: Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership teams foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers, and a valid assessment of outcomes.
- 6.04 Quality Standard IV: Principals demonstrate human resource leadership.
- 6.04(a) ELEMENT A: Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.
 - 6.04(b) ELEMENT B: Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.
 - 6.04(c) ELEMENT C: Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.

6.05 Quality Standard V: Principals demonstrate managerial leadership.

6.05(a) ELEMENT A: School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.

6.05(b) ELEMENT B: Conflict Management and Resolution: Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

6.05(c) ELEMENT C: Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

6.05(d) ELEMENT D: School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

6.05(e) ELEMENT E: Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws, and school district and board policies and negotiated agreements if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

6.05(f) ELEMENT F: Ensuring an Orderly and Supportive Environment: Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.

6.06 Quality Standard VI: Principals demonstrate external development leadership.

6.06(a) ELEMENT A: Family and Community Involvement and Outreach: Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

6.06(b) ELEMENT B: Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.

6.06(c) ELEMENT C: Advocacy for the School: Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

6.07 Quality Standard VII: Principals demonstrate leadership around measures of student learning.

6.07(a) ELEMENT A: Student Academic Achievement and Growth: Principals take responsibility for ensuring that all students are progressing toward postsecondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.

6.07(2) ELEMENT B: Student Growth and Development: Principals take responsibility for facilitating the preparation of students with the skills, dispositions and attitudes necessary for success in work and postsecondary education, including democratic and civic participation.

6.07(3) ELEMENT C: Use of Data: Principals use evidence and data to evaluate the performance and practices of their schools in order to continually improve attainment of student academic growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision-making to maximize the educational opportunities and instructional program for every child.

6.08 To be Licensed as an Administrator

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

6.08(1) In addition to knowledge of and the ability to demonstrate the requirements in sections 6.02 - 6.11 of these rules, as appropriate and applicable:

6.08(1)(a) 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:

6.08(1)(a)(i) organizational management and leadership;

6.08(1)(a)(ii) direction to relevant personnel and others, including but not limited to the evaluation of licensed personnel;

6.08(1)(a)(iii) correlation of the administrative position and/or program to student academic and related progress, through the:

6.08(1)(a)(iii)(A) planning, implementation and the evaluation of relevant activities;

6.08(1)(a)(iii)(B) 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; and

6.08(1)(a)(iii)(C) application of pertinent research which has resulted in proven, documented evidence of successful practice(s).

6.08(1)(a)(iv) communication to a variety of audiences, in a variety of settings and on topics which may be controversial;

6.08(1)(a)(v) decision-making that involves affected stakeholders;

6.08(1)(a)(vi) human and community relations skills, including but not limited to, diplomacy and conflict resolution;

6.08(1)(a)(vii) application(s) of technology;

- 6.08(1)(a)(viii) understanding of the group process;
- 6.08(1)(a)(ix) program marketing strategies;
- 6.08(1)(a)(x) mentoring to students, educational staff and community members;
- 6.08(1)(a)(xi) boardsmanship; and
- 6.08(1)(a)(xii) 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

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

- 6.13(1) Standard One – Foundations for Leadership: The director of special education shall have a solid foundation for leadership by (a) demonstrating a comprehensive knowledge of special education organization, programs, laws and best practices, and by (b) setting high standards and a positive direction for special education consistent with the values, mission and vision of the state and administrative unit.
- 6.13(2) Standard Two – Special Education and School Systems: The director of special education shall demonstrate knowledge of organizational culture, apply a systems approach to the development of special education programs and processes and facilitate effective system change.
- 6.13(3) Standard Three – Law and Policy: The director of special education 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 director of special education 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 director of special education shall be able to evaluate the efficacy and efficiency of special education programs, facilities, services and monitoring systems and able to use the evaluation data to improve the programs and services for all children, including those with disabilities.
- 6.13(6) Standard Six – Human Resource Functions: The director of special education 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 director of special education 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 director of special education shall be knowledgeable about and able to demonstrate school district budgeting and resource allocation, including those related to special education.

2260.5-R-6.14 Standards for Professional Competencies for an Initial Administrator License With a Director of Gifted Education Endorsement.

6.14(1) The applicant for an administrator license with an endorsement as a director of gifted education shall:

6.14(1)(a) hold a master's or higher degree in gifted education, or demonstrate knowledge and application of standards for the specialist, from an accepted institution of higher education.

6.14(1)(b) have a minimum of two years' full-time experience working with students with exceptional academic and talent aptitude.

6.14(1)(c) have completed an approved program for the preparation of directors of gifted education which includes a supervised field-based experience.

6.14(1)(d) meet the professional competencies outlined below:

The following standards shall be addressed by the director of gifted education initial preparation program offered by accepted institutions of higher education and as standards for the ongoing professional development of these educators. The director of gifted education shall demonstrate the performance indicators specific to gifted education and the "Performance Indicators for Professional Competency Standards" issued by the Colorado Department of Education.

6.14(2) Foundations for Leadership: The director of gifted education demonstrates knowledge about professional leadership and the responsibilities of ethical leadership, and provides support for educators, students, family and community members to effectively address outcomes for gifted learners. The director is able to demonstrate comprehensive knowledge of gifted education organization, programs, laws and best practices and the ability to set high standards and a positive direction for gifted education consistent with values, mission and vision of the state and administrative unit. The director of gifted education is able to:

6.14(2)(a) demonstrate methods to develop vision, mission, goals and design for gifted education programs.

6.14(2)(b) demonstrate the ability to bring together stakeholders to implement general program and gifted-student goals and best practices in gifted education.

6.14(2)(c) implement collaborative decision-making strategies, as appropriate.

6.14(2)(d) apply knowledge of models and practices in change theory for improvement efforts.

6.14(2)(e) demonstrate ability to define, advocate and make changes with regard to issues in gifted education.

6.14(3) Gifted Education and School Systems: The director of gifted education shall demonstrate knowledge of organizational culture, apply a systems approach to the development of gifted-education programs and implement processes in order to facilitate effective system change. The director of gifted education is able to:

6.14(3)(a) demonstrate understanding of how systems within a district or administrative unit influence gifted-student instruction and performance.

- 6.14(3)(b) demonstrate knowledge and provide evidence of fostering a school and community culture that supports gifted-student programming within and outside the school setting.
- 6.14(3)(c) apply a systems approach for developing gifted programs to enhance integrated support and service to gifted students and their families.
- 6.14(4) Law and Policy: The director of gifted education shall have comprehensive knowledge and the ability to apply state and federal laws, regulations, case law and policies that impact all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:
 - 6.14(4)(a) demonstrate proficiency in gifted-education policy, regulations, case law and federal programs supporting key instructional needs of gifted students.
 - 6.14(4)(b) identify needs and recommend and promote new guidelines or regulations through the district or state system of policy development.
 - 6.14(4)(c) clarify law and regulations for all stakeholders.
 - 6.14(4)(d) ensure implementation of privacy laws and district policy regarding confidentiality of advanced learning plans, student records and data.
 - 6.14(4)(e) develop, revise and/or make recommendations to amend school board or administrative unit policy to match reformed laws and regulations.
- 6.14(5) Instructional Leadership: The director of gifted education shall be able to blend the resources of general and gifted education for the positive benefit of gifted students. The director shall be knowledgeable about best practices for gifted learners including specialized curriculum, effective instructional strategies, assessments, social-emotional/affective support and individualized instruction that most effectively address outcomes for individual gifted students. The director of gifted education is able to:
 - 6.14(5)(a) demonstrate knowledge of and support for current required identification methods and procedures.
 - 6.14(5)(b) interpret and share data to increase the identification of under-identified, underserved populations and align professional development initiatives to need.
 - 6.14(5)(c) understand models of differentiation, acceleration and research-based instructional practices that support rigor, challenge, depth and complexity in instruction and assessment for gifted students.
 - 6.14(5)(d) provide evidence of methods to establish high expectations for all gifted students and families, including underserved populations and twice-exceptional learners.
 - 6.14(5)(e) monitor standards-based advanced learning plans (ALPs) in order to ensure alignment of programming options to gifted student needs.
 - 6.14(5)(f) demonstrate knowledge of the importance and ways of blending affective and instructional needs of gifted students within a school system.
 - 6.14(5)(g) support and defend gifted-education initiatives within the general education setting in order to extend and individualize learning opportunities for exceptional learners.

6.14(6) Program Planning and Organization: The director of gifted education is able to evaluate the efficacy and efficiency of gifted-education programming, delivery settings, services and monitoring systems and use evaluation data to improve the programs and services for all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:

6.14(6)(a) design and implement needs-assessments and use data to inform restructuring or adjustments to gifted programs.

6.14(6)(b) develop and implement action plans for gifted education based upon student outcomes, challenges, root causes, improvement strategies and benchmarks.

6.14(6)(c) demonstrate knowledge of effective, research-based gifted-education models and practices that have positive impacts on gifted students.

6.14(6)(d) support and/or build gifted programs that effectively embed district and alternative pathways to college and career outcomes.

6.14(7) Human resource Functions: The director of gifted education shall have the knowledge and ability to recruit, retain, supervise and evaluate qualified personnel in order to effectively implement programs and services for all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:

6.14(7)(a) demonstrate understanding of educator effectiveness standards to observe, reflect upon and evaluate teachers of gifted students.

6.14(7)(b) design ongoing professional development that increases the capacity of educators to understand and address the learning and affective needs of gifted students.

6.14(7)(c) promote an understanding and sensitivity toward culture, ethnicity and diversity of language within staff and student body.

6.14(7)(d) demonstrate understanding of skills and knowledge necessary for educators to provide for specific needs of gifted and talented students through alignment of programming options and expectations to address individual gifts and talents.

6.14(8) Parent, Family and Community Partnership: The director of gifted education is knowledgeable about effective communication, decision-making, problem-solving and conflict-resolution strategies. The director shall have the knowledge and ability to facilitate partnerships and engage parents, families, educators, administrators, students and communities in the implementation of gifted-education programs and the delivery of gifted-education programming services. The director of gifted education is able to:

6.14(8)(a) promote understanding, resolve conflicts and build consensus for improving gifted programs and services for gifted students.

6.14(8)(b) develop the infrastructure to include parent, family and community in gifted-education program elements.

6.14(8)(c) apply methods and systems to maximize parent and family involvement in advanced learning plans and gifted school/district engagement.

6.14(8)(d) implement family partnership practices that support gifted student achievement and school involvement.

- 6.14(8)(e) cooperatively develop and share a vision for the district or administrative unit that supports and promotes gifted education.
- 6.14(9) Budget and Resources: The director of gifted education shall be knowledgeable about and able to budget and allocate resources related to gifted education. The director of gifted education is able to:
 - 6.14(9)(a) develop and manage a gifted education budget including the facilitation of stakeholders in a collaborative budget development process.
 - 6.14(9)(b) leverage resources for gifted education within school systems.
 - 6.14(9)(c) provide evidence of district budgeting procedures that address state requirements.
 - 6.14(9)(d) conduct research and needs assessments in order to accurately identify specific budget needs and promote initiatives for gifted education funding through grants and other funding opportunities.

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

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

7.01 Initial Endorsements.

7.01(1) Initial endorsements shall be based upon:

- 7.01(1)(a) recommendation by a Colorado accepted institution of higher education verifying the satisfactory completion of an approved program for the endorsement; or
- 7.01(1)(b) 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(1)(c) evaluation of licenses issued upon foreign degree programs for comparability to Colorado's standards; and
- 7.01(1)(d) fulfilling the requirements outlined below:
 - 7.01(1)(d)(i) for an elementary education endorsement (grades K-6), passage of a Colorado State Board of Education-approved elementary education content test.
 - 7.01(1)(d)(ii) for a special education generalist endorsement (ages 5 -21):
 - 7.01(1)(d)(ii)(A) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the Department of Education through a 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, in-service 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; and

7.01(1)(d)(ii)(B) passage of the Colorado State Board of Education-approved special education generalist assessment and passage of a Colorado State Board of Education-approved elementary exam.

7.01(1)(d)(iii) for secondary (grades 7-12) and all K-12 and endorsement areas for ages birth-8:

7.01(1)(d)(iii)(A) a degree in the endorsement area; or

7.01(1)(d)(iii)(B) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the Department of Education through a 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, in-service 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

7.01(1)(d)(iii)(C) passage of the Colorado State Board of Education- approved assessment of content area knowledge relevant to the area of endorsement.

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 accepted 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 of higher education 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, internship or other coursework or program requirements.

7.02(1)(c) applicants who complete approved programs for additional endorsements must provide evidence of successful completion of the Colorado State Board of Education-approved assessment of content area knowledge in the endorsement area being sought.

7.02(2) academic preparation, experience or assessment for endorsements in section 8.00 of these rules:

7.02(2)(a) for elementary education endorsement (grades K-6):

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

- 7.02(2)(b) for a special education generalist endorsement (ages 5-21):
- 7.02(2)(b)(i) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the department of education through a 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, in-service 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; and
 - 7.02(2)(b)(ii) passage of the Colorado State Board of Education-approved special education generalist assessment and passage of a Colorado State Board of Education-approved elementary education exam.
- 7.02(2)(c) for secondary (grades 7-12) and all K-12 and endorsements areas for ages birth-8:
- 7.02(2)(c)(i) a degree in the endorsement area; or
 - 7.02(2)(c)(ii) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the department of education through a 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, in-service 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)(iii) passage of the Colorado State Board of Education-approved assessment of content area knowledge relevant to the area of endorsement.

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

- 7.03(1) The Colorado 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 appropriate content area representatives 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 the discontinuance of endorsement areas that are no longer relevant or applicable to student needs.
- 7.03 (3) In the event that the State Board of Education discontinues an endorsement that was previously offered, students who at the time of discontinuance are actively enrolled in a program for the discontinued endorsement shall have five years from the date that the endorsement is discontinued to complete their program and apply to the Colorado Department of Education for the endorsement.
- 7.03 (4) Applicants will have a maximum of five years from the date of a discontinued content assessment to use the successful content assessment scores for fulfillment of an endorsement criteria.

7.04 Review of License and Endorsement Standards

7.04(1) Pursuant to 22-2-109(1)(g)-(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 Colorado 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 (Ages Birth-8)

To be endorsed in early childhood education (ECE), an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in early childhood education; have demonstrated competency in literacy instruction as outlined in section 8.02(5) – 8.02(13) and; have demonstrated the competencies specified below:

8.01(1) Child growth and development: Understanding a child's growth, development and learning is paramount in providing experiences that foster each child's predictable steps and sequences of development. Knowing how children typically grow, develop and learn allows early childhood educators to plan, guide and monitor learning experiences that address the integration of developmental domains for each and every child. Developmentally appropriate learning experiences consider a child's developmental abilities, temperament, language and cultural background, needs and learning styles while recognizing factors such as family characteristics and community influences. Fully understanding the importance of child growth, development and learning means all children are valued individually and inclusivity is expected and respected.

8.01(1)(a) Knowledge of developmental domains, changes and milestones: Early childhood education (ECE) professionals are expected to understand, analyze and implement strategies that reflect current child-development pedagogy, theory and research. Primarily, ECE professionals use this knowledge to plan and implement developmentally appropriate environments and experiences to meet the diverse needs of children and families. The diverse needs include but are not limited to culture, language, economic and ability. In order for ECE professionals to provide pedagogically sound experiences for children and families, they need to identify and address children's diverse developmental abilities and collaborate with community partners to assess children's strengths and challenges.

8.01(1)(b) Individual needs and differences: ECE professionals identify children's and families' risk and protective factors and accordingly plan interventions to support children's growth and development. ECE professionals use evidence-based practices to assess and address children's individual needs with respect to culturally responsive curricula and environments.

- 8.01(1)(c) Special needs: ECE professionals understand and apply inclusive practices for children with diverse developmental abilities. ECE professionals create inclusive environments that respect the individual abilities of children and incorporate individual goals/outcomes into daily routines and practices.
- 8.01(1)(d) Fostering healthy attachment and relationships: ECE professionals apply knowledge of healthy caregiver/parent/child attachments to support individual child growth, development and learning. ECE professionals understand the importance of positive relationships and their foundation in social-emotional development and learning.
- 8.01(2) Child observation and assessment: Child observation and assessment enables ECE professionals to use reliable and valid procedures and practices to gather information on an individual child's growth and development. Through gathering information on growth, achievement, learning styles, interests, experiences, challenges and understandings of individual children, the curriculum can be enriched to support children through the developmental stages. Observation and assessment policies, procedures and practices should be sensitive to individual children's needs, culture, language and abilities. Policies, procedures and practices must incorporate ethical standards around confidentiality and unbiased documentation. Allocated time to share results with families and others involved with the child is a critical component to child observation and assessment.
- 8.01(2)(a) Principles: ECE professionals use a continuous authentic assessment process to ask questions, collect information (i.e., data), interpret the information and then make instructional decisions that are individualized and culturally responsive.
- 8.01(2)(b) Gathering and documenting: ECE professionals use a body of evidence from a variety of sources to systematically collect authentic assessment data. ECE professionals collaborate with specialized teams to use the assessment data to recognize and respond to children's developmental concerns through a multi-tiered system of supports.
- 8.01(2)(c) Summarizing and interpreting: ECE professionals link assessment data to the instructional needs of individual children, recognizing many influential factors.
- 8.01(2)(d) Data sharing and reporting: ECE professionals share assessment information to families and other professionals in a culturally sensitive, strength-based manner, using the families' home language.
- 8.01(3) Family and community partnerships: Recognizing that families are their child's first teachers and caregivers is the cornerstone of developing strong partnerships between families and early childhood educators. Children's lives are rooted in their families and communities, so valuing families in the context of their culture, language, home and community is paramount in building strong connections with children and their families. Celebrating and respecting diversity in terms of ability, language, values, customs, traditions, expectations and attitudes is essential for ECE professionals to understand in order to offer developmentally and culturally appropriate learning opportunities that will help children grow, develop and learn. Understanding that children develop in the context of different family structures and dynamics helps ECE professionals to honor the interests, needs, strengths and challenges of developing children as well. When ECE professionals work collaboratively with community organizations and agencies to meet children's needs and to encourage community involvement, children's development is enhanced. Collaborative, reciprocal family and community partnerships help to optimize a child's growth, development and learning.
- 8.01(3)(a) Valuing families: ECE professionals recognize, value and include families' preferences and perspectives when planning and implementing curricular decisions.

- 8.01(3)(b) Respect for diversity: ECE professionals implement culturally responsive practices and acknowledge diversity including cultural, language, economic, religious, family structure and ability level.
- 8.01(3)(c) Effective communication: ECE professionals communicate effectively with families using a variety of effective strategies that respect families' home language and individual communicative needs and preferences.
- 8.01(3)(d) Building reciprocal relationships with families: ECE professionals support families by building meaningful relationships with them so that families have the ability to engage in their children's development and learning experiences.
- 8.01(3)(e) Resources that support children and families: ECE professionals support and provide opportunities to families to engage with their children in meaningful ways. Resources are embedded within the community and reflect the diversity of the families.
- 8.01(4) Guidance: Incorporating responsive guidance strategies into an early childhood program provides opportunities for establishing secure, interpersonal peer-to-peer, adult-to-child and adult-to adult relationships. Developmentally appropriate guidance strategies help children to better understand themselves as individuals and as members of a group. A warm and caring, culturally and linguistically responsive environment in which staff consistently use a variety of evidence-based guidance strategies helps children and families feel respected, valued and accepted. Creating an inclusive and supportive culture is fostered through providing both individual and group guidance strategies.
 - 8.01(4)(a) Positive interactions and relationships with individual children: ECE professionals provide responsive, caring environments for children and implement positive guidance strategies based on individualized needs and developmental characteristics.
 - 8.01(4)(b) Child guidance and discipline – promoting social and emotional: ECE professionals implement evidence-based social-emotional practices that promote children's development of self-regulation that contributes to the foundation for future learning and emotional health.
 - 8.01(4)(c) Communication: ECE professionals work collaboratively with families and specialists to assess and support children with challenging behaviors. Communication between families and professionals will be responsive and strength-based.
 - 8.01(4)(d) Guidance and the role of staff and other adults: EC Professionals will maintain a supportive environment for staff and families so that they can engage in effective communication, problem-solving and teaming.
- 8.01(5) Health, safety and nutrition: Optimal child development is enhanced if young children are safe from physical and emotional harm. In designing learning environments and experiences for young children, meeting the health, safety and nutritional needs are critical to child growth, development and learning. Environments for young children should be safe from hazards and potential injuries to enable them to explore and learn. Programs should ensure that children are protected from infectious diseases through the implementation of appropriate health, safety and sanitation policies, procedures and daily practices. ECE professionals should work in partnership with families and communities to create healthy, safe and nutritionally sound environments, while honoring family preferences for their children. ECE professionals establish a foundation for future healthy lifestyles and a pathway for lifelong health and well-being.

- 8.01(6) Professional development and leadership: ECE professionals who identify and conduct themselves as professionals play an important role in the growth, development and learning of children. ECE professionals see themselves as members of the larger community of specialized care and education professionals and have a full understanding of the context in which the early childhood profession originated. Those working in the field adopt professional responsibilities, which include adherence to ethical codes of conduct, advocacy and the effective communication of the importance of high-quality early childhood programming. The knowledge achieved in the profession is based on a foundation of research-based practices that is then implemented in all aspects of child, family, colleagues and community involvement. ECE professionals equipped with specialized education, training and coaching/mentoring are better able to provide environments and experiences that support every aspect of a child's growth, development and learning, including aspects related to a child's and family's diverse needs. Participation in advocacy efforts on behalf of children, families and the profession are critical to advancing the knowledge regarding the importance of high-quality early childhood education.
- 8.01(7) Program planning and development: Strong leadership is vital to high-quality early childhood programs. Leaders who administer early childhood programs must have a solid foundation in organizational, personnel and financial management. Sustaining a philosophical base with clear goals and objectives while striving for continuous quality improvement helps to ensure high-quality programming for children and their families. An important responsibility of an early childhood program leader is to know and uphold rules, regulations and high-quality standards within the daily operations of the program. The ability to supervise and guide all staff in providing the best practices outlined within high-quality standards is the stepping stone to quality. Leaders also work on developing strategic plans that consider aspects of program financing and collaborate with colleagues, community resources and specialists who can lend support to ensure that aspects of the strategic plan are administered and successful.
- 8.01(8) Teaching practices: ECE educators are responsible for planning, implementing and supporting intentional experiences that promote children's growth, development and learning in all developmental and academic domains as defined by the Colorado academic standards. Understanding that children learn from a supportive physical, social and temporal environment, it is important that ECE professionals create opportunities where all children can play interactively, communicate, create, explore and construct knowledge and skills to better understand their world. Establishing a learning environment with regard for student perspectives and that honors all children's individual cultures, strengths, languages, needs and interests and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child and allows children to construct knowledge, skills, concepts, attitudes and dispositions through intentional experiences enhances the learning environment. Teaching practices reflect Colorado Teacher Quality Standards for effective teaching.
- 8.01(8)(a) Planning framework for curricula and learning environment: ECE professionals will plan, implement and evaluate intentional and differentiated instruction that supports the holistic development of all children while adhering to children's strengths, challenges, learning preferences and diversity. Curricula and learning will be embedded within the daily routines and natural environments so that learning is authentic, functional and meaningful to the child and family.
- 8.01(8)(b) Physical health development: ECE professionals plan, implement and adapt activities that promote physical development that is appropriate for children of all ability levels and include indoor and outdoor play experiences that are embedded within the daily routines and developmentally appropriate curriculum.
- 8.01(8)(c) Physical proximity and engagement: ECE professionals plan, implement and adapt activities that promote social engagement that is culturally appropriate for the children and families in their care.

- 8.01(8)(d) Language and literacy development: ECE professionals plan, implement and adapt curricula through meaningful interactions and daily routines to encourage children of all ability levels to use their home language to understand language, various forms of literacy, interact with others and express themselves through verbal, nonverbal and written forms of communication.
- 8.01(8)(e) Cognitive development: ECE professionals plan, implement and adapt developmentally appropriate curricula throughout daily routines so that children of all ability levels are engaged in learning new concepts, completing tasks and adapting information through meaningful experiences and materials.
- 8.01(8)(f) Social-emotional development: ECE professionals plan, implement and adapt meaningful activities that focus on the promotion of self-regulation, pro-social interactions and emotional expression. Children who are socially and emotionally ready for learning and engagement understand and effectively express their feelings, cooperate with adults and peers and resolve conflicts with support.
- 8.01(8)(g) Fostering creativity: ECE professionals plan, implement and adapt curricula that provide children an opportunity to express themselves through a variety of creative means regardless of their individual abilities, language or culture.
- 8.01(8)(h) Knowledge of productivity: ECE professionals plan and implement a balance of experiences for children that address various levels of play, interactions and activity levels, in addition to responding to the diverse needs of the children in their care.
- 8.01(8)(i) How children learn and approaches to learning: ECE professionals plan, implement and adapt activities that promote all children's creativity, innovation, curiosity, exploration and problem-solving in learning environments and daily routines.

8.02 Elementary Education Endorsement (Grades K-6)

To be endorsed in elementary education, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program in elementary education including prescribed field experience and student teaching requirements; and have 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, 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(1)(d) understand and adhere to strict data privacy and security practices.
- 8.02(2) The elementary educator is knowledgeable about child development as it applies 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 stages of individual development, personal traits and interests, language diversity and 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 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 is highly knowledgeable about literacy development, is able to develop oral and written learning, as well as:
- 8.02(5)(a) understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing.
 - 8.02(5)(b) understand and explain other aspects of cognition and behavior that affect reading and writing including attention, executive function, memory, processing speed and graphomotor control.

- 8.02(5)(c) define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).
 - 8.02(5)(d) know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression.
 - 8.02(5)(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.
 - 8.02(5)(f) know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).
 - 8.02(5)(g) know reasonable goals and expectations for learners at various stages of reading and writing development.
- 8.02(6) The elementary educator is able to knowledgeable about the structure of language including:
- 8.02(6)(a) phonology (the speech sound system), and is able to:
 - 8.02(6)(a)(i) identify, pronounce, classify and compare the consonant and vowel phonemes of English.
 - 8.02(6)(b) orthography (the spelling system), and is able to:
 - 8.02(6)(b)(i) understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (romance) and Greek;
 - 8.02(6)(b)(ii) define grapheme as a functional correspondence unit or representation of a phoneme;
 - 8.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English;
 - 8.02(6)(b)(iv) know the difference between “high frequency” and “irregular” words; and
 - 8.02(6)(b)(v) identify, explain and categorize six basic syllable types in English spelling.
 - 8.02(6)(c) morphology, and is able to:
 - 8.02(6)(c)(i) identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.
 - 8.02(6)(d) semantics, and is able to:
 - 8.02(6)(d)(i) understand and identify examples of meaningful word relationships or semantic organization.

- 8.02(6)(e) syntax, and is able to:
 - 8.02(6)(e)(i) define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure; and
 - 8.02(6)(e)(ii) identify the parts of speech and the grammatical role of a word in a sentence.
- 8.02(6)(f) discourse organization, and is able to:
 - 8.02(6)(f)(i) explain the major differences between narrative and expository discourse;
 - 8.02(6)(f)(ii) identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence); and
 - 8.02(6)(f)(iii) identify cohesive devices in text and inferential gaps in the surface language of text.
- 8.02(7) The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including:
 - 8.02(7)(a) understanding the differences among screening, diagnostic, outcome and progress monitoring assessments.
 - 8.02(7)(b) understanding basic principles of test construction including reliability, validity, norm-referencing and criterion-referencing.
 - 8.02(7)(c) understanding the principles of progress monitoring and the use of graphs to indicate progress.
 - 8.02(7)(d) knowing the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing.
 - 8.02(7)(e) recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.
 - 8.02(7)(f) interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations.
- 8.02(8) The elementary educator is able to develop phonology, and is able to:
 - 8.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.
 - 8.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
 - 8.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.
 - 8.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal.

- 8.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.
- 8.02(8)(f) understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.
- 8.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:
 - 8.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.
 - 8.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.
 - 8.02(9)(c) stating the rationale for multisensory and multimodal techniques.
 - 8.02(9)(d) knowing the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing.
 - 8.02(9)(e) understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed.
- 8.02(10) The elementary educator is able to develop fluent, automatic reading of text:
 - 8.02(10)(a) understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read.
 - 8.02(10)(b) understanding reading fluency as a stage of normal reading development, as the primary symptom of some reading disorders and as a consequence of practice and instruction.
 - 8.02(10)(c) defining and identifying examples of text at a student's frustration, instructional and independent reading level.
 - 8.02(10)(d) knowing sources of activities for building fluency in component reading skills.
 - 8.02(10)(e) knowing which instructional activities and approaches are most likely to improve fluency outcomes.
 - 8.02(10)(f) understanding techniques to enhance a student's motivation to read.
 - 8.02(10)(g) understanding appropriate uses of assistive technology for students with serious limitations in reading fluency.
 - 8.02(10)(h) understand the relationship between accuracy and reading fluency.
- 8.02(11) The elementary educator is able knowledgeable about vocabulary development related to reading instruction:
 - 8.02(11)(a) understanding the role of vocabulary development and vocabulary knowledge in comprehension.
 - 8.02(11)(b) understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.

- 8.02(11)(c) knowing varied techniques for vocabulary instruction before, during and after reading.
- 8.02(11)(d) understanding that word knowledge is multifaceted.
- 8.02(11)(e) understanding the sources of wide differences in students' vocabularies.
- 8.02(12) The elementary educator is able to develop text comprehension including:
 - 8.02(12)(a) being familiar with teaching strategies that are appropriate before, during and after reading and that promote reflective reading.
 - 8.02(12)(b) contrasting the characteristics of major text genres, including narration, exposition and argumentation.
 - 8.02(12)(c) understanding the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.
 - 8.02(12)(d) identifying in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension.
 - 8.02(12)(e) understanding levels of comprehension including the surface code, text base and mental model (situation model).
 - 8.02(12)(f) understanding factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.
- 8.02(13) The elementary educator is able to develop handwriting, spelling and written expression:
 - 8.02(13)(a) handwriting:
 - 8.02(13)(a)(i) knowing research-based principles for teaching letter naming and letter formation, both manuscript and cursive; and
 - 8.02(13)(a)(ii) knowing techniques for teaching handwriting fluency.
 - 8.02(13)(b) spelling:
 - 8.02(13)(b)(i) recognizing and explaining the relationship between transcription skills and written expression;
 - 8.02(13)(b)(ii) identifying students' level of spelling development and orthographic knowledge; and
 - 8.02(13)(b)(iii) recognizing and explaining the influences of phonological, orthographic, and morphemic knowledge on spelling.
 - 8.02(13)(c) written expression:
 - 8.02(13)(c)(i) understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);

8.02(13)(c)(ii) knowing grade and developmental expectation for students' writing in the following areas: mechanics and conventions of writing, composition, revision and editing processes; and

8.02(13)(c)(iii) understanding appropriate uses of assistive technology in written expression.

8.02(14) The elementary educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.03 Agriculture, Food and Natural Resources (Grades 7-12)

To be endorsed in agriculture, food and renewable natural resources, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in agriculture, food and renewable natural resources; and have demonstrated the competencies listed below:

8.03(1) The agriculture, food and renewable natural resources educator shall have extensive preparation in agriculture, food and renewable natural resources and demonstrate knowledge in related content including, but not limited to, animal sciences; power, structural and technical systems; plant sciences; agribusiness systems; environmental science and natural resource systems; and food products and processing.

8.03(1)(a) The agriculture, food 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) animal sciences to include, but not be limited to: trends in the animal industry, best practices for animal welfare, nutrition, reproduction, environmental management and performance;

8.03(1)(a)(ii) agricultural power, structural and technical systems to include, but not be limited to: physical science applications in agriculture PST systems; equipment operation, repair and maintenance; planning, building and maintaining agriculture structures; agricultural metal fabrication; and operation and utilization of geospatial technologies in agriculture;

8.03(1)(a)(iii) plant systems to include, but not limited to: crop management planning; plant anatomy, classification and philosophy; propagation, culture and harvest of plant products; and principles of design in plant systems for environmental enhancement;

8.03(1)(a)(iv) agricultural business systems to include, but not be limited to: business management principles; financial and production data collection and recording; credit and cash management; business planning; and sales and marketing;

8.03(1)(a)(v) environmental science and natural resources to include, but not be limited to: natural resources use planning; interrelationships between natural resources and humans; sustainable production and use of natural resources; environmental analytical procedures; tools and equipment; environmental policies and regulations; and environmental service systems; and

8.03(1)(a)(vi) food products and processing to include, but not be limited to: food safety, sanitation and practices; food nutrition; biology, microbiology and chemistry; food processes, storage, distribution and consumption; and food industry scope and development.

8.03(1)(b) The agriculture, food 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 to serve 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 workplace 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 and 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 related to agriculture and renewable resources in the instructional setting with clarity and without bias; and

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, food and renewable resources educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.04 Visual Arts (Grades K-12)

To be endorsed in visual arts, an applicant shall hold an earned a bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in the content of art; and have demonstrated the competencies listed below:

8.04(1) The visual arts educator is knowledgeable about and able to instruct students in:

- 8.04(1)(a) determining and interpreting 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) The visual arts education is able to 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 as critical language of arts discourse around relevant art processes.
- 8.04(2)(b) the expressive features and characteristics of art.
- 8.04(2)(c) the ability to create multiple solutions to visual arts problems.

8.04(3) The visual arts educator is able to 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)(a)(i) drawing, painting, sculpture, photography, printmaking, fibers, ceramics, jewelry, crafts and media arts; and
 - 8.04(3)(a)(ii) appropriate hands-on art experiences taught in a curriculum designed around the state standards and focused on developing cognitive and manipulative skills.

8.04(4) The visual arts educator is able to teach students about the history of art including that in contemporary and past cultures, with an emphasis on:

- 8.04(4)(a) the contributions of the arts to the development of civilization and culture.
- 8.04(4)(b) the relationship of the arts to the culture/society in which they originated.
- 8.04(4)(c) the influence of the arts on subsequent and current culture(s).
- 8.04(4)(d) how the arts are an academic discipline that can relate, connect and transfer to a multitude of life experiences, subjects and disciplines such as math; science; reading, writing and communicating; and social studies.

8.04(5) The visual arts educator is able to instruct students on the objective and subjective evaluation and critique of art, and 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 the purpose and value of art to the individual and society, from a variety of philosophical stances.

8.04(6) The visual arts 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 visual arts educator shall promote more advanced instruction where appropriate.

8.04(8) The visual arts educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.05 Business and Marketing (Grades 7-12)

To be endorsed in business and marketing, or business or marketing, an applicant shall hold an earned a bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved preparation program in business/marketing, or business or marketing; and have demonstrated the competencies listed below:

8.05(1) The business/marketing education educator shall have extensive preparation in business and marketing 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 and 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 including the basic functions of auditing, banking, investments, taxation, insurance and risk taking.

8.05(1)(e) personnel policies and human resource management including hiring, staff development, compensation and employee relations.

8.05(1)(f) business communications including the 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.

8.05(2) The business/marketing educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.06 (Rule Number Reserved.)

8.07 Drama Theater Arts (Grades K-12)

To be endorsed in drama theatre arts, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in drama theatre arts; be knowledgeable about the Colorado Academic Standards in drama and theater arts and have demonstrated the competencies specified below:

8.07(1) The drama theatre arts educator is knowledgeable about the content and creative processes of drama theatre arts and is able to instruct students about:

8.07(1)(a) historical and cultural context including, but not limited to, global theatrical styles, techniques and traditions over time and acknowledging drama theatre arts in society as creative, expressive, communicable and social.

8.07(1)(b) a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical design, and uses of drama and theatre arts.

8.07(1)(c) skillful use of drama theatre arts literacy in students, demonstrating ways to read, write and communicate using the language of drama theatre arts.

8.07(1)(d) informed demonstration and identification of a variety of techniques and styles of drama theatre arts with confidence, expression, accuracy and intent.

8.07(1)(e) approaches to design, write, problem-solve and innovate to find their own unique dramatic voice.

8.07(2) The drama theatre arts educator is able to instruct, effectively demonstrate and provide experiences for students in various areas of drama theatre arts pedagogical theory and practice including, but not limited to:

8.07(2)(a) determining and interpreting meaning in dramatic works.

8.07(2)(b) methods of teaching drama theatre arts to students, as age and grade appropriate, and to other educators, as related but not limited to direction and selection of dramatic or theatrical subject matter; communication of ideas through drama and/or theatre; distinguishing theatrical forms and styles; creation of a variety of dramatic and/or theatrical works, employing skills related to dramatic and/or theatrical performances; evaluation of dramatic and/or theatrical works; and relating drama theatre arts to diverse cultures.

8.07(2)(c) knowledge and method of how drama theatre arts relates, informs, connects and transfers to other subjects and disciplines.

8.07(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including critically responding to dramatic and/or theatrical works, the ability to create dramatic and/or theatrical works; and the ability to perform in a variety of dramatic and/or theatrical works.

8.07(3) The drama theatre arts educator shall facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about drama theatre arts, including the personal pursuit of further experience in drama theatre arts.

- 8.07(4) The drama theatre arts educator shall self-assess and act upon feedback regarding the effectiveness of instruction, 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 (Grades K-12)

To be endorsed in instructional technology, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; 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; and
 - 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 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 including:
 - 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; and
 - 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 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 instructional 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 and identify the location, evaluation and collection of information from a wide variety of sources;
 - 8.08(5)(a)(iv) process data and report results; and
 - 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 related to technology and is able to:
 - 8.08(6)(a) demonstrate uses of technology systems, resources and applications aligned with laws, rules and policies, including those at the district and school level.
 - 8.08(6)(b) instruct students about the legal and ethical practices 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, based on the achievement of students, and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.09 English Language Arts (Grades 7-12)

To be endorsed in English language arts, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in English language arts; be knowledgeable about the Colorado Academic Standards in reading, writing and communicating; 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 and 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; and

- 8.09(1)(b)(iv) the ability to use standard English language (e.g., usage, grammar, spelling and syntax) when communicating with and understanding others in a variety of formal and informal situations.
- 8.09(2) The English language arts educator is knowledgeable about literature written for adolescents and adults and is able to strategically and with intention present to students an age-appropriate selection of a wide and balanced variety of literary works, authors and genres including, but not limited to:
 - 8.09(2)(a) traditional and contemporary literature, including young adult literature, representing a range of cultures and viewpoints from the United States and other countries.
 - 8.09(2)(b) works of literary theory and literary 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, 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 which serves as a mirror of their own experiences as well as a window into the experiences and perspectives of others.
- 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 and complexity.
 - 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; and traditional to contemporary works, and is able to teach students the skills and abilities to:
 - 8.09(5)(a) make sound choices for individual reading.

- 8.09(5)(b) read independently for pleasure, learning and research.
- 8.09(5)(c) develop individual strategies for reading and comprehending texts.
- 8.09(5)(e) ask strategic questions, predict, infer, paraphrase and summarize what is read.
- 8.09(5)(f) use a range of strategies to read with a critical eye to discern the craft of the written piece, rhetorical strategies, authorial intent and literary technique.
- 8.09(5)(g) compare the development of themes, concepts and authors' writing styles by analyzing a variety of literary works.
- 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) effective composition for different purposes and audiences, in a variety of ways and through a variety of genres.
 - 8.09(6)(b) effective writing processes (e.g., planning, drafting, revising, proofreading, editing and publishing).
 - 8.09(6)(c) effective use of the rules of written language.
 - 8.09(6)(d) appropriate and effective thinking skills (e.g., problem-solving, analysis, synthesis, evaluation, etc.) to craft written work.
- 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 processes (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 develop an appropriate vocabulary consisting of academic language as well as real-world language, and so that students 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, consistent 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 into classroom use and instruction 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 to communicate their own ideas in a variety of ways.
 - 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 a variety of ways students may demonstrate mastery 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; and
 - 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:

8.09(11)(d)(i) feedback, guidance and instruction 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; and

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 one 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 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 and relevant to required curricula, age 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 encouraged, acknowledged, respected and valued.

8.09(12)(j) incorporate student content standards into ongoing lesson plans.

8.09(12)(k) use assessment 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 shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.10 World Languages (Grades K-12)

To be endorsed in a world language, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program for the preparation of world language teachers; be knowledgeable about the Colorado Academic Standards for world languages; and have demonstrated the competencies specified below:

8.10(1) Language proficiency: A competent world languages teacher is proficient in the language(s) taught, according to the proficiency guidelines outlined by the American Council of the Teaching of Foreign Languages; is able to communicate effectively in interpersonal, interpretive and presentational contexts at a minimum proficiency level, equivalent to the advanced low level defined by the council's proficiency guidelines; and is able to:

8.10(1)(a) speak in the interpersonal mode of communication (except classical languages such as Greek and Latin, as there is no requirement for them to be spoken in interpersonal mode).

8.10(1)(b) interpret oral, printed and video texts and visual images by demonstrating both literal and figurative or symbolic comprehension.

8.10(1)(c) present oral and written information to audiences of listeners or readers.

8.10(2) Cultures, linguistics, literatures and concepts from other disciplines: A competent world languages teacher demonstrates understanding of the multiple content areas that comprise the field of world language learning, recognizes the changing nature of language and is able to:

8.10(2)(a) demonstrate understanding of the interrelatedness of perspectives, products and practices in the target cultures.

8.10(2)(b) demonstrate target cultural understandings and compare cultures through perspectives, products and practices of those cultures.

8.10(2)(c) identify the linguistic elements of the target language system needed to communicate in a variety of settings.

8.10(2)(d) demonstrate an understanding of linguistics and the changing nature of language, and compare language systems.

8.10(2)(e) identify distinctive viewpoints in the literary texts, films, art works and documents from a range of disciplines available only through the target language.

8.10(2)(f) demonstrate an understanding of texts on literary and cultural themes as well as interdisciplinary topics.

8.10(3) Language acquisition: A competent world languages teacher understands second language acquisition theories and their applications to teaching methodologies, and is able to:

8.10(3)(a) apply second language acquisition theories which can be used to help students develop proficiency, increase knowledge and strengthen cognitive skills.

8.10(3)(b) articulate curriculum and instruction to ensure a sequence of age-appropriate learning experiences, progressing from a simple to a more advanced use of the language.

- 8.10(3)(c) understand the proficiency range levels as defined by the American Council on the Teaching of Foreign Languages.
- 8.10(4) Diversity of learners: A competent world languages teacher understands how learners differ in their knowledge, experiences, abilities and approaches to language learning; creates interactive, engaging and supportive learning environments that encourage student self-motivation and promote their language learning and understanding; and is able to:
- 8.10(4)(a) demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.
 - 8.10(4)(b) create an inclusive, caring, challenging and stimulating differentiated classroom environment in which meaningful communication in the target language occurs and in which all students learn through active participation.
 - 8.10(4)(c) promote a learning environment that encourages lifelong learning and that goes beyond the classroom to include families and communities.
 - 8.10(4)(d) provide learning experiences that reflect learner diversity.
 - 8.10(4)(e) use a variety of language-appropriate resources, available technologies and current state world language standards which meet the instructional and linguistic needs of all students and foster critical and creative thinking.
- 8.10(5) Colorado Academic Standards in world languages in planning and instruction: A competent world languages teacher understands and uses the current Colorado Academic Standards in world languages to make instructional decisions and integrate them into curricular planning, and is able to:
- 8.10(5)(a) demonstrate an understanding of the Colorado Academic Standards in world languages and use them as a basis for instructional planning.
 - 8.10(5)(b) align K-12 world language curriculum and instruction with the Colorado Academic Standards in world languages and local school district policies.
 - 8.10(5)(c) integrate the Colorado Academic Standards in world languages into their classroom practice.
 - 8.10(5)(d) use the Colorado Academic Standards in world languages to select and integrate texts including authentic texts, use technology, and adapt and create instructional materials for use in communication.
- 8.10(6) Assessment of languages and cultures and impact on student learning: A competent world languages teacher designs ongoing assessments using a variety of assessment models to show evidence of K-12 students' ability to communicate in the instructed language in interpersonal, interpretive and presentational modes; expresses understanding of cultural and literary products, practices and perspectives of the instructed language; and is able to:
- 8.10(6)(a) design ongoing, authentic performance assessments using a variety of assessment models for all learners.
 - 8.10(6)(b) reflect on and analyze the results of student assessments and adjust instruction accordingly.
 - 8.10(6)(c) use data to inform and strengthen instruction.

- 8.10(6)(d) interpret the results of student performances to all stakeholders in the community.
- 8.10(6)(e) build student responsibility for his/her own learning.
- 8.10(7) Professional learning and reflection: A competent teacher of world languages engages in ongoing professional learning opportunities to strengthen personal linguistic, cultural and pedagogical competence and promote reflection on practice, and in so doing is able to:
 - 8.10(7)(a) demonstrate an understanding of the value of professional learning and reflection on instructional practice and professional growth.
 - 8.10(7)(b) continually evaluate the effects of personal choices and their impact on student learning.
 - 8.10(7)(c) reflectively evaluate the effect and impact of professional learning choices on instructional practice and student achievement.
 - 8.10(7)(d) demonstrate an understanding of their professional responsibility to keep current with events relevant to the cultures of the target language.
 - 8.10(7)(e) demonstrate an understanding of professional growth opportunities such as membership in professional organizations, accessing professional journals, attending conferences and study and/or travel abroad.
- 8.10(8) Advocacy: A competent teacher of world languages articulates the role and value of languages and cultures to interact successfully in the global community and is able to:
 - 8.10(8)(a) articulate the role and value of languages and cultures in preparing students to interact in the global community.
 - 8.10(8)(b) foster relationships with school colleagues, families and agencies in the larger community to support students' language learning and student achievement.
- 8.10(11) American Sign Language (ASL). To be endorsed in American Sign Language, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program; have completed an approved program for the preparation of American Sign Language teachers including prescribe field experience and student teaching requirements; and have demonstrated the competencies for American Sign Language.
- 8.10(12) The world language educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.11 Health (Grades K-12)

To be endorsed in health, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in health; be knowledgeable about the Colorado Academic Standards in comprehensive health and physical education and 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, 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, as well as the status of and matters related to individual, self-monitored and family health, as relevant and appropriate to a health 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 specifics related to urban, suburban and rural areas.
- 8.11(3) The health educator is knowledgeable about and is able to effectively articulate to students the dynamics of accidents and how to create conditions conducive to safe living.
- 8.11(4) The health educator is knowledgeable about and able to effectively promote health and health care careers to students.
- 8.11(5) The health educator shall be able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention.
- 8.11(6) The health educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.12 Family and Consumer Sciences (Ggrades 7-12)

To be endorsed in family and consumer sciences, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching 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; have completed an approved program in family and consumer sciences; and have demonstrated the competencies listed below:

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

8.12(1)(a) human development and parenting including, but not 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 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 interactions; and universal core values(e.g., caring, responsibility, respect, trust, relationships, et.al.);

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 nurturing, intellectual and creative stimulation; health, nutrition/exercise; safety and constructive discipline of children; and

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 including, but not 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; and

- 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, portion control and presentation.
- 8.12(1)(c) resource management including, but not limited to:
 - 8.12(1)(c)(i) personal finance management principles and skills of the various life stages, such as budgeting, banking, saving and investment, credit (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 such as 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 such as 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) the principles and elements of design as applied to clothing and the housing environment and the consideration and selection of clothing and housing, as based on historical, psychological, physical, social and cultural needs in accordance with personal preference; and
 - 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 including, but not limited to:
 - 8.12(1)(d)(i) individual self-concept, wellness and responsible decision-making related to personal choices throughout various life stages in 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 to handle and manage peer pressure, change and crisis situations; and
 - 8.12(1)(d)(iii) cultural and style of life choices, social issues, and legal and ethical rights and responsibilities in a variety of life-affecting situations.
- 8.12(2) The family and consumer sciences educator is able to:
 - 8.12(2)(a) use a variety of applicable assessment strategies 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 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 sciences professions and related fields, such as 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 to 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 to help students base their decision-making on first-hand knowledge and sound criteria, by providing:
 - 8.12(2)(i)(i) 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) 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 sciences, and to earn awards and recognition, through participation in student vocational and/or community service organizations; and
 - 8.12(2)(i)(iii) supervision of students during community service, travel, conferences and related instructional family and consumer sciences activities.
- 8.12(3) The family and consumer sciences educator is able to demonstrate the value of family and consumer sciences 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 sciences educator is able to develop additional resources, as appropriate and necessary, from and within the community and the school itself.
- 8.12(5) The family and consumer sciences educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.13 Technology Education (Grades 7-12)

To be endorsed in technology education, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in technology education; and have demonstrated the competencies specified below:

- 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) extensive preparation in technology systems and processes and demonstrate applied knowledge with respect to the following areas:
 - 8.13(1)(b)(i) communication/information including verbal, written, graphic and electronic components;
 - 8.13(1)(b)(ii) transportation including power, energy and mechanical systems; and
 - 8.13(1)(b)(iii) production including construction, manufacturing, authoring, design and prototyping.
 - 8.13(1)(c) additional preparation and demonstrated applied knowledge in the natural physical sciences, including environmental science, as used in technological systems and processes.
 - 8.13(1)(d) additional preparation and demonstrated 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-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) Performance: 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) the application of academic concepts from math, science and communications as they apply to technological systems and processes;

- 8.13(2)(b)(ii) the allocation of resources such as time, money, materials, facilities and human resources;
- 8.13(2)(b)(iii) the acquisition, evaluation, organization, interpretation and communication of information related to technological systems and processes;
- 8.13(2)(b)(iv) the selection and application of technology appropriate to tasks;
- 8.13(2)(b)(v) the maintenance of systems of information, technology and records; and
- 8.13(2)(b)(vi) the 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, architecture, construction, manufacturing 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 by demonstrating their practical applications.
- 8.13(3) The technology educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.14 Mathematics (Grades 7-12)

To be endorsed in mathematics, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in mathematics; be knowledgeable about the Colorado Academic Standards in mathematics; and have demonstrated the competencies specified below:

8.14(1) Develop in students an understanding and use of:

- 8.14(1)(a) number sense, properties and operations.
- 8.14(1)(b) patterns, functions and algebraic structures.
- 8.14(1)(c) measurement.
- 8.14(1)(d) data analysis, statistics and probability.
- 8.14(1)(e) functions and use of variables.
- 8.14(1)(f) shape, dimension and geometric relationships.

8.14(2) The mathematics educator is able to effectively demonstrate to students and instruct:

- 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, both 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; and the connections between mathematics and other disciplines and real-world situations through the selection of appropriate applications from such fields as natural sciences, social sciences, business and engineering; and is able to:
 - 8.14(3)(g)(i) 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(3)(g)(ii) 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(3)(g)(iii) 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(3)(g)(iv) create an environment in which reflection, uncertainty and inquiry are incorporated in the learning of mathematics skills, abilities and concepts; and

- 8.14(3)(g)(v) 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(4) 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 appropriate and relevant to the field.

8.15 Music (Grades K-12)

To be endorsed in music, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in music; be knowledgeable about the Colorado Academic Standards in music; and have demonstrated the competencies specified below:

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

- 8.15(1)(a) teach the historical and cultural context of music including, but not limited to, global musical styles, techniques and traditions over time and acknowledging music in society as creative, expressive, communicable and social.

- 8.15(1)(b) use a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical aspects of music.

- 8.15(1)(c) develop music literacy in students, demonstrating ways to read, write and communicate using the language of music.

- 8.15(1)(d) provide informed demonstration and identification of a variety of techniques and styles of music with confidence, expression, accuracy and intent.

- 8.15(1)(e) use a variety of approaches to teach students to design, write, problem-solve and innovate to find their own unique musical voice.

8.15(2) The music educator is able to instruct about, effectively demonstrate and provide experiences for students in various areas of music pedagogical theory and practice including, but not limited to:

- 8.15(2)(a) determining and interpreting meaning in musical works.

- 8.15(2)(b) methods of teaching music to students, as age and grade appropriate, and to other educators, regarding the direction and selection of musical repertoire; communication of ideas through music; distinguishing musical forms and styles; creation of a variety of musical works; employing skills related to musical performances; evaluation of musical works and relating music to diverse cultures.

- 8.15(2)(c) knowledge and method of how music relates, informs, connects and transfers to other subjects and disciplines.

- 8.15(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including applying and demonstrating a variety of music theory skills, creating musical works; expressing music in a performance setting; and critiquing, evaluating and refining musical works.

8.15 (3) The music educator shall facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about music including the personal pursuit of further experience in music.

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

8.16 Physical Education (Grades K-12)

To be endorsed in physical education, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in physical education; be knowledgeable about the Colorado Academic Standards in comprehensive health and 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 to students, other educators and interested stakeholders 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.

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 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, lacrosse, 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 and behaviors and to pursue activities which will result in lifetime fitness.
- 8.16(5) The physical education educator is able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention.
- 8.16(7) The physical education educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.17 Science (Grades 7-12)

To be endorsed in science, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in science; be knowledgeable about the Colorado Academic Standards in science; and have demonstrated the competencies specified below:

- 8.17(1) The science educator is knowledgeable about the content, concepts and skills of the sciences and is able to effectively instruct students regarding physical, life and earth sciences and applicable mathematics.
- 8.17(2) The science educator 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(2)(a) physics including, but not limited to, general and experimental physics, mechanics, electricity, magnetism, quantum and atomic physics, sound, and optics.
 - 8.17(2)(b) chemistry including, but not limited to, general chemistry, organic chemistry, inorganic chemistry, analytical chemistry and physical chemistry.
 - 8.17(2)(c) biology including, but not limited to, general biology, environmental biology, biotechnology, genetics, evolution, human anatomy, ecology, molecular biology, and matter and energy in living systems.
 - 8.17(2)(d) earth and space science including, but not limited to, historical and physical geology, astronomy, environmental science, meteorology, oceanography, geomorphology, stratigraphy, mineralogy and earth systems.
 - 8.17(2)(e) general science including, but not limited to, general chemistry, physics, biology, earth and space science, environmental science and applicable mathematics.
- 8.17(3) The science educator is knowledgeable about and is able to:
 - 8.17(3)(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(3)(b) effectively demonstrate to students and instruct students on 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(3)(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(3)(d) effectively instruct students in core scientific practices which include, but are not limited to, asking questions and defining problems; analyzing and interpreting data; engaging in argument from evidence; constructing explanations and designing solutions; developing and using models; planning and carrying out investigations; obtaining, evaluating, and communicating information; and using mathematics and computational thinking.
- 8.17(3)(e) effectively integrate technology into instructional and assessment strategies, as appropriate to science education and the learner.
- 8.17(3)(f) effectively instruct students about the interconnected nature of science as it is practiced and experienced in the real world, including the connections between and among the various science disciplines and within other disciplines.
- 8.17(3)(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(3)(h) effectively communicate to students the historical and dynamic nature of science.
- 8.17(3)(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 academic standards.
- 8.17(3)(j) effectively demonstrate for and instruct students, the linkage(s) between curriculum, instruction and assessment as they relate to state-approved student science academic standards.
- 8.17(3)(k) effectively demonstrate for and instruct students about safety considerations in science instruction and in the science classroom including, but not limited to, proper use, storage and disposal or maintenance of biological, chemical and scientific equipment and specimens.
- 8.17(3)(l) instruct and supervise students in the proper preparation and use of laboratory equipment and materials.
- 8.17(3)(m) evaluate laboratory settings, equipment, materials and procedures to identify and manage the resolution of potential safety hazards.
- 8.17(3)(n) provide solutions to equipment problems and be able to make minor adjustments in the operation of equipment.
- 8.17(3)(o) incorporate into planning information related to state and federal regulations, legal issues and guidelines pertaining to scientific materials and specimens.

- 8.17(4) The science educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.18 Social Studies (Grades 7-12)

To be endorsed in social studies, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in social studies; be knowledgeable about and able to instruct students in the Colorado Academic Standards in social studies; and have demonstrated the competencies specified below:

- 8.18(1) The social studies educator is knowledgeable about 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, the United States and world history.
 - 8.18(1)(b) geography including, but not limited to, cultural and physical geography, human geography and globalization.
 - 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; micro-, macro-and global economics; and personal financial literacy.
 - 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 and instruct students about civil discourse in the classroom, including the utilization of oral and written communication and presentation.
 - 8.18(2)(b) effectively analyze social and historical events from multiple perspectives for students and 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 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 acquired through appropriate use of technology and 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 to students appropriate, relevant, positive and productive community service and experiences.

- 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 and instruct students about elements of 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(2)(j) integrate into instruction and provide opportunities for students to develop the skills of collaboration, critical-thinking and reasoning, information literacy, self-direction and invention.
- 8.18(3) The social studies educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.19 Speech (Grades 7-12)

To be endorsed in speech, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in speech; and have demonstrated the competencies specified below:

- 8.19(1) The speech teacher is knowledgeable about speech and communication and is able to:
- 8.19(1)(a) articulate and demonstrate the principles of effective communication to a wide variety of audiences.
 - 8.19(1)(b) 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(1)(c) 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(1)(d) 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(1)(e) 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 related to ethnicity, cross-cultural, economic and gender differences, and for 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, based on the learning and achievement of students, and pursue continuous professional development through appropriate activities, including speech-related activities involving students, coursework, and participation in relevant professional organizations.

8.20 Dance (Grades K-12)

To be endorsed in dance, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; completed an approved teacher preparation program including prescribed field experience and student teaching requirements; completed an approved program in dance; be knowledgeable about and able to instruct students in the Colorado Academic Standards in dance; and have demonstrated the competencies specified below:

8.20(1) The dance educator is knowledgeable about the art of dance and is able to:

- 8.20(1)(a) teach the historical and cultural context including, but not limited to, global dance styles and traditions over time, acknowledging dance in society as creative, expressive, communicable and social.
- 8.20(1)(b) instruct students to use criticism and analysis to reflect upon and understand new works, reconstructions and masterpieces.
- 8.20(1)(c) apply the skillful use of dance literacy and the use of traditional and/or non-traditional notation systems via words, symbols and/or media technology.
- 8.20(1)(d) implement the choreographic process as the art of making dance using form, intent, dynamics and principles of time, space and energy, structure and design.
- 8.20(1)(e) help students develop the skills and technique that produce competence and confidence during performance, and the ability to communicate choreographic intent.

8.20(2) The dance educator is able to instruct, effectively demonstrate and provide experiences for students various areas of dance pedagogical theory and practice including, but not limited to:

- 8.20(2)(a) dance theory aligned with safe and developmentally appropriate pedagogical approaches.
- 8.20(2)(b) methods of teaching dance to students, as age and grade appropriate, and to other educators as related, but not limited to, the creative process; direction and selection of all performance repertoire and productions in the school setting; and performance, evaluation, choreography, cultural and historical context.
- 8.20(2)(c) knowledge and method of how dance relates, informs, connects and transfers to other subjects and disciplines.

- 8.20(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including the skills of movement, technique and performance; the ability to create, compose, and choreograph; an understanding of historical and cultural context, and the ability to reflect, connect and respond.
- 8.20(3) The dance educator shall facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about dance including the physical benefits and personal pursuit of further experience in dance.
- 8.20(4) The dance educator shall self-assess and act upon feedback regarding the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.21 Trade and Industry (Grades 7-12)

To be endorsed in trade and industry, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in trade and industry education; and 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, 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) and incorporation of academic subject matter, concepts, skills and abilities including, but not limited to, communication, problem-solving, inquiry and analysis 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 relevant to the content area and in a variety of settings and circumstances;
 - 8.21(3)(b)(iii) the appropriate integration 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 and 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; the 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; and

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 disciplines 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 self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.22 Culturally and Linguistically Diverse Education (Grades K-12)

To be endorsed in culturally and linguistically diverse (CLD) education, an applicant shall hold an earned bachelor's degree or higher from an accepted institution of higher education; shall hold a Colorado initial or professional teacher or special services license; and shall have demonstrated competencies specified below by completion of a Colorado State Board of Education-approved program for the preparation of an educator of culturally and linguistically diverse student populations in accordance with 7.02(1) or by verification of 24 semester hours of specific coursework from an accepted institution of higher education as determined by the Department of Education through a transcript review in accordance with 7.02(2)(a).

8.22(1) The educator of CLD student populations must be knowledgeable about, 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 culturally and linguistically 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.

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 about, 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 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.

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 English language and content learning. In support of student learning, the CLD educator must demonstrate understanding of and the 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.
 - 8.22(3)(f) providing 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 about, 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.
 - 8.22(4)(e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate and enhance parental involvement.
- 8.22(5) The educator of CLD student populations must be knowledgeable about, understand 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.
 - 8.22(5)(d) communicate and collaborate with other educators, special services 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.
- 8.22(6) The culturally and linguistically diverse education educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

8.23 Culturally and Linguistically Diverse (CLD) Bilingual Education Specialist (Grades K-12)

To be endorsed as a CLD bilingual education specialist, an applicant shall hold an earned bachelor's degree or higher from an accepted institution of higher education; shall hold a Colorado 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.
 - 8.23(1)(h) understanding of research-based knowledge of the culture and history of a heritage language community of Colorado students.
- 8.23(2) The culturally and linguistically diverse education bilingual specialist shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

2260.5-R-9.00 Special Education and Gifted Education (Ages 5-21)

9.005 Special Education Core (Ages 5-21)

As outlined in 22-60.5-106(2) C.R.S., the Department is required 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 Colorado State Board of Education. The following Council for Exceptional Children (CEC) Special Education Preparation Standards and Initial Special Education Knowledge and Skill Common Items (ISCI) were adopted for 9.00 licensing rules.

The Special Education Core endorsement represents the competencies, knowledge and skills expected of all special education teachers at all levels. The core includes preparation standards in the seven areas of learner development and individual learning differences, learner environments, curricular content knowledge, assessment, instructional planning and strategies, professional learning and practice, and collaboration; and key elements and common items within each standard.

9.005(1) Learner development and individual learning differences: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities:

9.005(1)(a) Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities.

9.005(1)(b) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

9.005(1)(c) Beginning special education professionals are knowledgeable of:

9.005(1)(c)(i) typical and atypical human growth and development;

9.005(1)(c)(ii) similarities and differences among individuals with exceptionalities;

9.005(1)(c)(iii) educational implications of characteristics of various exceptionalities;

9.005(1)(c)(iv) family systems and the role of families in supporting development.

9.005(1)(c)(v) cultural perspectives influencing the relationships among families, schools and communities as related to instruction;

9.005(1)(c)(vi) variations in beliefs, traditions and values across and within cultures and their effects on relationships among individuals with exceptionalities, family and schooling;

9.005(1)(c)(vii) characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

9.005(1)(c)(viii) similarities and differences of individuals with and without exceptionalities;

9.005(1)(c)(ix) effects of various medications on individuals with exceptionalities;

9.005(1)(c)(x) effects an exceptional condition(s) can have on an individual's life;

- 9.005(1)(c)(xi) impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development;
 - 9.005(1)(c)(xii) differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences;
 - 9.005(1)(c)(xiii) effects of cultural and linguistic differences on growth and development;
 - 9.005(1)(c)(xiv) characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages; and
 - 9.005(1)(c)(xv) ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- 9.005(2) Learning environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions and self-determination.
- 9.005(2)(a) Beginning special education professionals through collaboration with general education and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
 - 9.005(2)(b) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
 - 9.005(2)(c) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
 - 9.005(2)(d) Beginning special education professionals are knowledgeable of:
 - 9.005(2)(d)(i) demands of learning environments;
 - 9.005(2)(d)(ii) basic classroom management theories and strategies for individuals with exceptionalities;
 - 9.005(2)(d)(iii) effective management of teaching and learning;
 - 9.005(2)(d)(iv) teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;
 - 9.005(2)(d)(v) social skills needed for educational and other environments;
 - 9.005(2)(d)(vi) strategies for crisis prevention and intervention;
 - 9.005(2)(d)(vii) strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;
 - 9.005(2)(d)(viii) ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;
 - 9.005(2)(d)(ix) ways cultures are negatively stereotyped; and

- 9.005(2)(d)(x) strategies used by diverse populations to cope with a legacy of former and continuing racism.
- 9.005(2)(e) Beginning special education professionals demonstrate the skills to:
 - 9.005(2)(e)(i) create a safe, equitable, positive and supportive learning environment in which diversities are valued;
 - 9.005(2)(e)(ii) identify realistic expectations for personal and social behavior in various settings;
 - 9.005(2)(e)(iii) identify supports needed for integration into various program placements;
 - 9.005(2)(e)(iv) design learning environments that encourage active participation in individual and group activities;
 - 9.005(2)(e)(v) modify the learning environment to manage behaviors;
 - 9.005(2)(e)(vi) use performance data and information from all stakeholders to make or suggest modifications in learning environments;
 - 9.005(2)(e)(vii) establish and maintain rapport with individuals with and without exceptionalities;
 - 9.005(2)(e)(viii) teach self-advocacy;
 - 9.005(2)(e)(ix) create an environment that encourages self-advocacy and increased independence;
 - 9.005(2)(e)(x) use effective and varied behavior management strategies;
 - 9.005(2)(e)(xi) use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;
 - 9.005(2)(e)(xii) design and managing daily routines;
 - 9.005(2)(e)(xiii) organize, develop and sustain learning environments that support positive intra-cultural and intercultural experiences;
 - 9.005(2)(e)(xiv) mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group or person;
 - 9.005(2)(e)(xv) structure, direct and support the activities of para-educators, volunteers and tutors; and
 - 9.005(2)(e)(xvi) use universal precautions.
- 9.005(3) Curricular content knowledge: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Beginning special education professionals understand the central concepts, structures of the discipline and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities.

- 9.005(3)(b) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 9.005(3)(c) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
- 9.005(3)(d) Beginning special education professionals are knowledgeable of:
 - 9.005(3)(d)(i) theories and research that form the basis of curriculum development and instructional practice;
 - 9.005(3)(d)(ii) scope and sequences of general and special curricula;
 - 9.005(3)(d)(iii) national, state and local curricula standards; and
 - 9.005(3)(d)(iv) technology for planning and managing the teaching and learning environment.
- 9.005(3)(e) Beginning special education professionals demonstrate the skills to:
 - 9.005(3)(e)(i) identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities; and
 - 9.005(3)(e)(ii) integrate affective, social and life skills with academic curricula.
- 9.005(4) Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
 - 9.005(4)(a) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
 - 9.005(4)(b) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
 - 9.005(4)(c) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
 - 9.005(4)(d) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
 - 9.005(4)(e) Beginning special education professionals are knowledgeable of:
 - 9.005(4)(e)(i) basic terminology used in assessment;
 - 9.005(4)(e)(ii) legal provisions and ethical principles regarding assessment of individuals;
 - 9.005(4)(e)(iii) screening, pre-referral, referral and classification procedures;
 - 9.005(4)(e)(iv) use and limitations of assessment instruments; and

- 9.005(4)(e)(v) national, state and local accommodations and modifications.
- 9.005(4)(f) Beginning special education professionals demonstrate the skills to:
 - 9.005(4)(f)(i) gather relevant background information;
 - 9.005(4)(f)(ii) administer nonbiased formal and informal assessments;
 - 9.005(4)(f)(iii) use technology to conduct assessments;
 - 9.005(4)(f)(iv) develop or modify individualized assessment strategies;
 - 9.005(4)(f)(v) interpret information from formal and informal assessments;
 - 9.005(4)(f)(vi) use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those for culturally and/or linguistically diverse backgrounds;
 - 9.005(4)(f)(vii) report assessment results to all stakeholders using effective communication skills;
 - 9.005(4)(f)(viii) evaluate instruction and monitor progress of individuals with exceptionalities; and
 - 9.005(4)(f)(ix) create and maintain records.
- 9.005(5) Instructional planning and strategies: Beginning special education professionals select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
 - 9.005(5)(a) Beginning special education professionals consider an individual's abilities, interest learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individual with exceptionalities.
 - 9.005(5)(b) Beginning special education professionals use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities.
 - 9.005(5)(c) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
 - 9.005(5)(d) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
 - 9.005(5)(e) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.
 - 9.05(5)(f) Beginning special education professionals teach to mastery and promote generalization of learning.
 - 9.05(5)(g) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical-thinking and problem-solving to individuals with exceptionalities.

- 9.005(5)(h) Beginning special education professionals are knowledgeable of:
 - 9.005(5)(h)(i) roles and responsibilities of the para-educator related to instruction, intervention and direct service;
 - 9.005(5)(h)(ii) evidence-based practices validated for specific characteristics of learners and settings; and
 - 9.005(5)(h)(iii) augmentative and assistive communication strategies.
- 9.005(5)(i) Beginning special education professionals demonstrate the skills to:
 - 9.005(5)(i)(i) develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;
 - 9.005(5)(i)(ii) involve the individual and family in setting instructional goals and monitoring progress;
 - 9.005(5)(i)(iii) use functional assessments to develop intervention plans;
 - 9.005(5)(i)(iv) use task analysis;
 - 9.005(5)(i)(v) sequence, implement and evaluate individualized learning objectives;
 - 9.005(5)(i)(vi) develop and select instructional content, resources and strategies that respond to cultural, linguistic and gender differences;
 - 9.005(5)(i)(vii) incorporate and implement instructional and assistive technology into the educational program;
 - 9.05(5)(i)(viii) prepare lesson plans;
 - 9.05(5)(i)(ix) prepare and organize materials to implement daily lesson plans.
 - 9.05(5)(i)(x) use instructional time effectively;
 - 9.05(5)(i)(xi) make responsive adjustments to instruction based on continual observations;
 - 9.005(5)(i)(xii) prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;
 - 9.005(5)(i)(xiii) use strategies to facilitate integration into various settings;
 - 9.005(5)(i)(xiv) teach individuals to use self-assessment, problem-solving and other cognitive strategies to meet their needs;
 - 9.005(5)(i)(xv) select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptionalities;
 - 9.005(5)(i)(xvi) use strategies to facilitate maintenance and generalization of skills across learning environments;
 - 9.005(5)(i)(xvii) use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance and self-esteem;

9.005(5)(i)(xviii) use strategies that promote successful transitions for individuals with exceptionalities;

9.005(5)(i)(xix) use strategies to support and enhance communication skills of individuals with exceptionalities;

9.005(5)(i)(xx) use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language; and

9.005(5)(i)(xxi) modify instructional practices in response to ongoing assessment data.

9.005(6) Professional learning and ethical practice: Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning and to advance the profession.

9.005(6)(a) Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

9.005(6)(b) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

9.005(6)(c) Beginning special education professionals understand that diversity is a part of families, cultures and schools, and that complex human issues can interact with the delivery of special education services.

9.005(6)(d) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

9.005(6)(e) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

9.005(6)(f) Beginning special education professionals provide guidance and direction to para-educators, tutors and volunteers.

9.005(6)(g) Beginning special education professionals are knowledgeable of:

9.00(6)(g)(i) models, theories, philosophies and research methods that form the basis for special education practice;

9.005(6)(g)(ii) laws, policies and ethical principles regarding behavior management planning and implementation;

9.005(6)(g)(iii) relationship of special education to the organization and function of educational agencies;

9.005(6)(g)(iv) rights and responsibilities of individuals with exceptionalities, parents, teachers other professionals and schools related to exceptionalities;

9.005(6)(g)(v) issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

9.005(6)(g)(vi) issues, assurances and due process rights related to assessments, eligibility and placement within a continuum of services;

- 9.005(6)(g)(vii) family systems and the role of families in the educational process;
- 9.005(6)(g)(viii) historical points of view and contribution of culturally diverse groups;
- 9.005(6)(g)(ix) impact of the dominant culture on shaping schools and the individuals who study and work in them;
- 9.005(6)(g)(x) potential impact of differences in values, languages and customs that can exist between the home and school;
- 9.005(6)(g)(xi) personal cultural biases and difference that affect one's teaching;
- 9.005(6)(g)(xii) importance of the teacher serving as a model for individuals with exceptionalities;
- 9.005(6)(g)(xiii) continuum of lifelong professional development; and
- 9.005(6)(g)(xiv) methods to remain current regarding research-validated practice.
- 9.005(6)(h) Beginning special education professionals demonstrate the skills to:
 - 9.005(6)(h)(i) practice within the CEC code of ethics and other standards of the profession;
 - 9.005(6)(h)(ii) uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;
 - 9.005(6)(h)(iii) act ethically in advocating for appropriate services;
 - 9.005(6)(h)(iv) conduct professional activities in compliance with applicable laws and policies;
 - 9.005(6)(h)(v) demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities;
 - 9.005(6)(h)(vi) demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status and sexual orientation of individuals;
 - 9.005(6)(h)(vii) practice within one's skill limits and obtain assistance as needed;
 - 9.005(6)(h)(viii) use verbal, nonverbal and written language effectively;
 - 9.005(6)(h)(ix) conduct self-evaluation of instruction;
 - 9.005(6)(h)(x) access information on exceptionalities;
 - 9.005(6)(h)(xi) reflect on one's practice to improve instruction and guide professional growth;
 - 9.005(6)(h)(xii) engage in professional activities that benefit individuals with exceptionalities, their families and one's colleagues;
 - 9.005(6)(h)(xiii) demonstrate commitment to engage in evidence-based practices; and
 - 9.005(6)(h)(xiv) articulate personal philosophy of special education.

- 9.005(7) Professional learning and ethical practice: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 9.005(7)(a) Beginning special education professionals use the theory and elements of effective collaboration.
- 9.005(7)(b) Beginning special education professionals serve as a collaborative resource to colleagues.
- 9.005(7)(c) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
- 9.005(7)(d) Beginning special education professionals are knowledgeable of:
- 9.005(7)(d)(i) models and strategies of consultation and collaboration;
 - 9.005(7)(d)(ii) roles of individuals with exceptionalities, families and school and community personnel in planning of an individualized program;
 - 9.005(7)(d)(iii) concerns of families of individuals with exceptionalities and strategies to help address these concerns; and
 - 9.005(7)(d)(iv) culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel and community members.
- 9.005(7)(e) Beginning special education professionals demonstrate the skills to:
- 9.005(7)(e)(i) maintain confidential communication about individuals with exceptionalities;
 - 9.005(7)(e)(ii) collaborate with families and others in assessment of individuals with exceptionalities;
 - 9.005(7)(e)(iii) foster respectful and beneficial relationships between families and professionals;
 - 9.005(7)(e)(iv) assist individuals with exceptionalities and their families in becoming active participants in the educational team;
 - 9.005(7)(e)(v) plan and conduct collaborative conferences with individuals with exceptionalities and their families;
 - 9.005(7)(e)(vi) collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings;
 - 9.005(7)(e)(vii) use group problem solving skills to develop, implement and evaluate collaborative activities;
 - 9.005(7)(e)(viii) model techniques and coach others in the use of instructional methods and accommodations;

9.005(7)(e)(ix) communicate with school personnel about the characteristics and needs of individuals with exceptionalities;

9.005(7)(e)(x) communicate effectively with families of individuals with exceptionalities from diverse backgrounds; and

9.005(7)(e)(xi) observe, evaluate and provide feedback to para-educators.

9.01 Special Education Specialist (Ages Birth-21)

To be endorsed as a special education specialist, an applicant shall hold a Colorado initial or professional teacher license as a special education generalist or demonstrate through multiple performance measures the competencies required for a special education generalist endorsement; hold an earned a master's or higher degree in special education from an accepted institution of higher education; have completed an approved program for the preparation of special education specialists including prescribed field experience requirements; ensures that instruction is consistent with Colorado Academic Standards, Colorado accreditation requirements and school district and school priorities and objectives, 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.

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 including, 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 and 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 are 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 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 graphophonemic, 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 psycholinguistic factors and address these needs in planning.
- 9.01(5) The special education specialist is knowledgeable about social and 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 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 psychopharmacological 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, is a reflective practitioner 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 (Ages Birth-21)

To be endorsed as a special education specialist: visually impaired, an applicant shall hold earned a master's or higher degree in special education visual impairment or its equivalent (as determined by the Department) from an accepted institution of higher education; have completed an approved program for the preparation of special education specialists: visually impaired including prescribed field experience requirements; 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 the models, theories, the historical foundation and philosophies that provide the bases for special education practice 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 student, relevant information about:
- 9.02(2)(a) the 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) the 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, apply the information in planning for students and articulate to a variety of audiences regarding:
 - 9.02(4)(a)(i) specialized terminology 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 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; and
 - 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 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 demonstrate these strategies 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 related to content standards.
 - 9.02(6)(c) increasing visual access to and within learning environments related to instruction, 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) The special education specialist: 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 multisensory 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 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; and
 - 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) 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) to appropriately and effectively utilize the services of support personnel.
 - 9.02(10)(h) preparing students with visual impairment(s) to gain access to information about 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:
 - 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), 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 that 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 impairment(s) and deaf blindness; and
 - 9.02(11)(a)(vi) the necessity for role models for students with visual impairment(s).
- 9.02(12) The special education specialist: visually impaired demonstrates 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 persons, 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 practices 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 with publications and journals relevant to the field of visual impairments; and
 - 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:
 - 9.02(14)(a) demonstrating professional ethics.
 - 9.02(14)(b) accepting the personal characteristic(s) of students with and without visual impairment(s).
 - 9.02(14)(c) remaining 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) engaging in professional-growth activities which may benefit students with visual impairment(s), their families and/or colleagues.
 - 9.02(14)(f) practicing self-assessment related to instruction, and seeking professional development activities which support the advancement of personal skills and knowledge.

9.03 Special Education Specialist: Deaf/Hard of Hearing (Ages Birth-21)

To be endorsed as a special education specialist: deaf/hard-of-hearing, an applicant shall hold an earned a master's or higher degree in special education: deaf/hard-of-hearing or its equivalent – as determined by the Department of Education – from an accepted institution of higher education; have completed an approved program for the preparation of special education specialists: deaf/hard of hearing including prescribed field experience requirements; 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)(c)(i) 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)(c)(ii) 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; and
 - 9.03(1)(c)(iii) 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 and 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 the 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 and those with additional disabilities, and 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 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) strategies/techniques related to the promotion of reading development;
and
- 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 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 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 or 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 social/emotional/psychological developmental and social/emotional issues 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) 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; and
 - 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 and determining appropriate communication modes; and to identify 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 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 (Ages Birth-8)

To be endorsed as an early childhood special education specialist, for ages birth-8, an applicant shall have completed a degree or non-degree program at the graduate level in early childhood special education that includes field-based experience or practicum; have demonstrated the competencies found at 9.00 and 9.08 of the rules for the Administration of the Educator Licensing Act of 1991; and have demonstrated the additional competencies, knowledge and skills specified below:

The Council for Exceptional Children (CEC) Advanced Special Education Common Items (ACSI) and Specialty Set: Advanced Special Education Early Childhood Specialist (SEEECS) (2015) were adopted for the 9.04 Early Childhood Special Education Specialist licensing rules.

9.04(1) Assessment: Advanced early childhood special education specialists use valid and reliable assessment practices to minimize bias.

9.04(1)(a) Advanced early childhood special education specialists are knowledgeable of:

- 9.04(1)(a)(i) evaluation process and determination of eligibility;
- 9.04(1)(a)(ii) a variety of methods for assessing and evaluating the performance of individuals with exceptionalities;
- 9.04(1)(a)(iii) strategies for identifying individuals with exceptionalities; and
- 9.04(1)(a)(iv) evaluating an individual's success in the general education curriculum.

9.04(1)(b) Advanced early childhood special education specialists possess specialized knowledge of:

- 9.04(1)(b)(i) policy and research implications that promote recommended practices in assessment and evaluation; and
- 9.04(1)(b)(ii) systems and theories of child and family assessment.

9.04(1)(c) Advanced early childhood special education specialists demonstrate the skills to:

- 9.04(1)(c)(i) design and use methods for assessing and evaluating programs;
- 9.04(1)(c)(ii) design and implement research activities to examine the effectiveness of instructional practices;
- 9.04(1)(c)(iii) advocate for evidence based practices in assessment; and
- 9.04(1)(c)(iv) report the assessment of individuals' performance and evaluation of instructional programs.

9.04(1)(d) Advanced early childhood special education specialists demonstrate the specialized skills to:

- 9.04(1)(d)(i) provide leadership in the development and implementation of unbiased assessment and evaluation procedures that include family members as an integral part of the process;

- 9.04(1)(d)(ii) provide leadership in the development and implementation of unbiased assessment and evaluation procedures for childcare and early education environments and curricula; and
- 9.04(1)(d)(iii) provide leadership when selecting effective formal and informal assessment instruments and strategies.
- 9.04(2) Curricular content knowledge: Advanced early childhood special education specialists use their knowledge of general and specialized curricula to improve programs, supports and services at classroom, school, community and system levels.
 - 9.04(2)(a) Advanced early childhood special education specialists possess specialized knowledge at least one developmental period or one particular area of disability or delay.
 - 9.04(2)(b) Advanced early childhood special education specialists demonstrate the specialized skills to:
 - 9.04(2)(b)(i) apply various curriculum theories and early learning standards, and evaluate their impact;
 - 9.04(2)(b)(ii) integrate family and social systems theories to develop, implement, and evaluate family and educational plans;
 - 9.04(2)(b)(iii) incorporate and evaluate the use of universal design and assistive technology in programs and services;
 - 9.04(2)(b)(iv) design, implement, and evaluate plans to prevent and address challenging behaviors across settings;
 - 9.04(2)(b)(v) design, implement, and evaluate developmentally responsive learning environments, preventative strategies, program wide behavior supports, and tiered instruction; and
 - 9.04(2)(b)(vi) apply interdisciplinary knowledge from the social sciences and the allied health fields.
- 9.04(3) Programs, services and outcomes: Advanced early childhood special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
 - 9.04(3)(a) Advanced early childhood special education specialists are knowledgeable of:
 - 9.04(3)(a)(i) effects of the cultural and environmental milieu of the child and the family on behavior and learning;
 - 9.04(3)(a)(ii) theories and methodologies of teaching and learning, including adaptation and modification of curriculum;
 - 9.04(3)(a)(iii) continuum of program options and services available to individuals with exceptionalities;
 - 9.04(3)(a)(iv) pre-referral intervention processes and strategies;
 - 9.04(3)(a)(v) process of developing individual educational programs (IEPs); and

- 9.04(3)(a)(vi) developmentally appropriate strategies for modifying instructional methods and the learning environment
- 9.04(3)(b) Advanced early childhood special education specialists possess specialized knowledge of a range of delivery systems for programs and services available for infants and young children and their families
- 9.04(3)(c) Advanced early childhood special education specialists demonstrate the skills to:
 - 9.04(3)(c)(i) develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences;
 - 9.04(3)(c)(ii) connect educational standards to specialized instructional services;
 - 9.04(3)(c)(iii) improve instructional programs using principles of curriculum development and modification and learning theory; and
 - 9.04(3)(c)(iv) incorporate essential components into individualized education plans.
- 9.04(3)(d) Advanced Early Childhood Special Education Specialists demonstrate the specialized skills to:
 - 9.04(3)(d)(i) design, implement, and evaluate home and community-based programs and services;
 - 9.04(3)(d)(ii) address medical and mental health issues and concerns when planning, implementing, and evaluating programs and services; and
 - 9.04(3)(d)(iii) use recommended practices to design, implement and evaluate transition programs and services.
- 9.04(4) Research and inquiry: Advanced early childhood special education specialists conduct, evaluate and use inquiry to guide professional practice.
 - 9.04(4)(a) Advanced early childhood special education specialists are knowledgeable of evidence-based practices validated for specific characteristics of learners and settings.
 - 9.04(4)(b) Advanced early childhood special education specialists demonstrate the skills to:
 - 9.04(4)(b)(i) identify and use the research literature to resolve issues of professional practice;
 - 9.04(4)(b)(ii) evaluate and modify instructional practices; and
 - 9.04(4)(b)(iii) use educational research to improve instruction, intervention strategies and curricular materials.
 - 9.04(4)(c) Advanced Early Childhood Special Education Specialists demonstrate the specialized skills to:
 - 9.04(4)(c)(i) create and/or disseminate new advances and evidence-based practices;
 - 9.04(4)(c)(ii) help others understand early development and its impact across the life span; and

9.04(4)(c)(iii) interpret and apply research to the provision of quality services and program practices to infants, young children and their families in a variety of educational and community settings.

9.04(5) Leadership and policy: Advanced early childhood special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

9.04(5)(a) Advanced early childhood special education specialists are knowledgeable of:

9.04(5)(a)(i) needs of different groups in a pluralistic society;

9.04(5)(a)(ii) evidence-based theories of organizational and educational leadership;

9.04(5)(a)(iii) emerging issues and trends that potentially affect the school community and the mission of the school;

9.04(5)(a)(iv) federal and state education laws and regulations;

9.04(5)(a)(v) current legal, regulatory, and ethical issues affecting education; and

9.04(5)(a)(vi) responsibilities and functions of school communities and boards.

9.04(5)(b) Advanced early childhood special education specialists possess specialized knowledge of:

9.04(5)(b)(i) sociocultural, historical and political forces that influence diverse delivery systems, including mental health;

9.04(5)(b)(ii) policy and emerging trends that affect infants and young children, families, resources and services; and

9.04(5)(b)(iii) community resources on national, state and local levels that impact program planning and implementation and the individualized needs of the child and family.

9.04(5)(c) Advanced early childhood special education specialists demonstrate the skills to:

9.04(5)(c)(i) promote a free appropriate public education the least restrictive environment;

9.04(5)(c)(ii) promote high expectations for self, staff, and individuals with exceptionalities;

9.04(5)(c)(iii) Advocate for educational policy within the context of evidence-based practices; and

9.04(5)(c)(iv) Mentor teacher candidates, newly certified teachers and other colleagues.

9.04(5)(d) Advanced Early Childhood Special Education Specialists demonstrate the specialized skills to:

9.04(5)(d)(i) advocate on behalf of infants and young children with exceptional needs, and their families, at local, state and national levels;

9.04(5)(d)(ii) provide leadership to help others understand policy and research that guide recommended practices;

9.04(5)(d)(iii) provide leadership in the collaborative development of community-based services and resources; and

9.04(5)(d)(iv) provide effective supervision and evaluation.

9.04(6) Professional and ethical practice: Advanced early childhood special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

9.04(6)(a) Advanced early childhood special education specialists are knowledgeable of:

9.04(6)(a)(i) legal rights and responsibilities of individuals, staff and parents/guardians;

9.04(6)(a)(ii) moral and ethical responsibilities of educators; and

9.04(6)(a)(iii) human rights of individuals with exceptionalities and families.

9.04(6)(b) Advanced early childhood special education specialists demonstrate the skills to:

9.04(6)(b)(i) model ethical behavior and promote professional standards;

9.04(6)(b)(ii) implement practices that promote success for individuals with exceptionalities;

9.04(6)(b)(iii) use ethical and legal discipline strategies;

9.04(6)(b)(iv) disseminate information on effective school and classroom practices;

9.04(6)(b)(v) create an environment which supports continuous instructional improvement; and

9.04(5)(b)(vi) develop and implement a personalized professional development plan.

9.04(6)(c) Advanced early childhood special education specialists demonstrate the specialized skills to:

9.04(6)(c)(i) engage in reflective inquiry and professional self-assessment;

9.04(6)(c)(ii) participate in professional mentoring and other types of reciprocal professional development activities; and

9.04(6)(c)(iii) participate actively in organizations that represent recommended practices of early intervention and early childhood special education on a national, state, and local level.

9.04(7) Collaboration: Advanced early childhood special education specialists collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.

- 9.04(7)(a) Advanced early childhood special education specialists are knowledgeable of:
 - 9.04(7)(a)(i) methods for communicating goals and plans to stakeholders; and
 - 9.04(7)(a)(ii) roles of educators in integrated settings.
- 9.04(7)(b) Advanced early childhood special education specialists possess specialized knowledge of:
 - 9.04(7)(b)(i) roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services; and
 - 9.04(7)(b)(i) theories, models and research that support collaborative relationships.
- 9.04(7)(c) Advanced early childhood special education specialists demonstrate the skills to:
 - 9.04(7)(c)(i) collaborate to enhance opportunities for learners with exceptionalities; and
 - 9.04(7)(c)(ii) apply strategies to resolve conflict and build consensus.
- 9.04(7)(d) Advanced early childhood special education specialists demonstrate the specialized skills to:
 - 9.04(7)(d)(i) implement and evaluate leadership and models of collaborative relationships; and
 - 9.04(7)(ii) collaborate with stakeholders in developing and implementing positive behavior support plans to prevent and address challenging behavior.

9.05 Gifted Education Core (Ages 4-21)

To hold the core gifted education endorsement, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved program for the preparation of gifted education educators including prescribe field experience and student teaching requirements; have passed any required general education content and/or gifted education assessments; and have demonstrated competency in the seven areas specified below:

9.05(1) Learner development and individual learning differences: An educator with a gifted education core endorsement understands variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and applies this understanding to provide appropriately meaningful and challenging learning experiences for individuals with exceptionalities. This educator understands that learner differences and development are manifest and monitored via data, bodies of evidence, advanced learning plans (ALPs), academic and affective goals, and multi-tiered system of supports systemic intervention strategies and tools for differentiation, acceleration and enrichment that address advanced learning differences and to support optimal continual development of individual growth and potential. The gifted educator applies knowledge of:

- 9.05(1)(a) gifted learner development in order to:

- 9.05(1)(a)(i) apply documented current theories related to intelligence, creativity, brain research, underlying exceptional cognition, asynchronicity and the expression of talent as it applies to all gifted students, including early childhood students, twice-exceptional learners (i.e., gifted and talented students with disabilities), highly gifted students, underachieving high-potential students, culturally and ethnically diverse gifted students, high-potential linguistically diverse students, students with unique affective needs, high-potential economically disadvantaged students and others;
- 9.05(1)(a)(ii) understand documented theories of human development, ages 4-21, as specifically related to developmentally appropriate strategies for gifted and talented learners;
- 9.05(1)(a)(iii) recognize the unique characteristics of gifted, talented and creative students, preschool through grade 12, and seek opportunities for enhancing their achievement as well as social-emotional development;
- 9.05(1)(a)(iv) apply understanding of development and individual academic and affective differences to respond to the needs of individuals with gifts;
- 9.05(1)(a)(v) identify how families and communities contribute to the development of individuals with gifts and talents and support their roles in the development of individuals with gifts; and
- 9.05(1)(a)(vi) recognize the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
- 9.05(1)(b) learning traits, needs and differences in order to:
 - 9.05(1)(b)(i) evaluate the need for and draw upon multiple, appropriate gifted learner data, advanced learning plans (ALPs), evidence-based practices for differentiation including acceleration strategies, systemic support systems, strategies and specialized support services to assist with meeting the unique learning-related affective, social and cognitive needs of gifted and talented students related but not limited to:
 - 9.05(1)(b)(i)(A) various types of giftedness and talent, including creativity;
 - 9.05(1)(b)(i)(B) asynchronous development (i.e., the incongruences that may occur between a student's intellectual maturity and his/her social, emotional and physical development);
 - 9.05(1)(b)(i)(C) psychological support;
 - 9.05(1)(b)(i)(D) cognitive development and affective characteristics; and
 - 9.05(1)(b)(i)(E) social and behavioral characteristics and needs, impact of multiple exceptionalities and multi-potentialities on gifted students.
 - 9.05(1)(b)(ii) interpret gifted learner data to develop and monitor advanced learning plans (ALPs) and provide appropriate evidence-based practices for differentiation to support ongoing academic achievement and learning-related affective development of gifted and talented students; and

9.05(1)(b)(iii) apply concepts and interrelationships of giftedness, intelligence, creativity and leadership.

9.05(1)(c) diversity in order to:

9.05(1)(c)(i) recognize how language, culture, economic status, family background and/or area of disability can influence the learning of individuals with gifts and talents;

9.05(1)(c)(ii) appreciate influences of diversity factors, different beliefs, traditions and values across and within diverse groups as cognitive, social, emotional, cultural, linguistic and environmental effects that enhance or inhibit the development of giftedness; and

9.05(1)(c)(iii) seek to understand how language, culture and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values and interests.

9.05(2) Learning environment and structures: An educator with a gifted education core endorsement creates safe, inclusive and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being. The gifted educator applies knowledge of:

9.05(2)(a) social-emotional aspects in order to:

9.05(2)(a)(i) apply strategies for addressing specific social and emotional aspects that are unique to the gifted learner;

9.05(2)(a)(ii) create a safe, nurturing classroom environment that encourages mutual respect and emotional well-being;

9.05(2)(a)(iii) establish an environment in which creativity and giftedness can emerge and where students can feel safe to acknowledge, explore and express their uniqueness;

9.05(2)(a)(iv) acknowledge the value of each gifted student's contributions to the quality of learning; and

9.05(2)(a)(v) demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings, by intentionally modifying classroom environments for different purposes.

9.05(2)(b) diversity in order to create a classroom environment that values diversity and individuality and fosters understanding and features intercultural experiences.

9.05(2)(c) skill development in order to:

9.05(2)(c)(i) plan for the development of coping skills in individuals with gifts and talents to address personal and social issues including discrimination and stereotyping;

9.05(2)(c)(ii) modify learning environments to enhance the independence, self-awareness and self-efficacy of gifted students;

- 9.05(2)(c)(iii) support students as they adapt to changes in their learning environments; and
- 9.05(2)(c)(iv) apply strategies for the development in gifted students of habits of mind, attitudes and skills needed for future success, such as the production of knowledge; independent, lifelong learning; self-evaluation; interdependence and goal-setting (realistic, challenging goals for self, academics and school-to-career).
- 9.05(2)(d) relationships in order to:
 - 9.05(2)(d)(i) establish a nurturing, respectful and caring relationship with each student and encourage relationships among students, as well;
 - 9.05(2)(d)(ii) plan for the development of social interaction that encourages positive relationships among students and that builds collaboration skills; and
 - 9.05(2)(d)(iii) facilitate appropriate flexible grouping practices for educational reasons.
- 9.05(3) Instructional planning and strategies: An educator with a gifted education core endorsement selects, adapts and uses a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents. The gifted educator applies knowledge of:
 - 9.05(3)(a) curriculum in order to:
 - 9.05(3)(a)(i) develop long-range plans anchored in both general and special curricula;
 - 9.05(3)(a)(ii) apply theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents;
 - 9.05(3)(a)(iii) design and prescribe appropriate differentiated gifted program and curriculum options that are based on research-supported instructional strategies which include conceptual depth, advanced technological skills, accelerated presentation and pace, and creativity;
 - 9.05(3)(a)(iv) apply 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 including varied options and methods for acceleration, modification of content, content extensions (for depth and complexity) and expanded learning opportunities for students in order to meet specialized needs that may include resources beyond the classroom (mentorships, internships, dual enrollment, etc.);
 - 9.05(3)(a)(v) foster the development of leadership skills through structured group processes;
 - 9.05(3)(a)(vi) create environments and communicates high expectations for gifted students through rigorous learning activities; and
 - 9.05(3)(a)(v) promote active engagement in meaningful and challenging activities that extend learning.
 - 9.05(3)(b) diversity in order to:

- 9.05(3)(b)(i) demonstrate understanding of cultural and linguistic factors, as well as the implications of being gifted and talented;
- 9.05(3)(b)(ii) design differentiated learning plans for individuals with gifts and talents including twice-exceptional students and individuals from diverse backgrounds;
- 9.05(3)(b)(iii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents; and
- 9.05(3)(b)(iv) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences.
- 9.05(3)(c) social-emotional aspects in order to plan and implement strategies for addressing the unmet social and emotional strengths and needs facing gifted students that differ from those of the general population.
- 9.05(3)(d) data-driven decisions in order to:
 - 9.05(3)(d)(i) systematically translate shorter-range ALP academic and affective goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors; and
 - 9.05(3)(d)(ii) evaluate the match between the identified educational needs of the student and appropriate and relevant strategies, programs and services.
- 9.05(4) Curricular content knowledge: An educator with a gifted education core endorsement demonstrates mastery of and pedagogical expertise in the content taught and uses knowledge of general and specialized curricula to advance learning for individuals with gifts and talents. The gifted educator applies knowledge of:
 - 9.05(4)(a) differentiation in order to:
 - 9.05(4)(a)(i) provide needs-based intensive literacy and numeracy skill development and integrates such skills into lessons and assignments as well as across subject areas;
 - 9.05(4)(a)(ii) implement cognitively engaging instruction intended to enhance student thinking, involve them in their own academic progress and create climates that encourage risk-taking, thinking outside the box and real-life scenarios;
 - 9.05(4)(a)(iii) interpret data in order to supplement or modify assessments to address learning needs of individuals with gifts and talents;
 - 9.05(4)(a)(iv) apply research-based effective differentiation strategies and instructional best practices to address all needs, including affective needs, of gifted learners; and
 - 9.05(4)(a)(v) select, adapt and create appropriate, challenging materials in order to differentiate instructional strategies through general and specialized curricula.
 - 9.05(4)(b) diversity in order to:
 - 9.04(4)(b)(i) apply understanding of diversity and individual learning differences to inform the selection, development and implementation of comprehensive curricula for individuals with exceptionalities; and

- 9.04(4)(b)(ii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.
- 9.05(4)(c) cross-disciplinary curriculum in order to:
 - 9.05(4)(c)(i) develop lessons that reflect the interconnectedness of content areas/disciplines;
 - 9.05(4)(c)(ii) understand the role of central key concepts and structures of the discipline in order to implement instructional strategies that ensure that instruction articulates content and interdisciplinary connections;
 - 9.05(4)(c)(iii) use understanding of gifted learner needs to organize knowledge, integrate cross-disciplinary skills and apply meaningful learning progressions within and across grade levels; and
 - 9.05(4)(c)(iv) accelerate learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.
- 9.05(4)(d) thinking skills in order to:
 - 9.05(4)(d)(i) implement tools of inquiry in content areas including higher-level thinking, critical thinking and reasoning;
 - 9.05(4)(d)(ii) apply strategies of creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and
 - 9.05(4)(d)(iii) facilitate in-depth studies, individual investigations and learner-directed experiences.
- 9.05(5) Assessment and evaluation: An educator with a gifted education core endorsement is knowledgeable about the identification and assessment of student needs and uses formative and summative information from data to incorporate appropriate planning, methods and processes to meet the needs of gifted and talented students in all domains. Advanced learning plans (ALPs) serve as a “road map” and are collaboratively developed specific to individual gifted learner needs and goals and are used to determine acceleration needs, differentiation of instruction and provisions for affective support. The gifted educator applies knowledge of:
 - 9.05(5)(a) diversity in order to:
 - 9.05(a)(i) understand factors inhibiting the recognition of the potential of students who are gifted from underserved populations (including, but not limited to, students who are female, disabled, racially or ethnically diverse, economically disadvantaged, underachieving, rural and/or highly gifted or twice-exceptional) and use multiple sources, portfolios and other data for a body of evidence when considering students for identification;
 - 9.05(a)(ii) apply defensible methods for screening, identifying and assessing students who are gifted, including under-served populations;
 - 9.05(a)(iii) demonstrate understanding of the unique and sophisticated means by which individuals with gifts and talents including those from culturally diverse backgrounds may demonstrate their learning; and

- 9.05(a)(iv) use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and other factors related to diversity.
- 9.05(5)(b) identification in order to:
 - 9.05(5)(b)(i) understand the process of and procedures for identification, legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction and placement for individuals with gifts and talents;
 - 9.05(5)(b)(ii) implement technically sound, valid and reliable qualitative and quantitative instruments that minimize bias in identifying students for gifted education programs and services;
 - 9.05(5)(b)(iii) use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents; and
 - 9.05(5)(b)(iv) assess social emotional needs of the gifted student in order to develop ALP goals specific to affective needs of the individual.
- 9.05(5)(c) instruction in order to:
 - 9.05(5)(c)(i) use and interpret qualitative and quantitative assessments and information, aligned with Department of Education identification guidelines and procedures, to develop a profile of the strengths and weaknesses of each student with gifts and talents;
 - 9.05(5)(c)(ii) interpret results of relevant data to diagnose educational needs and align instruction with academic standards and student assessment results;
 - 9.05(5)(c)(iii) monitor and adjust instruction to enhance ongoing learning progress and modify learning plans based on ongoing assessment of individuals progress;
 - 9.05(5)(c)(iv) apply a variety of pre-, formative and summative assessment methods and evaluate student performance based on multiple measures, employing alternative assessments and technologies such as performance-based assessment, portfolios and computer simulations, differentiated product-based assessments and off-level standardized assessments;
 - 9.05(5)(c)(v) use assessment results to select, adapt and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents at appropriate instructional levels. Use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents;
 - 9.05(5)(c)(vi) understand the affective aspects of giftedness that may affect a learner's achievement (perfectionism, self-concept, etc.); and
 - 9.05(5)(c)(vii) use results from technically sound informal assessments (surveys, checklists, screening tools, observations, et.al.) to determine appropriate affective supports.
- 9.05(5)(d) communication in order to:

- 9.05(5)(d)(i) provide and implement actionable, timely, specific and individualized feedback for growth, learning and challenge;
- 9.05(5)(d)(ii) involve students in self-assessment and use formal and informal assessment feedback to monitor their learning;
- 9.05(5)(d)(iii) engage individuals with gifts and talents in evaluating the quality of their own learning and performance and in setting future goals and objectives; and
- 9.05(5)(d)(iv) communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
- 9.05(5)(e) assessment of programming in order to:
 - 9.05(5)(e)(i) provide information and input for evaluation of gifted programming; and
 - 9.05(5)(e)(ii) evaluate implementation and effectiveness of strategies used to ensure delivery of program/service goals and objectives for all gifted learners, including those from diverse cultural and/or linguistic backgrounds.
- 9.05(6) Professional learning and ethical practice: An educator with a gifted education core endorsement applies foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning and to advance the profession. The gifted educator applies knowledge of:
 - 9.05(6)(a) foundations in order to demonstrate knowledge 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 to include the current and evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view; and human issues.
 - 9.05(6)(b) diversity in order to:
 - 9.05(6)(b)(i) demonstrate understanding of key issues and trends including diversity and inclusion that connect general, special and gifted and talented education;
 - 9.05(6)(b)(ii) respond appropriately to the impact of culture and language as it interacts with an individual's gifts and talents;
 - 9.05(6)(b)(iii) recognize and plan for the many aspects of diversity of individuals with gifts and talents and their families;
 - 9.05(6)(b)(iv) understand that personal and cultural frames of reference affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds and twice-exceptional learners; and
 - 9.05(6)(b)(v) assess and evaluate personal skills and limitations in regard to the impact of the dominant culture's role in shaping schools and recognize how differences in values, languages and customs between school and home may provide opportunities for adjustments.
 - 9.05(6)(c) ethical practice in order to:

- 9.05(6)(c)(i) maintain confidentiality of student, family and fellow teacher interactions, as well as student data, while using professional ethical principles, ethical practices and specialized program standards with all individuals with exceptionalities by supports and uses linguistically and culturally responsive practices;
- 9.05(6)(c)(ii) act in compliance with laws, policies and standards of ethical practice by engaging in professional activities that promote growth in individuals with gifts and talents and update him/herself on evidence-based best practices; and
- 9.05(6)(c)(iii) support positive and productive work environments by creating and maintaining collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 9.05(6)(d) professional growth in order to:
 - 9.05(6)(d)(i) view him/herself as a lifelong learner and regularly reflect on and adjust teaching practices, including self-evaluation of instruction by practice through continuous research-supported professional development;
 - 9.05(6)(d)(ii) reflect on personal practice to improve teaching and guide professional growth by involvement in professional development organizations, conferences, workshops and publications that are relevant to the field of gifted education; and
 - 9.05(6)(d)(iii) continuously broaden and deepen professional knowledge and expand expertise in regard to instructional technologies, curriculum standards, effective teaching strategies and assistive technologies that support access to and learning of challenging content by including current state standards, skills and local and state input.
- 9.05(7) Collaboration and communication: An educator with a gifted education core endorsement possesses skills in communicating, teaming and collaborating with diverse individuals and across diverse groups; demonstrates competence in interpersonal and technical communication skills as well as advanced oral and written skills; and applies knowledge of regulations and laws regarding confidentiality. The gifted educator applies knowledge of:
 - 9.05(7)(a) ethics in order to maintain confidential communication about individuals with gifts and talents.
 - 9.05(7)(b) cultural responsiveness in order to:
 - 9.05(7)(b)(i) provide guardians/parents with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and information that explains the nature and purpose of gifted programming options;
 - 9.05(7)(b)(ii) understand how the characteristics of one's own culture and use of standard English can differ from other cultures and uses of language;
 - 9.05(7)(b)(iii) adjust and match communication methods to an individual's language proficiency and cultural and linguistic differences; and
 - 9.05(7)(b)(iv) implement ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups.

9.05(7)(c) effective communication in order to:

9.05(7)(c)(i) recognize the importance of using verbal, nonverbal and written language effectively;

9.05(7)(c)(ii) use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners;

9.05(7)(c)(iii) collaborate with families, professional colleagues and other educators to use data to make identification decisions and select, adapt and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula;

9.05(7)(c)(iv) implement strategies for advocating for students who are gifted and for enhancing community perceptions, interactions and involvement regarding gifted education;

9.05(7)(c)(v) facilitate school to career/life actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues and personnel from other agencies, as appropriate; and

9.05(7)(c)(vi) effect change by establishing a leadership role with parents, colleagues and other stakeholders through planned involvement and collaborative efforts that promote gifted student education.

9.05(8) An educator with a gifted education core endorsement is knowledgeable about professionalism and ethical practice and is able to:

9.05(8)(a) acquire the additional knowledge and skills necessary to effectively educate students with gifts and talents and to work successfully with their families, other professionals and interested stakeholders.

9.05(8)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students with gifts and talents.

9.05(8)(c) self-assess, design and implement an on-going professional development plan relevant to being an effective educator of students with gifts and talents.

9.06 Gifted Education Specialist (grades PreK-12)

To be endorsed as a gifted education specialist, a candidate shall hold an earned bachelor's or higher degree from an f accepted institution of higher education; have completed an approved program for the preparation of gifted education specialists including prescribed field experience and student teaching requirements; hold a Colorado initial or professional teacher license with a gifted education core endorsement or demonstrate through multiple performance measures the competencies required for a gifted education core endorsement; and have demonstrated the competencies listed below:

9.06(1) Leadership and policy: The gifted education specialist provides leadership to formulate goals, set and meet high professional expectations advocate for effective policies and evidence-based practices and is guided by professional ethics and practice standards. In this advanced role, the gifted educator has leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families and colleagues. The gifted education specialist creates supportive environments that safeguard the legal rights of students, families and school

personnel through policies and procedures that promote ethical and professional practice. The gifted education specialist applies knowledge of:

9.06(1)(a) accountability in order to:

- 9.06(1)(a)(i) articulate public policy as it relates to the development and implementation of programs and strategies for gifted and talented students that are consistent with and aligned to adopted policies and objectives of the school district;
- 9.06(1)(a)(ii) integrate gifted education into the school's and district's educational program design, the delivery of instruction and other educational processes, and into the organization of the school day;
- 9.06(1)(a)(iii) understand legal issues impacting the field of gifted education;
- 9.06(1)(a)(iv) prepare budgets, grants and reports;
- 9.06(1)(a)(v) apply knowledge of theories, evidence-based practices, relevant laws and policies to advocate for programs, supports and a continuum of services for individuals with exceptionalities; and
- 9.06(1)(a)(vi) ensure privacy issues in regard to individual students and record-keeping.

9.06(1)(b) collaboration in order to:

- 9.06(1)(b)(i) demonstrate effective leadership skills for designing and implementing programs for and delivering instruction to gifted students;
- 9.06(1)(b)(ii) utilize effective leadership skills for designing and implementing programs for and delivering instruction to gifted students;
- 9.06(1)(b)(iii) provide leadership to create procedures that respect all individuals and permit professionals to practice ethically;
- 9.06(1)(b)(iv) create positive and productive work environments by sharing information regarding positive impacts with colleagues;
- 9.06(1)(b)(v) implement strategies to promote collegial understanding of the academic and affective needs of gifted students among regular classroom teachers, administrators and boards of education; and
- 9.06(1)(b)(vi) work with professional, governmental and/or community agencies to advocate for curricular, school and instructional improvements.

9.06(1)(c) advocacy in order to:

- 9.06(1)(c)(i) 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;
- 9.06(1)(c)(ii) discuss potential improvements to policies and procedures with administrators to better address student, family and school needs;

- 9.06(1)(c)(iii) contribute to school and/or district committees to improve and align gifted services for students and their families;
- 9.06(1)(c)(iv) promote appropriate programming regarding the education of gifted and talented students to external agencies and groups;
- 9.06(1)(c)(v) promote policies and practices that improve programs, services and outcomes for individuals with exceptionalities;
- 9.06(1)(c)(vi) seek allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities; and
- 9.06(1)(c)(vii) provide opportunities and support for acceleration for gifted students in content, process and/or product.
- 9.06(1)(d) professional development in order to:
 - 9.06(1)(d)(i) promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization's mission;
 - 9.06(1)(d)(ii) plan, facilitate and/or provide professional development activities for increasing the knowledge and skills of regular classroom teachers in the areas of gifted identification methods and procedures, specific research-based instructional strategies and curriculum for gifted learners, and assessment methods and data-analysis to enhance the general improvement of the education of gifted and talented students;
 - 9.06(1)(d)(iii) structure, direct and supervise the activities of para-educators, volunteers and tutors; and
 - 9.06(1)(d)(iv) 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(2) Collaboration, communication and coordination: The gifted education specialist has a deep understanding of the centrality and importance of consultation and collaboration to the roles within gifted education and uses this deep understanding to improve programs, services and outcomes for individuals with exceptional learning needs. The gifted education specialist understands the significance of the role of collaboration and promotes understanding, resolves conflicts and builds consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. The gifted education specialist possesses current knowledge of research on stages and models in both collaboration and consultation, and ethical and legal issues related to consultation and collaboration, and applies knowledge of:
 - 9.06(2)(a) diversity in order to recognize cultural factors that promote effective communication and collaboration and to respond respectfully to individuals, families, school personnel and specific communities/community members in order to enhance or improve opportunities for gifted students.
 - 9.06(2)(b) collaboration in order to:

- 9.06(2)(b)(i) maximize opportunities to promote understanding, resolve conflicts and build consensus for improving program, services and outcomes for individuals with exceptionalities;
 - 9.06(2)(b)(ii) identify effective communication, collaboration, consultation and leadership skills and apply these skills to the effective implementation of education for gifted learners;
 - 9.06(2)(b)(iii) apply effective models and strategies for consultation, conferencing and collaboration with families and individuals with gifts and talents;
 - 9.06(2)(b)(iv) coordinate transitions between grade levels and buildings;
 - 9.06(2)(b)(v) implement goals and expectations through the advanced learning plan process; and
 - 9.06(2)(b)(vi) identify stakeholders and develop an ongoing plan for including and communicating with all stakeholders including classroom teachers, special services providers, parents, community members and students.
- 9.06(2)(c) effective problem-solving in order to:
- 9.06(2)(c)(i) use group problem-solving skills to develop, implement and evaluate collaborative activities;
 - 9.06(2)(c)(ii) identify potential problems or issues, brainstorm possible solutions, evaluate and select best alternatives, develop a plan for implementation, implement and reflect on the process and results; and
 - 9.06(2)(c)(iii) implement strategic planning in collaboration with teachers and district or administrative unit personnel in order to improvement gifted student services.
- 9.06(3) Research and inquiry: The gifted education specialist has a comprehensive knowledge of gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view and issues that have influenced and continue to influence gifted education and the education of and services for individuals with exceptionalities both in school and in society. The gifted education specialist applies knowledge of:
- 9.06(3)(a) gifted education history and current theories in order to:
- 9.06(3)(a)(i) demonstrate comprehensive understanding of the foundations of education of the gifted and the talented student including but not limited to the history of the education of the gifted and talented, as well as proven and documented theories of giftedness;
 - 9.06(3)(a)(ii) distinguish between theory and empirically proven research;
 - 9.06(3)(a)(iii) apply understanding of current literature related to gifted education;
 - 9.06(3)(a)(iv) recommend a variety of research-based curricular strategies that provide for the effective teaching of gifted and talented students; and
 - 9.06(3)(a)(v) identify, critique and utilize research and applicable theory of curricular strategies as a basis for decision-making and practice for gifted students.

- 9.06(3)(b) data-analysis and measurement in order to:
 - 9.06(3)(b)(i) interpret data as a basis for decision-making;
 - 9.06(3)(b)(ii) conduct action research in order to investigate an area of interest/s to effect change at a local level; and
 - 9.06(3)(b)(iii) evaluate identification procedures, curriculum and gifted programming policies and procedures to revise and improve gifted student education and opportunities.
- 9.06(4) Curriculum content: Curriculum and instructional planning is at the center of gifted and talented education. The gifted education specialist develops long-range plans anchored in both general and special curricula and systematically translates shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the selection, adaptation and creation of materials and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. The gifted education specialist applies knowledge of:
 - 9.06(4)(a) research in order to:
 - 9.06(4)(a)(i) use information from theories and research to revise and/or differentiate units, lesson plans and strategies for curriculum development and instructional practice for individuals with gifts and talents;
 - 9.06(4)(a)(ii) apply appropriate theoretical models, structures and systems to the development of gifted programs and services; and
 - 9.06(4)(a)(iii) evaluate and recommend program/services prototypes, grouping practices and educational principles that offer appropriate foundations for the development of a defensible program/service for gifted education.
 - 9.06(4)(b) general and specialized curricula in order to:
 - 9.06(4)(b)(i) develop long-range plans anchored in both general and special curricula, and systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors;
 - 9.06(4)(b)(ii) improve programs, supports and services at classroom, school, community and educational system levels;
 - 9.06(4)(b)(iii) apply pedagogical content knowledge to instructing learners with gifts and talents;
 - 9.06(4)(b)(iv) emphasize the development, practice and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents;
 - 9.06(4)(b)(v) develop scope and sequence plans for individuals with gifts and talents; and
 - 9.06(4)(b)(vi) provide opportunities for acceleration in content areas.

- 9.06(4)(c) diversity in order to:
 - 9.06(4)(c)(i) apply understanding of diversity and individual learning differences to inform the selection, development and implementation of comprehensive curricula for individuals with exceptionalities; and
 - 9.06(4)(c)(ii) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences among individuals with gifts and talents.
- 9.06(4)(d) differentiation in order to:
 - 9.06(4)(d)(i) recognize features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs;
 - 9.06(4)(d)(ii) align differentiated instructional plans with local, state and national curricular standards;
 - 9.06(4)(d)(iii) select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content; and
 - 9.06(4)(d)(iv) apply models for delivery of appropriately differentiated content, processes, products, affects and learning environments (i.e., unique, complex and abstract) designed to meet the unique cognitive and affective needs of gifted learners.
- 9.06(4)(e) standards in order to:
 - 9.06(4)(e)(i) use deep understanding of educational standards to help all individuals with exceptional learning needs access challenging curriculum; and
 - 9.06(4)(e)(ii) apply knowledge of common core standards and understand the levels of rigor embedded in the standards.
- 9.06(4)(f) individual differences in order to:
 - 9.06(4)(f)(i) emphasize curriculum for individuals with gifts and talents within cognitive, affective, aesthetic, social and linguistic domains;
 - 9.06(4)(f)(ii) integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents; and
 - 9.06(4)(f)(iii) provide and/or facilitate social-emotional support to meet specific gifted student affective needs.

9.06(5) Assessment: Assessment is critical to the advanced role of the gifted education specialist. Underlying assessment is the knowledge of systems, theories and standards-related educational assessment, along with skills in examining the technical adequacy of instruments and the implementation of evidence-based practices in assessment. It is critical that assessments that minimize bias are used in the selection of instruments, methods and procedures for both programs and individuals. With respect to assessment of individuals with gifts and talents, the gifted education specialist applies knowledge and skill to all stages and purposes of assessment, including the identification of abilities, strengths and interests, and when monitoring and reporting learning progress in the general education curriculum as well as in the specialized curriculum in their gifted education placement. The gifted education specialist applies knowledge of:

9.06(5)(a) technical aspects in order to understand measurement theory and practices for addressing issues of validity, reliability, norms, bias and limitations as well as interpretation of assessment results.

9.06(5)(b) assessment for identification in order to:

9.06(5)(b)(i) recommend and implement valid and reliable assessment practices and approaches to minimize bias for identifying students with gifts and talents;

9.06(5)(b)(ii) review, select and use multiple psychometrically sound, nonbiased, equitable qualitative and quantitative instruments from a variety of sources to identify individuals with gifts and talents in order to assess their diverse abilities, strengths, talents and interests;

9.06(5)(b)(iii) provide assessment tools in the child's native language or in nonverbal formats.

9.06(5)(b)(iv) interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents; and

9.06(5)(b)(v) inform all parents/guardians about the identification process, obtain parental/ guardian permission for assessments, use culturally sensitive checklists and elicit evidence regarding the child's interests and potential outside of the classroom setting.

9.06(5)(c) assessment of instruction in order to:

9.06(5)(c)(i) monitor the progress of individuals with gifts and talents in the general education and specialized curricula;

9.06(5)(c)(ii) pre-assess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on ongoing, continual assessment;

9.06(5)(c)(iii) analyze student results in order to determine most effective practices and supports;

9.06(5)(c)(iv) provide appropriate assessments that require higher-level thinking and application of skills to a final product or performance; and

9.06(5)(c)(v) monitor and adjust expectations for student goals as stated on the advanced learning plan.

9.06(6) Professional and ethical practice: The gifted education specialist uses foundational knowledge of the field, professional ethical principles and program standards to inform gifted education practice, engage in lifelong learning, advance the profession and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. The gifted education specialist applies knowledge of:

9.06(6)(a) professional development in order to:

9.06(6)(a)(i) lead professional development efforts and facilitate learning communities to increase professional knowledge and expertise focused on addressing gifted student needs;

9.06(6)(a)(ii) align professional development initiatives with school and district initiatives that address gifted education instructional strategies based on current research;

9.06(6)(a)(iii) advocate for professional development that is evidence-based and targeted toward improving gifted student outcomes;

9.06(6)(a)(iv) plan, present and evaluate professional development focusing on effective and ethical practice at all organizational levels; and

9.06(6)(a)(v) collaborate with district personnel and teachers to develop and implement a long-term professional development plan focused on increasing educator knowledge in the area of gifted education.

9.06(6)(b) diversity in order to:

9.06(6)(b)(i) demonstrate high professional expectations and ethical practice and create supportive environments that increase diversity at all levels of gifted and talented education;

9.06(6)(b)(ii) model and promote respect for all individuals and facilitate ethical professional practice; and

9.06(6)(b)(iii) understand and implement district and state policies designed to foster equity in gifted programming and services.

9.06(6)(c) professional responsibility in order to:

9.06(6)(c)(i) actively facilitate and participate in the preparation and induction of prospective gifted educators;

9.06(6)(c)(ii) promote the advancement of the gifted profession;

9.06(6)(c)(iii) implement performance feedback from supervisor and/or colleagues to improve practice;

9.06(6)(c)(iv) advocate for laws based on solid evidence-based knowledge to support high-quality education for individuals with exceptional learning needs;

9.06(6)(c)(v) conduct applied work to contribute to field; and

9.06(6)(c)(vi) ensure confidentiality of student information and records.

9.06(7) Programming services and program evaluation: The gifted education specialist facilitates the continuous improvement of general and gifted education programs, supports and services at the classroom, school and system levels for individuals with exceptionalities. The gifted education specialist applies knowledge of:

9.06(7)(a) programming services in order to:

9.06(7)(a)(i) apply knowledge of cognitive science, learning theory and instructional technologies to improve instructional programs at the school- and system-wide level;

9.06(7)(a)(ii) design and develop systematic program and curriculum models for enhancing talent development in multiple settings; and

9.06(7)(a)(iii) implement knowledge of program strategies, such as acceleration and enrichment, and research regarding effective instructional strategies to services for gifted and/or talented students.

9.06(7)(b) diversity in order to:

9.06(7)(b)(i) apply knowledge of special populations of gifted and talented students in the development of appropriate program and instructional-delivery decisions based on the unique and varied characteristics and needs of such students including but not limited to early childhood students; twice-exceptional learners (i.e., gifted and talented students with disabilities); highly gifted students; underachieving, high-potential students; culturally and ethnically diverse students; students with unique affective needs and high-potential, economically disadvantaged students; and

9.06(7)(b)(ii) apply understanding of the effects of cultural, social and economic diversity and variations of individual learners' differences to inform development of programs, supports and services for individuals with exceptional learning needs.

9.06(7)(c) program evaluation in order to:

9.06(7)(c)(i) implement strategies to conduct program/service evaluation for continued improvement;

9.06(7)(c)(ii) design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission and goals of their programs;

9.06(7)(c)(iii) develop procedures for continuous improvement management systems;

9.06(7)(c)(iv) design and implement evaluation activities to improve programs, supports and services for individuals with exceptionalities;

9.06(7)(c)(v) evaluate progress toward achieving the vision, mission and goals of programs, services and supports for individuals with exceptionalities;

9.06(7)(c)(vi) prepare for, participate in and evaluate results from the Colorado Gifted Education Review (CGER) process and develop goals and next steps as reflected in the CGER Timeline and the Unified Improvement Plan, Gifted Addendum (UIP-Gifted); and

9.06(7)(c)(vii) ensure that the district's gifted definition, identification process, programming options based on individual ALPs and assessments are aligned and effective in meeting gifted learner needs.

9.06(8) An educator with a gifted education core endorsement is knowledgeable about professionalism and ethical practice and is able to:

9.06(8)(a) acquire the additional knowledge and skills necessary to effectively educate students with gifts and talents and to work successfully with their families, other professionals and interested stakeholders.

9.06(8)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students with gifts and talents.

9.06(8)(c) self-assess, design and implement an on-going professional development plan relevant to being an effective educator of students with gifts and talents.

9.07 Special Education Generalist (Ages 5-21)

To hold an endorsement as a special education generalist, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved program for the preparation of special education generalists including prescribed field experience and student teaching requirements; have passed the approved elementary education content and special education assessments; and have demonstrated the competencies specified below:

9.07(1) The special education generalist is knowledgeable about student literacy and the development of reading, writing, communicating and listening skills in order to provide specially designed instruction and facilitate access to the general education curriculum in a variety of settings, and is able to:

9.06(1)(a) plan and organize reading and writing instruction and interventions informed by a variety of ongoing student assessment.

9.06(1)(b) use knowledge of typical and atypical language and cognitive development to guide the choice of instructional strategies and interventions 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 and other word identification strategies, and to enhance vocabulary development and spelling instruction.

9.06(1)(d) develop reading comprehension skills in students including, but not limited to, comprehension strategies within a variety of genres, literary response and analysis and content area literacy and the promotion of independent reading.

9.06(1)(e) increase 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 and spelling; as well as an understanding of the relationship(s) between reading, writing and communicating, and is further able to:

- 9.06(1)(e)(i) design instruction and interventions based on the unique strengths and needs of students with disabilities to assist them in their acquisition of reading, writing and communicating skills;
- 9.06(1)(e)(ii) apply a variety of effective evidence- and /or research-based instructional strategies and curricular approaches to the teaching of reading and writing skills; and
- 9.06(1)(e)(iii) match appropriate instructional strategies to student needs related to the acquisition of knowledge and skills in required content areas, such as reading, writing and communicating.
- 9.06(1)(f) incorporate Colorado Academic Standards into instructional strategies and interventions for teaching reading, writing and communicating.
- 9.06(2) The special education generalist is knowledgeable about mathematics and mathematics instruction and able to collaborate and consult with 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 is knowledgeable about standards and assessment, instructional strategies and interventions, planning practices, assessment techniques and appropriate adaptations to ensure student learning within a standards- aligned curriculum, and is able to:
 - 9.06(3)(a) design short- and long-range standards-aligned instruction and intervention 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 progress monitoring tools.
 - 9.06(3)(d) develop and utilize a wide variety of informal and formal assessments including, but not limited to, rubrics and can:
 - 9.06(3)(d)(i) develop and utilize adapted assessment of student performance; and
 - 9.06(3)(d)(ii) communicate the strengths and limitations of a wide variety of formal and informal assessment tools; select and use these instruments in screening, pre-referral, referral and eligibility determination for special education; and to guide instruction.
 - 9.06(3)(e) assess and evaluate the effects of a wide variety of teaching strategies and interventions on student performance related but not limited to academic standards, as demonstrated by the special education generalist's ability to link appropriate adaptations of instructional strategies, interventions and assessments to student learner needs, based on evaluation(s) of those needs.
 - 9.06(3)(f) interpret and utilize assessment data in planning for standards- aligned instruction and incorporating scores, including grade score versus standard score, percentile ranks, age/grade equivalents and stanines, and is able to interpret and summarize the educational implications of these to relevant stakeholders.
 - 9.06(3)(f) provide effective and timely verbal and written feedback to students to guide and improve their academic performance related to meeting academic standards.

- 9.06(3)(g) prepare students for the Colorado Measures of Academic Success (CMAS) and any other formal and informal assessments of academic achievement.
- 9.06(3)(h) ensure that instruction is consistent with Colorado Academic 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 collaborate with the general classroom teacher to provide the adaptations necessary for students to access and learn the content areas, and is able to:
 - 9.06(4)(a) analyze, critically review and incorporate effective documented evidence and / or research-based strategies and interventions into collaborative and/or consultative roles with other professionals as related to planning for instructional delivery to students.
 - 9.06(4)(b) collaborate and consult with other school professionals, families and students to assist learners in gaining access to learning accommodations which may be required for them to meet academic standards.
 - 9.06(4)(c) assist in the adaptation of student content acquisition through general knowledge of the concepts incorporated in the Colorado Academic Standards, and by:
 - 9.06(4)(c)(i) identifying the unique strengths and needs of students with disabilities as related to acquisition of content, skills and knowledge;
 - 9.06(4)(c)(ii) employing a wide variety of approaches to assist in the adaptation of the teaching of content areas to support students in meeting the academic standards;
 - 9.06(4)(c)(iii) collaborating and consulting with content-area teachers in adapting curriculum and instruction to teach students with disabilities meet Colorado Academic Standards; and
 - 9.06(4)(c)(iv) collaborating and consulting with other professionals 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 evidence- and/or research-based best practices which have been proven to generate improved student outcomes.
 - 9.06(4)(e) collaborate or consult with the general education classroom teacher with the incorporation of literacy and mathematics across content areas.
- 9.06(5) The special education generalist is knowledgeable about classroom and instructional management and is able to demonstrate such practices as effective time management, communication and accurate and timely record-keeping in support of increased student learning and outcomes, 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 individual or 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 evidence- and / or research-based instructional strategies into teaching about and the student acquisition of problem-solving, conflict resolution and social interaction skills; and
- 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 evidence- and research-based classroom management and organizational techniques including the implementation of positive behavior intervention 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 positive behavioral and intervention 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; and

- 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) teach strategies to improve 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 each so that students are assisted in mastering academic standards through the educator's application of knowledge related to the 21st century skills, cognitive, communication, physical, cultural, social, educational, self-determination, transitional and affective needs of all students including those with disabilities.
- 9.06(5)(f) Collaborate with teacher- librarians and/or other library personnel and resource specialists to instruct students on how to gain access to, retrieve, analyze, synthesize and evaluate information, and to incorporate information-gathering literacy skills into curriculum delivery and into the enhancements of standards-aligned learning.
- 9.06(5)(g) accurately assess, document and report ongoing student achievement in a timely and concise manner.
- 9.06(5)(h) communicate effectively with parents, families or guardians to involve them as participants and partners in student learning by providing them 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 by 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 student assessment results to a variety of stakeholders including, but not limited to, those involved in instructional and support services planning and delivery, students and their parents/guardians;
 - 9.06(5)(i)(ii) assist students in transferring and 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; and
 - 9.06(5)(i)(iv) identify and utilize resources and strategies that promote effective partnerships between students, families, school, district and other programs and the community.
- 9.06(6) The special education generalist is knowledgeable about orientation of instruction toward meeting student need(s); responsive to the unique needs and experiences students bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, age-appropriateness and innate learning abilities; understands 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, physical and social level of each student, and is able to select a wide variety of age-appropriate teaching strategies and materials to achieve different curricular purposes by:
 - 9.06(6)(a)(i) analyzing the unique strengths and needs of students with disabilities in relationship to the learning process and life experience, and planning and implementing instruction for appropriate student outcomes; and
 - 9.06(6)(a)(ii) incorporating and utilizing strategies that mitigate the influence of diversity on assessment, eligibility, programming, accessibility and placement of students with exceptional learning needs.
- 9.06(6)(b) assist in the design and/or adaptation of standards-aligned instructional delivery in response to identified student need, including that of exceptional learners and of English-language acquisition learners, and can effectively collaborate and consult with other professionals to develop:
 - 9.06(6)(b)(i) and provide appropriate curriculum, instruction and interventions that meet the unique needs of students with disabilities; and
 - 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 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; and
 - 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 programs related, but not limited, to:

- 9.06(6)(e)(i) student education, behavior and transition in collaboration with parents and families, students and other education professionals; and
- 9.06(6)(e)(ii) measurable goals, objectives and adaptations based on student need.
- 9.06(6)(f) collect and utilize data on student achievement, incorporated into the development of individualized education plans (IEPs) and be able to:
 - 9.06(6)(f)(i) assess and report progress regarding student attainment of annual goals and/or objectives; and
 - 9.06(6)(f)(ii) modify student plans in a timely way based on student data.
- 9.06(6)(g) collaborate and 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, the use(s) of technology in support of instruction delivery and the enhancement of student learning, and is able to:
 - 9.06(7)(a) collaborate and consult with the general education teacher with regard to the multiple use(s) of technology in the delivery of standards-aligned instruction.
 - 9.06(7)(b) incorporate technology to increase student achievement by utilizing:
 - 9.06(7)(b)(i) assistive technology to support communication in collaboration or consultation with, and utilizing the expertise of, other skilled/trained professionals; and
 - 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 programs 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 and 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; and
 - 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 the 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 services;
 - 9.06(8)(c)(v) the influence of nontraditional and nonpublic schools including charter schools, private schools and home schooling; and
 - 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.

9.08 Early Childhood Special Education Endorsement (Ages Birth-8)

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 special education, that includes student teaching and practicum; have demonstrated the competencies found at 9.00 of the rules for the Administration of the Educator Licensing Act of 1991; and have demonstrated the additional competencies specified below:

Colorado's Competencies for Early Childhood Educators and Administrators and Colorado Educator licensing rules at 8.01 for early childhood educators represent the universal level/foundational knowledge and skills necessary for working with young children.

The early childhood special education rules at 9.08 are at the targeted, intensive, specialized level for children with disabilities and exceptional needs. The Council for Exceptional Children (CEC) Specialty Set: Early Childhood and Early Intervention Special Education (ECSE) (2015) were adopted for 9.08 licensing rules.

- 9.08(1) Learner development and individual learning differences (builds upon 8.01(1)(b)): Beginning early childhood special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
 - 9.08(1)(a) Beginning early childhood special education professionals are knowledgeable of:
 - 9.08(1)(a)(i) theories of typical and atypical early childhood development;
 - 9.08(1)(a)(ii) biological and environmental factors that affect pre-, peri- and postnatal development and learning;

- 9.08(1)(a)(iii) specific disabilities, including the etiology, characteristics and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life;
- 9.08(1)(a)(iv) impact of medical conditions and related care on development and learning;
- 9.08(1)(a)(v) factors that affect the mental health and social-emotional development of infants and young children;
- 9.08(1)(a)(vi) infants and young children develop and learn at varying rates;
- 9.08(1)(a)(vii) impact of child's abilities, needs and characteristics on development and learning;
- 9.08(1)(a)(viii) impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development; and
- 9.08(1)(a)(ix) impact of language delays on behavior.
- 9.08(1)(b) Beginning early childhood special education professionals demonstrate the skills to:
 - 9.08(1)(b)(i) develop, implement and evaluate learning experiences and strategies that respect the diversity of infants and young children and their families;
 - 9.08(1)(b)(ii) develop and match learning experiences and strategies to characteristics of infants and young children;
 - 9.08(1)(b)(iii) support and facilitate family and child interactions as primary contexts for development and learning;
 - 9.08(1)(b)(iv) support caregivers to respond to a child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations; and
 - 9.08(1)(b)(v) establish communication systems for young children that support self-advocacy.
- 9.08(2) Learning environments (builds upon 8.01(8)(a), 8.01(4)(a)): Beginning early childhood special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions and self-determination.
 - 9.08(2)(a) Beginning early childhood special education professionals are knowledgeable of the impact of social and physical environments on development and learning.
 - 9.08(2)(b) Beginning early childhood special education professionals demonstrate the skills to:
 - 9.08(2)(b)(i) select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments;
 - 9.08(2)(b)(ii) organize space, time, materials, peers and adults to maximize progress in natural and structured environments;

9.08(2)(b)(iii) embed learning opportunities in everyday routines, relationships, activities and places;

9.08(2)(b)(iv) structure social environments, using peer models, proximity and responsive adults to promote interactions among peers, parents and caregivers;

9.08(2)(b)(v) provide a stimulus-rich indoor and outdoor environment that employs materials, media and adaptive and assistive technology, responsive to individual differences;

9.08(2)(b)(vi) implement basic health, nutrition and safety management procedures for infants and young children; and

9.08(2)(b)(vii) use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

9.08(3) Curricular content knowledge (builds upon 8.01(8)): Beginning early childhood special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

9.08(3)(a) Beginning early childhood special education professionals are knowledgeable of:

9.08(3)(a)(i) concepts of universal design for learning;

9.08(3)(a)(ii) theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children; and

9.08(3)(a)(iii) developmental and academic content.

9.08(3)(b) Beginning early childhood special education professionals demonstrate the skills to:

9.08(3)(b)(i) apply current research to the five developmental domains, play and temperament in learning situations;

9.08(3)(b)(ii) plan, implement and evaluate developmentally appropriate curricula, instruction and adaptations based on knowledge of individual children, the family and the community;

9.08(3)(b)(iii) implement and evaluate preventative and reductive strategies to address challenging behaviors; and

9.08(3)(b)(iv) plan and implement developmentally and individually appropriate curriculum.

9.08(4) Assessment (builds Upon 8.01(2)): Beginning early childhood special education professionals use multiple methods of assessment and data-sources in making educational decisions.

9.08(4)(a) Beginning early childhood special education professionals are knowledgeable of the:

9.08(4)(a)(i) role of the family in the assessment process;

- 9.08(4)(a)(ii) legal requirements that distinguish among at-risk, developmental delay and disability;
- 9.08(4)(a)(iii) alignment of assessment with curriculum, content standards and local, state and federal regulations; and
- 9.08(4)(a)(iv) connection of curriculum to assessment and progress monitoring activities.
- 9.08(4)(b) Beginning early childhood special education professionals demonstrate the skills to:
 - 9.08(4)(b)(i) assist families in identifying their concerns, resources and priorities;
 - 9.08(4)(b)(ii) integrate family priorities and concerns in the assessment process;
 - 9.08(4)(b)(iii) assess progress in the five developmental domains, play and temperament;
 - 9.08(4)(b)(iv) select and administer assessment instruments in compliance with established criteria;
 - 9.08(4)(b)(v) use informal and formal assessment to make decisions about infants' and young children's development and learning;
 - 9.08(4)(b)(vi) gather information from multiple sources and environments;
 - 9.08(4)(b)(vii) use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process;
 - 9.08(4)(b)(viii) participate as a team member to integrate assessment results in the development and implementation of individualized plans;
 - 9.08(4)(b)(ix) emphasize child's strengths and needs in assessment reports;
 - 9.08(4)(b)(x) produce reports that focus on developmental domains and functional concerns; and
 - 9.08(4)(b)(xi) conduct ongoing formative child, family and setting assessments to monitor instructional effectiveness.
- 9.08(5) Instructional planning and strategies (builds upon 8.01(8)): Beginning early childhood special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
 - 9.08(5)(a) Beginning early childhood special education professionals demonstrate the skills to:
 - 9.08(5)(a)(i) facilitate child-initiated development and learning;
 - 9.08(5)(a)(ii) use teacher-scaffolded and -initiated instruction to complement child-initiated learning;
 - 9.08(5)(a)(iii) link development, learning experiences and instruction to promote educational transitions;

- 9.08(5)(a)(iv) use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children;
- 9.08(5)(a)(v) use strategies to teach social skills and conflict resolution;
- 9.08(5)(a)(vi) use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines;
- 9.08(5)(a)(vii) develop, implement and evaluate individualized plans with family members and other professionals as a member of a team;
- 9.08(5)(a)(viii) design intervention strategies incorporating information from multiple disciplines;
- 9.08(5)(a)(ix) implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction;
- 9.08(5)(a)(x) align individualized goals with developmental and academic content;
- 9.08(5)(a)(xi) develop individualized plans that support development and learning as well as caregiver responsiveness;
- 9.08(5)(a)(xii) develop an individualized plan that supports the child's independent functioning in the child's natural environments; and
- 9.08(5)(a)(xiii) make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

9.08 (6) Professional learning and ethical practice (builds upon 8.01(6)): Beginning early childhood special education professionals use foundational knowledge of the field and the their professional ethical principles and practice standards to inform early childhood special education practice, to engage in lifelong learning, and to advance the profession.

9.08(6)(a) Beginning early childhood special education professionals are knowledgeable of:

- 9.08(6)(a)(i) historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs;
- 9.08(6)(a)(ii) trends and issues in early childhood education, early childhood special education and early intervention;
- 9.08(6)(a)(iii) legal, ethical and policy issues related to educational, developmental and medical services for infants, young children and their families; and
- 9.08(6)(a)(iv) advocacy for professional status and working conditions for those who serve infants, young children and their families.

9.08(6)(b) Beginning early childhood special education professionals demonstrate the skills to:

- 9.08(6)(b)(i) recognize signs of emotional distress, neglect and abuse, and follow reporting procedures;
- 9.08(6)(b)(ii) Integrate family systems theories and principles into professional practice;

- 9.08(6)(b)(iii) respect family choices and goals;
 - 9.08(6)(b)(iv) participate in activities of professional organizations relevant to early childhood special education and early intervention;
 - 9.08(6)(b)(v) apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds;
 - 9.08(6)(b)(vi) advocate on behalf of infants, young children and their families; and
 - 9.08(6)(b)(vii) implement family services consistent with due process safeguards.
- 9.08(7) Collaboration (builds upon 8.01(3)): Beginning early childhood special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 9.08(7)(a) Beginning early childhood special education professionals are knowledgeable of structures supporting interagency collaboration, including interagency agreements, referral and consultation.
 - 9.08(7)(b) Beginning early childhood special education professionals demonstrate the skills to:
 - 9.08(7)(b)(i) apply models of team process in early childhood;
 - 9.08(7)(b)(ii) collaborate with caregivers, professionals and agencies to support children's development and learning;
 - 9.08(7)(b)(iii) support families' choices and priorities in the development of goals and intervention strategies;
 - 9.08(7)(b)(iv) implement family-oriented services based on the family's identified resources, priorities and concerns;
 - 9.08(7)(b)(v) provide consultation in setting serving infants and young children;
 - 9.08(7)(b)(vi) involve families in evaluation of services;
 - 9.08(7)(b)(vii) participate as a team member to identify and enhance team roles, communication and problem-solving;
 - 9.08(7)(b)(viii) employ adult learning principles in consulting and training family members and service providers;
 - 9.08(7)(b)(ix) assist the family in planning for transition; and
 - 9.08(7)(b)(x) implement processes and strategies that support transitions among settings for infants and young children.

2260.5-R-10.00 Graduate Endorsements

The following shall serve as standards for endorsements requiring the completion of graduate-level academic degrees and/or programs. 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 (grades K-12)

To be endorsed as a teacher librarian, an applicant shall hold an earned bachelor's degree from an accepted institution of higher education; hold a Colorado initial, alternative, or professional teacher license; have completed an approved program in library science or the equivalent, including 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 (the practicum or internship may be waived by the accepted institution upon comparable teacher-librarian experience as determined by the educator preparation program); and have demonstrated knowledge and performance competency including but not limited to those listed below:

10.02(1) Quality standard 1: mastery and pedagogical instruction – A teacher demonstrates mastery of and pedagogical expertise in the content area(s) taught. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content areas taught (e.g., science, social studies, the arts, physical education or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in specific content area(s). (CDE Model Teacher Evaluation System). A candidate for a teacher librarian endorsement demonstrates skills to implement the principles of effective teaching and learning that contribute to an active, inquiry- and standards-based approach to learning. The candidate develops lessons that reflect the interconnectedness of content areas/disciplines and makes use of a variety of instructional strategies and assessment tools to design and develop learning experiences in partnership with classroom teachers and other educators (AASL).

10.02(1)(a) Instructional pedagogy – The candidate employs inquiry-based instructional design including differentiated instruction to reach all learners. The candidate is also knowledgeable in designing and delivering learning instruction along with technology literacy, information literacy and digital citizenship that empowers K-12 students to be workforce ready.

10.02(1)(b) Instructional design – The candidate is knowledgeable about leadership techniques for facilitating a standards-based backward design process for authentic, active learning lessons and units. The candidate provides an environment where students can practice, learn new strategies and receive feedback while learning content and demonstrating understanding.

10.02(1)(c) Children's and young adult literature reading promotion – The candidate promotes reading for children, young adults and other education professionals through the use of high-quality, high-interest literature in print and digital formats that reflect diverse developmental, cultural, social and linguistic needs of K-12 students and communities. The candidate is aware of current trends in literature and displays the ability to work within the school-wide culture to foster curiosity in student and staff learners. The candidate is knowledgeable about a variety of innovative formats to teach, enrich and expand critical, creative and independent thinking.

10.02(1)(d) Literacy strategies – The candidate demonstrates knowledge of reading strategies including reading fluency and reading comprehension to increase students' reading levels, developmental abilities and personal interests. The candidate demonstrates the importance of reading development tied to the overall school goals for literacy development in students.

10.02(2) Quality standard 2: safe, inclusive, respectful environment – A teacher establishes safe, inclusive and respectful learning environments for a diverse population of students.

- 10.02(2)(a) Respect for diversity – The candidate demonstrates the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social and linguistic needs of K-12 students and their communities.
- 10.02(2)(b) Equitable access – The candidate demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. The candidate works with the school administration team to allow for collaboration and flexibility to be able to teach at point of need. The candidate allows for and supports flexibility so that the library is available during and after school hours for students, teachers, parents and the community. The candidate demonstrates the ability to develop and support 24/7 access to learning resources.
- 10.02(3) Quality standard 3: plan and deliver effective instruction – A teacher plans and delivers effective instruction and creates environments that facilitate learning for students. (CDE Model Teacher Evaluation System)
- 10.02(3)(a) Collaboration in planning and teaching -- The candidate demonstrates the ability to work with other teachers from a variety of disciplines and grade levels to systematically integrate Colorado Academic Standards skills. The candidate develops a collaborative culture and demonstrates the ability to model for students how to work collaboratively with one another and provide evidence of new thinking and learning.
- 10.02(3)(b) Technology integration – The candidate is knowledgeable in recommending current and meaningful use of technology and is part of school-level technology discussions. The candidate models a classroom that integrates skills from the Colorado Academic Standards (i.e., critical thinking, invention, information literacy and digital citizenship) through the use of innovative technology strategies. The candidate demonstrates the ability to utilize a variety of current technology tools in the classroom and to incorporate emerging tools as they become available, as well as the ability to have a digital presence within their schools and learning communities.
- 10.02(3)(c) Assessment of learning – The candidate demonstrates the ability to develop consistent means of assessing how well students are acquiring essential skills and knowledge through the use of formative or summative assessments such as rubrics, checklists and journaling.
- 10.02(3)(d) Learning environment – The candidate demonstrates the ability to create and maintain a flexible, dynamic learning environment with the goal of producing successful learners skilled in multiple literacies.
- 10.02(3)(e) Collection development – The candidate demonstrates the ability to develop and implement policies in collaboration with district and appropriate school personnel for collection development/selection, weeding criteria and the 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, through:
- 10.02(3)(e)(i) materials acquisition and organization – The candidate demonstrates the ability to select a balanced collection of digital and print resources that meet the diverse curricular, personal and professional needs of students, teachers and administrators. The candidate demonstrates the ability to organize collections for easy access, one that aligns to curriculum, meets independent reading needs and reflects diverse points of view;

- 10.02(3)(e)(ii) resource review – The candidate identifies and provides support for diverse student information needs. The candidate models multiple strategies for students, other teachers and administrators to locate, evaluate and ethically use information for specific purposes. The candidate collaborates with students, other teachers and administrators to efficiently access, interpret and communicate information; and
- 10.02(3)(e)(iii) materials deselection – The candidate regularly weeds the collection to create a viable and current collection for an aesthetically pleasing environment designed to meet the diverse curricular, personal and professional needs of students, teachers and administrators.
- 10.02(3)(f) Program management – The Candidate designs strong library programs with resources, services, policies, procedures and programming that are aligned with the school's goals. The candidate demonstrates the ability to practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. The candidate educates the school community on the ethical use of information and ideas.
- 10.02(3)(g) Supervision – The candidate demonstrates knowledge of the ability to recruit, supervise and evaluate library staff and volunteers.
- 10.02(3)(h) Budget management – The candidate demonstrates the ability to prepare, justify and maintain the school library program budget to ensure funding for the continuous acquisition of standards-based curriculum materials and services. The candidate displays the knowledge to pursue school-aligned alternative funding sources (such as grants or sponsorships) at the local, state and national level to enhance library funding and general program support.
- 10.02(3)(i) Program analysis/advocacy – The candidate uses evidence-based action research to collect data. The candidate interprets and uses data to create and share new knowledge to improve practice in school libraries. The candidate shows the ability to manage, organize and evaluate school library physical resources (facilities), fiscal resources (budgets) and human resources (personnel) to ensure the school library program recognizes, celebrates and advocates for the curricular, personal and professional needs of all stakeholders.
- 10.02(4) Quality standard 4: reflect on practice. A teacher reflects on personal teaching practice. (CDE Model Teacher Evaluation System)
 - 10.02(4)(a) Strategic planning – The candidate displays the leadership skills to develop school-aligned yearly goals (growth plans, action plans, etc.) as a guide to creating a library program and instruction that positively impacts student achievement and helps students thrive in today's society. The candidate demonstrates the ability to effectively use feedback and data to measure implementation of yearly growth plan goals. The candidate makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
 - 10.02(4)(b) Lifelong learning – The candidate plans for ongoing professional growth and know-how to articulate a personal learning network:

10.02(4)(b)(i) instructional/digital coach – The candidate displays the ability to work directly and indirectly with teachers, staff and the building principal(s) to improve the effectiveness of classroom instruction and increase student learning, performance and overall achievement especially in the areas of technology skills and digital literacy (information literacy, technology literacy and digital citizenship); and

10.02(4)(b)(ii) professional development – The candidate demonstrates the ability to be an instructional leader who develops and leads a variety of technology professional development opportunities (aligned with school's goals) for staff.

10.02(5) Quality standard 5: leadership and professional learning. A teacher demonstrates leadership. (CDE Model Teacher Evaluation System)

10.02(5)(a) Development and/or leading professional learning networks (PLN's). The teacher-librarian educator shall self-assess effectiveness based on student achievement and pursue continuous professional development in a variety of ways (for example, digitally, in-person and networking) through appropriate activities, coursework and through participation in relevant professional organizations.

10.02(5)(b) Family and community engagement – The candidate understands the importance of partnering with families to coordinate learning between home and school and advocates for the inclusion of teachers and families in education and government decision-making processes.

10.03 Reading Teacher (Grades K-12)

To be endorsed as a reading teacher, an applicant shall hold or be eligible to hold a Colorado initial or professional teacher license; shall have completed two or more years of teaching experience while holding an initial or professional teacher license; shall have completed an approved graduate program in reading at an accepted institution of higher education, including a supervised practicum or internship as a reading teacher; shall be knowledgeable about literacy instruction as outlined in section 8.02(5) – 8.02(13) and the Colorado Academic Standards in reading, writing and communicating as outlined in section 5.01 of these rules, and shall have demonstrated the competencies described below:

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 by applying effective methodology, techniques and materials appropriate to the age, assessed reading level(s) 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 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 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 shall self-assess the effectiveness of instruction and assistance to staff and students based on the achievement of students and shall pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organization.

10.04 Reading Specialist (Grades K-12)

To be endorsed as a reading specialist, 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 at an accepted institution of higher education, including a supervised practicum or internship as a reading specialist; have three or more years of full-time, demonstrated classroom teaching experience; shall be knowledgeable about literacy instruction as outlined in section 8.02(5) – 8.02(13) and the Colorado Academic Standards in reading, writing and communicating as outlined in section 5.01 of these rules, and shall have demonstrated the competencies described below:

- 10.04(1) The reading specialist shall have knowledge of dyslexia and other learning disorders and:
 - 10.04(1)(a) understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological and linguistic).
 - 10.04(1)(b) recognize the tenets of the NICHD/IDA definition of dyslexia.
 - 10.04(1)(c) recognize that dyslexia and other reading difficulties exist on a continuum of severity.
 - 10.04(1)(d) identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, nonverbal learning disorders, etc.).
 - 10.04(1)(e) identify how symptoms of reading difficulty may change over time in response to development and instruction.
 - 10.04(1)(f) understand federal and state laws that pertain to reading disabilities including dyslexia.

10.04(2) The reading specialist shall have successfully completed graduate-level studies in a minimum of three of the following relevant supporting areas: testing and measurement; the teaching of exceptional students including, but not limited to, those who have been identified as gifted; child and adolescent development; speech and hearing; school counseling; child and adolescent literature; language development; curriculum; initial and advanced reading skills development; the identification of, planning for and instructional delivery of the curriculum to students with reading problems 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 shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

10.05 Director of Special Education (Grades K-12)

The director of special education shall hold an earned master's or higher degree in special education or demonstrate knowledge and application of standards for the specialist (as determined by the Department), from an accepted institution of higher education; have completed a minimum of two years of experience working with student with exceptional academic and talent aptitude; have completed an approved program for the preparation of special education directors, including a supervised field-based experience or have completed an approved program for school administrator and an approved master's program in special education; and meet the standards for professional competency outline in section 6.13 of these rules for the initial administrator license with a director of special education endorsement.

10.05(1) The director of special education shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

10.06 Director of Gifted Education (Grades K-12)

The director of gifted education shall hold an earned master's or higher degree in gifted education from an accepted institution of higher education or demonstrate knowledge and application of standards for the specialist (as determined by the Department); have completed a minimum of two years of experience working with student with exceptional academic and talent aptitude (gifted students); have completed an approved program for the preparation of gifted education directors, including a supervised field-based experience; and meet the standards for professional competency outline in section 6.14 of these rules for the initial administrator license with a director of gifted education endorsement

10.06(1) The director of gifted education shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

10.07 Instructional Technology Specialist (Grades K-12)

To be endorsed as an instructional technology specialist, 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 at an accepted institution of higher education, including a supervised practicum or internship as an instructional technology specialist; and have three or more years of teaching experience.

10.07(1) The instructional technology specialist is knowledgeable about technology operations and concepts and is able to assist teachers in:

10.07(1)(a) effectively teaching students about technology concepts and skills at all developmental levels.

10.07(1)(b) utilizing technology and information literacy resources and strategies in teaching students in all content areas.

10.07(2) The instructional technology specialist is able to plan design, organize and implement learning environments and experiences and is able to assist teachers in:

10.07(2)(a) identifying and applying instructional technology and information literacy principles associated with the development and implementation of long- and short-term instructional plans.

10.07(2)(b) developing and maintaining engaging learning environments that include hands-on technology experiences for students in individual, small group, classroom and lab settings.

10.07(2)(c) providing guidance as requested regarding the purchasing of school- and district-based technology tools.

10.07(2)(d) identifying, recommending and assisting in the procurement and implementation of appropriate adaptive/assistive hardware and software for learners with special needs.

10.07(2)(e) applying current research with regard to facilities-and technology-planning issues.

10.07(3) The instructional technology specialist is knowledgeable about teaching, learning and the curriculum and is able to assist teachers in:

10.07(3)(a) designing and delivering a standards-based curriculum enhanced by teacher and student use of technology.

10.07(3)(b) incorporating technology and information literacy resources that enhance higher order thinking skills and creativity in students.

10.07(3)(c) designing instructional technology methods, techniques and instructional materials for learners with diverse backgrounds, characteristics and abilities.

10.07(3)(d) evaluating student progress related to instructional technology and to students' ages and grade levels, content, language and other developmental challenges.

10.07(3)(e) assisting students in overcoming barriers to using technology for learning.

10.07(3)(f) organizing and managing instructional technology.

- 10.07(4) The instructional technology specialist is knowledgeable about assessment and evaluation and is able to assist educators in:
- 10.07(4)(a) selecting and applying data-collection tools to determine the effectiveness of instructional strategies.
 - 10.07(4)(b) using technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
 - 10.07(4)(c) using technology appropriately and effectively to improve learning, based upon evaluation and assessment data.
 - 10.07(4)(d) applying multiple methods of evaluation to improve and increase student use of technology resources, for learning, communication and productivity.
- 10.07(5) The instructional technology specialist is knowledgeable about productivity and professional practice related to technology and is able to assist educators in:
- 10.07(5)(a) integrating technology-based tools into practice related but not limited to productivity, delivery of instruction, information research, school management and evaluation of computer-based instructional tools into instructional and administrative settings.
 - 10.07(5)(b) applying technology to enhance and improve productivity and professional practice.
 - 10.07(5)(c) using technology resources for ongoing professional development.
 - 10.07(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 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 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 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 to include 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 shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

2260.5-R-11.00 Special services endorsements

The following shall serve as standards for special services endorsements on an initial or professional special services provider licenses.

11.01 School Audiologist (Ages Birth-21)

To be endorsed as a school audiologist, an applicant shall hold an earned master's or higher degree from an accepted institution of higher education or, for candidates who graduate after 2007, hold a clinical doctorate from an accepted institution of higher education; 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 eight weeks, full-time, under the supervision of a professionally licensed or masters-level licensed audiologist; and have passed an approved 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 appropriate to receptive and expressive ability and behavioral functioning.
- 11.01(2)(c) providing recommendations for appropriate medical, educational and community referral 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 parent/guardian when a repair and/or maintenance of personal hearing-assistance devices is required.
- 11.01(4) The school audiologist is knowledgeable about and 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 that integrates:
 - 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 related 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; and
- 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 and 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 using 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 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 o 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 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 (Ages Birth-21)

To be endorsed as a school occupational therapist, an applicant shall hold an earned bachelor's or higher degree from an accepted 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; hold a valid occupational therapy license issued by the Colorado Department of Regulatory Agencies and have passed the occupational therapy national registration examination administered by the national board for certification in occupational therapy. 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 and state laws and policies 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; and
 - 11.02(1)(b)(iii) early intervention for children ages birth-2 and preschoolers 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) consult with team on pre-referral strategies 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 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 and 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 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, assessment results to a variety of audiences including, but not limited to, educators paraprofessionals, parents and students, as appropriate.
 - 11.02(3)(j) within the context of an IEP or IFSP team, use clinical experience, clinical observation and professional judgment, as well as assessment data to 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, sensor 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 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 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 (Ages Birth-21)

To be endorsed as a school orientation and mobility specialist, an applicant shall hold an earned 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 shall have demonstrated 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; the 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; 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 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 as 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 the 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 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 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 and 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 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, 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 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 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, 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 elevators and escalators; techniques for crossing streets; and techniques for travel in indoor, outdoor, residential, small business, business district, mall 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 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 (Ages Birth-21)

To be endorsed as a school physical therapist, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; 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 physical therapy program attended; hold a valid 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(l)(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 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 and/or related services; 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 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 developing and providing 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 related to the practice of physical therapy in the school environment and 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, and 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 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 (Ages Birth–21)

To be endorsed as a school nurse, an applicant shall hold an earned bachelor's or higher degree in nursing from an accepted institution of higher education or a nursing education program recognized by the U.S. Secretary of Education as a specialized accrediting agency – health care (nursing), such as but not limited to the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN); have successfully completed the requirements for and hold a license to practice professional nursing in Colorado pursuant to the provisions of the Colorado Nurse Practice Act (12-38-101, et. seq., C.R.S.) or hold a license in another state and is practicing in Colorado pursuant to the nurse licensing compact (section 24-60-3202, C.R.S.); 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, 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 the 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 related to student achievement, and is able to:
 - 11.05(10)(a) collaborate with school personnel, students, parents, primary health care providers and relevant others to establish an effective reciprocal referral system.
 - 11.05(10)(b) 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 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 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.

11.05(18) The school nurse shall self-assess the effectiveness of practice, direction and/or supervision based on the well-being, needs and achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

11.06 School Psychologist (Ages Birth-21)

To be endorsed as a school psychologist, an applicant shall have:

- (a) completed an approved specialist-level program with a minimum of 60-graduate semester hours or a doctoral program for the preparation of school psychologists, serving children/students, Birth -21, at an accepted institution of higher education;
- (b) passed the national school psychology examination;
- (c) successfully completed practicums (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);
- (d) successfully completed an internship (consisting of a full-time experience 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 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); and
- (e) hold a valid National Certified School Psychologist (NCSP) credential, issued by the national school psychology certification board; or
- (f) if an applicant holds a valid license issued by the Colorado State Board of Psychologist Examiners per department of regulatory agencies rules, or is eligible to sit for licensure examinations, that applicant shall provide an institutional recommendation from the professional education unit of an accepted 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 have achieved a passing score on the national school psychology examination.

11.06(1) The school psychologist is knowledgeable about human learning processes from infancy to young adulthood, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; and is able to:

- 11.06(1)(a) apply learning, motivation and developmental theories to improve learning and achievement for all children/students.
- 11.06(1)(b) utilize developmentally appropriate practices that support the education of children/students ages birth-21 with disabilities or delays in development.
- 11.06(1)(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(1)(d) implement interventions such as consultation, behavioral assessment/intervention and counseling to achieve student goals.
- 11.06(1)(e) evaluate the effectiveness of interventions and modify as necessary and appropriate.
- 11.06(2) 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(2)(a) select evaluation methods and instruments that are most appropriate and based upon effective up-to-date measurement theory and research.
 - 11.06(2)(b) implement a systematic process to collect data including but not limited to test administration; interviews and observations; behavioral, curriculum- and play- based assessments and ecological or environmental evaluations.
 - 11.06(2)(c) translate assessment results into empirically based decisions about service delivery to promote child/student achievement.
 - 11.06(2)(d) evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics and methodology.
- 11.06(3) 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(3)(a) develop appropriate behavioral, affective, adaptive, social and transition goals for students of varying abilities, disabilities, strengths and needs.
 - 11.06(3)(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(3)(c) evaluate the intervention(s) and modify as needed and appropriate to increase and assure effectiveness.
- 11.06(4) The school psychologist is knowledgeable about individual diversity, abilities and disabilities, and the influence of social, cultural, ethnic, socio-economic, gender-related and linguistic factors on development, learning and behavior, and is able to:
 - 11.06(4)(a) identify biological, cognitive, affective, developmental, social and cultural bases that contribute to individual differences.
 - 11.06(4)(b) identify risk and resiliency factors.
 - 11.06(4)(c) recognize psychopathology and articulate its potential influence on school functioning.
 - 11.06(4)(d) demonstrate the sensitivity, skills and respect necessary to work with diverse types of individuals and families.
 - 11.06(4)(e) display respect for diversity in social and cultural backgrounds and linguistic differences when working with families, school personnel and community agencies.

- 11.06(4)(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(5) 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(5)(a) develop and implement policies and practices that create and maintain safe, supportive and effective learning environments.
 - 11.06(5)(b) participate in and facilitate school reform efforts.
 - 11.06(5)(c) translate federal and state law, state rules and regulations and local policy into building- and district-level practice.
- 11.06(6) 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(6)(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(6)(b) participate in risk assessments and crisis response planning, to promote and maintain school safety.
 - 11.06(6)(c) respond effectively to crisis situations.
- 11.06(7) 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(7)(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(7)(b) communicate information that is readily understandable to students, families, educators and community members during meetings, in-services and consultations.
 - 11.06(7)(c) promote family involvement in education and service delivery.
 - 11.06(7)(d) collaborate with families and other service providers to meet the needs of infants, toddlers and preschoolers in home and community settings.
 - 11.06(7)(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(8) 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(8)(a) demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional and legal standards.

- 11.06(8)(b) practice in accordance with all applicable federal and state statutes, rules, regulations and local policies, especially those concerning due process, informed consent, privacy rights and confidentiality.
 - 11.06(8)(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(8)(d) maintain professional preparation, development and supervision as related to the population served.
 - 11.06(8)(e) contribute professionally to the advancement of school psychology.
- 11.06 (9) The school psychologist shall self-assess the effectiveness of practice, direction and/or supervision based on the well-being and achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

11.07 School Social Worker (Ages Birth-21)

To be endorsed as a school social worker, the candidate shall hold an earned master's or higher degree or higher in social work from an accepted institution of higher education; have documented evidence of completion of coursework in the areas of school and special education law, including content covering Functional Behavior Assessment (FBA) and the development of behavior intervention plans; have successfully completed one of the following – the Colorado Assessment for Licensed Clinical Social Workers or the Colorado State Board of Education-adopted assessment for school social workers; have successfully completed a supervised, 900 clock-hour practicum of 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; and have successfully completed at least one field experience with school age children/students and which should: enable the social worker to synthesize and apply a broad range of relevant knowledge and skills; include opportunities to analyze, intervene and evaluate in ways that are highly differentiated, discriminating and self-critical; and differentially refine the candidate's communication skills with a variety of client populations, colleagues and members of the community.

- 11.07(1) 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(1)(a) demonstrate professional leadership and ethical practice in accordance with federal, state and local legislation, regulations and policies.
 - 11.07(1)(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(1)(c) remain current regarding effective evidence-based practice.
 - 11.07(1)(d) apply federal, state and local legislation, regulations and policies to ethical and legal interventions.
 - 11.07(1)(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(1)(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(1)(g) counsel parents and students about due process rights, as mandated by special education legislation, and advise school personnel so that they are knowledgeable about and able to meet their legal responsibilities to all students.
- 11.07(1)(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(2) The school social worker is knowledgeable about systems change and is able to:
 - 11.07(2)(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(2)(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(2)(c) identify areas of need not being addressed by the local education agency and community and work to initiate those services.
 - 11.07(2)(d) document problems and recommend solutions to appropriate decision-makers in the local education agency or community.
 - 11.07(2)(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(2)(f) use mediation and conflict-resolution strategies to resolve children's/students' educational and parental concerns.
 - 11.07(2)(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(3) The school social worker is knowledgeable about communication, consultation and collaboration and is able to:
 - 11.07(3)(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(3)(b) act as a consultant to teachers, parents and others to facilitate understanding of how factors in the home, local education agency and community affect children's/students' educational experience(s).
 - 11.07(3)(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(3)(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(3)(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(3)(f) initiate and support activities that can assist in overcoming institutional barriers and gaps in service.
- 11.07(3)(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(3)(h) provide appropriate case planning and management services and coordinate service planning with school and/or district and community personnel.
- 11.07(3)(i) through modeling and coaching teach individuals to be effective group members, in therapeutic groups or in task-oriented work groups.
- 11.07(3)(j) effectively advocate for children/students and their families in a variety of circumstances which may have a negative effect 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(4) The school social worker is knowledgeable about educational planning and is able to:
 - 11.07(4)(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(4)(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(4)(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(4)(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(4)(e) conduct culturally sensitive assessments and participate in IEP planning for and service delivery to all learners.
 - 11.07(4)(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(5) The school social worker is knowledgeable about prevention and intervention and is able to:

- 11.07(5)(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(5)(b) counsel students and parents about actions which interfere with effective education and student achievement.
- 11.07(5)(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(5)(d) conduct classroom programs, when indicated, that can provide students with affective knowledge and skills.
- 11.07(5)(e) conduct parent groups, as appropriate and indicated, relevant to their support of student achievement.
- 11.07(5)(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(5)(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(5)(h) develop measurable and appropriate behavioral, affective, adaptive, social and academic objectives for students with varying abilities, disabilities, strengths and needs.
- 11.07(5)(i) treat those in need or in crisis situations with respect, empathy, dignity and a consistently positive approach to problem resolution.
- 11.07(5)(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(6) The school social worker is knowledgeable about social and cultural foundations and is able to:
 - 11.07(6)(a) apply proven theories of human growth and development 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(6)(b) incorporate diversity factors and the special educational needs of culturally and linguistically different populations into the planning process for students.
 - 11.07(6)(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(6)(d) conduct culturally sensitive assessments of problem learning areas and recommend interventions to meet needs and to promote student achievement.

- 11.07(6)(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(6)(f) address in planning biological and environmental factors which affect children's/students' ability to function effectively and to achieve in school.
- 11.07(6)(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(6)(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(7) The school social worker is knowledgeable about assessment and is able to:
 - 11.07(7)(a) assist local education agencies in the identification of students needing specialized and or support services.
 - 11.07(7)(b) perform need-assessments as the foundation of effective program planning for children/students and families that include, but are not limited to:
 - 11.07(7)(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(7)(b)(ii) assessment of the student's behavior and attitudes in a variety of settings;
 - 11.07(7)(b)(iii) assessment of the patterns of the child's/student's interpersonal relationships as observed in the family, local education agency and community settings;
 - 11.07(7)(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(7)(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(7)(b)(vi) assessment of patterns of achievement and adjustment at critical points in the child's/student's growth and development; and
 - 11.07(7)(b)(vii) assessment of the existence of, accessibility to and utilization of community resources for children/students and families.
 - 11.07(7)(c) incorporate students' needs-assessment information into and write a comprehensive, timely and appropriate social-developmental history.
 - 11.07(7)(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(7)(e) consider placement and service options for students in a variety of contexts.
- 11.07(8) The school social worker is knowledgeable about current effective research and program evaluation and is able to:
 - 11.07(8)(a) maintain accurate data and records relevant to the planning, management and evaluation of the school social work program.
 - 11.07(8)(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 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(8)(c) engage in critical self-evaluation to assess efficacy and to improve skills and service delivery.
 - 11.07(8)(d) collect, analyze and publish data and present technical information to a variety of audiences and 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(8)(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(8)(f) participate in professional and community organizations as relevant and appropriate.

11.08 School Speech-Language Pathologist (Ages Birth-21)

To be endorsed as a school speech-language pathologist, an applicant shall hold an earned master's or higher degree in communication disorders or speech-language pathology from an accepted institution of higher education; have completed a school speech-language pathology program accredited by the Council on Academic Accreditation (CAA) in the audiology and speech-language pathology of the American Speech-Language-Hearing Association (ASHA); have 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 eight weeks full-time, under the supervision of a professionally licensed school speech-language pathologist; and 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 its 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 students (ages 0-21), 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:
 - 11.08(2)(a)(i) the etiologies, characteristics and anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates, in each of the following:
 - 11.08(2)(a)(i)(A) articulation, fluency, and voice and resonance, including respiration and phonation;
 - 11.08(2)(a)(i)(B) receptive and expressive language including, but not limited to, phonology, morphology, syntax, semantics, and pragmatics, in speaking, listening, reading, writing and manual modalities;
 - 11.08(2)(a)(i)(C) hearing including its impact on speech and language;
 - 11.08(2)(a)(i)(D) swallowing including oral, pharyngeal, esophageal and related functions, and the oral function of feeding;
 - 11.08(2)(a)(i)(E) cognitive aspects of communication, such as attention, memory, sequencing, problem-solving and executive functioning;
 - 11.08(2)(a)(i)(F) the social aspects of communication, such as challenging behavior, ineffective social skills and lack of communication opportunities; and
 - 11.08(2)(a)(i)(G) communication modalities, such as oral, written, manual, augmentative and alternative communication techniques and assistive technologies.
 - 11.08(2)(b) articulate to a variety of stakeholders the role of oral language as a precursor to literacy development, including information related to reciprocal spoken-written language relationships, and reading and writing as acts of communication and as tools of learning.
 - 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 students ages 0 - 21.

- 11.08(2)(h) conduct screening, prevention and intervention procedures.
- 11.08(2)(i) identify and monitor added literacy risks for 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 students ages 0 - 21, and is able to:
 - 11.08(3)(a) participate 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 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 students suspected of having difficulties in communication.
 - 11.08(3)(e) analyze assessment data to determine students' specific communication needs and eligibility for services, and for incorporation into individual educational plans (IEPs).
 - 11.08(3)(f) interpret data clearly in verbal and written form for a wide range of audiences, including educators, related professionals, families and students, where appropriate.
 - 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 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 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 Academic Standards and access skills.
- 11.08(4)(h) work collaboratively with students, general education teachers, school personnel, families and the community 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 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 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 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 students are addressed effectively and confidentially.
 - 11.08(5)(f) participate in professional development opportunities to improve skills, and educate other professionals regarding risk factors to 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 to increase knowledge and growth in skills and abilities.

11.09 School Counselor (PreK-12)

To be endorsed as a school counselor, an applicant shall hold a master's or higher degree, in school counseling from a regionally accredited institution of higher education; have successfully completed an approved program in school counseling as defined by accreditation by the Counselor for Accreditation of Counseling or Related Educational programs or demonstrate equivalent coursework and training experiences; 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 an effective school counselor would be expected to perform as identified in the Colorado School Counseling Standards. The school counselor applicant shall demonstrate the competencies listed below:

- 11.09(1) A school counselor demonstrates mastery of and expertise in the domain for which the counselor is responsible.
- 11.09(2) A school counselor supports and/or establishes safe, inclusive and respectful learning environments for a diverse population of students.
- 11.09(3) A school counselor plans, delivers and /or monitors services and/or specially designed instruction and/or creates environments that facilitate learning for students.
- 11.09(4) A school counselor reflects on personal practice.
- 11.09(5) A school counselor demonstrates collaboration, advocacy and leadership.

2260.5-R-12.00 Renewal of Colorado Licenses

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

12.01 Initial Licenses

An initial teacher, special services, principal or administrator license and endorsements may be renewed once for a period of three years for applicants who have not completed the requirements for a professional license as specified in sections 3.05, 3.06 and 3.07 of these rules, as appropriate. The State Board of Education may renew the license-holder's initial license for one or more additional three-year periods if an initial license-holder is unable to complete an approved 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, specialized services, principal or administrator license and endorsements may be renewed for a period of five years upon submission of an application for renewal, the required fee and completion of professional development activities that will aid the license-holder 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 or within the five years preceding the application date. An applicant for renewal shall meet the following requirements:

12.02(1) Professional development activities: An educator requesting license renewal shall complete professional development activities totaling six semester hours or 90 clock/contact hours which shall be completed within the five-year period preceding the date of expiration of the license to be renewed. Applicants must submit a renewal summary form as a signed affidavit attesting to the completion of applicable professional development. Such activities must be related to increasing the license holder's competence in his or her existing or potential endorsement area, or to increasing the licensee's skills and competence in delivery of instruction in his or her existing or potential endorsement area, in the teaching of literacy, or in culturally and linguistically education, and may be selected from one or more of the following:

12.02(1)(a) In-service education: A Colorado school district, nonpublic school accredited by an agency recognized by the state board of education, or BOCES are approved entities for in-service education programs. One semester hour of credit may be granted for every 15 clock hours of participation.

12.02(1)(b) College or university credit: College or university credit may be earned from accepted institutions of higher education or accepted community, technical or junior colleges. Courses must be directly related to the standards for professional development as provided in section 12.02 of these rules. Copies official transcripts must be submitted in addition to the renewal summary form 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 license-holder, as documented by the license-holder and accompanied by supervisor verification. One semester hour of credit may be granted for every 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 granted for every 15 clock hours of participation. When verified by the license-holder'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 license-holder's endorsement content area;

12.02(1)(d)(iii) the implementation of standards;

12.02(1)(d)(iv) the development or implementation of a literacy or numeracy improvement program(s); and

12.02(1)(d)(v) professional development in the area of culturally and linguistically diverse education.

- 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 may qualify as an internship. 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 every 15 clock hours of participation. Official transcripts or supervisor verification must be submitted in addition to the renewal summary form 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 the 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 the Colorado Academic Standards.
- 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 including a signed affidavit in which the license-holder affirms under oath that:
 - 12.02(4)(a)(i) the license-holder satisfactorily completed the ongoing professional development activities specified in the affidavit;
 - 12.02(4)(a)(ii) the activities were completed within the term of the professional license; and
 - 12.02(4)(a)(iii) to the best of the license-holder'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 required in section 2.04 (5) of these rules.
 - 12.02(4)(e) a complete set of license-holder's fingerprints taken by a qualified law enforcement agency, unless the applicant previously submitted a complete and approved set of fingerprints to the Colorado Bureau of Investigation and satisfactory record of this submission is on file with Colorado Department of Education.
- 12.02(5) The Department will evaluate the application and supporting evidence and renew the license, request additional information or explanation, or recommend denial of the license renewal if the requirements of section 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; and 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 rejected by the Department of Education may submit an appeal to the State Board of Education. If the State Board of Education finds that the applicant has met the criteria for license renewal, the renewal of the license shall be approved.

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:

12.04(1) completing and submitting an application for renewal including:

12.04(1)(a) 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 as provided in sections 12.02 of these rules, as appropriate. An educator seeking reinstatement of a license must have completed professional development activities totaling either six semester hours or 90 clock hours within the five-year period preceding the date on which the applicant submits an application for reinstatement.

12.04(1)(b) the renewal fee set by the State Board of Education.

2260.5-R-13.00 Approved Induction Programs

Teachers, specialized service professionals, 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, BOCES or accredited nonpublic schools or other educational entities which employ licensed educators may develop induction programs for initial teachers, special service professionals 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 specialized service licensee-holders. 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 opportunities for teachers which:

13.01(1)(a) enhance performance of educators according to the quality standards prescribed in section 5.00 of these rules by providing, through mentors and other professionals:

13.03(1)(a)(i) demonstrations of high quality instructional practices;

13.03(1)(a)(ii) improvement of educational experiences for all students; and

13.03(1)(a)(iii) ways to adapt curriculum and instruction to accommodate populations of diverse students.

13.01(1)(b) encourage professionalism and educator development according to quality standards by:

13.01(1)(b)(i) building a foundation for the continued study of teaching;

13.01(1)(b)(ii) encouraging collaborative relationships among administrators and teachers and partnerships between districts and universities;

13.01(1)(b)(iii) providing an orientation for new teachers to the culture of the school system, the district, the community and the teaching profession;

13.01(1)(b)(iv) providing a thorough orientation to the district educator effectiveness evaluation model; and

13.01(1)(b)(v) providing opportunities for professional growth and ongoing professional development and training, including ethics, for both new teachers and mentors.

13.01(2) Effective induction programs shall include district policies that will:

13.01(2)(a) formalize the profiles of a successful educator at various career stages.

13.01(2)(b) provide training of site administrators in the Colorado Academic Standards and in the Teacher, Specialized Service Professional and Principal Quality Standards and the educator induction process;

13.01(2)(c) establish standards for the selection, training, and release of mentors who work with new teachers, specialized service professionals;

13.01(2)(d) establish an assessment model to review, evaluate and guide the induction program;

13.01(2)(e) establish a process for the selection and training of mentors and for the matching of mentors with inductees;

13.01(2)(f) establish the primary role of the mentor as teacher, coach, advocate, support, guide and nurturer of new teachers; and

13.01(2)(g) 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(3) Effective induction programs shall include professional support for inductees that includes:

13.01(3)(a) information relating to the Colorado Academic Standards and Teacher Specialized Service Professional and/or Principal Quality Standards.

13.01(3)(b) detailed information regarding the educator effectiveness evaluation model.

13.01(3)(c) information related to school and district policies and procedures.

13.01(3)(d) local district goals and local content standards.

13.01(3)(e) educator roles and responsibilities (including moral and ethical conduct).

13.01(3)(f) information about the school community.

13.01(3)(g) substantive feedback to the inductee about performance.

- 13.01(3)(h) provisions for the extension of the induction program if deemed necessary by the district.
- 13.01(4) Effective induction programs should consider the following recommendations for implementation:
 - 13.01(4)(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; and provide some form of compensation for mentors.
 - 13.01(4)(b) districts may make commitments to
 - 13.01(4)(b)(i) placing new educators in settings where they are likely to succeed;
 - 13.01(4)(b)(ii) providing inductees with supervisors and mentors skilled in helping new employees;
 - 13.01(4)(b)(iii) providing sufficient planning time for inductees; and
 - 13.01(4)(b)(iv) clarifying expectations for inductees and mentors.
 - 13.01(4)(c) district guidelines for selecting mentors may include:
 - 13.01(4)(c)(i) the mentor agrees to serve as a mentor;
 - 13.01(4)(c)(ii) the mentor is an experienced professional who consistently models the quality standards as reflected in section 5.00 of these rules with demonstrated excellence in practice as measured by the district educator effectiveness system;
 - 13.01(4)(c)(iii) the mentor works well with adults and is sensitive to the viewpoints of others; and
 - 13.01(4)(c)(iv) the mentor is an active and open learner and competent in interpersonal and public relations skills.
 - 13.01(4)(d) district guidelines for the assignment of mentors may include:
 - 13.01(4)(d)(i) the mentor has demonstrated effectiveness of academic achievement for students;
 - 13.01(4)(d)(ii) that the mentor be closely matched to the inductee in terms of assignment;
 - 13.01(4)(d)(iii) that the mentor be located, when possible, in close proximity to the inductee; and
 - 13.01(4)(d)(iv) that the mentor and the inductee styles that are not in conflict.
- 13.01(5) Effective induction programs may be based upon the following best practices by:
 - 13.01(5)(a) promoting purposeful learning by inductees rather than learning through trial and error.
 - 13.01(5)(b) encouraging the retention of capable, talented professionals.

- 13.01(5)(c) strengthening teacher leadership, and enhancing the working conditions and job satisfaction of professionals to increase student learning.
- 13.01(5)(d) ensuring mentors are carefully selected and given release time to mentor their new educator. and are provided with strong professional development and support for their mentoring activities.
- 13.01(5)(e) ensuring that mentors model professionalism and ethics, high academic standards and high quality teaching.
- 13.01(5)(f) providing a safe, risk-taking environment and a collegial atmosphere for teaching and learning.
- 13.01(5)(g) promoting systemic change and continuous improvement.

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 license-holders. 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:
 - 14.00(2)(a)(i) mentors should be selected to match the experience of the inductee; and
 - 14.00(2)(a)(ii) mentors shall have demonstrated:
 - 14.00(2)(a)(ii)(A) commitment to the standards for principals or administrators, as appropriate;
 - 14.00(2)(a)(ii)(B) well-developed interpersonal skills including the ability to listen and question effectively, explore multiple solutions to problems, and the ability to empathize with others;
 - 14.00(2)(a)(ii)(C) effective oral and written communication skills; and
 - 14.00(2)(a)(ii)(D) 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 pre-service portfolio, the assessments required for the Initial License, the Standards for Principals or Administrators, and other applicable data. Each inductee must maintain a portfolio of induction activities. The professional development plan may be modified and adjusted based on ongoing feedback from the mentor and supervisor and the inductee's personal analysis and reflection.
- 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.. 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. The Department may conduct visits to induction sites and survey participants regarding the effectiveness of the program.

2260.5-R-15.00 Denial, Suspension, Revocation, or Annulment of Licenses and School District

Reporting Requirements

The purpose of this section is to establish a procedure for processing adverse information 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 adverse information and charges may be judged. These rules also provide due-process protections for license holders and applicants against whom 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(1) A license may be denied, annulled, suspended or revoked by the Colorado State Board of Education in accordance with the State Administrative Procedures Act, sections 24-4-101 through 107, C.R.S., in the following circumstances:

- 15.00(1)(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(1)(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 mislead or to conceal the truth.
- 15.00(1)(c) 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(1)(d) 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, 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)(e) 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:
- 15.00(2)(e)(i) contributing to the delinquency of a minor, as described in section 18-6-701, C.R.S.;
- 15.00(2)(e)(ii) a misdemeanor, the underlying factual basis of which has been found by the court on the record to involve domestic violence, as defined in section 18-6-800.3 (1) C.R.S., and the conviction is a second or subsequent conviction for the same offense;
- 15.00(2)(e)(iii) misdemeanor sexual assault, as described in section 18-3-402 C.R.S.;
- 15.00(2)(e)(iv) misdemeanor unlawful sexual conduct as described in section 18-3-404, C.R.S.;
- 15.00(2)(e)(v) misdemeanor sexual assault on a client by a psychotherapist, as described in section 18-3-405.5 C.R.S.;
- 15.00(2)(e)(vi) misdemeanor child abuse, as described in section 18-6-401, C.R.S.; or
- 15.00(2)(e)(vii) a crime under the laws of the United States, another state, a municipality of this state or another state, or any territory subject to the jurisdiction of the United States, the elements of which are substantially similar to one of the offenses described in this paragraph (e).

- 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 or pleads or has ever pled guilty or nolo contendere to a misdemeanor violation of any law of this state or another state, any municipality of this state or another state, or the United States or any territory subject to the jurisdiction of the United States involving the illegal sale of controlled substances, as defined in section 18-102(5), C.R.S.
- 15.00(2)(g) 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)(h) 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)(i) 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), (b), (d) or (e) of these rules.
- 15.00(2)(j) 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)-(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)(k) A license may be suspended when the holder, without good cause, resigns or abandons his or her contracted position with a school district without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the succeeding academic year at least 30 days prior to the commencement of the succeeding academic year or the commencement of services under his or her employment contract, or without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the current academic year at least 30 days prior to the date he or she intends to stop performing the services required by the employment contract.
- 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 professionally incompetent as described in section 15.01 of these rules.
- 15.00(2)(m) 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)(n) A license may be suspended or revoked for a period not less than 90 days when the State Board of Education finds and determines that the license-holder knowingly and intentionally failed to protect student data pursuant to 22-1-123, C.R.S.
- 15.00(2)(o) 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 Colorado State Board of Education in accordance with the State Administrative Procedures Act, sections 24-4-101 through 107, C.R.S., in the following circumstances:
- 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:
- 15.00(3)(a)(i) felony child abuse, as specified in section 18-6-401, C.R.S.;
- 15.00(3)(a)(ii) a crime of violence, as defined in section 18-1.3-406, C.R.S.;
- 15.00(3)(a)(iii) a felony offense involving unlawful sexual behavior, as defined in section 16-22-102(9), C.R.S.; or
- 15.00(3)(a)(iv) 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).

15.00(3)(d)(i) 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.

15.00(3)(e)(i) 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), (e) or (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)-(e) of these rules. The State Board of Education may revoke a suspended license based on a violation of sections 15.00(2)(d), (e) or (n) of these rules and shall revoke a suspended license based on a violation of sections 15.00(3)(a)-(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), (e) and (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)-(e) of these rules.

15.00(5) In cases where the State Board of Education deems summary suspension is appropriate, pursuant to section 24-4-104(4), C.R.S., proceedings for suspension or revocation may be instituted upon the board's own motion without 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, specialized 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, gender identity, 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.
- 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 Filing of Adverse Information Regarding an Educator License

- 15.03(1) Filing of external complaints:

- 15.03(1)(a) A complaint regarding an educator is a formal statement filed by an aggrieved party or a party in interest against an individual who holds or has applied for a Colorado educator license of an alleged violation of conditions that, if found to be substantial or continued, and if found to be true, becomes grounds for denying, annulling, revoking or suspending the license. The department of education shall supply necessary complaint forms and information for the filing of adverse information to any aggrieved person or party in interest.
- 15.03(1)(b) A written complaint shall be delivered personally, sent by mail or sent in a secured electronic environment to the department by the complainant. The written complaint, regardless of delivery method, 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 specifying the statutory and regulatory violations.
- 15.03(2) Filing of notification by public district/school:
- 15.03(2)(a) The local board of education, charter school, BOCES or its designee shall notify the Department pursuant to the requirements of 2260.5-R-15.05.
- 15.03(3) Conducting background investigations and filing charges
- 15.03(3)(a) The Department conducts background investigations upon receipt of any adverse information. 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. If the department determines probable cause exists, the department will initiate a formal charge against the license holder or applicant pursuant to 22-60.5-108, C.R.S. 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. Any handling of the complaint shall be consistent with the laws on confidentiality unless contrary to statute.
- 15.03(3)(b) The department shall send a copy of the charge by first-class mail to the person charged. The department shall include a notification of such person's right to return a response within 30 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(3)(c) After the expiration of the 30 working day period allowed for a response or upon receipt of the response, 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(3)(d) The department 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(3)(e) The Department will present its findings and recommendations to the State Board of Education for action:
- 15.03(3)(e)(i) 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.; and

15.03(3)(e)(ii) 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(3)(f) The Department shall notify by first-class mail 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(3)(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 Colorado Division of Administrative Hearings in accordance with section 24-4-105(3), C.R.S.

15.03(3)(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 submit an application for a new license, the renewal of the expired license or the reinstatement of the license to the Department for review by the State Board of Education. Said application will include justification for issuance, renewal or reinstatement, with 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 statement 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 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 Department for review by the State Board. Said application will include justification for issuance, with appropriate supporting documentation as to the current fitness of the applicant to resume educational duties, and be in compliance with all laws and rules currently in effect. In all cases involving the application for a license, the burden of proof shall rest with the applicant.

15.05 Mandatory Reporting of Misconduct

- 15.05(1) If an employee of a school district is dismissed or resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of the evidence, within 10 business days after the dismissal or resignation, the board of education of the school district shall notify the department of education and provide any information requested by the department concerning the circumstances of the dismissal or resignation.
- 15.05(2) The local board of education, charter school, BOCES 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)-(h) and 15.00(3)(a)-(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(3) The local board of education, charter school, BOCES 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, BOCES 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, BOCES 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 Colorado State Board of Education will submit its recommendation to the Colorado Commission on 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 Office of Educator Preparation and Licensing promotes high-quality programs that are based on State Board of Education-approved standards and sections 5.00, 6.00, and 7.00 through 11.00 of these rules. The programs are coherent and consistent with the Colorado Department of Education and the educator preparation institution's mission and are continuously evaluated for authorization and reauthorization.

17.02 The CDE Office of Educator Preparation and Licensing

The Colorado Department of Education Office of Educator Preparation and Licensing will evaluate all new and renewing teacher preparation programs for consistency with state board of education-approved teacher preparation content standards, including the assessment of the content of those programs, based on 22-2-109, C.R.S., and provide recommendations to the state board as to whether the board should recommend to CCHE approval or disapproval of such programs. Such authorizations will occur no more than once every five years.

The purpose of these authorizations is to assure the public that educators who complete the educator preparation programs in the state of Colorado are prepared to educate public education students according to the Colorado Revised Statutes and the rules set forth by the Colorado State Board of Education. To accomplish this, all educator preparation programs must prepare candidates to meet or exceed the standards for licensure that are specified in rule 2260.5-R-1.00.

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 nonpublic school(s), accepted institution(s) of higher education, a 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; as follows:

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 as demonstrated by the applicant and the designated agency 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; and

18.00(1)(a)(iii) an alternative teacher preparation program for the purpose of receiving a special education generalist or core 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 as follows:

18.00(1)(b)(i) a designated agency may be either a Colorado school district, an accredited nonpublic school, a BOCES, an accepted institution of higher education or a non-profit organization, or any combination, thereof; and

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 nonpublic schools; at least one qualified mentor teacher; and a representative from any accepted institution of higher education cooperating with the designated agency, if applicable.

- 18.00(1)(c) require alternatively licensed teachers to be employed by or have a clinical agreement in place with a Colorado school district, accredited nonpublic school or BOCES to teach, receive training and be supervised by a qualified mentor teacher and an appropriate support team as follows:
 - 18.00(1)(c)(i) alternative teachers must demonstrate competency in their subject area endorsement and/or assignment pursuant to 3.0 of these rules including:
 - 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 of applicable coursework in the additional content area(s) or the equivalent, thereof, or has passed the related state-approved content area exam(s);
 - 18.00(1)(c)(ii) training of alternatively licensed teachers shall include 225 clock hours of planned instruction, and activities shall include, but not be limited to, teacher preparation courses that meet the teacher quality standards or special services provider quality standards and training in dropout prevention. Additionally:
 - 18.00(1)(c)(ii)(A) the 225-clock hours shall, at a minimum, include professional development that addresses the content as outlined in section 5.00 of these rules;
 - 18.00(1)(c)(ii)(B) the hours of required instruction and activities may be modified by the alternative teacher's support team, but only after a documented and performance-based evaluation of the candidate's proficiency determines that one or more of the program's requirements has already been met by the alternatively licensed teacher's proven knowledge or past experience; and
 - 18.00(1)(c)(ii)(C) 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, and 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 if available.
 - 18.00(2)(c)(i) If a mentor teacher is not available, the designated agency may submit a plan for mentor support that provides that same level of mentorship to the alternatively licensed educator. 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) an articulated, mandatory and intensive supervision training program for mentors that provides direction with regard to structured guidance, the provision of regular ongoing support to new teachers and teacher performance evaluation.
- 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:
 - 18.00(2)(f)(i) membership on the support team and attendance at meetings;
 - 18.00(2)(f)(ii) identification of the time the mentor will spend in counseling and supervising the alternatively licensed teacher; and
 - 18.00(2)(f)(iii) the primary responsibility of the mentor to represent the support team in the process of evaluating and making recommendations regarding the initial licensing of the alternatively licensed teacher.
- 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:
 - 18.00(2)(g)(i) providing a substitute teacher for the mentor teacher, as necessary and appropriate; and
 - 18.00(2)(g)(ii) allowing for adequate compensatory time and/or other compensation for the mentor teacher's required planning and observation schedule and ongoing regular conferences with the alternatively-licensed teacher.
- 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 or designated agency.
- 18.00(2)(i) duties of the support team including, but not 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. Additionally:
 - 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; and

- 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 shall meet the Colorado State Board of Education-approved standards, as prescribed in section 5.00 of these rules; and
- 18.00(2)(i)(iv) administration prior to the beginning of the alternatively licensed educator's employment or clinical experience, the program shall include an orientation to the school, 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, if employed as an educator of record or in a clinical experience environment, 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 quality standards for Colorado teachers and as prescribed by sections 5.00 - 5.08(5) of these rules.
- 18.00(2)(m) an inventory of standards pursuant to section 5.00 of these rules for each alternatively licensed teacher candidate in its program that documents how the alternatively licensed teacher demonstrates proficient knowledge and understanding of the teacher quality standards for Colorado teachers, and their standard elements, including demonstration of proficient performance in a classroom setting.
- 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 may be approved for up to five years, and an onsite evaluation and visit will be conducted not more than every five years, at which time the alternative teacher preparation program will be reviewed and evaluated for evidence of effectiveness of program administration and preparation of alternatively licensed teachers for purposes of reauthorization.

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., applicants shall provide the following to the Colorado Department of Education within 30 days of the candidate's employment and/or acceptance into an alternative educator preparation program:

- 18.01(1) a copy of the alternatively licensed teacher candidate's employment documentation, which includes terms and conditions of employment as the teacher of record or letter of agreement;

- 18.01(2) documentation from the alternative educator preparation program that the candidate has been accepted into the program, and;
- 18.01(3) a statement of assurance with signatures from the designated agency representative, human resources officer or designee of the participating district or accredited nonpublic school, and the alternatively licensed teacher candidate verifying that the candidate is employed as a teacher of record or participating in a clinical experience, and that the placement is in the approved endorsement area.

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:
 - 19.021(2)(a) a sabbatical from teaching responsibilities that includes moneys awarded to the recipient's employer for the purpose of hiring a substitute teacher during the award recipient's sabbatical.
 - 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.
 - 19.01(2)(f) the opportunity to receive additional training or education.
- 19.01(3) During 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.
 - 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 by:
- 22.00(1)(a) notifying the Department of Education of his or her intent to place the professional license on inactive status by submitting an online application.
 - 22.00(1)(b) simultaneously transferring, either in person or by first-class mail, the professional license certificate to the department of education; if the license is in electronic format, the license-holder may upload a copy of it to the application.
 - 22.00(1)(c) the Department of Education may, upon request of a license-holder, and with evidence of the license-holder's active military service, reissue the license with a new expiration date reflecting the amount of time which remained on the license prior to the license-holder's active military service, plus the amount of time during which the license-holder served in active military service. and the person shall be deemed to not hold a professional license.
- 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 at any time by notifying the Department of Education via application to return his or her professional license.
- 22.00(4) Upon application to return to active status, the Department of Education shall reissue the professional license with a new expiration date reflecting the period remaining on the professional license as of the date the license-holder converted to inactive status.
- 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 placed a license 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

- 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:

- 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.
Section 2260.5-R-8.20 eff. 07/30/2014.
Section 2260.5-R-4.18 eff. 08/14/2014.
Entire rule eff. 03/30/2016.

Annotations

Introductory paragraph of Rule 2260.5-R-23.00 (adopted 11/10/2005) was not extended by House Bill 07-1167 and therefore expired 05/15/2007.
Rules 2260.5-R-3.03(2)(a), 3.06(1)(a), 3.06(1)(c), 3.07(1)(d), 4.13(4)(c), 4.17(7), 15.00(2)(d), 15.00(2)(j) (adopted 12/14/2006) were not extended by Senate Bill 08-075 and therefore expired 05/15/2008.
Rules 2260.5-R-3.07(1), 4.17(1), 4.17(2), 4.17(3) were repealed by Senate Bill 08-075, eff. 05/15/2008.
Rules 4.11(6)-4.11(6)(d) (adopted 08/08/2012) were not extended by Senate Bill 13-079 and therefore expired 05/15/2013.
Rule 4.04 (adopted 12/05/2012) was not extended by Senate Bill 15-100 and therefore expired 05/15/2015.