

DEPARTMENT OF EDUCATION

Colorado State Board of Education

COLORADO EDUCATOR LICENSING ACT OF 1991

1 CCR 301-37

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

1.00 Statement of Basis and Purpose

The statutory basis for these rules is found in section 22-2-107(1)(c) State board – power, 22-60.5-101, et seq, C.R.S., the Colorado Educator Licensing Act of 1991 and section 22-2-109(1) State board of education – additional duties. These rules establish the standards and criteria for the issuance of licenses and authorizations to teachers, special services providers, principals and administrators. The Act calls for the State Board of Education to adopt rules for a three-tiered system of licensure for education personnel which includes an initial license for entry-level educators, a professional license for experienced educators, and a voluntary master certificate for outstanding educators.

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

These rules provide a process for the recognition of educator preparation programs in other states to facilitate the movement of educators among states. 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.

2.00 General Licensing Regulations

The Colorado Department of Education has the sole authority to issue educator licenses and authorizations. Pursuant to sections 22-63-201 and 22-32-126, C.R.S., a Colorado license or authorization is required for employment as a teacher, special services provider or principal in a Colorado school or school district. All licenses and authorizations 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.

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) 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(3) Alternative teacher contract: A one- or two-year contract, as described in section 22-60.5-207 C.R.S., entered into for an alternative teacher position by a holder of an alternative teacher license pursuant to section 22-60.5-201(1)(a), C.R.S., and a school district, or board of cooperative services that provides, or charter school that provides or participates in, a one-year or two-year alternative teacher program.
- 2.01(4) Alternative teacher program: A one- or two-year program of study and training for teacher preparation for a person of demonstrated knowledge and ability who holds an alternative teacher license pursuant to section 22-60.5-201(1)(a), C.R.S., which meets the standards of and has been approved by the Colorado State Board of Education, and that upon completion leads to a recommendation for initial licensure by the designated agency providing the program.
- 2.01(5) Alternative teacher support team: A team established by the designated agency for alternative preparation for each holder of an alternative teacher license employed as an alternative teacher. At a minimum, each alternative teacher support team shall be composed of the alternative teacher's mentor teacher and principal, and a representative of an accepted institution of higher education.
- 2.01(6) Approved induction program: A program of continuing professional development for initial license-holders that meets the requirements of the Colorado State Board of Education, and that upon completion leads to a recommendation for a professional license by the school district or districts, charter school, or the institute providing such induction program.
- 2.01(7) 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(8) Award recipient: The teacher named the Colorado Teacher of the Year.
- 2.01(9) Board of education: The governing body authorized by law to administer the affairs of any school district in the state except junior and community college districts. "Board of education" also includes a board of cooperative services organized pursuant to section 22-5-101, C.R.S.
- 2.01(9.5) Charter school: A charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22 or a charter school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22.
- 2.01(10) 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 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.

- 8.2.01(11) 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(12) Department of Education or Department: The Colorado State Department of Education (CDE) as defined in section 24-1-115, C.R.S.
- 2.01(13) Designated agency: A school district or districts, a board of cooperative services (BOCES), an accepted institution of higher education, a non-profit organization, a charter school, the institute, or any combination thereof, that is responsible for the organization, management and operation of an approved alternative teacher program.
- 2.01(14) Diversity: The backgrounds of all students and school personnel.
- 2.01(15) Institute: The state charter school institute created pursuant to section 22-30.5-503, C.R.S.
- 2.01(16) 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(17) 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(18) 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(19) 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(20) Mentor administrator: Any administrator who is designated by a school district or districts, charter school, or the institute providing an approved induction program for initial administrator licensees, who has demonstrated outstanding administrative skills and school leadership and who can provide exemplary modeling and counseling to initial administrator license-holders participating in an approved induction program.
- 2.01(21) Mentor principal: Any principal who is designated by a school district or districts, charter school, or the institute providing an approved induction program for initial principal license-holders, who has demonstrated outstanding principal skills and school leadership and who can provide exemplary modeling and counseling to initial principal license-holders participating in an approved induction program.
- 2.01(22) Mentor special services provider: any special services provider who is designated by a school district or districts, charter school, or the institute providing an approved induction program for initial special services license-holders, who has demonstrated outstanding special services provider skills and school leadership and who can provide exemplary modeling and counseling to initial special services license-holders participating in an approved induction program.

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- 2.01(23) Mentor teacher:
- 2.01(23)(a) A teacher designated by a school district or charter 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(23)(b) Any teacher who is designated by a school district or districts, charter school, or the institute providing an approved induction program for initial teacher license-holders, who has demonstrated outstanding teaching and school leadership and who can provide exemplary modeling and counseling to initial teacher license-holders participating in an approved induction program.
- 2.01(24) 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(25) 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(26) 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(27) 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(28) School: Any of the public schools of the state.
- 2.01(29) 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(30) Special services provider: Any person other than a teacher, principal or administrator who is employed by any school district, charter school, or the institute to provide professional services to students in direct support of the education instructional program.
- 2.01(31) 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(32) 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(33) 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 7.00 of these rules have been met.
- 2.02(3) Certificates and licenses which have expired are not valid for teaching in the schools of Colorado unless the applicant has a complete and active application on file with the Colorado Department of Education before the expiration date identified on the applicant's current and active educator license.

2.03 General Requirements for Colorado Licenses

- 2.03(1) Degree. Each applicant for a Colorado license 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 12.00 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 of the State Board of Education-adopted assessments appropriate to the license requested if the applicant has provided evidence of having completed three or more years of successful, evaluated teaching experience within the previous seven years 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 4.09 of these rules, unless they also can provide evidence of having completed three or more years of successful, evaluated experience within the previous seven years as a teacher, special services provider, principal or administrator in an established elementary or secondary school in another state or country, in which case they may be eligible for a professional license.
- 2.03(5) Pursuant to section 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 section 22-60.5, 201(3.5), C.R.S. the Department may issue professional teacher licenses to applicants who have earned and present certificates issued by the National Board for Professional Teaching Standards.

2.04 Application Procedures

- 2.04(1) The applicant shall submit a completed online application provided by the Colorado Department of Education.
- 2.04(2) The applicant shall provide official transcripts in which a bachelor's or higher degree was conferred:
- 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, who does not hold a valid license or certificate in another state, 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. An applicant for an initial Colorado license who holds a valid license or certificate in another state and has completed three or more years of successful, evaluated teaching experience within the previous seven years shall submit a copy of the valid out of state license or certificate along with the transcripts from any institute of higher education in which a Bachelor's or higher degree was conferred.
- 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.

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 7.01 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 section 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 12.00 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)(A) holding an earned bachelor's or higher degree in the endorsement area; or
 - 3.01(2)(e)(ii)(B) 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)(C) twenty-four semester hours of specific coursework as demonstrated through transcript evaluation in the endorsement area.

3.02 Initial Special Services License

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

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

- 3.02(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education.
- 3.02(1)(b) has completed an approved special 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 special 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 7.01 of these rules.

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

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

3.03(1)(b) has completed an approved principal preparation program at an accepted institution of higher education or an 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, or charter school which provide or have been granted a waiver from providing an approved induction program for principals as described in section 9.00 of these rules.

3.03(3) An initial principal license 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 7.01 of these rules.

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

3.04(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education.

3.04(1)(b) has completed an approved 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, or charter school, which provide or have been granted a waiver from providing an approved induction program for administrators as described in section 9.00 of these rules.

3.04(3) A holder of an initial administrator license who has completed three or more years of full-time, continuous, successful experience working with students as a licensed professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.05 Professional Teacher or Special Services License

A professional teacher or special services license 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 7.02 of these rules.

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

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

3.05(1)(b) has successfully completed an approved teacher or special services provider induction program as prescribed in section 8.00 of these rules and/or has been recommended for the professional teacher or special services license by the district or BOCES providing such induction program except as provided in section 3.05(4) of these rules.

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 teacher license need not complete an approved induction program as an initial teacher license-holder if the applicant previously completed an induction program while teaching under an adjunct instructor authorization, an emergency authorization, an interim authorization or a temporary educator eligibility authorization. If the applicant is employed by a school district, charter school, 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.

3.05(3) An applicant for a professional special services license need not complete an approved induction program as an initial special services license-holder if the applicant previously completed an induction program while teaching under an emergency authorization, an interim authorization or a temporary educator eligibility authorization. If the applicant is employed by a school district, charter school, 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.

3.05(4) A professional license may be issued to an out-of-state applicant who holds a license from another state for which standards of issuance are comparable to Colorado's licensing requirements and has three or more years of successful, evaluated teaching experience within the previous seven years as a teacher or special services provider in an established elementary or secondary school and provides documentation of such employment.

3.06 Professional Principal License

A professional principal license 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 7.02 of these rules.

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

3.06(1)(a) holds:

3.06(1)(a)(i) an earned master's degree from an accepted institution of higher education and has successfully completed an approved principal preparation program at an accepted institution of higher education; 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 9.00 of these rules.

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

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

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

3.06(1)(c)(iii) if the applicant is employed by a school district or charter school 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) In accordance with sections 4.03 and 4.17 of these rules, an individual may also apply for a professional principal license if the applicant completes an induction program and meets the requirements for an initial principal license while employed under an emergency or principal authorization.

3.06(3) A professional principal license 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 7.02 of these rules.

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

3.07(1)(a) holds:

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

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

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

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

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

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

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

3.08 Master Certificate -Teacher

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 7.02(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 special services license is valid and renewable as provided in section 7.02 of these rules. Issuance of a master certificate shall extend the validity of the special services license to seven years.

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

- 3.09(1)(a) holds a valid Colorado Special Services License and is employed in a school in the area of specialization.
- 3.09(1)(b) has been involved in ongoing professional development and training.
- 3.09(1)(c) has demonstrated advanced competencies or expertise as identified by the educator evaluation system employed in the district.
- 3.09(1)(d) has been recognized for outstanding achievements in the field of specialization.
- 3.09(1)(e) meets the following requirements for the area(s) of specialization:
 - 3.09(1)(e)(i) School Audiologist:
 - 3.09(1)(e)(i)(A) holds national certification in audiology;
 - 3.09(1)(e)(i)(B) has completed at least five years of full-time, continuous, successful, evaluated experience as a school audiologist;
 - 3.09(1)(e)(i)(C) has completed graduate-level university training in school audiology and related areas;

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

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

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

3.09(1)(e)(ii)(A) has held a Colorado Professional Special Services License in school counseling for a minimum of five years;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 3.09(1)(e)(ix)(E) has presented original research and materials at professional conferences;
- 3.09(1)(e)(ix)(F) has supervised practicum and internship students; and
- 3.09(1)(e)(ix)(G) has mentored and supervised other speech/language pathologists.

3.10 Master Certificate - Principal

A master certificate 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 7.02 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 ongoing systemic renewal and to strengthening the profession; and has demonstrated superior performance through accomplishments having significant impact on the school's educational community.
 - 3.10(1)(c)(i) The master principal must possess knowledge in the following areas:
 - 3.10(1)(c)(i)(A) systemic renewal strategies;
 - 3.10(1)(c)(i)(B) multiple models for school and district management;
 - 3.10(1)(c)(i)(C) dynamic political and policy movements in the state;
 - 3.10(1)(c)(i)(D) promising practices in the professional development of educational leaders;
 - 3.10(1)(c)(i)(E) leading research and writing on instructional strategies, student learning, assessment methodology and supervisory techniques; and
 - 3.10(1)(c)(i)(F) how to capitalize on opportunities presented by diverse stakeholders.
 - 3.10(1)(c)(ii) The master principal must demonstrate the ability to:
 - 3.10(1)(c)(ii)(A) create a community of learners who focus on student performance;
 - 3.10(1)(c)(ii)(B) translate vision into program excellence;
 - 3.10(1)(c)(ii)(C) provide value-added leadership to create an organization that has purpose, direction and energy;

- 3.10(1)(c)(ii)(D) implement programs in schools that result in sustained improvement in student performance;
 - 3.10(1)(c)(ii)(E) integrate multiple instructional models to meet diverse learning needs of both students and adults to enhance student performance;
 - 3.10(1)(c)(ii)(F) imagine alternatives based on knowledge of best practices and create those alternatives as a model for others;
 - 3.10(1)(c)(ii)(G) engage a diverse school community in sustained efforts for school improvement;
 - 3.10(1)(c)(ii)(H) influence and provide a model for the larger system (for example: the district, BOCES or the state); and
 - 3.10(1)(c)(ii)(I) contribute to the development of the profession through mentoring, teaching, writing and other modalities.
- 3.10(1)(d) has demonstrated evidence of positive impacts on student performance at the building level.
- 3.10(1)(e) has contributed to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity.

3.11 Master Certificate - Administrator

A master certificate 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 7.02 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 ongoing systemic renewal, and to strengthening of profession; and has demonstrated superior performance through accomplishments having significant impact on an educational community.
 - 3.11(1)(c)(i) The master administrator must possess knowledge in the following areas:
 - 3.11(1)(c)(i)(A) systemic renewal strategies;
 - 3.11(1)(c)(i)(B) multiple models for school and district management;
 - 3.11(1)(c)(i)(C) dynamic political and policy movements in the state;
 - 3.11(1)(c)(i)(D) promising practices in the professional development of educational leaders;

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

3.12 Alternative Teacher License

An alternative teacher license 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 5-21), 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(2)(c) A person may be employed as an alternative teacher for a total of three years for the purpose of receiving a special education generalist endorsement.

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

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(1)(b) a school district board of education or BOCES requests the applicant's services and provides documented evidence of the applicant's outstanding talent, specific abilities and particular knowledge for the assignment.
- 4.01(1)(c) the applicant's services are required, based upon district-provided evidence of a documented student need.
- 4.01(1)(d) the applicant has been employed for at least five years in the area of specialization or holds an earned bachelor's or higher degree in the area of specialization.

4.02 Special Services Intern Authorization (Birth-21)

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

- 4.02(1) The special services intern authorization may be issued for one academic year and may not be renewed.
- 4.02(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 8.00 and 9.00 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 have been completed by the applicant while holding an emergency authorization, the applicant may apply for and be issued a professional license.

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

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

4.04(1) An initial career and technical education authorization may be issued for three years by the Colorado Department of Education and may not be renewed. The applicant must meet the minimum qualifications that the State Board for Community Colleges and Occupational Education adopts pursuant to section 23-60-304(3)(a), C.R.S.

4.04(2) A professional career and technical education authorization may be issued for five years to an applicant who holds an initial career and technical education authorization and who meets the necessary requirements for holding a professional-level CTE authorization.

4.04(3) A professional career and technical education authorization may be issued for five years and may be renewed for succeeding five-year periods. The applicant must meet the minimum qualifications or renewal requirements that the State Board for Community Colleges and Occupational Education adopts pursuant to section 23-60-304(3)(a), C.R.S.

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

4.05 Substitute Authorization (Grades K-12)

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

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

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

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

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

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

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

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

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

4.06-4.08 Reserved

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

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

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

4.09(2) The applicant must:

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

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:

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- 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's/students' status with regard to established objectives as stated in the intervention plans, and report information to the supervising speech-language pathologist.
 - 4.11(4)(c) use constructive feedback from the supervising speech-language pathologist to adapt or modify interaction and/or intervention with children/students.
 - 4.11(4)(d) provide consistent, discriminating and meaningful feedback and reinforcement to the children/students.
 - 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.
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- 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 Exchange Educator Interim Authorization (Grades K-12 / Ages Birth-21)

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

4.12(1) An exchange educator interim authorization is valid for one year and may be renewed upon application for one additional year.

4.12(2) Applicants must:

- 4.12(2)(a) be a participant in a district-recognized educator exchange program.
- 4.12(2)(b) be certified or licensed – or eligible for certification or licensure – as a teacher, special services provider, principal or administrator in another country.

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

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

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

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

- 4.13(2)(a) a Colorado school district requests the TEE authorization in order to employ as a teacher or administrator an applicant who does not yet meet licensing requirements but who meets the eligibility requirements specified below.
- 4.13(2)(b) the school district provides documented evidence of a demonstrated need for specific and essential educational services that can be provided by the applicant but that would be otherwise unavailable to students due to a shortage of licensed educators with appropriate endorsement(s).

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

4.13(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 that will meet the requirements for a school nurse and must complete the program within three years of obtaining the TEE.

4.13(4) The applicant for a TEE shall:

4.13(4)(a) be continuously enrolled in an approved 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 section 4.13(4)(a) or 4.13(4)(b).

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

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

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

4.14 Educational Interpreter Authorization (Ages Birth-21)

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

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

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

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

4.14(2)(b) a 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)(v)(B) the differences between classroom discourse and conversational discourse, and the implication of those differences in the interpreting process;
 - 4.14(2)(d)(v)(C) communication processes with inclusive students who are deaf or hard-of-hearing as related, but not limited to, issues of taking turns, avoiding overlap of speaking/signing processes, challenges associated with the use of multimedia and uncaptioned materials; and
 - 4.14(2)(d)(v)(D) classroom subject matter concepts and associated vocabulary and terminology.
- 4.14(3) The educational interpreter is knowledgeable about the educational process with inclusive students who are deaf or hard-of-hearing and is able to:
 - 4.14(3)(a) identify and communicate information about current concepts, practices, issues and trends relevant to interpreting in a public school setting.
 - 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.

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- 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 or charter-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, charter school, or the institute 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, charter school, or the institute that will comprise the individualized alternative principal program and that will be completed while the candidate is employed under the principal authorization. The district, charter school, or institute 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, charter school, or institute stating the school district's or charter school's intention to employ the applicant as a principal, an assistant principal or in a principal-like position (such as dean of students) upon issuance of the principal authorization.

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

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

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

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

4.17(3)(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 section 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.

4.17(6) Upon successful completion of an alternative principal preparation program, if the candidate has also successfully completed an induction program while under a principal authorization, the candidate may apply for a professional principal license.

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

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

4.18(1) The Native American language and culture instructor authorization 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:

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- 4.18(1)(a) qualifies for an adjunct instructor authorization as specified in section 4.01 of these rules; or
- 4.18(1)(b) has demonstrated expertise in a Native American language of a federally recognized tribe by:
- 4.18(1)(b)(i) providing evidence of demonstrated expertise in a Native American language of a federally recognized tribe as verified by the employing school district;
 - 4.18(1)(b)(ii) identifying a partnering, licensed teacher as verified by the employing school district;
 - 4.18(1)(b)(iii) meeting the following objective standards as verified by the employing school district:
 - 4.18(1)(b)(iii)(A) is able to listen, speak, read and write the Native American language identified at a proficient level for the purposes of interpersonal, interpretive and presentational communication;
 - 4.18(1)(b)(iii)(B) is knowledgeable about the language and related culture, can describe their interrelationships and is able to articulate to students, other educators and interested stakeholders:
 - 4.18(1)(b)(iii)(B)(I) perspectives related to historic and contemporary ideas, attitudes and values of the members of Native American society, their history and the language(s) they speak;
 - 4.18(1)(b)(iii)(B)(II) the practices within a society that are based on historical, geographical and sociological influences representative of the culture of the Native American language being taught;
 - 4.18(1)(b)(iii)(B)(III) the contributions and achievements of the culture to the fields of literature, the arts, science, mathematics, business, technology and other related and appropriate areas;
 - 4.18(1)(b)(iii)(B)(IV) the geographic, economic, social and political features of traditional and contemporary cultures associated with the Native American language being taught; and,
 - 4.18(1)(b)(iii)(C) is able to create a learning environment that accepts, encourages and promotes the culture and language that Native American language speakers bring into the classroom.
- 4.18(2) A holder of a Native American language and culture instruction authorization is prohibited from teaching any subject other than the Native American language for which he or she has demonstrated expertise.

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

In addition to a demonstrated understanding of the Colorado Academic Standards, the Colorado Reading To Ensure Academic Development Act (Colorado READ Act), the adherence to strict data privacy and security practices, and the understanding of professional practices to address multiple pathways for students to be postsecondary and workforce ready as outlined in sections 22-2-106, 22-2-136, 22-7-1003(15) and 22-32-109, C.R.S., the following 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 that he or she teaches (e.g., science, social studies, the arts, physical education or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in the content area(s) in which the teacher is endorsed.
- 5.01(1) ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.
- 5.01(2) ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.
- 5.01(3) ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught.
- 5.02 Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
- 5.02(1) ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.
- 5.02(2) ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.
- 5.02(3) ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.
- 5.02(4) ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.
- 5.03 Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
- 5.03(1) ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.
- 5.03(2) ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.
- 5.03(3) ELEMENT C: Teachers integrate and utilize appropriate, available technology to engage students in authentic learning experiences.

- 5.03(4) ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.
- 5.03(5) ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.
- 5.03(6) ELEMENT F: Teachers model and promote effective communication.
- 75.04 Quality Standard IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.
- 5.04(1) ELEMENT A: Teachers demonstrate high standards for professional conduct.
- 5.04(2) ELEMENT B: Teachers link professional growth to their professional goals.
- 5.04(3) ELEMENT C: Teachers are able to respond to a complex, dynamic environment.
- 5.04(4) ELEMENT D: Teachers demonstrate leadership in their school, the community, and the teaching profession.
- 5.05 Quality Standard VI: Teachers take responsibility for student academic growth.
- 5.05(1) ELEMENT A: Teachers demonstrate high levels of student learning, growth and academic achievement.
- 5.05(2) 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 Provider Standards

The following shall serve as standards for authorization of program content for educator preparation programs and licensing of all special services provider candidates in Colorado. Colorado has identified nine categories of special services providers (referred to as other licensed personnel in law and state board rules). Section 11.0 of these rules further outlines the quality standards and elements applicable to all special services provider 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
- 5.06 Quality Standard I: Special services providers demonstrate mastery of and expertise in the domain for which they are responsible.
- 5.06(1) ELEMENT A: Special services providers 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.

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- 5.06(2) ELEMENT B: Special services providers demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.
- 5.06(3) ELEMENT C: Special services providers integrate evidence-based practices and research findings into their services and/or specially designed instruction.
- 5.06(4) ELEMENT D: Special services providers demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.
- 5.06(5) ELEMENT E: Special services providers demonstrate knowledge of and expertise in their professions.
- 5.07 Quality Standard II: Special services providers support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.
- 5.07(1) ELEMENT A: Special services providers foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.
- 5.07(2) ELEMENT B: Special services providers demonstrate respect for diversity within the home, school, and local and global communities.
- 5.07(3) ELEMENT C: Special services providers engage students as unique individuals with diverse backgrounds, interests, strengths and needs.
- 5.07(4) ELEMENT D: Special services providers engage in proactive, clear, and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.
- 5.07(5) ELEMENT E: Special services providers select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.
- 5.08 Quality Standard III: Special services providers plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.
- 5.08(1) ELEMENT A: Special services providers 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.
- 5.08(2) ELEMENT B : Special services providers utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.
- 5.08(3) ELEMENT C: Special services providers 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.
- 5.08(4) ELEMENT D: Special services providers support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

- 5.08(5) ELEMENT E: Special services providers establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.
- 5.08(6) ELEMENT F: Special services providers communicate effectively with students.
- 5.08(7) ELEMENT G: Special services providers develop and/or implement services and/or specially designed instruction unique to their professions.
- 5.9 Quality Standard IV: Special services providers reflect on their practice.
 - 5.9(1) ELEMENT A: Special services providers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.
 - 5.9(2) ELEMENT B: Special services providers link professional growth to their professional goals.
 - 5.9(3) ELEMENT C: Special services providers respond to complex, dynamic environments.
- 5.10 Quality Standard V: Special services providers demonstrate collaboration, advocacy and leadership.
 - 5.10(1) ELEMENT A: Special services providers collaborate with internal and external stakeholders to meet the needs of students.
 - 5.10(2) ELEMENT B: Special services providers advocate for students, families and schools.
 - 5.10(3) ELEMENT C: Special services providers demonstrate leadership in their educational setting(s).
 - 5.10(4) ELEMENT D: Special services providers contribute knowledge and skills to educational practices and their profession.
 - 5.10(5) ELEMENT E: Special services providers demonstrate high ethical standards.
- 5.11 Quality Standard VI: Special services providers take responsibility for student outcomes.
 - 5.11(1) ELEMENT A: Special services providers generate high levels of student outcomes consistent with the requirements of their respective professions.
 - 5.11(2) ELEMENT B: Special services providers demonstrate their ability to utilize multiple sources of evidence to evaluate their practice, and make adjustments where needed to continually improve student outcomes.

English Language Learner Educator and Special Services Provider Standards

In order to ensure that all Colorado educators are well equipped and able to teach Colorado's diverse student population, all educator pre-service programs including Colorado Institutes of Higher Education Educator Preparation entities and Colorado Alternative Educator Preparation entities must ensure the following standards are fully taught, addressed and practiced in their programs. The following standards equate to approximately 6 semester hours or the equivalent of 90 clock-hours.

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

- 5.12 Quality Standard I: Educators are knowledgeable about CLD populations
 - 5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.
 - 5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.
- 5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.
 - 5.13(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.
 - 5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.
- 5.14 Quality Standard III: Educators should understand literacy development for CLD students.
 - 5.14(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students
 - 5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.
- 5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.
 - 5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.
 - 5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

6.00 Principal Licensure Standards (Principal Quality Standards) 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 sections 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(1) 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(2) 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(3) 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(4) 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(1) 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(2) ELEMENT B: Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.
- 6.02(3) 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 preschool through age 20 system.
- 6.02(4) 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(5) 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(1) 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(2) 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(3) 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(4) 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(1) 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(2) 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(3) 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(1) 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(2) 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(3) ELEMENT C: Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.
- 6.05(4) 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(5) 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(6) 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(1) 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(2) 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(3) 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(1) 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 English Language Learner Principal Standards

In order to ensure that all Colorado school-based leaders are well equipped and able to support Colorado educators in teaching the state's diverse student population, all principal pre-service programs including Colorado Institutes of Higher Education Principal Preparation entities and Colorado Alternative Principal entities must ensure the standards outlined in sections 5.12 - 5.15 of these rules are fully taught, addressed and practiced in their programs.

6.09 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:

- 6.09(1) In addition to knowledge of and the ability to demonstrate the requirements in sections 6.02 - 6.08 of these rules, as appropriate and applicable:

- 6.09(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:
- 6.09(1)(a)(i) organizational management and leadership;
 - 6.09(1)(a)(ii) direction to relevant personnel and others, including but not limited to the evaluation of licensed personnel;
 - 6.09(1)(a)(iii) correlation of the administrative position and/or program to student academic and related progress, through the:
 - 6.09(1)(a)(iii)(A) planning, implementation and evaluation of relevant activities;
 - 6.09(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
 - 6.09(1)(a)(iii)(C) application of pertinent research which has resulted in proven, documented evidence of successful practice(s).
 - 6.09(1)(a)(iv) communication to a variety of audiences, in a variety of settings and on topics which may be controversial;
 - 6.09(1)(a)(v) decision-making that involves affected stakeholders;
 - 6.09(1)(a)(vi) human and community relations skills, including but not limited to, diplomacy and conflict resolution;
 - 6.09(1)(a)(vii) application(s) of technology;
 - 6.09(1)(a)(viii) understanding of the group process;
 - 6.09(1)(a)(ix) program marketing strategies;
 - 6.09(1)(a)(x) mentoring to students, educational staff and community members;
 - 6.98(1)(a)(xi) boardsmanship; and
 - 6.09(1)(a)(xii) fiscal and resource management and resource-development strategies.

6.10 English Language Learner Administrator Standards

In order to ensure that all Colorado school-based leaders are well equipped and able to support Colorado educators in teaching the state's diverse student population, all administrator pre-service programs including Colorado Institutes of Higher Education Administrator Preparation entities must ensure the standards outlined in Sections, 5.12 - 5.15 of these rules are fully taught, addressed and practiced in their programs.

6.11 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.

- 6.12 Quality Standard I – 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 Quality Standard II – 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.
- 6.146 Quality Standard III – 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.
- 6.15 Quality Standard IV – 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.
- 6.16 Quality Standard V – 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.
- 6.17 Quality Standard VI – 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.
- 6.18 Quality Standard VII – 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.
- 6.19 Quality Standard VIII – 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.
- 6.20 Standards for Professional Competencies for an Initial Administrator License With a Director of Gifted Education Endorsement.
- 6.21 The applicant for an administrator license with an endorsement as a director of gifted education shall:

- 6.21(1) hold a master's or higher degree in gifted education, or demonstrate knowledge and application of standards for the specialist, from an accepted institution of higher education.
- 6.21(2) have a minimum of two years' full-time experience working with students with exceptional academic and talent aptitude.
- 6.21(3) have completed an approved program for the preparation of directors of gifted education which includes a supervised field-based experience.
- 6.21(4) 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.

- 6.22 Quality Standard I - Foundations for Leadership: The director of gifted education demonstrates knowledge about professional leadership and the responsibilities of ethical leadership, and provides support for educators, students, family and community members to effectively address outcomes for gifted learners. The director is able to demonstrate comprehensive knowledge of gifted education organization, programs, laws and best practices and the ability to set high standards and a positive direction for gifted education consistent with values, mission and vision of the state and administrative unit. The director of gifted education is able to:
 - 6.22(1) ELEMENT A: demonstrate methods to develop vision, mission, goals and design for gifted education programs.
 - 6.22(2) ELEMENT B: demonstrate the ability to bring together stakeholders to implement general program and gifted-student goals and best practices in gifted education.
 - 6.22(3) ELEMENT C: implement collaborative decision-making strategies, as appropriate.
 - 6.22(4) ELEMENT D: apply knowledge of models and practices in change theory for improvement efforts.
 - 6.22(5) ELEMENT E: demonstrate ability to define, advocate and make changes with regard to issues in gifted education.
- 6.23 Quality Standard II - 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:
 - 6.23(1) ELEMENT A: demonstrate understanding of how systems within a district or administrative unit influence gifted-student instruction and performance.
 - 6.23(2) ELEMENT B: demonstrate knowledge and provide evidence of fostering a school and community culture that supports gifted-student programming within and outside the school setting.
 - 6.23(3) ELEMENT C: apply a systems approach for developing gifted programs to enhance integrated support and service to gifted students and their families.

- 6.24 Quality Standard III - 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:
- 6.24(1) ELEMENT A: demonstrate proficiency in gifted education policy, regulations, case law and federal programs supporting key instructional needs of gifted students.
 - 6.24(2) ELEMENT B: identify needs and recommend and promote new guidelines or regulations through the district or state system of policy development.
 - 6.24(3) ELEMENT C: clarify law and regulations for all stakeholders.
 - 6.24(4) ELEMENT D: ensure implementation of privacy laws and district policy regarding confidentiality of advanced learning plans, student records and data.
 - 6.24(5) ELEMENT E: develop, revise and/or make recommendations to amend school board or administrative unit policy to match reformed laws and regulations.
- 6.25 Quality Standard IV - 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:
- 6.25(1) ELEMENT A: demonstrate knowledge of and support for current required identification methods and procedures.
 - 6.25(2) ELEMENT B: interpret and share data to increase the identification of under-identified, underserved populations and align professional development initiatives to need.
 - 6.25(3) ELEMENT C: understand models of differentiation, acceleration and research-based instructional practices that support rigor, challenge, depth and complexity in instruction and assessment for gifted students.
 - 6.25(4) ELEMENT D: provide evidence of methods to establish high expectations for all gifted students and families, including underserved populations and twice-exceptional learners.
 - 6.25(5) ELEMENT E: monitor standards-based advanced learning plans (ALPs) in order to ensure alignment of programming options to gifted student needs.
 - 6.25(6) ELEMENT F: demonstrate knowledge of the importance and ways of blending affective and instructional needs of gifted students within a school system.
 - 6.25(7) ELEMENT G: support and defend gifted education initiatives within the general education setting in order to extend and individualize learning opportunities for exceptional learners.
- 6.26 Quality Standard V - 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:

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- 6.26(1) ELEMENT A: design and implement needs-assessments and use data to inform restructuring or adjustments to gifted programs.
- 6.26(2) ELEMENT B: develop and implement action plans for gifted education based upon student outcomes, challenges, root causes, improvement strategies and benchmarks.
- 6.26(3) ELEMENT C: demonstrate knowledge of effective, research-based gifted education models and practices that have positive impacts on gifted students.
- 6.26(4) ELEMENT D: support and/or build gifted programs that effectively embed district and alternative pathways to college and career outcomes.
- 6.27 Quality Standard VI - 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:
- 6.27(1) ELEMENT A: demonstrate understanding of educator effectiveness standards to observe, reflect upon and evaluate teachers of gifted students.
- 6.27(2) ELEMENT B: design ongoing professional development that increases the capacity of educators to understand and address the learning and affective needs of gifted students.
- 6.27(3) ELEMENT C: promote an understanding and sensitivity toward culture, ethnicity and diversity of language within staff and student body.
- 6.27(4) ELEMENT D: demonstrate understanding of skills and knowledge necessary for educators to provide for specific needs of gifted and talented students through alignment of programming options and expectations to address individual gifts and talents.
- 6.28 Quality Standard VII - Parent, Family and Community Partnership: The director of gifted education is knowledgeable about effective communication, decision-making, problem-solving and conflict-resolution strategies. The director 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:
- 6.28(1) ELEMENT A: promote understanding, resolve conflicts and build consensus for improving gifted programs and services for gifted students.
- 6.28(2) ELEMENT B: develop the infrastructure to include parent, family and community in gifted education program elements.
- 6.28(3) ELEMENT C: apply methods and systems to maximize parent and family involvement in advanced learning plans and gifted school/district engagement.
- 6.28(4) ELEMENT D: implement family partnership practices that support gifted student achievement and school involvement.
- 6.28(5) ELEMENT D: cooperatively develop and share a vision for the district or administrative unit that supports and promotes gifted education.
- 6.29 Quality Standard VIII - 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:
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- 6.29(1) ELEMENT A: develop and manage a gifted education budget including the facilitation of stakeholders in a collaborative budget development process.
- 6.29(2) ELEMENT B: leverage resources for gifted education within school systems.
- 6.29(3) ELEMENT C: provide evidence of district budgeting procedures that address state requirements.
- 6.29(4) ELEMENT D: conduct research and needs assessments in order to accurately identify specific budget needs and promote initiatives for gifted education funding through grants and other funding opportunities.

7.00 Renewal of Colorado Licenses

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

7.01 Initial Licenses

An initial teacher, special services provider, principal or administrator license and endorsements may be renewed once for a period of three years for applicants who have not completed the requirements for a professional license as specified in sections 3.05, 3.06 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.

7.02 Professional Licenses

A professional teacher, special services provider, principal or administrator license and endorsements may be renewed for a period of five years upon submission of 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 7.02(2) of these rules. To be eligible to renew a professional license, the holder shall complete such ongoing professional development activities within the period of time for which the professional license is valid or if the license has expired within the five years preceding the application date. An applicant for renewal shall meet the following requirements:

- 7.02(1) Professional development activities: An educator requesting license renewal shall complete professional development activities equivalent to 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 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 cultural and linguistic education, and may be selected from one or more of the following:
 - 7.02(1)(a) In-service education: A Colorado school district or BOCES are approved entities for in-service education programs. One semester hour of credit may be granted for every 15 clock-hours of participation.

- 7.02(1)(b) College or university credit: College or university credit may be earned from accepted institutions of higher education or accepted community, technical or junior colleges. Courses must be directly related to the standards for professional development as provided in section 7.02 of these rules. Copies of official transcripts may be submitted in addition to the signed affidavit form as evidence of completion of college credit. Though submittal of official transcripts is not required, the Department may audit to verify college or university credit.
- 7.02(1)(c) Educational travel: 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.
- 7.02(1)(d) Involvement in school and/or district performance : 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:
- 7.02(1)(d)(i) membership on school site or district accountability or improvement committee(s);
 - 7.02(1)(d)(ii) curriculum, standards or assessment development or implementation in the license-holder's endorsement content area;
 - 7.02(1)(d)(iii) the implementation of standards;
 - 7.02(1)(d)(iv) the development or implementation of a literacy or numeracy improvement program(s); and
 - 7.02(1)(d)(v) professional development in the area of culturally and linguistically diverse education.
- 7.02(1)(e) Internships: Advanced field experiences offered as part of graduate study or other professional training designed to acquire knowledge or enhance the skills of the educator may qualify as an internship. The internship must be directly related to the standards for professional development as provided in section 7.02 of these rules. One semester hour of credit may be accepted for every 15 clock-hours of participation. Official transcripts or supervisor verification must be submitted in addition to the renewal summary form as evidence of completion.
- 7.02(1)(f) Ongoing professional development and training experiences must occur within the license-holder's present or future endorsement content area(s) or in the areas of literacy or numeracy and may include, but are not limited to: attendance or presentation at professional conferences; service on statewide or national educational task forces or boards; professional research and publication; supervision of student teachers or interns; mentorships; and the pursuit of national educator certification.
- 7.02(2) Activities completed for license renewal shall be directly related to one or more of the following standards:
- 7.02(2)(a) knowledge of subject matter content and learning, including knowledge and application of the Colorado Academic Standards, post-secondary workforce readiness, career counseling, multi-tiered systems of support and other appropriate student-based supports.

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- 7.02(2)(b) effective use of assessments in planning for instructional delivery and in individualizing student instruction.
 - 7.02(2)(c) effective teaching of the democratic ideal.
 - 7.02(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.
 - 7.02(2)(e) effective communication with students, colleagues, parents and the community.
 - 7.02(2)(f) effective modeling of appropriate behaviors to ensure quality learning experiences for students and for colleagues.
 - 7.02(2)(g) effective leadership to ensure a school community that is committed to and focused on learning.
 - 7.02(2)(h) consistently ethical behavior and creation of an environment that encourages and develops responsibility, ethics and citizenship in self and others.
 - 7.02(2)(i) achievement as a continuous learner who encourages and supports personal and professional development of self and others.
 - 7.02(2)(j) effective organization and management of human and financial resources to create a safe and effective working and learning environment.
 - 7.02(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.
 - 7.02(2)(l) awareness, understanding and instructional strategies related to Culturally and Linguistically Diverse and English Language Learner students.
- 7.02(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.
- 7.02(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:
- 7.02(4)(a) an application for license renewal including a signed affidavit in which the license-holder affirms under oath that:
 - 7.02(4)(a)(i) the license-holder satisfactorily completed the ongoing professional development activities specified in the affidavit;
 - 7.02(4)(a)(ii) the activities were completed within the term of the professional license; and
 - 7.02(4)(a)(iii) to the best of the license-holder's knowledge, the activities comply with the requirements of section e 7.02 and section 22-60.5-110, C.R.S.
 - 7.02(4)(b) a statement of how the activities selected aided the educator in meeting the standards for professional educators.

- 7.02(4)(c) the required evaluation fee.
- 7.02(4)(d) the oath required in section 2.04(5) of these rules.
- 7.02(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.
- 7.02(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 7.02 (4) of these rules are not met.
- 7.02(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.
- 7.02(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.
- 7.02(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.
- 7.02(7) Effective beginning in the 2018-2019 school year and every year thereafter, educators endorsed in elementary, math, science, social studies, or English seeking a renewal of their professional license must complete or demonstrate completion of professional development activities equivalent to 45 clock/contact hours or three semester hours in Culturally and Linguistically Diverse (CLD) Education within a full five year renewal period that meets or exceeds the standards set forth in section 7.02. This requirement must only be completed once during the term of the educator's license. Professional development activities completed to satisfy this requirement may also be counted toward the requirements in section 7.02(1). Professional development activities completed to satisfy the requirements of this paragraph must meet the standards specified in sections 5.12-5.15: of these rules.
- 7.02(7)(a) Educators may demonstrate knowledge of the standards outlined in section 5.12-5.15: of these rules in one or in a combination of the following ways:
- 7.02(7)(a)(i) demonstration through a collection of professional development, in-service credit, college/university credit and/or work experience that meet the standards as outlined;
- 7.02(7)(a)(ii) completion of any CDE approved English Language Learner pathway, which may include district, college or university, BOCES or nonprofit programs;
- 7.02(7)(a)(ii)(A) agencies wishing to become an approved pathway can submit an application for approval of an English Language Learner pathway through the Colorado Department of Education's Educator Talent Unit beginning Spring 2018 and ongoing every year thereafter.

- 7.02(7)(a)(ii)(B) approved pathways will be reviewed every three years to ensure consistency and alignment to the standards as noted.
- 7.02(7)(a)(iii) completion of a Culturally and Linguistically Diverse (CLD) or related endorsement (such as English as a Second Language) in or out of Colorado; and/or
- 7.02(7)(a)(iv) completion of a Colorado Department of Education facilitated professional development pathway.
- 7.02(7)(b) A district superintendent may annually request a waiver on behalf of their educators from the English learner professional development requirements for their educators endorsed in elementary, math, science, social studies, or English if the district has had an average of 2% or fewer identified English learners in the last three years as identified in the annual CDE Student October Pupil Enrollment data collection.
- 7.02(7)(c) The principal of a charter school authorized by the institute may annually request a waiver on behalf of educators from the English learner professional development requirements for educators in their charter school authorized by the institute endorsed in elementary, math, science, social studies, or English if the charter school has had an average of 2% or fewer identified English learners in the last three years as identified in the annual CDE Student October Pupil Enrollment collection.
- 7.02(7)(d) Upon submission of an application for renewal, educators will also submit the superintendent's notice or institute's notice of request for waiver. The Department will evaluate the waiver request based on the average of the last three years of the English learner population in the district.

7.03 Appeals Process

An applicant whose application for renewal of any license has been 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.

7.04 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:

7.04(1) completing and submitting an application for renewal including:

- 7.04(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 section 7.02 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.
- 7.04(1)(b) the renewal fee set by the State Board of Education.
- 7.04(1)(c) in the event that a license or certificate is expired by one year or more, the applicant must resubmit fingerprints to the Colorado Bureau of Investigations (CBI) and the results must be transferred to the Colorado Department of Education.

8.00 Approved Induction Programs

Teachers, special services providers, and holders of authorizations.

Initial licenses are valid only in school districts or charter schools that provide approved induction programs unless the district or other educational entity has been granted a waiver of an induction program as provided in section 15.00 of these rules. Colorado school districts, consortia of districts, BOCES or other educational entities that employ licensed educators may develop induction programs for initial teachers, special services providers and holders of authorizations. Such programs shall meet the criteria of these rules and be approved by the Department. Initial and continuing approval of such programs may be granted by the Department.

8.01 Criteria for Approval and Review of Induction Programs

The following shall serve as standards and criteria for the approval of induction programs for initial teacher and special services license-holders. These standards have been developed in consideration of sections 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.

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

8.01(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:

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

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

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

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

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

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

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

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

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

8.01(2) Effective induction programs shall include district policies that will:

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

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

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- 8.01(4)(c) district, charter school, or institute guidelines for selecting mentors may include:
- 8.01(4)(c)(i) the mentor agrees to serve as a mentor;
 - 8.01(4)(c)(ii) the mentor is an experienced professional who consistently models the quality standards as reflected in section 5.00 of these rules with demonstrated excellence in practice as measured by the district educator effectiveness system;
 - 8.01(4)(c)(iii) the mentor works well with adults and is sensitive to the viewpoints of others; and
 - 8.01(4)(c)(iv) the mentor is an active and open learner and competent in interpersonal and public relations skills.
- 8.01(4)(d) district, charter school, or institute guidelines for the assignment of mentors may include:
- 8.01(4)(d)(i) that the mentor has demonstrated effectiveness of academic achievement for students;
 - 8.01(4)(d)(ii) that the mentor be closely matched to the inductee in terms of assignment;
 - 8.01(4)(d)(iii) that the mentor be located, when possible, in close proximity to the inductee; and
 - 8.01(4)(d)(iv) that the mentor and the inductee styles are not in conflict.
- 8.01(5) Effective induction programs may be based upon the following best practices by:
- 8.01(5)(a) promoting purposeful learning by inductees rather than learning through trial and error.
 - 8.01(5)(b) encouraging the retention of capable, talented professionals.
 - 8.01(5)(c) strengthening teacher leadership and enhancing the working conditions and job satisfaction of professionals to increase student learning.
 - 8.01(5)(d) ensuring mentors are carefully selected and given release time to mentor their new educator and are provided with strong professional development and support for their mentoring activities.
 - 8.01(5)(e) ensuring that mentors model professionalism and ethics, high academic standards and high quality teaching.
 - 8.01(5)(f) providing a safe, risk-taking environment and a collegial atmosphere for teaching and learning.
 - 8.01(5)(g) promoting systemic change and continuous improvement.

8.02 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.

9.00 Induction Programs

Principals and Administrators.

Initial Licenses are valid only in school districts which provide approved induction programs, unless the school district or charter school has applied for and obtained a waiver of the induction program requirement.

9.00(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.

9.00(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.

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

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

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

9.00(2)(a)(ii)(A) commitment to the standards for principals or administrators, as appropriate;

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

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

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

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

9.00(2)(c) Professional development plans: At the inception of the induction period, the mentor and inductee 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.

- 9.00(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.
- 9.00(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.
- 9.00(2)(f) Recommendation: The district, districts, charter school, or institute 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.
- 9.00(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.

10.00 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.

- 10.00(1) A license may be denied, annulled, suspended or revoked by the Colorado State Board of Education in accordance with the State Administrative Procedures Act, sections 24-4-101 through 107, C.R.S., in the following circumstances:
- 10.00(1)(a) A license may be annulled or denied if the applicant obtained or attempts to obtain the license through misrepresentation or fraud or through misleading information or an untruthful statement submitted or offered with the intent to misrepresent or mislead or to conceal the truth.
- 10.00(1)(b) 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.

- 10.00(1)(c) A license may be denied, suspended or revoked when the applicant or holder is or has ever been determined to be mentally incompetent by a court of competent jurisdiction and a court has entered, pursuant to part 3 or part 4 of Article 14 of Title 15 of the Colorado Revised Statutes or section 27-65-109(4) or 27-65-127, C.R.S., an order specifically finding that the mental incompetency is of such a degree that the applicant or holder is incapable of continuing to perform his or her job; 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.
- 10.00(1)(d) A license may be denied, suspended or revoked when the applicant or holder is or has ever been convicted of, pleads or has ever pled nolo contendere to or receives or has ever received a deferred sentence for a violation of any one of the following offenses:
- 10.00(1)(d)(i) contributing to the delinquency of a minor, as described in section 18-6-701, C.R.S.;
- 10.00(1)(d)(ii) a misdemeanor, the underlying factual basis of which has been found by the court on the record to involve domestic violence, as defined in section 18-6-800.3 (1) C.R.S., and the conviction is a second or subsequent conviction for the same offense;
- 10.00(1)(d)(iii) misdemeanor sexual assault, as described in section 18-3-402 C.R.S.;
- 10.00(1)(d)(iv) misdemeanor unlawful sexual conduct as described in section 18-3-404, C.R.S.;
- 10.00(1)(d)(v) misdemeanor sexual assault on a client by a psychotherapist, as described in section 18-3-405.5 C.R.S.;
- 10.00(1)(d)(vi) misdemeanor child abuse, as described in section 18-6-401, C.R.S.;
- 10.00(1)(d)(vii) a crime under the laws of the United States, another state, a municipality of this state or another state, or any territory subject to the jurisdiction of the United States, the elements of which are substantially similar to one of the offenses described in this paragraph (d); or
- 10.00(1)(d)(viii) a misdemeanor committed under the laws of the United States, another state, a municipality of another state or any territory subject to the jurisdiction of the United States, the elements of which are substantially similar to sexual exploitation of children as described in section 18-6-403(3)(b.5), C.R.S.
- 10.00(1)(e) 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 18-18-102(5), C.R.S.

- 10.00(1)(f) A license may be denied, suspended or revoked when the applicant or holder is or has ever been found guilty of a felony, other than a felony described in section 10.00(2) of these rules, or upon the court's acceptance of a guilty plea or a plea of nolo contendere to a felony, other than a felony described in section 10.00(2) of these rules, in this state or under the laws of any other state, the United States, or any territory subject to the jurisdiction of the United States, of a crime which, if committed within this state, would be a felony, other than a felony described in section 10.00(2) of these rules, when the commission of said felony, in the judgment of the State Board of Education, renders the applicant or holder unfit to perform the services authorized by his or her license.
- 10.00(1)(g) 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.
- 10.00(1)(h) A license may be denied, suspended or revoked when the applicant or holder forfeits or has ever forfeited any bail, bond or other security deposited to secure the appearance by the applicant or holder who is charged with having committed a felony or misdemeanor, pays or has ever paid a fine, enters or has ever entered a plea of nolo contendere, or receives or has ever received a deferred or suspended sentence imposed by the court for any offense described in sections 10.00(2)(a), (b), or (d) of these rules.
- 10.00(1)(i) Notwithstanding any provision of section 10.00(2) of these rules to the contrary, a license may be denied, suspended or revoked when the State Board of Education determines an applicant or holder who held a license prior to June 6, 1991, has ever been convicted of an offense described in sections 10.00(2)(a)-(c) of these rules, unless the applicant or holder was previously afforded the rights set forth in section 22-60.5-108, C.R.S., with respect to the offense and the applicant or holder received or retained his or her license as a result.
- 10.00(1)(j) A license may be suspended when the holder, without good cause, resigns or abandons his or her contracted position with a school district without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the succeeding academic year at least 30 days prior to the commencement of the succeeding academic year or the commencement of services under his or her employment contract, or without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the current academic year at least 30 days prior to the date he or she intends to stop performing the services required by the employment contract.
- 10.00(1)(k) A license may be denied, annulled, suspended or revoked when the State Board of Education finds and determines that the applicant or holder is or has ever been professionally incompetent as described in section 10.01 of these rules.
- 10.00(1)(l) A license may be denied, annulled, suspended or revoked when the State Board of Education finds and determines that the applicant or holder is or has ever been guilty of unethical behavior as described in section 10.02 of these rules.
- 10.00(1)(m) A license may be suspended or revoked for a period not less than 90 days when the State Board of Education finds and determines that the license-holder knowingly and intentionally failed to protect student data pursuant to section 22-1-123, C.R.S.
- 10.00(2) A license 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:

- 10.00(2)(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:
- 10.00(2)(a)(i) felony child abuse, as specified in section 18-6-401, C.R.S.;
 - 10.00(2)(a)(ii) a crime of violence, as defined in section 18-1.3-406, C.R.S.;
 - 10.00(2)(a)(iii) a felony offense involving unlawful sexual behavior, as defined in section 16-22-102(9), C.R.S.;
 - 10.00(2)(a)(iv) a felony, the underlying factual basis of which has been found by the court on the record to include an act of domestic violence, as defined in section 18-6-800.3, C.R.S.;
 - 10.00(2)(a)(iv)(A) This ground for mandatory denial, suspension or revocation of a license 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; or
- 10.00(2)(a)(v) a felony offense in another state, the United States, or territory subject to the jurisdiction of the United States, the elements of which are substantially similar to the elements of one of the offenses described in this paragraph (a).
- 10.00(2)(b) A license 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).
- 10.00(2)(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.
- 10.00(2)(d) 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, 2007.
- 10.00(2)(d)(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.
- 10.00(2)(e) 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.

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

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

10.01 Standards of Professional Incompetence

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

10.02 Standards of Unethical Behavior

The following 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:

10.02(1) fail or to have ever failed to make reasonable effort to protect the student from conditions harmful to health and safety.

10.02(2) provide or to have ever provided professional services in a discriminatory manner regarding age, gender, gender identity, sexual orientation, national origin, race, ethnicity, color, creed, religion, language, disability, socio-economic status or status with regard to marriage.

10.02(3) fail or to have ever failed to keep in confidence information obtained in the course of professional services unless disclosure serves to protect the child, other children or school personnel, or is required by law.

10.02(4) direct or to have ever directed a person to carry out professional responsibilities knowing that such person is not qualified for the responsibility given, except for assignments of short duration in emergency situations.

- 10.02(5) deliberately distort or suppress or to have ever deliberately distorted or suppressed curricular materials or educational information in order to promote the personal view, interest or goal of the license-holder or applicant.
- 10.02(6) falsify or misrepresent or to have ever falsified or misrepresented records or facts relating to the license-holder or applicant's qualifications, another educator's qualifications or a student's records.
- 10.02(7) make or to have ever made false or malicious statements about students or school personnel.
- 10.02(8) solicit, accept or agree to accept or to have ever solicited, accepted or agreed to accept anything of substantial value from any person when the license-holder or applicant knows, or a reasonable person could construe, that the conferment of the thing of value is for the purpose of influencing the license-holder or the applicant's professional judgment or performance of professional duties.
- 10.02(9) fail or to have ever failed to conduct financial transactions relating to the school program in a manner consistent with applicable law, rule or regulation.
- 10.02(10) engage or to have ever engaged in immoral conduct that affects the health, safety or welfare of children, conduct that offends the morals of the community or conduct that sets an inappropriate example for children or youth whose ideals the educator is expected to foster and elevate.
- 10.02(11) engage or to have ever engaged in unlawful distribution or sale of dangerous or unauthorized prescription drugs or other dangerous nonprescription substances, alcohol or tobacco.

10.03 Filing of Adverse Information Regarding an Educator License

- 10.03(1) Filing of external complaints:
 - 10.03(1)(a) A complaint regarding an educator is a formal statement filed by an aggrieved party or a party in interest against an individual who holds or has applied for a Colorado educator license of an alleged violation of conditions that, if found to be substantial or continued, and if found to be true, becomes grounds for denying, annulling, revoking or suspending the license. The Department of Education shall supply necessary complaint forms and information for the filing of adverse information to any aggrieved person or party in interest.
 - 10.03(1)(b) A written complaint 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.
- 10.03(2) Filing of notification by public district/school:
 - 10.03(2)(a) The local board of education, charter school, BOCES or its designee shall notify the Department pursuant to the requirements of section 2260.5-R-10.05.
- 10.03(3) Conducting background investigations and filing charges:

- 10.03(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 section 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.
- 10.03(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.
- 10.03(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.
- 10.03(3)(d) The Department is authorized to grant extensions to any of the processing deadline dates in sections 10.03(3) and (4) of these rules, based upon sufficient cause shown.
- 10.03(3)(e) The Department will present its findings and recommendations to the State Board of Education for action:
- 10.03(3)(e)(i) if revocation or annulment is recommended and accepted by the State Board of Education, the Board shall take action to have the hearing conducted in accordance with section 24-4-105 C.R.S.; and
- 10.03(3)(e)(ii) if denial is recommended and accepted by the State Board of Education, the Department 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.
- 10.03(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.
- 10.03(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.
- 10.03(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.

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

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

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

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

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

10.05 Mandatory Reporting of Misconduct

10.05(1) If an employee of a school district is dismissed or resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of the evidence, 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.

10.05(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 10.00(1)(d)-(g) and 10.00(2)(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.

10.05(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.

10.05(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 10.01 and 10.02 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.

10.05(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.

11.00 Standards for the Approval of Educator Preparation Programs

The Colorado State Board of Education will submit its recommendation to the Colorado Commission on Higher Education (CCHE), with regard to a teacher education program, based on whether or not it approves of the content of the program.

11.01 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.

11.02 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 section 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 section 5.00 of these rules.

12.00 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), BOCES, accepted institution(s) of higher education, a non-profit agency, charter school, institute, or any combination thereof, may apply to the Colorado State Board of Education for approval of an alternative teacher preparation program pursuant to section 22-60.5-102(5) and 22-60.5-205, C.R.S.

- 12.00(1) An alternative teacher preparation program shall:
- 12.00(1)(a) be a one-year or two-year teacher preparation program of study and training for persons of demonstrated knowledge and ability who hold an alternative teacher license, as issued pursuant to section 3.12 of these rules; as follows:
 - 12.00(1)(a)(i) a one-year program 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;
 - 12.00(1)(a)(ii) a two-year program is designed to be completed in two years; and
 - 12.00(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.
 - 12.00(1)(b) be the responsibility of a designated agency, whose duties shall include the organization, management, and operation of the program as follows:
 - 12.00(1)(b)(i) a designated agency may be either a Colorado school district, a BOCES, an accepted institution of higher education a non-profit organization, a charter school, or the institute, or any combination thereof; and
 - 12.00(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, charter schools, the institute, or BOCES; at least one qualified mentor teacher; and a representative from any accepted institution of higher education cooperating with the designated agency, if applicable.
 - 12.00(1)(c) require alternatively licensed teachers to be employed by or have a clinical agreement in place with a Colorado school district, a licensed nonpublic child care facility, other preschool facility, charter school, or BOCES to teach, receive training and be supervised by a qualified mentor teacher and an appropriate support team as follows:
 - 12.00(1)(c)(i) alternative teachers must demonstrate competency in their subject area endorsement and/or assignment pursuant to section 3.00 of these rules including:
 - 12.00(1)(c)(i)(A) if the 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);
 - 12.00(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:

- 12.00(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;
- 12.00(1)(c)(ii)(B) the hours of required instruction and activities may be modified by the alternative teacher's support team, but only after a documented and performance-based evaluation of the candidate's proficiency determines that one or more of the program's requirements has already been met by the alternatively licensed teacher's proven knowledge or past experience; and
- 12.00(1)(c)(ii)(C) evaluations of alternatively licensed teachers shall be conducted and documented in accordance with section 22-9-106, C.R.S.
- 12.00(2) Proposal applications submitted by designated agencies for the approval of alternative teacher preparation programs shall include, but not be limited to:
- 12.00(2)(a) evidence of the establishment of an alternative teacher preparation program advisory council by the designated agency.
- 12.00(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.
- 12.00(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.
- 12.00(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.
- 12.00(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.
- 12.00(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.
- 12.00(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:
- 12.00(2)(f)(i) membership on the support team and attendance at meetings;
- 12.00(2)(f)(ii) identification of the time the mentor will spend in counseling and supervising the alternatively licensed teacher; and

- 12.00(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.
- 12.00(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:
- 12.00(2)(g)(i) providing a substitute teacher for the mentor teacher, as necessary and appropriate; and
- 12.00(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.
- 12.00(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.
- 12.00(2)(i) duties of the support team including, but not limited to:
- 12.00(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;
- 12.00(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:
- 12.00(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
- 12.00(2)(i)(ii)(B) the training program shall include the elements required by these rules;
- 12.00(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
- 12.00(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 12.00(1)(c) of these rules.
- 12.00(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(1)(c)

- 12.00(2)(k) explanation of how the school or district will meet the requirements specified in section 12.00(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.
- 12.00(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 - 5.07(5) of these rules.
- 12.00(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.
- 12.00(2)(n) a schedule of mentor and principal observations, including a minimum of four program candidate observations.
- 12.00(2)(o) the process by which performance evaluations of alternatively licensed teachers will be conducted, which shall be consistent with the provisions of section 22-9-106 C.R.S.
- 12.00(2)(p) the designated agency's measurable objectives for the alternatively licensed teacher's preparation program.
- 12.00(3) The alternative teacher preparation program may be approved for up to five years, and an onsite evaluation 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.

12.01 Acceptance of Alternately-Licensed Teachers

For the purposes of issuing an alternative teacher license pursuant to section 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:

- 12.01(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;
- 12.01(2) documentation from the alternative educator preparation program that the candidate has been accepted into the program, and;
- 12.01(3) a statement of assurance with signatures from the designated agency representative, human resources officer or designee of the participating district 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.

13.00 Colorado Teacher of the Year Program

13.01 Administration

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

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

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

13.01(2)(b) a cash gift.

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

13.01(2)(d) a computer.

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

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

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

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

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

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

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

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

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

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

14.00 Inactive Status of Licenses

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

14.00(1)(a) notifying the Department of Education of his or her intent to place the professional license on inactive status by submitting an online application.

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

- 14.00(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.
- 14.00(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.
- 14.00(3) A person may return a professional license to active status at any time by notifying the Department of Education via application to return his or her professional license.
- 14.00(4) Upon application to return to active status, the Department of Education 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.
- 14.00(5) Upon receipt of the professional license, the license-holder shall resume active status.
- 14.00(6) Renewal of licenses previously inactive:
- 14.00(6)(a) Any person who placed a license on inactive status may, but is not required, to complete professional development activities which meet the requirements of section 7.02 of these rules. Such activities completed while on inactive status shall apply to renewal of the person's professional license after the person returns to active status.
- 14.00(6)(b) At the time of renewal, the holder 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 7.02 of these rules and which were completed within the five years preceding the date on which the professional license will expire after its return to active status.

15.00 Waivers

- 15.01 A written request for a waiver must be received by the State Board of Education at least 120 days prior to proposed implementation. The State Board is authorized to waive any requirement in regard to alternative teacher programs or approved induction programs. Waiver applications shall include:
- 15.01(1) the specific portion of these rules to be waived.
- 15.01(2) the rationale for the request.
- 15.01(3) detailed information on the innovative programs or plans to be instituted.
- 15.01(4) financial impact of the proposed waiver, if applicable.
- 15.01(5) reasons why these innovative programs or plans cannot be implemented under the applicable rule.
- 15.01(6) a detailed plan for the evaluation of the innovative programs or plans to show their effectiveness in improving the quality of the affected educators.

Editor's Notes

History

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.

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

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

Entire rule eff. 08/14/2018.

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.