



Authorization, Adding an Endorsement, and Reauthorization Guidance Document for Educator Preparation Programs



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Introduction and Overview

The Colorado Department of Education (CDE) has authority in the authorization and reauthorization of educator preparation programs (EPPs), including both alternative pathways at designated agencies (DAs) and traditional pathways at institutions of higher education (IHEs). Educator preparation programs are responsible for preparing a broad range of licensed educators who serve Colorado's children. Completion of preparation programs leads to an array of licensure endorsement possibilities for candidates.

Educator preparation programs offered through DAs and IHEs provide a pathway for developing educators in the state of Colorado. Each EPP has a unique teaching and learning mission that guides its approach to serving educator candidates across the state. These guidelines apply to DAs and IHEs that are developing educator preparation programs or have existing alternative or traditional educator preparation programs, which wish to add a new endorsement area or are due for an upcoming reauthorization. This document, along with the provided information and links, offers everything necessary for EPPs to submit for authorization or reauthorization of their programs. Additionally, content is included on adding a new endorsement and principal licensure.

Educator Preparation Program Content Approval and Statute

The Colorado Department of Education must evaluate the quality and depth of candidate experience to ensure that statutory performance measures and the Colorado State Board of Education rules are met within the educator preparation program. The CDE is tasked with reviewing the content of educator preparation programs. The review must ensure that each program's content is designed and implemented to enable a candidate to meet the requirements for licensure endorsement (C.R.S. §22-2-109, C.R.S. §22-60.5-205).

The goals of state review of EPPs are to:

- evaluate the alignment of educator preparation programs to statutory performance standards
- evaluate the alignment of educator preparation program content to the CDE rules and regulations
- provide opportunities for reflection about the educator preparation program and support a process of continuous improvement

Additional statutory references (C.R.S §22- 2-109(3), C.R.S §22-60.5-121) regarding educator preparation program content approval and the evaluation of endorsement standards and initial licensure requirements include the following:

- Coursework that teaches teacher candidates the science of reading, including the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension, and the skills and strategies to apply to ensure that every student learns to read. Reading coursework and field practice opportunities must be a significant focus for teachers preparing for endorsement in elementary, early childhood, or special education.
- A requirement that each teacher candidate in an initial licensure program complete at least one semester or quarter-length course in behavioral health training using culturally

responsive and trauma- and evidence-informed practices.

- A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education in the manner specified by rule of the state board.
- The ability to demonstrate a high level of content area knowledge and professional competencies in the areas identified by rule of the state board.

Core Principles of High-Quality Educator Preparation Programs

In 2019, the Colorado Legislature enacted Senate Bill 19-190, the Growing Great Teachers Act. The legislation declared that “high-quality teaching is the linchpin for effective, high-quality education in the schools of the state. To be an excellent, effective educator, an individual must receive comprehensive, rigorous, and effective training in the art and science of teaching and in the skills and subjects that the individual will teach.”

The Growing Great Teachers Act directed the Colorado Department of Higher Education (CDHE) and the Colorado Department of Education (CDE) to review research and identify best practices for teacher preparation programs. The resulting report, Best in Class: Five Principles of Effective Educator Preparation, synthesized current research and identified a set of five principles for teacher preparation programs and several best practices under each principle. Taken together, the five principles demonstrate that teaching is a profession requiring specialized knowledge, clinical preparation, and ongoing candidate development and learning. Educator preparation programs that employ these five principles establish the foundation for teacher candidates as emerging professionals.

The Core Principles of High-Quality Educator Preparation Programs include these five principles:

- Principle 1: Teacher preparation programs foster candidates’ deep understanding of content knowledge for teaching and general pedagogical knowledge.
- Principle 2: Teacher preparation programs foster candidates’ deep understanding of P-12 learners, including their cognitive and socio-emotional development.
- Principle 3: Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.
- Principle 4: Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine the best steps with candidates.
- Principle 5: Teacher preparation programs engage in robust continuous improvement efforts.

These principles derived the performance-based standards for evaluating EPPs, which were codified in Colorado Revised Statute C.R.S. §23-1-121 (SB20-158). The performance-based standards are captured in categories or domains used to review all educator preparation programs. These domains are detailed in this document and include program design, educator knowledge, and competencies, candidate support team/clinical experiences for teachers or program experience for principals, and program impact and continuous improvement.

Institutions of Higher Education and Traditional Educator Preparation Programs

Traditional preparation programs offered through institutions of higher education (IHEs) provide a pathway for developing educators in Colorado. IHEs that offer traditional educator preparation programs are charged with preparing the breadth and depth of licensed personnel who serve Colorado's children. Each IHE has a unique teaching and learning mission that guides the way it serves educator candidates across the state.

Completion of approved preparation programs at IHEs leads to an array of licensure endorsement possibilities for candidates. An institution of higher education may be eligible to apply for educator licensure through the Colorado Department of Higher Education if the institution is authorized to operate in Colorado pursuant to the Degree Authorization Act (23-2-101 C.R.S.) or a participant in good standing under the State Authorization Reciprocity Agreement (SARA). Questions pertaining to degree requirements or information on becoming a new institute of higher education in Colorado require outreach and inquiry directly with the Colorado Department of Higher Education ([CDHE](#)). The information in this guide applies only to IHEs looking to create educator preparation programs or IHEs with existing traditional educator preparation programs that wish to add a new endorsement to an existing program or are preparing for reauthorization. Rules for the Administration of the Colorado Educator Licensing Act of 1991 (1 CCR 301-37) can be found [the Code of Colorado Regulations website](#)

Designated Agencies and Alternative Educator Preparation Programs

A designated agency (DA) is a school district, an accredited non-public school, a board of cooperative services (BOCES), an accepted institution of higher education (IHE), or a non-profit organization, responsible for the organization, management, and operation of an approved alternative teacher program (C.R.S. §22-60.5-102 [10] and §22-60.5-205 [2]). Any of these entities may partner or collaborate to operate an approved alternative teacher program. For example, a district or BOCES may choose to contract with an institution of higher education already providing an approved teacher preparation program. An individual's successful completion of an alternative teacher preparation program leads to a recommendation for initial licensure by the designated agency providing the program.

The Colorado State Board of Education has the authority to approve designated agencies for the purposes of operating one- and two-year alternative teacher programs to assist districts and BOCES that face a shortage of teachers and often struggle to find qualified persons to teach their students (C.R.S. §22-60.5-205 and the Colorado Educator Licensing Act). Such programs shall:

- decrease the use of emergency authorizations to hire individuals who do not have teacher licenses and, in some cases, have not received any form of teacher preparation, thus jeopardizing a school district's goal of providing high-quality education for each student; and
- identify individuals with experience in areas other than education to help alleviate the teacher shortage faced by many school districts, so long as these individuals receive adequate supervision and education in teaching methods and practices.

C.R.S. 22-60.5-205 was intended to address teacher shortages in public schools. Thus, designated agencies must serve an identified need(s) of a Colorado school district(s) or BOCES. Designated agencies can create alternative preparation programs in numerous teacher endorsement areas.

State statute does not allow alternative licensure pathways for special services providers (SSPs).

Alternative teacher preparation programs offered via designated agencies must also meet standards defined in statutes, rules, and policies. The approval process is carried out solely by the Colorado Department of Education and includes initial authorization and reauthorization not more than once every five years. Rules for the Administration of the Colorado Educator Licensing Act of 1991 (1 CCR 301-37) can be found [the Code of Colorado Regulations website](#).

Purpose of Alternative Educator Preparation Programs

In Colorado, designated agencies are allowed to create alternative educator preparation programs to:

- alleviate the educator shortage faced by many school districts
- decrease the issuance of emergency educator authorizations
- provide alternative candidates with adequate supervision and education in teaching methods and practices
- assist in recruiting and employing non-traditional candidates
- provide educator pathways to alternative candidates with experience in areas other than education

Quality Performance Indicators by Domain

To evaluate the quality and alignment of an educator preparation program's operationalization of each domain, desired performance indicators measuring subcomponents of the domains were identified. The domains and performance indicators can be viewed as a parallel to standards and are used in the reauthorization process by the State Review Team, as well as in the subsequent reauthorization report presented to the State Board of Education. They are integral in the evaluation of a program's alignment and continuous improvement processes, and are used to identify strengths and areas of opportunity. These domains and their respective performance indicators are used to inform the EPP's self-study during the reauthorization cycle, as well as the Educator Preparation Program Authorization Proposal, which is submitted prior to initial authorization. Additionally, they guide the authorization check-in and reauthorization visit, as well as the overall review process. EPPs are encouraged to use this information in the preparation of their materials, as it serves as a resource and framework for authorization, reauthorization, and continuous improvement efforts.

The charts below display each domain and its summary as the header, followed by three columns. The first column lists the performance indicators, which represent components of the overall domain. The second column provides guiding questions to help programs craft a narrative for the authorization proposal and reauthorization self-study report and to inform areas of inquiry for State Review Team members during the site visit. The third column identifies evidence sources, organized by artifacts - items programs typically use to demonstrate alignment with the domain - and data sources, both program-specific and external, which support data collection, monitoring, and analysis. (Please note that CDE does not classify evidence or data sources as mandatory or optional. This approach aligns with AAQEP and CAEP accreditation processes, which allow educator preparation programs flexibility in selecting evidence to support their accreditation request.) Programs should determine when and how to introduce evidence during the reauthorization process and may use the items listed in the charts as a starting point. For example, a program might include a high-level summary of its analysis of observational rubrics in the self-study, while reserving details about how those findings informed curriculum changes for the data presentation.

The reauthorization planning process with CDE is collaborative, and throughout, educator preparation programs will work with their assigned educator preparation specialist to determine the evidence and data sources best suited to demonstrate a program's mastery of the identified domains and performance indicators.

Domain 1: Program Design

Education is a profession requiring specialized knowledge and skills. Educator preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners, and education across coursework and clinical experiences—tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is, the context, and the decisions for those choices.

Domain 1 Performance Indicators

- 1-1 Program has shared vision and values
- 1-2 Program design demonstrates developmental sequence and progression across all program pathways
- 1-3 Program identifies candidate thresholds or developmental benchmarks track candidates' development and progression across learning experiences, including critical checkpoints and aligned evidence
- 1-4 Program includes intentional partnerships with a clear purpose and structure that benefits the candidates, the program and/or the local education agency, including attending to local, regional, or state needs

Domain 1 Questions for Consideration

- What are the core values and shared vision of the program?
- How is the program designed?
- How are these reflected in the program map and narrative?
- How do candidates experience the program?
- How do candidates experience the core values and shared vision of the program?
- What shortage areas exist and how is the program creating partnerships to help minimize these shortage areas?

Domain 1 Evidence Sources

Artifacts

- Program vision/values, and how they shape program design
- Formal program description materials provided to students (i.e., degree plans, advising materials, handbooks, etc.)
- Course or module sequencing and associated hours
- Description of program sequence describing developmental progression across each pathway (program map and/or narrative), such as:
 - Major candidate outcomes and associated performance expectations
 - Key assignments/assessments and corresponding rubrics/scoring guides
 - Protocols to support candidates who struggle
 - Description of partnerships, how they are structured, and the purpose of each
- Observation/feedback protocols
- Additional artifacts as determined by the program

Data

Program-specific Data

- Demographic data of candidates and completers (race, gender, etc.).
 - Can be further grouped by endorsement type
- Enrollment and completion trends
- Course evaluations/module feedback
- End-of-Year Surveys and Interviews
 - Candidates
 - Recent Completers
 - Program Faculty/Instructors
 - Advisory Council



- Field Supervisors
- Principal/Employer Completer Surveys
- Data used to revise or monitor curricular decisions (e.g., impact of end-of-year data, course evaluations, etc.)
- Dispositional measures, rubrics, and tracking systems
- Academic/learning benchmark scores
- School and district partners (current and historical analysis)
 - Alternative-where candidates are originating
 - Traditional-where candidates are placed for clinical experiences
- Clinical experience policies and required hours
 - Program monitoring and ensuring candidates meet minimum hours; tracking systems
- Additional data as determined by the program



External data

- Licensure data
- Hiring and retention data
- Effectiveness data/ratings of completers

The information is reformatted as a layout table for those that would find it easier to visually scan.

Domain 1 Program Design: Education is a profession requiring specialized knowledge and skills. Educator preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners, and education across coursework and clinical experiences—tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is, the context, and the decisions for those choices.

Performance Indicators	Questions for Considerations	Evidence Sources
 <p>1-1</p> <p>Program has a shared vision and value.</p>  <p>1-2</p> <p>Program design demonstrates developmental sequence and</p>	<p>What are the core values and shared vision of the program?</p> <p>How is the program designed?</p> <p>How are these reflected in the program map and narrative?</p> <p>How do candidates experience the program?</p> <p>How do candidates experience the core values and shared vision of the program?</p> <p>What shortage areas exist and how is the program creating partnerships to help minimize</p>	<p>Artifacts</p> <ul style="list-style-type: none"> ● Program vision/values, and how they shape program design ● Formal program description materials provided to students (i.e., degree plans, advising materials, handbooks, etc.) ● Course or module sequencing and associated hours ● Description of program sequence describing

<p>progression across all program pathways.</p>  <p>Program identifies candidate thresholds or developmental benchmarks track candidates' development and progression across learning experience, including critical checkpoints and aligned evidence.</p>  <p>Program includes intentional partnership with a clear purpose and structure that benefits the candidates, the program and/or the local education agency, including attending to local, regional, or state needs.</p>	<p>these shortage areas?</p>	<p>developmental progression across each pathway (program map and/or narrative), such as:</p> <ul style="list-style-type: none"> ○ Major candidate outcomes and associated performance expectations ○ Key assignments/assessments and corresponding rubrics/scoring guides ○ Protocols to support candidates who struggle ○ Description of partnerships, how they are structured, and the purpose of each <ul style="list-style-type: none"> ● Observation/feedback protocols ● Additional artifacts as determined by the program <p>Data</p> <p>Program-specific Data</p> <ul style="list-style-type: none"> ● Demographic data of candidates and completers (race, gender, etc.). <ul style="list-style-type: none"> ○ Can be further grouped by endorsement type ● Enrollment and completion trends ● Course
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		<p>evaluations/module feedback</p> <ul style="list-style-type: none"> ● End-of-Year Surveys and Interviews <ul style="list-style-type: none"> ○ Candidates ○ Recent Completers ○ Program Faculty/Instructors ○ Advisory Council, ○ Field Supervisors ○ Principal/Employer Completer Surveys ● Data used to revise or monitor curricular decisions (e.g., impact of end-of-year data, course evaluations, etc.) ● Dispositional measures, rubrics, and tracking systems ● Academic/learning benchmark scores ● School and district partners (current and historical analysis) <ul style="list-style-type: none"> ○ Alternative-where candidates are originating ○ Traditional-where candidates are placed for clinical experiences ● Clinical experience policies and required hours <ul style="list-style-type: none"> ○ Program monitoring and ensuring candidates meet minimum hours; tracking systems
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		<ul style="list-style-type: none"> ● Additional data as determined by the program <p>External data</p> <ul style="list-style-type: none"> ● Licensure data ● Hiring and retention data ● Effectiveness data/ratings of completers
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Domain 2: Educator Knowledge and Competencies

Educator candidates' knowledge and competencies include deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful. Educator preparation programs map, plan, develop, assess and support candidate development of these competencies.

Domain 2 Performance Indicators

- 2-1 Systems and procedures are in place to ensure alignment of content and pedagogy with state standards educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth.
- 2-2 Dispositional and professional candidate qualities are embedded and woven throughout the program.

Domain 2 Questions for Consideration

- How does each program address:
 - content knowledge,
 - knowledge of pedagogy, and
 - pedagogical content knowledge?
- How do program leaders/faculty make decisions about content (what, when, why)?
- How do content and pedagogy interweave the issues of diversity, equity and inclusion embedded in the educator quality standards?
- How do candidates engage with student academic standards in courses and clinical experiences?

Domain 2 Evidence Sources

Artifacts

- Endorsement standard matrices
- Description of content revisions (e.g., provide updates/revisions made in content areas based upon previous re/authorization)
- Syllabi/course assignments/learning materials and matrices
 - Including alignment with standards
- Faculty/instructor professional learning
- Additional artifacts as determined by the program

Data

Program-specific Data


- Description of dispositional monitoring processes (e.g. interviews, admissions criteria, exit criteria, etc.)
- Disposition analysis/data
- Stakeholder feedback (surveys)
- Content assessment data
- Observation trend data
- Data used to revise or monitor curricular decisions (e.g., impact of end-of-year data, course evaluations, etc.)
- Course evaluation/module feedback
- Academic benchmark scores (including teacher performance assessment, if applicable)
- Additional data as determined by the program

External Data

- Content knowledge: pass rates and/or average scores on licensure tests
- Content knowledge: pass rates on MM

The information is reformatted as a layout table for those that would find it easier to visually scan.

Domain 2 Educator Knowledge and Competencies: Educator candidates' knowledge and competencies include deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful. Educator preparation programs map, plan, develop, assess and support candidate development of these competencies.

Performance Indicators	Questions for Considerations	Evidence Sources
<div style="text-align: center;">  <p>2-1</p> </div> <p>Systems and procedures are in place to ensure alignment of content and pedagogy with state standards (educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth.</p>	<p>How does each program address:</p> <ul style="list-style-type: none"> • content knowledge, • knowledge of pedagogy, and • pedagogical content knowledge? <p>How do program leaders/faculty make decisions about content (what, when, why)?</p> <p>How do content and pedagogy interweave the issues of diversity, equity and inclusion embedded in the educator quality standards?</p>	<p>Artifacts</p> <ul style="list-style-type: none"> • Endorsement standard matrices • Description of content revisions (e.g., provide updates/revisions made in content areas based upon previous re/authorization) • Syllabi/course assignments/learning materials and matrices <ul style="list-style-type: none"> ○ Including alignment with standards • Faculty/instructor professional learning • Additional artifacts as

2-2

Dispositional and professional candidate qualities are embedded and woven throughout the program.

How do candidates engage with student academic standards in courses and clinical experiences?

determined by the program

Data

Program-specific Data

- Description of dispositional monitoring processes (e.g. interviews, admissions criteria, exit criteria, etc.)
- Disposition analysis/data
- Stakeholder feedback (surveys)
- Content assessment data
- Observation trend data
- Data used to revise or monitor curricular decisions (e.g., impact of end-of-year data, course evaluations, etc.)
- Course evaluation/module feedback
- Academic benchmark scores (including teacher performance assessment, if applicable)
- Additional data as determined by the program

External Data

- Content knowledge: pass rates and/or average scores on licensure tests
- Content knowledge: pass rates on MM

Domain 3: Candidate Support Team (Teachers)-Designated Agencies

As teacher of record, candidates have support from a mentor, their principal, and from the program. Together, at a minimum, these stakeholders comprise the candidate support team. In addition, alternative licensure programs support mentors through guidance and ongoing training from the program.

Domain 3 Performance Indicators (DAs)

- 3-1 Candidate support teams exist to support each candidate across the program.
- 3-2 Mentor teachers participate in ongoing training and support from the program.

Domain 3 Questions for Consideration (DAs)

- What strategies/ philosophies impact how candidates in all pathways are supported in their experiences?
- What supports are in place to ensure quality experiences? How are mentors selected/ trained?
- How are candidates receiving feedback, from multiple observers, as they implement theory into practice?
- What systems are in place to support struggling candidates?

Domain 3 Evidence Sources (DAs)

Artifacts

- Program handbooks
- Observation and feedback forms and protocols
 - Including alignment with Colorado Teacher Quality Standards
- Process for identifying quality mentors
- Qualifications of mentor teachers
- Mentor training and resources (hours and opportunities)
- Additional artifacts as determined by the program

Data



Program-specific Data

- Candidate, mentor teacher, principal, and coach (as applicable) feedback surveys
- Data from tracking systems for candidate hours and placements
- Classroom observations, including observations of teaching (collection and analysis, and impacts on program changes and/or alignment with TQS)
- Clinical experience policies and required hours (program monitoring and ensuring candidates meet minimum hours; tracking systems)
- Additional data as determined by the program

The information is reformatted as a layout table for those that would find it easier to visually scan.

Domain 3 Candidate Support Team (Teachers) - Designated Agencies Alternative Teacher

Pathways: As teacher of record, candidates have support from a mentor, their principal, and from the program. Together, at a minimum, these stakeholders comprise the candidate support team. In addition, alternative licensure programs support mentors through guidance and ongoing training from the program.

Performance Indicators	Questions for Considerations	Evidence Sources
<p data-bbox="123 275 293 436">  3-1 Candidate support teams exist to support each candidate across the program. </p> <p data-bbox="123 653 293 814">  3-2 Mentor teachers participate in ongoing training and support from the program. </p>	<p data-bbox="574 275 1000 422">What strategies/ philosophies impact how candidates in all pathways are supported in their experiences?</p> <p data-bbox="574 453 1000 600">What supports are in place to ensure quality experiences? How are mentors selected/ trained?</p> <p data-bbox="574 632 1000 779">How are candidates receiving feedback, from multiple observers, as they implement theory into practice?</p> <p data-bbox="574 810 1000 915">What systems are in place to support struggling candidates?</p>	<p data-bbox="1057 275 1182 306">Artifacts</p> <ul data-bbox="1105 317 1503 1073" style="list-style-type: none"> ● Program handbooks ● Observation and feedback forms and protocols <ul data-bbox="1203 464 1503 684" style="list-style-type: none"> ○ Including alignment with Colorado Teacher Quality Standards and licensing requirements ● Process for identifying quality mentors ● Qualifications of mentor teachers ● Mentor training and resources (hours and opportunities) ● Additional artifacts as determined by the program <p data-bbox="1057 1083 1122 1115">Data</p> <p data-bbox="1057 1125 1357 1157"><i>Program-specific Data</i></p> <ul data-bbox="1105 1167 1511 1724" style="list-style-type: none"> ● Candidate, mentor teacher, principal, and coach (as applicable) feedback surveys ● Data from tracking systems for candidates ● Classroom observations, including observations of teaching (collection and analysis, and impacts on program changes and/or alignment with TQS) ● Additional data as determined by the program

Domain 3: Clinical Experiences-Institutions of Higher Education Traditional Teacher Pathways

Through clinical experiences, candidates experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework and field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation.

Domain 3 Performance Indicators (IHEs)

- 3-1 All candidates have opportunities for intentional, diverse clinical experiences throughout their preparation experience.
- 3-2 All candidates have opportunities for clinical experiences that align with educator licensure and state standards.

Domain 3 Questions for Consideration (IHEs)

- What strategies/ philosophies impact how candidates in all pathways are placed in field experiences?
- In what ways do candidates participate in each field experience?
- What supports are in place to ensure quality field experiences?
- How are mentors selected/trained?
- How are candidates receiving feedback, from multiple observers, as they implement theory into practice?
- What systems are in place to support struggling candidates?
- How do field experiences build on prior field and coursework?

Domain 3 Evidence Sources (IHEs)

Artifacts

- Program handbooks
- Observation and feedback forms/protocols
- Process for identifying quality mentors
- Qualifications of mentor teachers
- Mentor training and mentor teacher resources (hours and opportunities)
- Additional artifacts as determined by the program

Data

Program-specific Data



- Candidate, mentor teacher, principal, and coach (as applicable) feedback surveys
- Data from tracking systems for candidate hours and placements
- Classroom observations, including observations of teaching (collection and analysis, and impacts on program changes and/or alignment with TQS)
- Clinical experience policies and required hours (program monitoring and ensuring candidates meet minimum hours; tracking systems)
- Additional data as determined by the program

The information is reformatted as a layout table for those that would find it easier to visually scan.

Domain 3 Clinical Experiences-Institutions of Higher Education Traditional Teacher Pathways:

Through clinical experiences, candidates experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework and field settings.

Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation.

Performance Indicators	Questions for Considerations	Evidence Sources
<p data-bbox="126 415 293 579">  3-1 </p> <p data-bbox="118 621 521 831">All candidates have opportunities for intentional, diverse clinical experiences throughout their preparation experience.</p> <p data-bbox="126 867 293 1031">  3-2 </p> <p data-bbox="118 1041 521 1230">All candidates have opportunities for clinical experiences that align with educator licensure and state standards.</p>	<p data-bbox="586 411 1013 558">What strategies/ philosophies impact how candidates in all pathways are placed in field experiences?</p> <p data-bbox="586 590 980 705">In what ways do candidates participate in each field experience?</p> <p data-bbox="586 730 1008 846">What supports are in place to ensure quality field experiences?</p> <p data-bbox="586 877 833 951">How are mentors selected/trained?</p> <p data-bbox="586 982 1003 1140">How are candidates receiving feedback, from multiple observers, as they implement theory into practice?</p> <p data-bbox="586 1171 1024 1245">What systems are in place to support struggling candidates?</p> <p data-bbox="586 1276 1019 1350">How do field experiences build on prior field and coursework?</p>	<p data-bbox="1053 415 1182 447">Artifacts</p> <ul data-bbox="1102 457 1500 1251" style="list-style-type: none"> ● Program handbooks ● Observation and feedback forms/protocols <ul data-bbox="1200 604 1500 831" style="list-style-type: none"> ○ Including alignment with Colorado Teacher Quality Standards and licensing requirements ● Process for identifying quality mentors ● Qualifications of mentor teachers ● Mentor training and mentor teacher resources (hours and opportunities) ● Additional artifacts as determined by the program <p data-bbox="1053 1255 1122 1287">Data</p> <p data-bbox="1053 1293 1360 1325"><i>Program-specific Data</i></p> <ul data-bbox="1102 1331 1511 1860" style="list-style-type: none"> ● Candidate, mentor teacher, principal, and coach (as applicable) feedback surveys ● Data from tracking systems for candidate hours and placements ● Classroom observations, including observations of teaching (collection and analysis, and impacts on program changes and/or alignment with TQS) ● Clinical experience

		<p>policies and required hours (program monitoring and ensuring candidates meet minimum hours; tracking systems)</p> <ul style="list-style-type: none"> • Additional data as determined by the program
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Domain 3: Candidate Support Team - Principal Pathways

Through principal authorization experiences, principals experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework. The plan/program is aligned with program curricula so that candidates develop leadership knowledge and skills.

Domain 3 Performance Indicators (Principal)

- 3-1P Candidate support teams exist to support each candidate across the program.
- 3-2P All candidates have opportunities for experiences that align with educator licensure and state standards

Domain 3 Questions for Consideration (Principal)

- What supports are in place to ensure quality experiences?
- How are mentors selected/ trained?
- How are candidates receiving feedback, from multiple observers, as they implement theory into practice?
- What systems are in place to support struggling candidates?
- How do field experiences build on prior field and coursework?

Domain 3 Evidence Sources (Principal)

Artifacts

- Program handbooks
- Observation and feedback forms/protocols
- Process for identifying quality mentors
- Qualifications of mentor principals
- Mentor training and resources (hours and opportunities)
- Additional artifacts as determined by the program
- Clinical experience policies and required hours (program monitoring and ensuring candidates meet minimum hours; tracking systems)
- Additional artifacts as determined by the program

Data

Program-specific Data

- Candidate, mentor principal, coach, and feedback surveys.
- Observations (collection and analysis, and impacts on program changes and/or alignment)

with PQS)

- Additional data as determined by the program

The information is reformatted as a layout table for those that would find it easier to visually scan.

Domain 3 Candidate Support Team Principal Pathways: Through principal authorization experiences, principals experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework. The plan/program is aligned with program curricula so that candidates develop leadership knowledge and skills.

Performance Indicators	Questions for Considerations	Evidence Sources
<p data-bbox="126 625 269 760">3-1P</p> <p data-bbox="118 800 480 947">Candidate support teams exist to support each candidate across the program.</p> <p data-bbox="126 982 269 1117">3-2P</p> <p data-bbox="118 1136 537 1314">All candidates have opportunities for experiences that align with educator licensure and state standards.</p>	<p data-bbox="565 621 984 695">What supports are in place to ensure quality experiences?</p> <p data-bbox="565 722 951 795">How are mentors selected/trained?</p> <p data-bbox="565 823 984 980">How are candidates receiving feedback, from multiple observers, as they implement theory into practice?</p> <p data-bbox="565 1008 1008 1081">What systems are in place to support struggling candidates?</p> <p data-bbox="565 1108 1000 1182">How do field experiences build on prior field and coursework?</p>	<p data-bbox="1052 621 1183 653">Artifacts</p> <ul data-bbox="1101 663 1507 1841" style="list-style-type: none"> • Program handbooks • Observation and feedback forms/protocols <ul style="list-style-type: none"> ◦ Including alignment with Colorado Principal Quality Standards and licensing requirements • Process for identifying quality mentors • Qualifications of mentor principals • Mentor training and resources (hours and opportunities) • Additional artifacts as determined by the program • Clinical experience policies and required hours (program monitoring and ensuring candidates meet minimum hours; tracking systems) • Additional artifacts as determined by the program

	<p>Data</p> <p>Program-specific Data</p> <ul style="list-style-type: none"> ● Candidate, mentor principal, coach, and feedback surveys. ● Observations (collection and analysis, and impacts on program changes and/or alignment with PQS) ● Additional data as determined by the program
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Domain 4: Program Impact and Continuous Improvement

Preparation program impact is determined by the goals and measures established by the program. Continuous improvement is driven by the program engaging in ongoing cycles of self-reflection and reviewing program impact to improve its work. These cycles include data on current candidates throughout the program and available data on program completers.

Domain 4 Performance Indicators

- 4-1 Program regularly engages in processes to evaluate program strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection.
- 4-2 Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners, and others.

Domain 4 Questions for Consideration

- What is the impact of the program in producing effective educators and how does the program determine effectiveness?
- How are workforce needs considered and what is the program's impact on meeting the needs of Colorado schools?
- How do program faculty use feedback from candidate performance (during and after the program) to influence program improvement?

Domain 4 Evidence Sources

Artifacts

- Process and outcomes from stakeholder gatherings, such as data retreats, that focus on program impact and continuous improvement
- Additional artifacts as determined by the program

Data

Program-specific Data

- Trend data from:
 - Perception surveys (candidates, faculty, partners)


- Common assessments
- Observation protocols
- Content exam(s) analysis
- Enrollment and completion trends
- Surveys of principals/employers about completers
- Academic benchmark scores (including teacher performance assessment, if applicable)
- Course evaluations/module feedback
- End-of-Year Surveys and Interviews
 - Candidates
 - Recent Completers
 - Program Faculty/Instructors
 - Advisory Council,
 - Field Supervisors
 - Principal/Employer Completer Surveys
- Additional data as determined by the program

External Data

- Educator Preparation Program Report data
 - Enrollment/ completion
 - Placement and employment rates and contexts
 - Educator effectiveness ratings (standards and student outcomes)
 - Retention

The information is reformatted as a layout table for those that would find it easier to visually scan.

Domain 4 Program Impact and Continuous Improvement: Preparation program impact is determined by the goals and measures established by the program. Continuous improvement is driven by the program engaging in ongoing cycles of self-reflection and reviewing program impact to improve its work. These cycles include data on current candidates throughout the program and available data on program completers.

Performance Indicators	Questions for Considerations	Evidence Sources
<div style="text-align: center; margin-bottom: 10px;">  </div> <p>Program regularly engages in processes to evaluate program strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection.</p>	<p>What is the impact of the program in producing effective educators and how does the program determine effectiveness?</p> <p>How are workforce needs considered and what is the program's impact on meeting the needs of Colorado schools?</p> <p>How do program faculty use</p>	<p>Artifacts</p> <ul style="list-style-type: none"> ● Process and outcomes from stakeholder gatherings, such as data retreats, that focus on program impact and continuous improvement ● Additional artifacts as determined by the program <p>Data <i>Program-specific Data</i></p>

4-2

Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners, and others.

feedback from candidate performance (during and after the program) to influence program improvement?

- Trend data from:
 - Perception surveys (candidates, faculty, partners)
 - Common assessments
 - Observation protocols
 - Content exam(s) analysis
 - Enrollment and completion trends
 - Surveys of principals/employers about completers
 - Academic benchmark scores (including teacher performance assessment, if applicable)
 - Course evaluations/module feedback
 - End-of-Year Surveys and Interviews
 - Candidates
 - Recent Completers
 - Program Faculty/Instructors
 - Advisory Council,
 - Field Supervisors
 - Principal/Employer Completer Surveys
 - Additional data as determined by the program
- External Data*
- Educator Preparation Program Report data
 - Enrollment/

		<p>completion</p> <ul style="list-style-type: none">○ Licensure data for alternative candidates○ Placement and employment rates and contexts○ Educator effectiveness ratings (standards and student outcomes)○ Retention
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Program Authorization

Becoming a New Educator Preparation Program

In order to become a new designated agency or offer a new education program at an institution of higher education, the proposed program will need to complete a Needs Assessment for Potential Educator Preparation Programs. The Colorado Department of Education will review the submission and follow up directly with the submitter with any additional questions and/or next steps. Effective 2024, the request to become an approved program in Colorado occurs during the pre-submission stage, from June 1 to September 1. Please note that if you are an institution of higher education seeking to offer a new degree option, the Colorado Department of Higher Education must be involved in all new degree offerings. An institution of higher education may be eligible to apply for educator licensure through the Colorado Department of Higher Education if the institution is authorized to operate in Colorado pursuant to the Degree Authorization Act (23-2-101 C.R.S.) or a participant in good standing under the State Authorization Reciprocity Agreement (SARA). Please contact CDHE directly with any questions or concerns.

Following the Needs Assessment, the program will prepare an application as well as the submission of Educator Preparation Standard Matrices. These materials are due by October 1 and will be reviewed by CDE and then forwarded for a decision by the Colorado State Board of Education. The authorization timeline is broken down below and grouped into stages to include pre-submissions, submission and review, decision, and post-decision. The chart below details items at each stage and includes a checklist to help EPPs ensure they are on track with key authorization steps.

Authorization Overview By Stage and Responsibility

1. Pre-Submission Stage
 - a. Deadline: June 1-September 1
 - b. Responsibilities
 - i. Educator Preparation Program
 1. Email Educator_Preparation@cde.state.co.us your intent on becoming an approved educator preparation program. The Educator Preparation Team will walk you through the next steps and timeline.
 2. Complete a Needs Assessment for EPPs and send via email to Educator_Preparation@cde.state.co.us
 - ii. Colorado Department of Education
 1. Review needs assessment to determine if it meets qualifications
 2. Schedule a CDE Authorization meeting to notify the EPP of the next steps in the authorization process
2. Submission and Review
 - a. Deadline: October 1
 - b. Responsibilities
 - i. Educator Preparation Program
 1. Attend and participate in the CDE Authorization meeting
 2. Complete and submit the Authorization Proposal
 3. Make updates to the Authorization Proposal, if requested
 4. Submit materials for review such as matrices, syllabi/course

- descriptions, course sequences, etc. as appropriate
 - ii. Colorado Department of Education
 1. Facilitate CDE Authorization meeting
 2. State Review Team members review submitted the EPP Authorization proposal and provide feedback
 3. Facilitate peer review of matrices and syllabi as appropriate and synthesize feedback
 4. Submit recommendation to the State Board of Education, once the EPP meets all components
- 3. Decision Stage
 - a. Responsibilities
 - i. Educator Preparation Program
 1. Wait for the State Board of Education's decision
 - ii. Colorado Department of Education
 1. Communicate State Board of Education decision
- 4. Post Decision Stage
 - a. Responsibilities
 - i. Educator Preparation Program
 1. Admission of candidates to the program, data tracking, and program development
 2. Participate in CDE meetings
 3. Work with CDE to schedule and participate in the authorization check-in, 12-24 months after the initial authorization
 4. Engage in program improvements and standards alignment for reauthorization (not more than 5 years from initial authorization)
 5. Serve as a team member for an upcoming reauthorization visit
 - ii. Colorado Department of Education
 1. Follow-up and confirm the initial authorization check-in, 12-24 months after authorization
 2. Convene and facilitate CDE meetings
 3. Communicate upcoming reauthorization deadlines

The information is reformatted as a layout table for those that would find it easier to visually scan.

Authorization Stages	Educator Preparation Program	Colorado Department of Education
1. Pre-Submission Stage Deadline: June 1-September 1	<input type="checkbox"/> Email Educator_Preparation@cde.state.co.us your intent on becoming an approved educator preparation program. The Educator Preparation Team will walk	<input type="checkbox"/> Review needs assessment to determine if it meets qualifications <input type="checkbox"/> Schedule a CDE Authorization meeting to notify the EPP of the next steps in the authorization process

	<p>you through the next steps and timeline.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a Needs Assessment for EPPs and send via email to Educator_Preparation@cde.state.co.us 	
<p>2. Submission and Review Stage</p> <p><i>Deadline: October 1</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attend and participate in the CDE Authorization meeting <input type="checkbox"/> Complete and submit the Authorization Proposal <input type="checkbox"/> Make updates to the Authorization Proposal, if requested <input type="checkbox"/> Submit materials for review such as matrices, syllabi/course descriptions, course sequences, etc. as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate CDE Authorization meeting <input type="checkbox"/> State Review Team members review submitted the EPP Authorization proposal and provide feedback <input type="checkbox"/> Facilitate peer review of matrices and syllabi as appropriate and synthesize feedback <input type="checkbox"/> Submit recommendation to the State Board of Education, once the EPP meets all components
<p>3. Decision Stage</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Wait for the State Board of Education's decision 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate State Board of Education decision
<p>4. Post Decision Stage</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Admission of candidates to the program, data tracking, and program development <input type="checkbox"/> Participate in CDE meetings <input type="checkbox"/> Work with CDE to schedule and participate in the authorization check-in, 12-24 months after the initial authorization <input type="checkbox"/> Engage in program improvements and standards alignment for reauthorization (not more than 5 years from initial authorization) <input type="checkbox"/> Serve as a team member for an upcoming reauthorization visit 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow-up and confirm the initial authorization check-in, 12-24 months after authorization <input type="checkbox"/> Convene and facilitate CDE meetings <input type="checkbox"/> Communicate upcoming reauthorization deadlines

Adding a New Endorsement or Pathway

Approved educator preparation programs can be authorized by the CDE to add new endorsement areas or pathways. Effective Spring 2024, the deadlines to add a new endorsement to an existing program are June 1 or October 1 and require matrix submissions, required documents, syllabi, and any related course materials. The materials will be peer reviewed during the corresponding peer review cycle and a request to authorize a new endorsement will be reviewed at a subsequent Colorado State Board of Education meeting. To seek authorization for a new endorsement, the educator preparation program is required to:

1. Send a written request to add an endorsement/pathway by emailing educator_preparation@cde.state.co.us
2. Submit a [Needs Assessment](#) and email per instructions to educator_preparation@cde.state.co.us
3. Complete the appropriate [content matrix](#) and [supply related materials](#)
 - a. Note: You will receive an email with instructions to upload your appropriate content matrix and related materials after your Needs Assessment is received and reviewed by the Educator Preparation Unit.

Please note, that additional endorsements can also be added or authorized when a program is up for its scheduled reauthorization. Please communicate the desire to add endorsements during the reauthorization process directly to Educator Preparation at the CDE via email at educator_preparation@cde.state.co.us.

Principal Authorization-Alternative Pathways

Colorado offers two alternative pathways for principal preparation, including Individualized Principal Preparation Plans and Approved Alternative Programs. Alternative principal preparation in Colorado or principal authorization allows individuals from outside the educational community to develop the skills and experiences necessary to successfully lead a public school and ultimately qualify for an initial Colorado principal license (*C.R.S 22-60.5-305.5*). A principal authorization shall be valid for a period of three years and may not be renewed. The qualifying candidate must:

- be required to hold a principal license to fulfill the job duties;
- hold a bachelor's degree or higher from a regionally accredited college or university;
- participate in one of Colorado's two alternative pathways for principal preparation; and
- hold a valid Colorado principal authorization while serving as a principal or assistant principal in a Colorado public school

Please note that if a license is not required for the position, the individual wishing to pursue principal preparation may do so through an approved [traditional principal preparation program](#).

Individualized Principal Preparation Plans

One alternative pathway for principal authorization is the individualized principal preparation plan. This process involves a school district and a candidate collaborating to meet CDE requirements for principal authorization. The school district may work with a governmental, non-profit, or for-profit entity in designing and implementing the individualized principal preparation plan. The individualized principal preparation plan shall be subject to approval by the Colorado State Board of Education. A school district may employ a person who holds a principal authorization to perform the duties of a principal or assistant principal in a school only when the person holding

the authorization is under the supervision of a Colorado-licensed professional principal. To receive a principal authorization, an applicant collaborates with a school district to submit documentation to CDE that includes:

- a letter from the collaborating school district stating the school district’s intention to employ the applicant as a principal or assistant principal upon issuance of the principal authorization;
- coursework, practicum, and other educational requirements identified by the school district that will comprise the individualized alternative principal plan and which will be completed while the candidate is employed under the principal authorization; and
- a completed individualized plan template.

The Alternative Principal/Principal Authorization Guide fully outlines a step-by-step guide to obtaining principal authorization via an individual plan.

Approved Alternative Principal Programs

On March 9, 2022, the Colorado State Board of Education approved Colorado organizations as designated agencies for alternative principal preparation. These non-traditional licensure programs offer an alternative pathway for principal preparation for the education leader who would like to become a licensed principal in Colorado but has not completed a traditional principal licensure program through a university. It is important to note that the individual is not licensed to serve as a principal or assistant principal until the candidate is issued a principal authorization by the CDE. Please follow the Adding a New Endorsement steps above or the steps to become an authorized EPP if your program wishes to offer alternative principal preparation.

Matrices for Authorization

To show alignment with the standards, programs seeking authorization for endorsements must complete the matrices provided by the CDE and submit them for review. Content matrices allow programs to reflect on the level of implementation of each standard. The program will identify which course(s) address the standard and course outcomes/evidence within the matrix or through the submission of syllabi that define the outcomes/evidence. Along with the matrices, programs submit associated syllabi and course sequence schedules for each endorsement area they are seeking authorization.

Prior to the authorization, programs submit their matrices and support materials to the CDE for review by October 1. Once the matrices are submitted, the CDE establishes a peer review of the content. The reviewers include representatives from Institutions of Higher Education, BOCES, District/School, self-employed/retired content experts, and/or CDE staff. Peer reviewers calibrate as a team prior to reviewing the endorsement content independently. The content review marks the beginning of the authorization process, enabling programs to demonstrate how their program content aligns with state standards and the depth and breadth of that content across courses. The primary outcome of this initial review process is to ensure the content of programs is aligned with specific endorsement and educator quality standards. The peer reviewers may:

- Identify any areas where more information is needed
- Note perceived strengths or areas that require adjustments to meet standards
- Provide feedback and/or questions that arose from the review of course content for state

review

The matrix submissions are a large part of showing the program's inputs for candidates. All matrix submissions must be accompanied by the corresponding course syllabi, modules and any other materials outlined on the matrix. All parts of the matrices should be completed in their entirety, including all tabs.

Concluding the review, if further information is needed, the CDE will engage with the program to obtain additional details. The information gathered from this initial peer review process of course content builds a baseline foundation for the authorization check-in that occurs 12-24 months after the Colorado State Board of Education review. The peer reviewer's findings are used by the CDE along with the program's other application materials to inform the program's approval for initial authorization as well as the subsequent authorization check-in. Authorization Follow-up Meeting

Newly-approved educator preparation programs are required to hold a follow-up meeting or check-in with the Colorado State Board of Education after the new program is approved. The Colorado Department of Education conducts this authorization check in 12-24 months following initial program authorization. The focus of this check-in is to connect with the program in regard to the domains and performance indicators as well as learn about program successes and any changes since the initial authorization.

Programs may be asked to provide a narrative that updates their initial submission and data. The format of the site visit will be determined in consultation with the EPP and may be virtual, in-person, or a hybrid approach. Any expenses associated with in-person or hybrid formats will be the responsibility of the EPP (i.e. lodging, parking, meals, and possibly mileage for non-CDE members). The team usually consists of CDE staff but may include other partners. The charts below outline the involvement in a site visit as well as a sample schedule and ideas for planning the initial visit for newly approved EPPs.

Authorization Site Visit / Check-in Involvement

The Authorization Site Visit involves the following both the EPP leadership and key partners as well as the CDE State Review Team members. Below is a summary of each:

EPP Partner Groups

- EPP Leadership
- Faculty/instructors, including adjunct/affiliate faculty
- Additional participants as determined by the CDE

State Review Team Members

- CDE (2)
- Additional content team members, as determined by the CDE based on initial peer review and/or state initiatives or educational acts

The information is reformatted as a layout table for those that would find it easier to visually scan.

EPP PARTNER GROUPS	STATE REVIEW TEAM MEMBERS
<ul style="list-style-type: none"> ● EPP Leadership ● Faculty/instructors, including adjunct/affiliate faculty ● Additional participants as determined by the CDE 	<ul style="list-style-type: none"> ● CDE (2) ● Additional content team members, as determined by the CDE based on initial peer review and/or state initiatives or educational acts

Authorization Check-in Sample Schedule and Ideas for Planning Initial Visit

The Authorization Check-in (i.e. site visit) is typically a half day and consists of the following meetings:

- Meeting A
 - Content: Program presentation - context setting and data
 - Time: 45 minutes - 1 hour
 - Participants: State Review Team Members, EPP Leadership
- Meeting B
 - Content: Faculty/instructor conversation
 - Time: 45 minutes - 1 hour
 - Participants: State Review Team Members, Program faculty/instructors including adjunct/affiliate faculty
- Meeting C
 - Content: Current Candidates and Recent Completers as available based on program duration
 - Time: 45 minutes - 1 hour
 - Participants: State Review Team Members, Current Candidates and Recent Completers
- Meeting D
 - Content: Debrief and Q&A
 - Time: 30 minutes - 1 hour
 - Participants: State Review Team Members, EPP Leadership

The information is reformatted as a layout table for those that would find it easier to visually scan.

TIME	CONTENT	PARTICIPANTS
1 hour	Program presentation - context setting and data	<ul style="list-style-type: none"> ● State Review Team Members ● EPP Leadership
1 hour	Faculty/instructor conversation	<ul style="list-style-type: none"> ● State Review Team Members ● Program faculty/instructors including adjunct/affiliate faculty, as determined by

		EPP
1 hour	Current Candidates and Recent Completer Conversations - as available, based on program duration and timing of authorization, or if the program deems it appropriate.	<ul style="list-style-type: none"> • State Review Team Members • Candidates/recent completers
30 minutes	Debrief and Q&A	<ul style="list-style-type: none"> • State Review Team Members • EPP Leadership

Program Reauthorization

The CDE reviews programs regularly for reauthorization per C.R.S. §22-60.5-206. Each educator preparation program may not be reauthorized more frequently than once every five years. Please check the reauthorization schedule on the CDE website to ensure timing is accurate.

Reauthorization comprises all endorsement areas leading to licensure that are located within the educator preparation program, regardless if some endorsements were authorized at a different time. The overall reauthorization goals include the following: (a) evaluate the alignment of educator preparation program content to the CDE rules and regulations; (b) evaluate quality and depth of candidate experience so as to ensure the CDE rules and regulations are met within the educator preparation program; (c) evaluate the impact of completers/educator candidates on student learning; and (d) provide opportunities for reflection about the educator preparation program and support a process of continuous improvement. As detailed above in the Program Domains section beginning on page 6, educator preparation programs should consider three main categories of evidence sources for their reauthorization: content-related materials (including matrices, syllabi, and other course materials); program-provided artifacts, evidence, and data (presented across the self-study, context and data presentations); and evidence gathered from the site visit itself. All sources of evidence across these three categories are used by the State Review Team to ensure a deep understanding of the program and make recommendations.

Timeline

The following is a sequential list of the major activities and timeframes for submitting reauthorization materials and acts as an overall timeline for the reauthorization process for approved educator preparation programs.

Reauthorization Timeline

1. Ongoing
 - a. Educator Preparation Program: Engages in self-study cycle
 - b. Colorado Department of Education: Available for questions and guidance
2. 24 months prior to reauthorization site visit
 - a. Educator Preparation Program: Continues engagement in self-study cycle
 - b. Colorado Department of Education: Letter to EPP announcing reauthorization including list of endorsement areas
3. 12-18 months prior to reauthorization visit
 - a. Educator Preparation Program: Preliminary confirmation of endorsement areas to be included in review/site visit
 - b. Colorado Department of Education: Planning meeting with resources and working with EPP on a calendar hold
4. 6 months prior to reauthorization visit
 - a. Educator Preparation Program: Draft site visit schedule and discuss logistics; Final confirmation of endorsement areas to be included in review/site visit
 - b. Colorado Department of Education: Finalize State Review Team Members
5. June 1 (fall reauthorizations) / October 1 (spring reauthorizations)
 - a. Educator Preparation Program: Submit endorsement matrices and associated materials
 - b. Colorado Department of Education: Collaborate with peer reviews on matrix and

associated material reviews

6. 4-6 weeks prior to reauthorization visit
 - a. Educator Preparation Program: Submit self-study
 - b. Colorado Department of Education: Reviews submission, shares with the State Review Team, and asks for additional information or clarification, as needed; Finalizes site visit schedule with the EPP with any edits per peer review process
7. 2-4 weeks prior to reauthorization site visit
 - a. Educator Preparation Program: Context presentation given to State Review Team members
 - b. Colorado Department of Education: State Review Team to debrief context presentation and plan for site visit
8. Reauthorization site visit
 - a. Educator Preparation Program: Engages fully during the site visit
 - b. Colorado Department of Education: Conducts a reauthorization visit with the State Review Team
9. 6 weeks after reauthorization site visit
 - a. Educator Preparation Program: Is available for any questions or follow-up
 - b. Colorado Department of Education: Compiles the reauthorization report reviewed by the State Review Team and then sends it to the Educator Preparation Program after it is finalized
10. Within 30 days of receiving the reauthorization report
 - a. Educator Preparation Program: Reviews the report and sends a rejoinder, if applicable
 - b. Colorado Department of Education: Is available for any questions and works to prepare materials for State Board of Education
11. SBE Decision
 - a. Educator Preparation Program: Views the virtual meeting, if desired
 - b. Colorado Department of Education: Provides recommendation to SBE for their review and decision

The information is reformatted as a layout table for those that would find it easier to visually scan.

Reauthorization Timeline	Educator Preparation Program	CDE
Ongoing	Self-study	
~24 months prior to reauthorization site visit		Letter to EPP announcing reauthorization including list of endorsement areas
~12-18 months prior	Preliminary confirmation of endorsement areas to be included in review/site visit	Planning meeting with resources and working with EPP on a calendar hold

~6 months prior	Draft site visit schedule and discuss logistics Final confirmation of endorsement areas to be included in review/site visit	Finalize State Review Team members
June 1st for fall visits or October 1st for spring visits	Submit endorsement matrices and associated materials	
4-6 weeks prior to the site visit	Submit self-study report	Reviews submission, shares with the State Review Team, and asks for additional information or clarification, as needed Finalizes site visit schedule with the EPP with any edits per peer review process
2-4 weeks prior to site visit	Context presentation given to State Review Team members	State Review Team to debrief context presentation and plan for site visit
Site Visit	The State Review Team conducts a reauthorization visit	
~6 weeks after site visit		Reauthorization report sent for review
Within 30 days	Send a rejoinder, if applicable	
SBE Decision		Recommendations provided to the SBE at the regularly scheduled meeting

Self-Study Cycle

The self-study cycle will be used by educator preparation programs for continuous reflection and program modification. In the self-study report, EPPs will describe how the process was completed and the decisions made as a result of it. Seven steps are involved, as outlined below, along with a visual representation of the self-study process cycle.

Self-Study Steps for EPPs:

1. Review the Quality Performance Indicators by Domain (see pages 7-12 in this guidance document)
2. Review against (a) the performance indicators for each domain and (b) the program's actual performance
3. Analyze the strengths and gaps
4. Analyze the cause
5. Set goals for improvement and continuous growth
6. Implement a plan and collect formative data
7. Reflect on the cycle and determine the focus of the next cycle

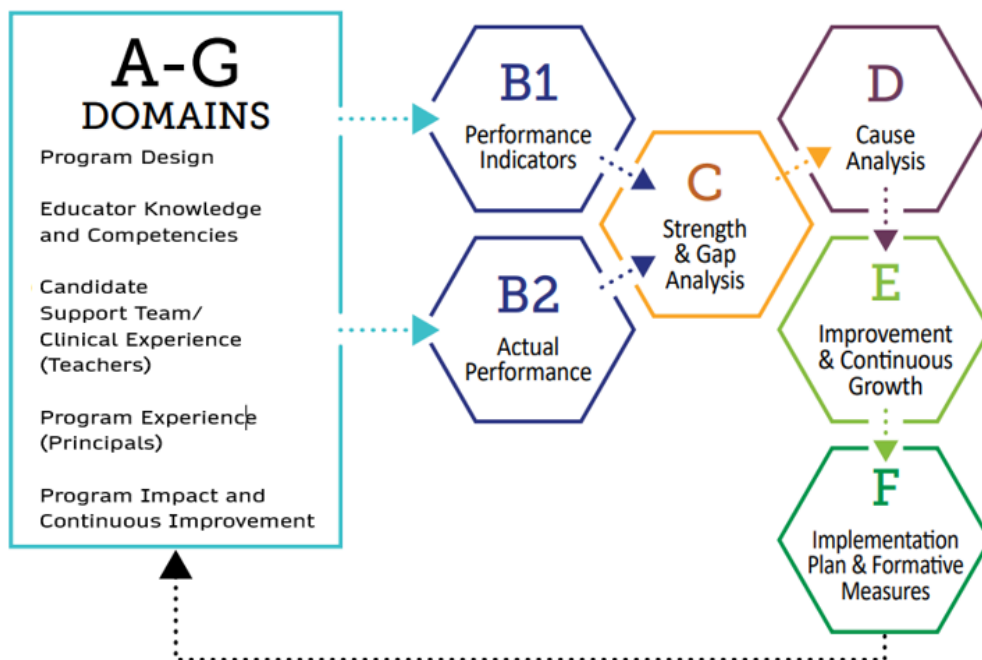


Figure: Cycle of Self-Study

Educator preparation programs that have previously undergone a reauthorization visit from CDE should review their most recent State Review Team report. Programs should determine whether recommendations from that visit have been addressed in the intervening years and include this information in their self-study report.

Matrices for Reauthorization

To show alignment with the standards, programs seeking reauthorization of endorsements must complete the matrices provided by the CDE and submit them for review. Content matrices enable programs to assess the level of implementation of each standard. The program will identify which course(s) address the standard and course outcomes/evidence either within the matrix or through the submission of syllabi that define the outcomes/evidence. Along with the matrices, programs submit syllabi and course sequence schedules for each endorsement and pathway seeking reauthorization. Please note that additional endorsements can also be added or authorized when a program is up for its scheduled reauthorization. Please communicate the desire to add endorsements during the reauthorization process directly to Educator Preparation at the CDE via email at educator_preparation@cde.state.co.us. Adding an endorsement will require the submission of matrices, syllabi, and course sequence schedules during the submission windows detailed below.

Prior to the reauthorization meeting for the EPP, programs submit their matrices to the CDE for review by June 1 for reauthorizations scheduled for the fall and October 1 for spring reauthorizations. Once the matrices are submitted, the CDE establishes a peer review of the content. The peer reviewers include representatives from institutions of higher education, BOCES, District/School, self-employed/retired content experts, and/or the CDE staff. The review of content matrices marks the beginning of the reauthorization process, enabling programs to demonstrate how their program content aligns with state standards and the depth and breadth of that content across courses. The primary outcome of this initial review process is to ensure the content of programs is aligned with specific endorsement standards and educator quality standards (i.e., content-based quality assurance). The peer reviewers may:

- Identify any areas where more information is needed
- Note perceived strengths or areas that require adjustments to meet standards
- Provide feedback and/or questions that arose from the review of the course content for the state review

The matrix submissions for reauthorization are a large part of showing the program's inputs for candidates. All matrix submissions must be accompanied by the corresponding course syllabi, modules and any other materials outlined on the matrix. All parts of the matrices should be completed in their entirety, including all tabs.

Concluding the review, if further information is required, the CDE will engage with the program to obtain additional details. The information gathered from this initial peer review process of course content builds a baseline foundation for the reauthorization of the educator preparation program. The next section in this guidance document details additional components for the reauthorization review.

Additional Components of Reauthorization Review

The peer reviewer's findings are used by the State Review Team during the site visit to review the data and evidence gathered, as well as the outcomes observed throughout the entire reauthorization process. Initial peer review may require adjustments or additions to the site visit schedule, including time during EPP partner conversations focused on a specific area of content or targeted course observations. The State Review Team uses the peer review information as they

conduct EPP partner conversations with current and former candidates, program leadership, faculty members, and PK-12 partners. The findings for content alignment in the final reauthorization report are based upon both the inputs (content alignment to state endorsement standards) and outputs or impact, which are validated and reviewed throughout the reauthorization process.

Self-Study Report: Approximately 4-6 weeks prior to the site visit, the EPP will submit a written report documenting the self-study cycle process, lessons learned, and goals that have been set. EPPs can decide how this information will be presented and what evidence will be shared to support it; however, the domains provide a strong framework for the self-study report (see pages 6-12 in this guidance document). It is essential to ensure that uninterpreted data or findings are not merely reported, but also shared in the context of the decisions made as a result. The self-study report can follow the domains. Examples of content considerations for the self-study report include the following:

- Overview/Introduction
- Historical context
- Campus community and candidates served
- Mission and vision
- Program offerings
- Program structure
- Program staff
- High-level data (enrollment, candidate demographics, etc.)
- Assessment and evaluation
- Reflections on the domains
- Overview and reflections on the self-study process
- Discussion of the program within the framework of the domains
- Program alignment
- Program successes
- Opportunities to grow
- Summary findings, goals, and future implementation areas

Context Presentation: The context presentation is facilitated 2-4 weeks prior to the site visit and is an opportunity for EPPs to share a description of their programs and how they are situated in the institution and community. EPPs will “share their story” through a high-level overview of the self-study report and discuss the cycle(s) of self-study, what was learned, celebrated, and what new goals were set. The context presentation will include the full State Review Team, be recorded, and held virtually. Attendees may also include university and program leadership, faculty, advisory group/board members, or other guests that the EPP would like to invite.

Site Visit: The best way to learn what to expect about a reauthorization site visit is to participate as a peer partner. Reauthorization site visits are conducted by the CDE with a State Review Team and include meetings with the EPP partner group and conversations. The length of the visit and the number of State Review Team members vary based on the number of endorsement areas and the size of a given program. The site visit will be conducted according to the schedule, which should be finalized one month prior to the arrival of the State Review Team. A sample schedule and outline of required partner group meetings will be provided to the EPP program lead for reauthorization and

are also available on the Educator Preparation pages on the CDE website. Please ensure that all program partners, including program leaders, instructors, mentors, principals, and candidates, are aware that the State Review Team will conduct the reauthorization for your program.

The site visit will also include a **data presentation**. This is typically conducted following the welcome and at the start of the reauthorization visit. The data presentation provides a thorough overview of the types of data the program uses to inform program improvements and substantiate program successes. The data presentation should clearly address Domain Four and its work within other domains involving data. The Quality Performance Indicators and Domains, which begin on page 6 of this resource document, include data that programs use as evidence. The State Review Team anticipates learning about how the program utilizes data to inform its continuous improvement processes during this presentation. The data presentation, including the self-study, provides an opportunity for team members to dive deeper into the data. Programs will want to highlight their data collection, analysis, and share how they are effectively implementing a data-based improvement plan.

Based on the endorsement areas offered by the program, the site visit may also include a content deep dive into reading and/or mathematics (specifically the elementary math standards included in the endorsement areas of elementary, special education, early childhood special education and early childhood). This content deep dive includes a review of content materials by CDE staff, and conversations during the site visit with faculty/instructors, current candidates, recent completers, and a course observation (determined by content review). CDE may request additional content-specific meetings during the site visit based on external factors, such as peer review findings or directives from the State Board of Education or legislative actions. The educator preparation team will work directly with programs that offer affected endorsement areas to fit this content deep dive into the reauthorization site visit schedule.

Planning and Logistics

Each educator preparation program under review for reauthorization should appoint a contact person who will serve as the program lead with the CDE to ensure that information regarding details and logistics is communicated through a single point of contact. Questions and email correspondence should be addressed to the Educator Preparation Specialist at the CDE.

Expenses: Each EPP is responsible for the costs associated with their reauthorization, including transportation, lodging, parking, and meals for the State Review Team. These expenses will be commensurate with the EPP's budget policies and realities, and will in no way affect the review of the educator preparation programs. The expenses below are for in-person reauthorization visits, with the exception of meeting rooms and spaces, which apply to all EPPs.

- **Mileage and Transportation:** Mileage will be reimbursed by the EPP for non-CDE State Review Team members if their organization does not provide mileage reimbursement for service and professional development related to the reauthorization site visit. In this situation, reimbursement will be paid directly to the state team member by the EPP through their reimbursement process. The CDE team members will have mileage reimbursement through the CDE directly. In the rare event that air travel is required, it will be booked along with a rental car or local

transit provided by the EPP for the State Review Team, ensuring that these expenses are not incurred by State Review Team members.

- **Lodging and Accommodations:** Lodging near the EPP will be reserved for each of the State Review Team members by the EPP (one room per State Review Team member). Lodging expenses may be required even if the program is located within the Denver metropolitan area.
- **Meeting Rooms and Space:** Space for meetings will be required for the reauthorization and arranged by the EPP. In addition to the spaces needed for EPP partner meetings, a private meeting space is also required that can serve as a workspace for the State Review Team, to be used during evenings and throughout the day. All associated costs for these spaces are the responsibility of the EPP.
- **Meals:** The hosting EPP is responsible for arranging and paying for working breakfasts, lunches, and dinners during the site visit.
- **Parking:** The EPP will arrange and cover parking for each State Review Team member during the site visit.

Educator preparation programs are encouraged to connect with the CDE regarding these expenses and associated logistics for reauthorization by emailing educator_preparation@cde.state.co.us.

Draft Site Visit Schedule

The CDE values in-person visits, as well as remote site visits, for programs conducted in fully online and hybrid formats for EPPs when appropriate. Due to public health or weather conditions, some site visits may need to be conducted virtually. This decision will be made in conjunction with the EPP and with as much notice as possible. Virtual site visits will follow the schedule and include all required partner meetings. Site visits, regardless of format, may include virtual meetings with EPP partner groups to facilitate greater participation from K-12 partners, candidates, recent completers, and others. [Sample site visit schedules and a meeting summary chart](#) are available online. Please note the following additional considerations:

- A reauthorization visit will last approximately 2-3 days (based on enrollment size and number of endorsement areas)
- The site visit should begin with an in-depth data presentation that includes a program overview, a deep dive into data-gathering methods, and any programmatic goals or changes that occur as a result
- The EPP and the CDE will identify and hold a full week for the site visit, and then clarify exact dates and times approximately two months prior to the site visit, once the schedule has been confirmed
- The primary focus of the site visit is to meet with EPP partner groups (see below)
- Time built throughout the schedule for State Review Team discussions and EPP reauthorization leadership team members is required (ideally after two or no more than three stakeholder groups)
- Transition time between meetings is needed
- On the final day, time is needed to meet with senior leadership (executive director, provost, president, etc.).

Reauthorization Site Visit Involvement

Required EPP Partner Groups

- EPP Leadership
- Faculty/instructors, including adjunct/affiliate faculty*
- Current candidates*
- Recent program completers*
- Advisory Council (DAs only)
- PK-12 partners: Hiring managers, superintendents, and directors from special education and human resources
- Mentor teachers/ clinical teachers (with recent experience within the past three years)
- Coaches (if applicable)
- Advising/Enrollment and Support staff
- Additional participants as determined by CDE

**These meetings will need to be broken up into multiple groups by program/endorsement area*

State Review Team Members

- CDE (2)
- PK-12 partners (1-2)
- Peer Reviewers (1-2) - preference will be given to programs that have an upcoming reauthorization
- Additional content team members, as determined by CDE based on initial peer review and/or state initiatives or educational acts

Note: Based on needs, this could include partial or full State Review Team participation and may include onsite or remote participation

The information is reformatted as a layout table for those that would find it easier to visually scan.

EPP REQUIRED PARTNER GROUPS	STATE REVIEW TEAM MEMBERS
<ul style="list-style-type: none"> ● EPP Leadership ● Faculty/instructors, including adjunct/affiliate faculty* ● Current candidates* ● Recent program completers* ● Advisory Council (DAs only) ● PK-12 partners <ul style="list-style-type: none"> ○ Hiring managers, superintendents, and directors from special education and human resources ● Mentor teachers/ clinical teachers (with recent experience within the past three years) ● Coaches (if applicable) 	<ul style="list-style-type: none"> ● CDE (2) ● PK-12 partners (1-2) ● Peer Reviewers (1-2) - preference will be given to programs that have an upcoming reauthorization ● Additional content team members, as determined by CDE based on initial peer review and/or state initiatives or educational acts <p><i>Note: Based on needs, this could include partial or full State Review Team participation and may include onsite or remote participation</i></p>

<ul style="list-style-type: none"> ● Advising/Enrollment and Support staff ● Additional participants as determined by CDE <p><i>*These meetings will need to be broken up into multiple groups by program/endorsement area</i></p>	
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Reauthorization Outcomes

Upon final review, programs can be: 1) fully reauthorized, 2) conditionally reauthorized, 3) placed on probation, or 4) recommended for termination. Programs that are fully reauthorized will receive a confirmation letter from CDE after the Colorado Department of Education State Board of Education review. Programs that are conditionally reauthorized will be reassessed as determined by the CDE. Programs that are placed on probation may not enroll new students and will be reassessed as determined by the CDE. Programs recommended for termination will be notified by CDE regarding the next steps.

Helpful Links

In addition to the hyperlinked materials in the text of this document, the following is provided as a quick reference of some common websites that can assist educator preparation program leaders in preparing for their programs, including important forms and resources.

- [Administration of Educator License Endorsements \(1 CCR 301-37\)](#)
- [Alternative Licensing Endorsement Areas](#)
- [Alternative Principal/Principal Authorization Guide](#)
- [Best in Class: Five Principles of Effective Educator Preparation](#)
- [Designated Agencies for Alternative Principal Preparation](#)
- [Educator Preparation Program Authorization Proposal](#)
- [Educator Preparation Standard Endorsement Matrices](#)
 - [Alternative Agency Matrix List](#)
 - [IHE or Educator Preparation Standards Matrices](#)
- [Individualized Alternative Principal Plan Template](#)
- [Needs Assessment for Potential Designated Agencies](#)
- [Reauthorization Schedule for EPPs by Semester](#)
- [Sample Reauthorization Schedule with Meeting Summary Chart](#)
- [Traditional Principal Preparation Programs](#)