Department of Education

Colorado State Board of Education

COLORADO EDUCATOR LICENSING ACT OF 1991

1 CCR 301-37

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

1.00 Statement of Basis and Purpose

The statutory basis for these rules is found in section 22-60.5-101, et seq, C.R.S., the Colorado Educator Licensing Act of 1991, and section 22-2-109(1), C.R.S., State board of education – additional duties.

These rules establish the standards and criteria for the issuance of licenses and authorizations to teachers, special services providers, principals, and administrators. The Act calls for the State Board of Education to adopt rules for a three-tiered system of licensure for education personnel which includes an initial license for entry-level educators, a professional license for experienced educators, and a voluntary master certificate for outstanding educators. These rules also provide for the issuance of authorizations to educators as necessary to meet the needs of Colorado schools and students. Criteria for the renewal of licenses and authorizations, which provide for significant involvement of practicing educators, are established.

Section 22-60.5-106, C.R.S. requires the State Board to establish appropriate license endorsement areas and their eligibility criteria. The endorsement criteria for subject areas and other areas of educational specialization for teachers, special service providers, principals and administrators are set forth in these rules.

Standards and processes for the approval of educator preparation programs through institutions of higher education and designated agencies for alternative preparation are provided. These rules provide a process for the recognition of educator preparation programs in other states to facilitate the movement of educators among states. The rules establish the requirements for induction programs to assist new educators through support, supervision, ongoing professional development and evaluation.

The rules establish the standards and processes by which licenses may be denied, suspended, annulled or revoked for conviction of certain criminal offenses, unethical behavior, professional incompetence, and other reasons enumerated by statute. Other miscellaneous provisions are included to meet the requirements of the Act.

2.00 General Licensing Regulations

The Colorado Department of Education has the sole authority to issue educator licenses and authorizations. Pursuant to sections 22-63-201 and 22-32-126, C.R.S., a Colorado license or authorization is required for employment as a teacher, special services provider or principal in a Colorado school or school district. All licenses and authorizations must be endorsed to indicate the grade levels/developmental levels and specialization area(s) which are appropriate to the applicant's preparation, training and experience.

2.01 Definitions

2.01(1) Accepted institution of higher education: An institution of higher education that offers at least the standard bachelor's degree and is recognized by one of the following regional associations: Western Association of Schools and Colleges; Northwest Commission on Colleges and Universities; Higher Learning Commission; New England Commission of Higher Education; Southern Association of Colleges and Schools; or Middle States Commission on Higher Education.

2.01(2) Administrator: Any person who may or may not be licensed, but who administers, directs or supervises an education instructional or education-related program, or a portion thereof, in any school or school district, or nonpublic school in the state and who is not the chief executive officer or an assistant chief executive officer of such school.

2.01(3) Alternative principal: Any person employed as the chief executive officer or an assistant chief executive officer of any school in the state to administer, direct or supervise the education instruction program in such school or nonpublic school under a principal authorization and is actively participating in an alternative principal program or an individualized alternative principal program.

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

2.01(5) Alternative teacher contract: A one- or two-year contract, as described in section 22-60.5-207 C.R.S., entered into by a holder of an alternative teacher license pursuant to section 22-60.5- 201(1)(a), C.R.S., or an interim authorization pursuant to 22-60.5-111(7), C.R.S., and a school district, board of cooperative services, nonpublic school, or charter school that provides or participates in, a one-year or two-year alternative teacher program.

2.01(6) Alternative teacher program: A one-year or two-year program of study and training for teacher preparation for a person of demonstrated knowledge and

ability who holds an alternative teacher license or an interim authorization. An alternative teacher program must meet the standards of and obtain the approval of the state board of education and, upon completion, lead to a recommendation for licensure by the designated agency providing the alternative teacher program.

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

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

2.01(9) Approved content tests: assessments approved by the State Board of Education for the purpose of evaluating the required subject matter knowledge and skills for a license, authorization, and/or endorsement.

2.01(10) Approved induction program: A program of continuing professional development for initial license-holders that meets the requirements of and is approved by the State Board of Education, and that upon completion leads to a recommendation for a professional license by the school district or districts, charter school, nonpublic school, or the institute providing such induction program.

2.01(11) Approved program of educator preparation: A program of study for the preparation of educators, approved by the State Board of Education, that prepares educator candidates to meet the quality standards established pursuant to section 22-9-105.5 (10), C.R.S. and the requirements for licensure endorsement(s) adopted by state board rule pursuant to section 22-60.5-106, C.R.S. and which, upon completion, leads to a recommendation for licensure.

2.01(12) Board of Cooperative Services (BOCES): A regional educational service unit designed to provide supporting, instructional, administrative, facility, community or any other services contracted by participating members.

2.01(13) Board of education: The governing body authorized by law to administer the affairs of any school district in the state except junior and community college districts. “Board of education” also includes a BOCES organized pursuant to section 22-5-101, C.R.S.

2.01(14) Charter school: A school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22 or a school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22.

2.01(15) Colorado Academic Standards: The state academic standards that identify the knowledge and skills that a student should acquire as the student progresses from preschool through elementary and secondary education, as adopted by the State Board of Education pursuant to section 22-7-1005, C.R.S. The Colorado Academic Standards are available at www.cde.state.co.us.

2.01(16) Colorado Teacher of the Year: The Colorado teacher selected as Teacher of the Year in the state program administered by the Department and coordinated through the national teacher of the year program.

2.01(17) Critical teacher shortage: A grade level or content area in which a local education provider (LEP) determines there is a severe need and impact on students and in which an LEP has been unable to place an appropriately licensed teacher in the vacant position(s) despite reasonable attempts to fill the position.

2.01(18) Department of Education or Department: The Colorado State Department of Education (CDE) as defined in section 24-1-115, C.R.S.

2.01(19) Designated agency: A school district or districts, a BOCES, an accepted institution of higher education, a nonprofit organization, a charter school, nonpublic school, the institute or any combination thereof that is responsible for the organization, management and operation of an alternative teacher program or an alternative principal program.

2.01(20) Diversity: The backgrounds of all students and school personnel.

2.01(21) 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(22) Field-based experiences: Experiences conducted at a school site, school administration center, school clinic, or community agency. These experiences may include classroom observations; tutoring; assisting school principals, administrators, teachers or special services providers; participation in school- and community-wide activities; student teaching or internships.2.01(23)

Individualized alternative principal program: Created in collaboration between a school district, charter school, the institute, or nonpublic school and an individual identified as requiring principal preparation, it is a plan of preparation that aligns to the Principal Quality Standards in section 6.01 of these rules and comprises coursework, practicums and other educational requirements the individual will complete while serving as a principal or assistant principal under a principal authorization in the collaborating school district, charter school, the institute or nonpublic school.

2.01(24) Institute: The state charter school institute created pursuant to section 22-30.5-503, C.R.S.

2.01(25) 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(26) Local education provider (LEP): A school district, a charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22, C.R.S., a charter school authorized by the State Charter School Institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S., or a BOCES created and operating pursuant to Article 5 of Title 22, C.R.S. that operates a public school.

2.01(27) Mentor administrator: Any administrator who is designated by a school district or districts, charter school, nonpublic school, or the institute providing an approved induction program for initial administrator license-holders, who has demonstrated outstanding administrative skills and school leadership and who can provide exemplary modeling and counseling to initial administrator license-holders participating in an approved induction program.

2.01(28) Mentor principal: Any principal who is designated by a school district or districts, charter school, nonpublic school, or the institute providing an approved induction program for initial principal license- holders, who has demonstrated outstanding principal skills and school leadership and who can provide exemplary modeling and counseling to initial principal license- holders participating in an approved induction program.

2.01(29) Mentor special services provider: Any special services provider who is designated by a school district or districts, charter school, nonpublic school, or the institute providing an approved induction program for initial special services license-holders, who has demonstrated outstanding special services provider skills and school leadership and who can provide exemplary modeling and counseling to initial special services license-holders participating in an approved induction program.2.01(30) Mentor teacher: A teacher who holds a professional license designated by a school district, charter school or nonpublic school, who has demonstrated outstanding teaching and school leadership and who can provide exemplary modeling and counseling to novice teachers.

2.01(31) Nonpublic school: Any independent or parochial school that provides a basic academic education. Neither the State board of Education nor any local school board has jurisdiction over the internal affairs of any independent or parochial school in Colorado.

2.01(32) Practicum: An intensive experience in which candidates practice and demonstrate professional skills and knowledge. Student teaching and internships are examples of a practicum.

2.01(33) Principal: Any person who is employed as the chief executive officer or an assistant chief executive officer of any school in the state and who administers, directs or supervises the education instruction program in such school or nonpublic school.

2.01(34) Qualified, licensed teacher: An individual who holds a valid Colorado teaching license in the grade level and subject endorsement area(s) in which that individual teaches or will teach.

2.01(35) Rural school district: A school district in Colorado that the Department determines is rural, based on the district's geographic size and its distance from the nearest large, urbanized area, with a total student enrollment of 6,500 students or fewer students.

2.01(36) School: Any of the public schools of the state.

2.01(37) School district: Any school district organized and existing pursuant to law, but not including junior or community college districts. "School district" includes a BOCES organized pursuant to 22-5-101, C.R.S.

2.01(38) Special services provider: Any person other than a teacher, principal or administrator who is employed by any school district, charter school, nonpublic school or the institute to provide professional services to students in direct support of the education instructional program.

2.01(39) Specialization area: The sequence of courses and experiences in the academic or professional area that the candidate plans to teach, for the grade level(s) or developmental level(s) at which the candidate plans to teach, and/or for the services that the candidate plans to provide. Examples of specialty areas include science (grades 7-12), elementary education (grades K-6), early childhood education (ages birth-8), reading specialist (grades K-12) and physical education (grades K-12).,

2.01(40) State Board of Education: The Colorado State Board of Education established by section 1 of Article IX of the Constitution of the State of Colorado.

2.01(41) Student teaching: Part of the 800 hours of field or clinical experience required in a teacher preparation program as specified in 11.02 of these rules, that is an in-depth, direct teaching experience conducted in a school and classroom setting. It is considered a culminating field- based experience for the basic teacher preparation program where candidates practice and demonstrate professional skills and knowledge.

2.01(42) Student: A child or youth who has attained 3 years of age on or before August 1 and who is under 21 years of and who is enrolled in any public or nonpublic school in the state.

2.01(43) Teacher: Any person employed to instruct students in any public or nonpublic school in the state.

2.01(44) Teacher apprentice: A person who is registered and enrolled in a state-approved teacher degree apprenticeship program (pursuant to section 22-60.5-111.5, C.R.S.), is enrolled in an affiliated bachelor's degree program from an accredited institution, and holds a teacher apprenticeship authorization pursuant to section 22-60.5-111(16), C.R.S.

2.01(45) Teacher of record: A person licensed pursuant to section 22-60.5-201(1)(a.5), C.R.S.

2.02 Validity of certificates/license.

2.02(1) Certificates and letters of authorization issued by the Department prior to July 1, 1994, must remain valid for the period for which they were issued.

2.02(2) Endorsements placed on teacher or special services certificates prior to July 1, 1994, which were based on major areas of specialization or experience and academic credit, may be issued on subsequent teacher or special services license renewals provided all renewal requirements specified in section 7.00 of these rules have been met.

2.02(3) Certificates, licenses and authorizations which have expired are not valid unless the applicant has submitted a complete and qualifying application to the Department prior to the expiration date identified on the certificate, license or authorization.

2.03 General Requirements for Colorado Licenses

2.03(1) Degree. Each applicant for a Colorado license must hold the appropriate academic degree for the license and/or endorsement sought from an accepted institution of higher education.

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

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

2.03(2) Approved program of preparation. An initial license may be issued upon satisfactory completion of an approved program of preparation, an alternative teacher program, an alternative principal program, an individualized alternative principal program, an approved Colorado teacher degree apprenticeship program or an out-of-state educator preparation program approved or authorized by a state other than Colorado as defined in section 2.03(3)(b) of these rules, and upon demonstration of required competencies as specified in these rules. Applicants who completed an approved program in a state other than Colorado must meet the requirements in section 2.03(3) of these rules.

2.03(3) Out-of-state applicants. An initial license may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the State Board of Education and who has met the following requirements:

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

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

2.03(3)(c) has successfully completed a clinical experience that meets or exceeds Colorado's field-based experience requirement as specified in 11.02 of these rules;2.03(3)(d) holds a standard license issued by the state education agency of another state or country, is eligible to hold a standard license issued by the state education agency of the preparing state, or meets the official requirements of the legally designated licensing agency of the preparing state; and

2.03(3)(e) has demonstrated professional competencies and depth of content knowledge appropriate to the license and endorsement requested, as specified in 2.03(4) of these rules.

2.03(3)(f) For applications from educator license holders in other states that participate in the Interstate Teacher Mobility Compact, established in part 44 of article 60 of title 24, C.R.S., the following criteria and timeline apply. CDE will issue an initial teacher license within 30 days after receiving a complete teacher license application when the applicant for the license:

2.03(3)(f)(i) holds an unencumbered eligible license issued by an Interstate Teacher Mobility Compact State that is equivalent to an eligible license in Colorado;

2.03(3)(f)(ii) is not subject to current disciplinary action, suspension, investigation, or restriction; and

2.03(3)(f)(iii) has successfully completed a Colorado criminal history record check pursuant to section 22-60.5-103.

2.03(4) An out-of-state applicant whose application is not governed by rule 2.03(3)(f) must meet the subject matter knowledge requirements for every endorsement sought by demonstrating professional competencies and depth of content knowledge for each endorsement or by providing evidence of completion of three or more years of successful full-time, fully licensed, evaluated, post-preparation experience in the endorsement area(s) sought as a teacher, special services provider, principal or administrator in an established elementary or secondary school in another state or country.

2.03(4)(a) Applicants who satisfy the requirements of sections 2.03(3)(a)-(d) but not 2.03(3)(e) may be eligible for an interim authorization as provided in section 3.19 of these rules.

2.03(4)(b) Applicants who satisfy the requirements in sections 2.03(3)(a)-(d) but not 2.03(3)(e) and who provide evidence of completion of three or more years of successful full-time, fully licensed, evaluated post-preparation experience as a teacher, special services provider, principal, or administrator in an established elementary or secondary school in another state or country, may be eligible for a Colorado professional license.

2.03(5) The State Board of Education may enter into interstate reciprocal agreements whereby the Department agrees to issue initial licenses to persons licensed in other states and such states agree to issue licenses to Colorado license-holders. Such agreements must not be inconsistent with section 2.03(3) of these rules.

2.03(6) Pursuant to section 22-60.5-201(3)(c), C.R.S., the state board may annually designate teacher shortage areas and modify the requirements for licensure and endorsement in such shortage areas for the purpose of issuing initial teacher licenses or interim authorizations as outlined in these rules to applicants.

2.03(7) Pursuant to section 22-60.5-201(3.5), C.R.S., the Department may issue professional teacher licenses to applicants who have earned and present certificates issued by the National Board for Professional Teaching Standards.

2.04 Application Procedures

2.04(1) Prior to submitting to the Department an application for a license, authorization, or endorsement, or for the renewal of a license or authorization, the applicant must submit to the Colorado Bureau of Investigation (CBI) a complete set of his or her fingerprints taken by a qualified law enforcement agency, an authorized employee of a school district or BOCES using fingerprinting equipment that meets the Federal Bureau of Investigation image quality standards, or any third party approved by the CBI for the purpose of obtaining a criminal history record check, and any fingerprint processing fee(s).

2.04(1)(a) The applicant must give his or her social security number, if any, to the CBI and must indicate to the CBI that the criminal history is to be forwarded to the Department. An applicant who holds an ITIN but not a social security number may contact CDE to initiate the criminal history record check process.

2.04(1)(a)(i) If an individual submits an application or renewal application after the expiration of a credential, the individual must submit a new, complete set of fingerprints to the CBI.

2.04(1)(a)(ii) If an applicant previously submitted a complete set of fingerprints to the CBI pursuant to section 22-2-119.3, C.R.S., the individual need not submit a new set of fingerprints unless: (1) he or she has not continuously resided in Colorado for more than one full year; (2) he or she submits an application or renewal application after the expiration of a credential from the Department; or (3) the individual has been convicted of a felony or misdemeanor, other than a misdemeanor traffic offense or traffic infraction, subsequent to the educator's licensure or authorization.

2.04(1)(b) Each applicant must also submit to the Department an oath certifying to prior felony or misdemeanor convictions as stipulated in the application but not including any misdemeanor traffic offenses or traffic infractions, and such other information necessary to determine the applicant’s moral fitness.

2.04(2) An applicant must submit a complete application to the Department via its online system, which includes all required information and documentation as set forth in these rules, the application form, and any other application instructions published by the Department on its website. Required information and documentation includes that which the applicant is responsible for submitting and any other information and documentation that may be required from other sources to support the application, including but not limited to the following:

2.04(2)(a) The applicant must provide official transcripts showing conferral of the degree required for the license and endorsement

sought:2.04(2)(a)(i) Each transcript must be authentic, original or photocopy, bearing the printed or embossed seal of the institution and the signature of the registrar, and include descriptive titles, course numbers, credits and grades for each course listed and degrees conferred, if any. For the purpose of these rules, credits must be in semester hours. Quarter, trimester, unit or term credits will be converted to semester hours at the time of evaluation. Submission of an incomplete, unofficial or illegible transcript will render an application incomplete.

2.04(2)(a)(ii) Transcripts from institutions of higher education outside the United States must be evaluated by an established credential evaluation service, selected by the Department, for course equivalence.

2.04(2)(a)(iii) Copies of official transcripts submitted with an application become part of the applicant's record with the Department and are not returnable.

2.04(2)(b) The applicant must provide an institutional recommendation from the educator preparation program, appropriate to the license sought and on the Department's program verification form, which at a minimum confirms: the date of completion of an educator preparation program; endorsement area(s) and grade level(s); completion of student teaching, clinical experience or practicum; that the applicant holds or is eligible to hold a license in the preparing state or territory; and any additional information requested on the Department form.

2.04(2)(b)(i) The recommendation must certify that the applicant completed the educator preparation program in a satisfactory manner and is in good standing; and

2.04(2)(b)(ii) The recommendation must indicate the subject and level or grades of student teaching, the number of hours of field-based experience performed, and the area of recommended endorsement as defined in section 4.00 of these rules.

2.04(2)(b)(iii) An individual applying for an initial license or professional license for the first time, and whose application is not governed by rule 2.03(3)(f),who holds a valid license or certificate in another state and demonstrates three or more years of successful full-time, evaluated, fully licensed teaching experience (post completion of an educator preparation program) may be exempt from the institutional recommendation requirement.2.04(2)(c) When demonstrating professional competencies and depth of content knowledge by approved content test(s), the applicant must provide a copy of the official test score report(s). Submission of a score report for a test not approved by the state

board at the time of application will render the application incomplete. When demonstrating professional competencies and depth of content knowledge by portfolio submission, achievement of sufficiently high education course work grades of B minus or better, or a combination of methods, failure to submit the documentation or other evidence required by state board rule for the license sought will render the application incomplete.

2.04(2)(d) Out-of-state applicants must include a copy of any and all educator credentials held (valid or expired) in other states or territories.

2.04(2)(e) The applicant must submit the following to verify their identity:

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

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

2.04(2)(f) The applicant must submit a complete and accurate response, including but not limited to every required disclosure, form and supporting document, to every applicable section of the online application and attest that all information submitted is true and complete to the best of the applicant's knowledge.

2.04(3) The fee for the evaluation and review of an application is established by the State Board of Education and shall be nonrefundable.

2.04(4) In any application for licensure, the applicant must indicate all endorsements sought and pay the established fees for the requested endorsement(s) at the time of submission of the application. If an applicant fails to indicate an endorsement(s) sought in a license application and subsequently seeks an endorsement, the Department will not consider the endorsement request until the applicant submits a complete added endorsement application and all required fees.2.04(5) An application is deemed complete when all required information, documentation and fees are received by the Department. An application that fails to include required information, documentation or fees will be deemed incomplete. Within 45 business days of submission, an applicant whose application is deemed incomplete will be notified and may cure the deficiency or submit to the Department a written request for reconsideration which states the basis for reconsideration. An applicant who fails to cure the

deficiency or request reconsideration within 60 days of notification will be deemed to have withdrawn the application and such withdrawal shall not be subject to appeal or review. The Department will issue a written determination to an applicant in response to any request for reconsideration within 30 days of its receipt of the request.

2.04(6) Applications that are initiated in the Department's online system but not submitted will be closed and deemed withdrawn 14 days after initiation. Such closed and withdrawn applications shall not be subject to appeal or review.

2.04(7) The Department will promptly act upon complete applications. The Department may require additional information and documentation from an applicant to determine compliance with applicable laws and rules or to verify any information and documentation submitted.

3.00 License, Master Certificate, Authorization & Endorsement Qualifications

This section 3.00 sets forth the general requirements for endorsements and adding subsequent endorsements to a teacher, special services or administrator license, as well as the discontinuation and establishing endorsements. Requirements for an initial endorsement issued on a teacher, special services, principal or administrator license or authorization are set forth in rules 3.01-3.29.

3.00(1) Review of license and endorsement standards:

3.00(1)(a) Pursuant to 22-2-109(1)(g)-(i), C.R.S., the standards of qualification, preparation and experience required for the issuance of licenses and which prescribe standards for endorsement appropriate for licenses must be reviewed periodically for currency.

3.00(1)(b) The Colorado State Board of Education shall establish by rule and regulation appropriate endorsements and the criteria for such endorsements; and

3.00(1)(c) The Colorado State Board of Education must establish a schedule for the review of all license/endorsement standards.

3.00(2) Development and approval of new endorsement areas and the discontinuance of endorsement areas: 3.00(2)(a) The Department must utilize appropriate content area representatives from among the education community and interested stakeholders to develop the recommendations for consideration by the state board with regard to the adoption of new endorsement areas or the discontinuance of endorsement areas that are no longer relevant or applicable to student needs.

License-holders may qualify for additional endorsements as follows:

3.00(3) Second or subsequent endorsements to a teacher license may be awarded by the department based on one of the following:

3.00(3)(a) completion of an approved program of teacher preparation at an accepted institution of higher education, which includes completion of field experiences, student teaching or practicum or internship, unless waived by the approved institution pursuant to the following:

3.00(3)(a)(i) a waiver of field experience, student teaching, practicum or internship may be granted upon verification of satisfactory experience in the area of endorsement being sought. Waivers of coursework or other program requirements may also be granted for work experience, including teaching or administrative experience in schools.

3.00(3)(a)(ii) institutions of higher education must have written criteria, procedures and due- process procedures for the recognition of competencies acquired through experience. Such criteria and due-process procedures must include a process for appealing the denial of a request for waiver of field experience, student teaching, practicum, internship or other coursework or program requirements.

3.00(3)(a)(iii) applicants who complete approved programs for additional endorsements must provide evidence of successful completion of the Colorado State Board of Education– approved assessment of content area knowledge in the endorsement area being sought, where required.

3.00(3)(b) academic preparation, experience or assessment for endorsements in section 4.00 of these rules:

3.00(3)(b)(i) for elementary education (grades k-6) or early childhood education (ages 0-8):

3.00(3)(b)(i)(A) passage of the Colorado State Board of Education-approved content exam(s) for the specified endorsement; or

3.00(3)(b)(i)(B) submitting evidence of achieving coursework in the endorsement area sought, as defined by the department and specified in rule 3.01(1)(e)(iv), with a minimum grade of B minus;

3.00(3)(b)(ii) for special education generalist (ages 5-21) and early childhood special education (ages 0-8):

3.00(3)(b)(ii)(A) completion of an approved preparation program or verification of 24 semester hours of specific coursework completed at an accepted institution of higher education, of which up to six semester hours may be fulfilled via verified relevant teaching experience or professional development activities, as determined by the department; and

3.00(3)(b)(ii)(B) passage of the Colorado State Board of Education-approved exams for the specified endorsement; or

3.00(3)(b)(ii)(C) submitting evidence of achieving coursework in the endorsement area sought, as defined by the department and specified in rule 3.01(1)(e)(iv), with a minimum grade of B minus.

3.00(3)(b)(iii) for secondary (grades 6-12), middle school mathematics (grades 6-8) and any K-12 and other endorsements not identified in rule 3.00(1)(b)(iv)-(xi):

3.00(3)(b)(iii)(A) a bachelor's or higher degree in the endorsement area; or

3.00(3)(b)(iii)(B) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education, of which up to six semester hours may be fulfilled via verified relevant teaching experience or professional development activities, as determined by the Department; or

3.00(3)(b)(iii)(C) passage of the Colorado State Board of Education-approved exam for the specified endorsement.

3.00(3)(b)(iv) for culturally and linguistically diverse education (grades K-12):

3.00(3)(b)(iv)(A) a valid Colorado teacher license; and

3.00(3)(b)(iv)(B) completion of an approved preparation program as specified in 4.21 of these rules or verification of

24 semester hours of specific coursework completed at an accepted institution of higher education, for which up to six semester hours may be fulfilled via verified relevant teaching experience of professional development activities, as determined by the department;

3.00(3)(b)(v) for culturally and linguistically diverse education bilingual specialist (grades K-12):

3.00(3)(b)(v)(A) a valid Colorado teacher license with a culturally and linguistically diverse education endorsement; and

3.00(3)(b)(v)(B) completion of an approved program for culturally and linguistically diverse bilingual specialists as specified in 4.22 of these rules or demonstration of the standards, as determined by the department.

3.00(3)(b)(vi) for mentor teacher (grades K-12):

3.00(3)(b)(vi)(A) a valid Colorado teacher license;

3.00(3)(b)(vi)(B) completion of an approved mentor teacher training program as specified in 4.24 of these rules; and

3.00(3)(b)(vi)(C) completion of one full school year of successful experience serving as a mentor teacher for a teacher candidate who is participating in clinical practice or for a novice teacher.

3.00(3)(b)(vii) for gifted education (ages 4-21);

3.00(3)(b)(vii)(A) a valid Colorado teacher license; and

3.00(3)(b)(vii)(B) completion of an approved program as specified in 4.29 of these rules.

3.00(3)(b)(viii) for mathematics specialist (grades K-12);

3.00(3)(b)(viii)(A) a valid Colorado teacher license with an elementary education (grades K-6), middle school mathematics (grades 6-8) or mathematics (grades 6-12) endorsement;

3.00(3)(b)(viii)(B) three years' full-time, demonstrated classroom teaching experience; and

3.00(3)(b)(viii)(C) completion of an approved program for mathematics specialists as outlined in 4.30 of these rules, which includes a supervised practicum or internship as a mathematics specialist.

3.00(3)(b)(ix) for teacher librarian (grades K-12):

3.00(3)(b)(ix)(A) a valid Colorado teacher license; and

3.00(3)(b)(ix)(B) completion of an approved program as specified in 4.31 of these rules.

3.00(3)(b)(x) for adapted physical education (ages 3-21):

3.00(3)(b)(x)(A) a valid Colorado teacher license with a physical education endorsement earned via completion of an approved physical education program as specified in 4.16 of these rules; and

3.00(3)(b)(x)(B) completion of an approved adapted physical education program for school-aged children, including a 200-hour practicum across elementary and secondary grade levels, as specified in 4.32 of these rules.

3.00(3)(b)(xi) for reading specialist (grades K-12);

3.00(3)(b)(xi)(A) a valid Colorado teacher license;

3.00(3)(b)(xi)(B) an earned master's degree in reading;

3.00(3)(b)(xi)(C) three years' full-time teaching experience; and

3.00(3)(b)(xi)(D) completion of an approved reading specialist program, including a supervised practicum or internship, as specified in 4.33 of these rules.

3.00(3)(c) If the annual 1,000-limit of portfolio reviews as described in 3.01(1)(e)(iii) has not been reached, licensed Colorado teachers seeking additional endorsements may demonstrate professional competencies using the multiple measures set forth in 3.01(1)(e).

3.00(4) Second or subsequent special services endorsements may be awarded by the department upon fulfilling the requirements per specialty as specified in 3.02 of these rules.

3.00(5) Second or subsequent administrator endorsements may be awarded by the department upon fulfilling the requirements per endorsement as specified in 3.04 of these rules.

3.00(6) In the event that the State Board of Education discontinues an endorsement, individuals who at the time of discontinuance are actively enrolled in a Colorado program for the discontinued endorsement have five years from the date the endorsement is discontinued to complete their program and apply to the Colorado Department of Education for the endorsement.

3.00(7) Applicants will have a maximum of five years from the date of a discontinued content exam to submit an application with the successful content exam score report to satisfy exam criteria for that endorsement.

3.01 Initial Teacher License

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

3.01(1) An initial teacher license may be issued to an applicant who:

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

3.01(1)(b) has completed an approved program of preparation at an accepted institution of higher education or state-approved alternative preparation program, including the clinical experience as specified in 11.02 of these rules;

3.01(1)(c) has provided an institutional recommendation which meets the requirements outlined in 2.04(2)(b) and:

3.01(1)(c)(i) verifies satisfactory completion of the approved program;

3.01(1)(c)(ii) specifies the grade/developmental level(s) and endorsement area(s) or specialization(s) completed by the applicant;

3.01(1)(c)(iii) verifies successful completion of student teaching, internship or practicum as specified in 2.01(41) of these rules; the grade/developmental level(s) and endorsement/specialization areas of the experience; and

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

3.01(1)(d) has submitted a complete application for a license as defined in section 2.04 of these rules; and

3.01(1)(e) has demonstrated professional competencies and depth of content knowledge necessary for teaching in the endorsement area as outlined below:

3.01(1)(e)(i) for an early childhood education (ages birth-8), early childhood special education (ages birth-8), elementary education endorsement (grades K-6) or special education generalist (ages 5-21) endorsement:

3.01(1)(e)(i)(A) passage of the Colorado State Board of Education-approved content exam(s); or

3.01(1)(e)(i)(B) an approved submission of demonstrated professional competencies and depth of content knowledge necessary for teaching in the endorsement area, as determined by the department, as specified in 3.01(1)(e)(iii) of these rules.

3.01(1)(e)(ii) for a secondary (grades 6-12), middle school mathematics (grades 6-8) and K-12 or other endorsement areas not specified in 3.01(1)(b)(vi)-(xi) of these rules:

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

3.01(1)(e)(ii)(B) verification of 24 semester hours of qualifying coursework in the endorsement area sought, as defined by the department, with a minimum grade of B minus, completed at an accepted institution of higher education;

3.01(1)(e)(ii)(C) passage of the Colorado State Board of Education-approved content exam; or

3.01(1)(e)(ii)(D) an approved submission of demonstrated professional competencies and depth of content knowledge necessary for teaching in the endorsement area, as determined by the Department, as specified in 3.01(1)(e)(iii) of these rules.

3.01(1)(e)(iii) approval of a portfolio of coursework reviewed by the Department or its designee. This option is available for up to 1,000 applicants per fiscal year on a first-come, first-served basis. The Department will publicly post on its website when the 1,000 limit has been reached;3.01(1)(e)(iii)(A) A portfolio of coursework will consist of coursework and teaching-based artifacts and evidence that demonstrate professional competencies and depth of content knowledge,

including, but not limited to, live teaching videos, copies of lessons developed by the applicant, syllabi and other curricular materials developed by the applicant, papers written by the applicant, demonstrated classroom experience in which a rubric review was utilized, and/or professional development assessment of content knowledge, etc.

3.01(1)(e)(iii)(B) Portfolio artifacts and evidence must be submitted with a content matter worksheet(s) for the endorsement sought and demonstrate competency in the endorsement area as defined by the endorsement area standards in section 4.00 of these rules.

3.01(1)(e)(iii)(C) Portfolio coursework artifacts and evidence of depth of content knowledge will be evaluated based on the degree to which they demonstrate competency in the endorsement area sought, as outlined below, and applicants will receive ratings of "met" or "not met" based on the alignment of the artifacts and evidence to the endorsement area standards in section 4.00 of these rules. Each applicable endorsement standard will be evaluated as follows:

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

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

3.01(1)(e)(iii)(C)(III) Adequate evidence = Evidence provided demonstrates attainment of the standard;

3.01(1)(e)(iv) submitting evidence of achieving coursework in the endorsement area sought, as defined by the Department, with a minimum grade of B minus; or

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

3.01(2) An initial teacher license may be issued to an applicant who has completed an alternative teacher program and who:

3.01(2)(a) holds an alternative teacher license as prescribed in section 3.12 of these rules or an interim authorization as prescribed in section 3.19(2) of these rules;

3.01(2)(b) has completed an alternative teacher program as defined in section 2.01(6) of these rules;

3.01(2)(c) has submitted a complete application for an initial license as defined in section 2.04 of these rules;

3.01(2)(d) has provided an institutional recommendation from the approved designated agency and which meets the requirements outlined in 2.04(2)(b), and:

3.01(2)(d)(i) verifies satisfactory completion of the alternative teacher program;

3.01(2)(d)(ii) verifies employment as an alternative teacher as provided in sections 22-60.5-201 and 22-60.5-205, C.R.S., in the endorsement area sought; and

3.01(2)(d)(iii) certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has demonstrated the competencies essential for educational service.

3.01(2)(e) has demonstrated subject matter knowledge necessary for teaching in the endorsement area as specified in 3.01(1)(e) of these rules.

3.01(3) An initial teacher license may be issued to an applicant who has completed a Colorado State Board of Education-approved Teacher Degree Apprenticeship Program and who:

3.01(3)(a) holds a teacher degree apprenticeship authorization as prescribed in 3.29 of these rules;

3.01(3)(b) has submitted a complete application for an initial teacher license as defined in 2.04 of these rules;

3.01(3)(c) has received a recommendation for initial licensure from the Teacher Degree Apprenticeship Program sponsor, which verifies the candidate has:

3.01(3)(c)(i) satisfied all requirements to earn a bachelor's degree;

3.01(3)(c)(ii) satisfactorily completed the Level 4 one-year teacher of record requirement;

3.01(3)(c)(iii) satisfactorily reached Level 5 to complete the Teacher Degree Apprenticeship Program; and

3.01(3)(d) has demonstrated professional competencies and depth of content knowledge necessary for teaching in the endorsement area as specified in 3.01(1)(e) of these rules.

3.01(3)(e) An applicant who completes an approved induction program and receives a certificate of apprenticeship completion from the Teacher Degree Apprenticeship Program sponsor may qualify for a professional teacher license, as specified in 3.05(4) of these rules.

3.02 Initial Special Services License

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

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

3.02(1)(a) meets the requirements for the specialty area specified in 3.02 of these rules:

3.02(1)(b) has supplied an institutional recommendation which meets the requirements outlined in 2.04(2), and:

3.02(1)(c) verifies satisfactory completion of the appropriate degree for the specialization from an accepted institution of higher education;

3.02(1)(d) specifies the area(s) of specialization completed by the applicant;

3.02(1)(d)(i) verifies successful completion of internship or practicum in a school setting or other appropriate setting, as specified by rule for the specialization area sought for licensure;

3.02(1)(d)(ii) certifies that the applicant has demonstrated thorough knowledge of the special service area and has the professional competencies essential for educational service; and

3.02(1)(e) has submitted a complete application for a license as defined in section 2.04 of these rules.

3.02(2) An initial special services license may be issued in one or more of the following specializations:

3.02(2)(a) School Audiologist (Ages Birth-21)

3.02(2)(a)(i) holds a clinical doctorate in audiology from an accepted institution of higher education;

3.02(2)(a)(i)(A) for candidates who graduated before July 1, 2007, a master's degree in audiology meets this requirement;

3.02(2)(a)(ii) has successfully completed an accredited audiology program and

3.02(2)(a)(iii) has passed the state-approved audiology exam.

3.02(2)(a)(iv) An individual who provides a valid license to practice audiology in Colorado pursuant to the Audiologists Practice Act (section 12-210-101, et. seq., C.R.S.) or a valid license issued by another state and is able to practice audiology in Colorado pursuant to the audiology and speech-language pathology interstate compact (section 24-60-4202, C.R.S.) satisfies the requirements specified in section 3.02(2)(a)(ii)-(iii).

3.02(2)(b) School Occupational Therapist (Ages Birth-21)

3.02(2)(b)(i) holds an earned bachelor's or higher degree in occupational therapy from an Accreditation Council for Occupational Therapy Education-accredited program;

3.02(2)(b)(ii) has successfully completed a practicum or internship, as required by the school of occupational therapy attended, which may be held in a variety of settings;

3.02(2)(b)(iii) has passed the occupational therapy national registration examination administered by the national board for certification in occupational therapy; and

3.02(2)(b)(iv) holds a valid license to practice in Colorado pursuant to the Occupational Therapy Practice Act (section 12-270-101, et. seq., C.R.S.) or a valid licensed issued by another state and able to practice in Colorado pursuant to the occupational therapy licensure interstate compact (section 24-60-4101, C.R.S.).

3.02(2)(c) School Orientation & Mobility Specialist (Ages Birth-21)

3.02(2)(c)(i) holds an earned bachelor's or higher degree from an accepted institution of higher education;

3.02(2)(c)(ii) has successfully completed an approved preparation program for orientation and mobility specialists;3.02(2)(c)(iii) has successfully completed a practicum or internship in a school setting, equivalent to a minimum of 320 full-time hours under the supervision of an Academy for Certification of Vision Rehabilitation

and Education Professionals (ACVREP)-certified orientation and mobility specialist;

3.02(2)(c)(iv) has passed the ACVREP orientation and mobility specialist exam; and

3.02(2)(c)(v) holds valid ACVREP Certified Orientation and Mobility Specialist (COMS) -certification.

3.02(2)(c)(vi) An applicant who provides valid ACVREP COMS certification and who meets the practicum experience requirements stated above satisfies the requirements specified in 3.02(2)(c)(ii)-(v).

3.02(2)(d) School Physical Therapist (Ages Birth-21)

3.02(2)(d)(i) holds an earned bachelor's or higher degree from an accepted institution of higher education;

3.02(2)(d)(ii) has completed a physical therapy program accredited by the American Physical Therapy Association's (APTA) Commission on Accreditation in Physical Therapy Education (CAPTE); and

3.02(2)(d)(iii) holds a valid license to practice in Colorado pursuant to the Physical Therapy Practice Act (section 12-285-101, et. seq., C.R.S.) or a valid license issued by another state and able to practice in Colorado pursuant to the physical therapy licensure compact (section 24-60-3702, C.R.S.).

3.02(2)(e) School Nurse (Ages Birth-21)

3.02(2)(e)(i) holds an associate's or higher degree in nursing from an accepted institution of higher education or one recognized by the U.S. Secretary of Education as a specialized accrediting agency; and

3.02(2)(e)(ii) holds a valid license to practice professional nursing pursuant to the Nurse Practice Act (section 12-255-101, et. seq., C.R.S.) or a valid multi-state license and able to practice in Colorado pursuant to the nurse licensure compact (section 24-60-3802, C.R.S.)

3.02(2)(f) School Social Worker (Ages Birth-21)

3.02(2)(f)(i) holds an earned master's or higher degree in social work from an accepted institution of higher education;

3.02(2)(f)(ii) has completed a supervised, 900-clock hour practicum in the field of social work, which must have been completed in a school, social service agency, mental health clinic or facility and/or hospital setting and which provided the social worker opportunities to synthesize and apply a broad range of relevant knowledge and skills, as well as analyze intervene and evaluate in ways that were highly differentiated, discriminating and self-critical, and differentially refine the candidate's communication skills with a variety of client populations, colleagues and members of the community;

3.02(2)(f)(iii) has successfully completed at least 200 hours working with school-age children/students;

3.02(2)(f)(iv) has documented evidence of completion of coursework in school and special education law, including content covering functional behavior assessment and the development of behavior intervention plans.

3.02(2)(f)(v) An applicant who provides valid Certified School Social Work (C-SSWS) certification from the National Association of Social Workers satisfies the in 3.02(f)(ii)-(iv).

3.02(2)(f)(vi) An applicant who holds a license to practice in Colorado pursuant to Part Four of the Mental Health Practice Act (section 12-245-401, et. seq., C.R.S.) may meet endorsement requirements upon completion of coursework in school law and special education law, functional behavior assessments and the development of behavior intervention plans.

3.02(2)(g) School Speech-Language Pathologist (Ages Birth-21)

3.02(2)(g)(i) holds an earned master's or higher degree in communication disorders or speech-language pathology from an American Speech-Language-Hearing Association (ASHA)-approved Council on Academic Accreditation-accredited program at an accepted institution of higher education; and

3.02(2)(g)(ii) has successfully completed a practicum or internship with children/students ages birth-21 in a school setting, equivalent to a minimum of eight weeks full-time, under the supervision of a professionally licensed school speech-language pathologist.3.02(2)(g)(iii) An applicant who holds valid ASHA Certificate of Clinical Competence (CCC-SLP), a valid license to practice in Colorado as a speech-language pathologist pursuant to the Speech-language Pathology Practice Act (section 12-305-101, et. seq., C.R.S.) or a valid license issued by another state and able

to practice in Colorado pursuant to the audiology and speech-language pathology interstate compact (section 24-60-4202, et. seq., C.R.S.) – and who also meets the practicum experience requirement above – satisfies the requirements specified in 3.02(2)(g)(i)-(ii).

3.02(2)(h) School Psychologist (Ages Birth-21)

3.02(1)(h)(i) has completed an approved Education Specialist (Ed.S.) program with a minimum of 60 graduate semester hours or a doctoral program for the preparation of school psychologists serving students ages 0-21 at an accepted institution of higher education; that includes:

3.02(2)(h)(i)(A) practicums consisting of a sequence of closely supervised on campus or field-based activities, designed to develop and evaluate a candidate's mastery of district professional skills, consistent with the program and/or course goals;

3.02(2)(h)(i)(B) an internship consisting of a full-time experience over one year or half-time experience over two consecutive years, with a minimum of 1,200 clock hours, of which at least 600 hours must be in a school setting and which requires a candidate to demonstrate, under supervision, the ability to provide a wide range of outcome-based school psychological services, and 600 hours in other acceptable internship experiences including private, state-approved education programs or other appropriate mental health or education-related programs;

3.02(2)(h)(ii) has passed the state-approved content exam; and

3.02(2)(h)(iii) has successfully fulfilled the requirements specified in section 5.01 of these rules.

3.02(2)(h)(iv) An applicant who provides a valid Nationally Certified School Psychologist (NCSP) credential satisfies the requirements specified in 3.02(h)(ii)-(iii).3.02(2)(h)(v) An applicant who holds a valid license to practice in Colorado pursuant to Part Three of the Mental Health Practice Act (section 12-245-301, et. seq, C.R.S.) or a valid license issued by another state and able to practice in Colorado pursuant to the Psychology Interjurisdictional Compact (section 24-60-3902, et. seq., C.R.S), or is eligible to sit for licensure examinations to obtain these credentials, may provide an institutional recommendation from an accredited school psychology program verifying the applicant's acquisition of the competencies

listed in section 5.01 of these rules, including completion of an appropriate internship and a passing score on the state-approved content exam, to satisfy the requirements specified in 3.02(2)(h)(i)(A)-3.02(h)(iii).

3.02(2)(i) School Counselor (PreK-12)

3.02(2)(i)(i) holds a master's or higher degree in school counseling from an accepted institution of higher education or from a Council for Accreditation of Counseling and Related Educational Programs-accredited program, including;

3.02(2)(i)(i)(A) no fewer than 48 graduate semester hours, except that:

(1) if an applicant holds a master's or higher degree in school counseling from an accepted institution of higher education that consists of less than 48 graduate semester hours, the applicant may submit evidence of completion of other relevant graduate semester hours through a process developed by the Department, to supplement their submission for a total of 48 hours; or

(2) if an applicant holds a master's degree or higher in a clinical counseling field, they may complete prescribed school counselor endorsement coursework as approved by the Department in lieu of obtaining a school counseling degree;

3.02(2)(i)(i)(B) a minimum 100 clock-hour practicum, scheduled throughout the program;

3.02(2)(i)(i)(C) a 600 clock-hour internship, supervised by a licensed school counselor in a school setting with multiple grade levels of students that provides opportunities for the candidate, to engage in a variety of activities that an effective school counselor would be expected to perform;

3.02(2)(i)(ii) has passed the state-approved school counseling assessment; and

3.02(2)(i)(iii) has successfully fulfilled the requirements specified in section 5.02 of these rules.

3.03 Initial Principal License

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

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

3.03(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education;3.03(1)(b) has completed an approved principal preparation program at an accepted institution of higher education, including the required clinical experience as specified in 11.02 of these rules, an individualized alternative principal program as defined in sections 22-60.5-305.5 and 22-60.5-111(14), C.R.S., an alternative principal program created by a designated agency and approved by the State Board of Education pursuant to section 22-60.5-305.5(6)(a), C.R.S., or has evidence of partial completion of an approved principal preparation program in each of two or more accepted institutions of higher education. Upon a finding by the Department of completion of the equivalent of any one program by combining work completed at different programs, the requested license may be issued, assuming all requirements set forth in these rules have been met;

3.03(1)(c) has provided an institutional recommendation from the principal preparation program, appropriate to the license sought and on the Department's program verification form, which at a minimum confirms:

3.03(1)(c)(i) the date of satisfactory completion of an approved principal program and the associated grade levels;

3.03(1)(c)(ii) successful completion of internship or practicum in a school setting; and

3.03(1)(c)(iii) that the applicant has demonstrated thorough knowledge of the Principal Quality Standards specified in section 6.01 of these rules and has the competencies essential for educational service.

3.03(1)(d) provides documented evidence of three or more years of full-time, successful experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state or has three or more years of experience working with students as a professional in a nonpublic school;

3.03(1)(e) has submitted a complete application for an initial license as defined in section 2.04 of these rules; and

3.03(1)(f) has demonstrated professional competencies as evidenced by a passing score on the State Board of Education-approved content test.

3.03(2) An initial principal license must be valid in any school district, BOCES, nonpublic or charter school which provides, participates in or has been granted a waiver from providing an approved induction program for principals as described in section 9.00 of these rules.

3.03(3) An initial principal license must be valid for occasional teaching, which must not constitute more than one-half of a typical teaching assignment.

3.04 Initial Administrator License

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

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

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

3.04(1)(b) has completed an approved program for district-level administrators at an accepted institution of higher education or has evidence of partial completion of an approved administrator preparation program in each of two or more accepted institutions of higher education. Upon the Department's determination of completion of the equivalent of any one program by combining coursework completed at different programs, the requested license may be issued, assuming all requirements set forth in these rules have been met;

3.04(1)(c) has supplied an institutional recommendation from the preparing administrator preparation program, appropriate to the license sought and on the Department's program verification form, which at a minimum confirms:

3.04(1)(c)(i) the date of satisfactory completion of an approved administrator program and the associated grade levels;

3.04(1)(c)(ii) the area(s) of endorsement/specialization completed by the applicant;

3.04(1)(c)(iii) successful completion of internship, or practicum in a school setting or other appropriate setting in the endorsement/specialization area sought for licensure; and

3.04(1)(c)(iv) that the applicant has demonstrated thorough knowledge of the Administrator Quality Standards specified in section 6.02(1) of these rules and has the competencies essential for educational service.

3.04(1)(d) has submitted a complete application for an initial license as defined in section 2.04 of these rules; and

3.04(1)(e) has demonstrated professional competencies as evidenced by a passing score on the State Board of Education-approved content test for administrators.3.04(2) An initial administrator license must be valid in any school district, BOCES, nonpublic school or charter school, which provides, participates in or has been granted a waiver from providing an approved induction program for administrators as described in section 9.00 of these rules.

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

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

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

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

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

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

3.04(4)(e) meet the professional competencies outlined in section 6.02(3) of these rules.

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

3.04(5)(a) holders of a bachelor's or higher degree in special education from an accepted institution of higher education or a department-issued special

services professional license with endorsement as a speech-language pathologist or school psychologist must:

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

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

3.04(5)(a)(iii) have a passing score on the Colorado State Board of Education-approved content test for administrators; and

3.04(5)(a)(iv) meet the professional competencies outlined in section 6.02(2) of these rules.

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

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

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

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

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

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

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

3.04(5)(b)(iii)(D) general requirements for the provision of a free and appropriate education and obligations to students with disabilities in all education settings;3.04(5)(b)(iii)(E) development, implementation and evaluation of Individualized Education Programs, including a strong depth of knowledge in curriculum and instruction as it pertains to the delivery of specially designed instruction as defined in the Individuals With Disabilities Education Act;

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

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

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

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

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

3.04(5)(b)(vi) meet the professional competencies outlined in section 6.02(2) of these rules.

3.05 Professional Teacher or Special Services License

A professional teacher or special services license is valid for a period of seven years from the date of issuance and may be renewed as provided in section 7.02 of these rules.

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

3.05(1)(a) holds a Colorado initial teacher license or Colorado initial special services license;

3.05(1)(b) has successfully completed an approved teacher or special services induction program as prescribed in section 8.00 of these rules and/or has been recommended for the professional teacher or special

services license by the district or BOCES providing such induction program; and

3.05(1)(c) has submitted a complete application for a professional teacher or professional special services license as defined in rule 2.04.

3.05(2) Notwithstanding the provisions in 3.05(1)(b), the Department may issue a professional teacher license if the applicant meets the requirements for an initial teacher license and previously completed an induction program while teaching under an adjunct instructor authorization, an emergency authorization, an interim authorization, a temporary educator eligibility authorization or alternative teacher license. If the applicant is employed by a school district, charter school, the institute, nonpublic school or BOCES that has obtained a waiver of the induction program requirement, the applicant must demonstrate completion of any requirements specified in the school district's, charter school's, the institute's, nonpublic school's or BOCES's plan for support, assistance and training of an initially licensed educator.

3.05(3) Notwithstanding the provisions in 3.05(1)(b), the Department may issue a professional special services license if the applicant meets the requirements for an initial special services license and previously completed an induction program while serving under an emergency authorization or a temporary educator eligibility authorization. If the applicant is employed by a school district, charter school, the institute, nonpublic school or BOCES that has obtained a waiver of the induction program requirement, the applicant must demonstrate completion of any requirements specified in the school district's, charter school's, the institute's, nonpublic school's or BOCES's plan for support, assistance and training of an initially licensed educator.

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

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

3.06 Professional Principal License

A professional principal license is valid for a period of seven years from the date of issuance and may be renewed as provided in section 7.02 of these rules.

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

3.06(1)(a) holds:

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

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

3.06(1)(b) has successfully completed an approved principal induction program as described in section 9.00 of these rules;

3.06(1)(c) has been recommended for a professional license by the school district(s), BOCES, nonpublic school, charter school or the institute which provided the induction program; and

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

3.06(2) Notwithstanding the provisions in 3.06(1)(b), the Department may issue a professional principal license if the applicant meets the requirements for an initial principal license and completed an approved principal induction program while employed under an emergency authorization, interim authorization or principal authorization. The applicant need not complete an approved induction program as an initial principal license-holder if the applicant previously completed an induction program while employed under an emergency authorization, interim authorization, or a principal authorization or if the school district, BOCES, nonpublic school, charter school or the institute in which the applicant is employed has obtained waiver of the induction program requirement pursuant to section 22-60.5-114(2), C.R.S.

3.06(3) A professional principal license is valid for occasional teaching, which must not constitute more than one-half of a typical teaching assignment.

3.07 Professional Administrator License

A professional administrator license is valid for a period of seven years from the date of issuance and may be renewed as provided in section 7.02 of these rules.

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

3.07(1)(a) holds:

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

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

3.07(1)(b) completes an approved administrator induction program;
3.07(1)(c) has been recommended for professional licensure by the school

district, charter school, the institute, nonpublic school or BOCES that provided such an induction program; and

3.07(1)(d) has submitted a complete application for a professional license as defined in rule 2.04.

3.07(2) Notwithstanding the provisions of section 3.07(1)(a)(ii), the Department may issue a professional administrator license if an applicant meets the requirements for an initial administrator license and completed an approved administrator induction program while employed under an emergency authorization, interim authorization or a temporary educator eligibility authorization. The applicant need not complete an approved induction program as an initial license-holder if the applicant previously completed an induction program while employed under an emergency authorization, interim authorization, or a temporary educator eligibility authorization or if the school district, BOCES, nonpublic school, charter school or the institute in which the applicant is employed has obtained waiver of the induction program requirement pursuant to section 22-60.5-306(1)(b)(C), C.R.S.

3.07(3) A holder of professional administrator licenses who has completed three or more years of full- time, continuous, successful, evaluated experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state may function as an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.08 Master Certificate - Teacher

A master certificate represents achievements and contributions over and above expectations in the Teacher Quality Standards outlined in section 4.00of these rules. A master certificate is valid for the period of time for which the applicant's professional teacher license is valid and is renewable upon renewal of the professional license as provided in section 7.02 of these rules.

3.08(1) A master certificate may be issued to an applicant who holds a valid Colorado professional teacher license and who has demonstrated advanced teaching competencies or expertise through:

3.08(1)(a) the attainment of National Board for Professional Teaching Standards certification; or

3.08(1)(b) demonstrated excellence in the following standards:

3.08(1)(b)(i) Standard 1: The master teacher develops a personal leadership vision focused on the successful learning and development of each student.

- Element A: The master teacher develops a leadership mission that promotes whole-child success and the well-being of each student.
- Element B: The master teacher articulates, advocates for, and cultivates core values that promote student-centered education, high expectations, learner support, equity, inclusiveness, social justice, openness, caring, trust, and continuous improvement.
- Element C: The master teacher strategically develops, implements and evaluates actions to achieve one's personal leadership mission and vision.
- Element D: The master teacher anticipates, identifies and addresses barriers to achieving one's leadership vision and mission.
- Element E: The master teacher models one's leadership mission, vision and core values in all interactions with students, colleagues, parents and community members.

3.08(1)(b)(ii) Standard 2: The master teacher understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The master teacher uses this knowledge to promote an environment of collegiality, trust and respect that focuses on continuous improvement in instruction and student learning.

- Element A: The master teacher utilizes group processes to help colleagues (for the purposes of this section, including all members of the school community involved in the education of children) work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change.
- Element B: The master teacher models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating and identifying the needs of self and others to advance shared goals and professional learning.
- Element C: The master teacher facilitates the creation of trust among colleagues, development of collective wisdom, building ownership and action that supports collective efficacy and student learning.

- Element D: The master teacher uses knowledge and understanding of different backgrounds, races, ethnicities, cultures, and languages to create an inclusive culture and promote effective interactions among colleagues.

3.08(1)(b)(iii) Standard 3: The master teacher understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The master teacher models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

- Element A: The master teacher assists colleagues in accessing and using research to select appropriate strategies to improve student learning.

- Element B: The master teacher models and facilitates analysis of student learning data, collaborative interpretation of results and application of findings to improve teaching and learning.

- Element C: The master teacher supports colleagues in collaborating with higher education institutions and other organizations engaged in researching critical education issues.

- Element D: The master teacher teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

- Element E: The master teacher collaborates with colleagues to identify promising, innovative practices and conduct action research to determine effectiveness and expansion possibilities.

3.08(1)(b)(iv) Standard 4: The master teacher understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The master teacher uses this knowledge to promote, design and facilitate job-embedded professional learning aligned with school improvement goals.

- Element A: The master teacher collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards and linked to school/district improvement goals.

- Element B: The master teacher uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting and facilitating varied and personalized professional learning.

- Element C: The master teacher identifies and uses appropriate technologies to promote collaborative and personalized professional learning.

- Element D: The master teacher works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.

- Element E: The master teacher advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning.

- Element F: The master teacher provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.

- Element G: The master teacher uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

3.08(1)(b)(v) Standard 5: The master teacher demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The master teacher works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goals.

- Element A: The master teacher models, facilitates and enhances the process for collection, analysis, and use of classroom-and school- based data to identify opportunities to improve curriculum, instruction, assessment, school organization and school culture.

- Element B: The master teacher engages in reflective dialogue with colleagues based on student learning and helps make connections to research-based effective practices.

- Element C: The master teacher serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs.

- Element D: The master teacher uses knowledge of existing and emerging learning innovations to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning and connect with people and resources around the globe.

- Element E: The master teacher supports instructional strategies that respect issues of diversity and equity in the classroom and that promote equitable outcomes for all students.

3.08(1)(b)(vi) Standard 6: The master teacher is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The master teacher shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

- Element A: The master teacher increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards.

- Element B: The master teacher collaborates with colleagues in assessment design, implementation, scoring and interpreting student data to improve educational practice and student learning.

- Element C: The master teacher creates a climate of trust and critical reflection to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.

- Element D: The master teacher works with colleagues to use assessment and data findings at multiple levels to promote changes in instructional practices or organizational structures to improve student learning.

- Element E: The master teacher collaborates with colleagues to design opportunities to collect, analyze, and use qualitative data to improve teaching and learning.

- Element F: The master teacher collaborates with colleagues to lead students to evaluate their own data and set relevant goals.

3.08(1)(b)(vii) Standard 7: The master teacher understands that families, cultures, and communities have a significant impact on educational processes and student learning. The master teacher works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders and other stakeholders to improve the educational system and expand opportunities for student learning.

- Element A: The master teacher uses knowledge and understanding of the different backgrounds, ethnicities, races, cultures and languages in the school community to promote effective interactions among colleagues, families and the larger community.

- Element B: The master teacher models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.

- Element C: The master teacher facilitates colleagues' self-examination of their own biases and understandings of community culture and diversity and how they can develop an asset-oriented mindset along with culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students.

- Element D: The master teacher develops a shared understanding among colleagues of the diverse educational needs of families and the community.

- Element E: The master teacher collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

3.08(1)(b)(viii) Standard 8: The master teacher understands how educational policy is made at the local, state, and national level, as well as the roles school leaders, boards of education, legislators and other stakeholders have in formulating those policies.

- Element A: The master teacher shares information with colleagues within and/or beyond the district regarding how local, state and national trends and policies can impact classroom practices and expectations for student learning.

- Element B: The master teacher works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students.

- Element C: The master teacher collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences, such as parents and community members.

- Element D: The master teacher advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals and student success.

- Element E: The master teacher represents and advocates for the profession in contexts inside and outside of the classroom.

3.09 Master Certificate - Special Services

A master certificate represents achievements and contributions over and above expectations in the Special Services Provider Quality Standards outlined in section 5.0 of these rules. A master certificate is valid for the period of time for which the applicant's professional special services license is valid and is renewable upon renewal of the professional license as provided in section 7.02 of these rules.

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

3.09(1)(a) is employed in a Colorado school district in the area of specialization;

3.09(1)(b) has been involved in ongoing professional development and training;

3.09(1)(c) has demonstrated advanced competencies or expertise as identified by the educator evaluation system employed in the district;

3.09(1)(d) has been recognized for outstanding achievements in the field of specialization; and

3.09(1)(e) meets the following requirements for the area(s) of specialization:

3.09(1)(e)I(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 additional 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) 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)(C) has received recognition for outstanding achievements in occupational therapy; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.09(1)(e)(viii)(C) holds advanced credentials in the field (e.g., doctorate in social work, school social work specialist credential, diplomate in clinical social work);3.09(1)(e)(viii)(D) has demonstrated outstanding skill in service to schools and children, such as the creation of innovative and successful programs and services to meet the needs of students and mentoring and supervising school social workers and other school professionals; and

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

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

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

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

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

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

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

3.09(1)(e)(ix)(F) has supervised practicum and internship students; and 3.09(1)(e)(ix)(G) has mentored and supervised other speech/language pathologists.

3.10 Master Certificate - Principal

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

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

3.10(1)(a) has displayed excellence and depth in all of the content and performance standards required for the professional principal license;3.10(1)(b) 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)(b)(i) The master principal must demonstrate knowledge of:

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

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

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

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

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

3.10(1)(b)(ii) The master principal must demonstrate the ability to:

3.10(1)(b)(ii)(A) create a community of learners who focus on student performance;

3.10(1)(b)(ii)(B) translate vision into program excellence;

3.10(1)(b)(ii)(C) provide value-added leadership to create an organization that has purpose, direction and energy;

3.10(1)(b)(ii)(D) implement programs in schools that result in sustained improvement in student performance;

3.10(1)(b)(ii)(E) integrate multiple instructional models to meet diverse learning needs of both students and adults to enhance student performance;

3.10(1)(b)(ii)(F) imagine alternatives based on knowledge of best practices and create those alternatives as a model for others;

3.10(1)(b)(ii)(G) engage a diverse school community in sustained efforts for school improvement;

3.10(1)(b)(ii)(H) influence and provide a model for larger systems (e.g., the district, BOCES or state);

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

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

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

3.10(1)(d) has contributed to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity.

3.11 Master Certificate - Administrator

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

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

3.11(1)(a) has displayed excellence and depth in all of the content and performance standards required for the professional license;

3.11(1)(b) 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)(b)(i) The master administrator must demonstrate knowledge in the following areas:

3.11(1)(b)(i)(A) systemic renewal strategies;

3.11(1)(b)(i)(B) multiple models for school and district management;

3.11(1)(b)(i)(C) dynamic political and policy movements in the state;

3.11(1)(b)(i)(D) promising practices in the professional development of educational leaders;

3.11(1)(b)(i)(E) leading research and writing on instructional strategies, student learning, assessment methodology and supervisory techniques; and

3.11(1)(b)(ii) The master administrator must demonstrate the ability to:

3.11(1)(b)(ii)(A) initiate and sustain significant change in the district directed toward predetermined goals, themes and needs;

3.11(1)(b)(ii)(B) create a community of learners who focus on student performance;

3.11(1)(b)(ii)(C) translate vision into program excellence;

3.11(1)(b)(ii)(D) provide value added leadership to create an organization that has shared purpose, direction and energy;

3.11(1)(b)(ii)(E) provide incentives, direction and motivation for development of programs that enhance student performance;

3.11(1)(b)(ii)(F) imagine alternatives based on knowledge of best practices and create those alternatives as a model for others;

3.11(1)(b)(ii)(G) engage a diverse community in sustained efforts for school improvement in the entire district;

3.11(1)(b)(ii)(H) influence and provide a model for the larger system (e.g., the district/BOCES or state);

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

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

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

3.11(1)(d) has contributed to the education community through service as a mentor, teacher, writer, researcher or other service-oriented activity.

3.12 Alternative Teacher License

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

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

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

3.12(1)(b) has submitted a complete application as defined in section 2.04 of these rules;

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

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

3.12(2) An alternative teacher license also may be issued to an applicant who meets the following criteria pursuant to 22-60.5-205(2)(d)(III)(A):

3.12(2)(a) holds a Colorado Professional Teacher License;

3.12(2)(b) has submitted a complete application as defined in section 2.04 of these rules; and

3.12(2)(c) provides a statement of assurance signed by the employing school or district, representative of the designated agency and the applicant verifying that the applicant is enrolled in an approved early childhood special education or special education generalist added endorsement alternative teacher program to obtain training and clinical experience while employed as a general education teacher.

3.12(3) An alternative teacher license is valid as follows:3.12(3)(a) The alternative teacher license for a one-year program is valid for one year from the date of issuance and may be renewed for one additional year, but only upon written evidence of: (1) unforeseen circumstances; and (2) that the employing school district, BOCES, charter school or nonpublic school anticipates extending the alternative teacher's contract for one additional year pursuant to section 22-60.5-207(2), C.R.S.

3.12(3)(b) The alternative teacher license for a two-year program is valid for two years from the date of issuance.

3.12(3)(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 or early childhood special education endorsement.

3.12(4) An alternative teacher license is valid in any school district, BOCES, nonpublic school or charter school.

3.13 Teacher of Record License and Program

3.13(1) **Teacher of Record License.** A teacher of record license is valid for two years from the date of issuance and may be renewed once, but only if the holder did not complete a bachelor's degree due to unforeseen circumstances or hardship.

3.13(1)(a) A teacher of record license may be issued to an applicant who:

3.13(1)(a)(i) is enrolled in an accepted institution of higher education and has no more than 36 credit hours remaining for completion of a bachelor's degree that leads to a teacher license, but has not yet completed field-based experience requirements;

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

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

3.13(1)(b) The standards and competencies for an individual working under a teacher of record license are those set forth in section 5.0 of these rules.

3.13(1)(c) A teacher of record license may not be issued with an endorsement in special education.3.13(2) **Teacher of Record Program.** An LEP is authorized to implement a one- or two-year teacher of record program and may employ a teacher of record only when the individual will fill a vacant position in a critical teacher shortage area and when no other qualified, licensed applicants applied for the posted vacant position.

3.13(2)(a) A teacher candidate employed in a teacher of record program established pursuant to this section shall hold a teacher of record license issued pursuant to section 22-60.5-201(1)(a.5), C.R.S., and section 3.13 of these rules.

3.13(2)(b) To assist the teacher of record in meeting the Teacher Quality Standards, established pursuant to section 22-2-109(3), C.R.S., and section 5.0 of these rules, the teacher of record program must include, at a minimum:

3.13(2)(b)(i) Course requirements and provided supports:

3.13(2)(b)(i)(A) identification of the courses and number of credit hours that a teacher candidate must complete before and while a teacher of record,

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

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

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

3.13(2)(c) If the teacher of record successfully completes an induction program, the teacher of record may apply completion of the induction program toward meeting the requirements for a professional teacher license.

3.13(2)(d) An LEP shall treat a teacher of record as a first-year teacher for purposes of compensation and placement on a teacher salary schedule.

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

3.13(2)(e)(i) the demonstration of need;

3.13(2)(e)(ii) proposed program details as outlined in section 3.13(2) of these rules;

3.13(2)(e)(iii) the teacher candidate's education, experience and demonstration of content-area competency as outlined in section 3.01(1)(e) of these rules; and

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

3.14 Adjunct Instructor Authorization

To address recruiting challenges and establish a diverse workforce, a school district, BOCES or charter school may employ as an adjunct instructor a specialist or content-area expert who is without formal educator training. The purpose of adjunct instruction is to provide students with highly specialized academic enrichment in support of required content areas.

3.14(1) An adjunct instructor authorization is issued for three years to an applicant who meets the following criteria:

3.14(1)(a) an applicant possesses outstanding talent or demonstrates specific abilities and knowledge in a particular area of specialization;

3.14(1)(b) a school district board of education or superintendent or the principal of a charter school or BOCES requests the applicant's services and provides evidence of the applicant's outstanding talent or specific abilities and particular knowledge for the assignment;

3.14(1)(c) the school district, BOCES, or charter school provides evidence that the applicant's services are required; and

3.14(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.

3.14(2) An adjunct instructor authorization may be renewed for succeeding three-year periods at the employing school district's or charter school's request when the school district or charter school provides documented evidence of ongoing need for the adjunct instructor's services.

3.14(3) A person may be employed under an adjunct instructor authorization only by the school district or charter school that requested the person's services.3.14(4) A person who holds an adjunct instructor authorization and is employed by a school district may teach only under the general supervision of a licensed professional teacher. For the purposes of this provision, "general supervision" means support, mentorship and supervision of an adjunct instructor, and does not require more than one teacher in a classroom at a time.

3.14(4)(a) A school district or charter school shall not employ a person under an adjunct instructor authorization as a full-time teacher; except

3.14(4)(a)(i) a rural school district may employ an adjunct instructor authorization- holder as a full-time teacher if there are no qualified, licensed applicants for the position.

3.15 Special Services Intern Authorization

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

3.15(1) The special services intern authorization may be issued for one academic year. It may only be renewed if the special services intern is employed by a district or BOCES and the intern has not completed the approved program of preparation due to unforeseen circumstances or hardship.

3.15(2) The applicant must hold a bachelor's or higher degree from an accepted institution of higher education and be enrolled in an approved program of preparation for special services providers. The program of preparation must require an internship and offered by an accepted institution of higher education.

3.15(3) For the period of time while the authorization-holder serves as an intern, the authorization-holder may receive pay from the school district.

3.16 Emergency Authorization

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 holding an earned bachelor's degree or higher from an accepted institution of higher education and of enrollment in an approved program of preparation.

3.16(1) An applicant for a school speech-language pathology assistant emergency authorization must hold a bachelor's degree in speech, language and hearing sciences; communications disorders- speech sciences; or any other field with completion of 24 semester hours in speech, language hearing sciences from an accepted institution of higher education, as determined by the Department's transcript review.

3.16(2) The emergency authorization may be issued for up to one year and may be renewed for up to one additional year when:

3.16(2)(a) a school district or BOCES requests the emergency authorization in order to employ a non-licensed teacher, principal, administrator or special services provider;

3.16(2)(b) the district provides evidence of a need for specific and essential educational services which can be provided by the applicant, and which would otherwise be unavailable, due to a shortage of licensed educators with appropriate endorsements; and

3.16(2)(c) in the judgment of the department:

3.16(2)(c)(i) the employment of the non-licensed applicant is essential to the preservation of the district's instructional program, and

3.16(2)(c)(ii) that the establishment of an alternative teacher program by the local board of education is not a practicable solution to resolve the demonstrated shortage.

3.16(3) The district may provide an induction program for an individual on an emergency authorization, as specified in sections 8.00 and 9.00 of these rules. Induction programs completed while holding an emergency authorization may count toward fulfilling requirements for a professional license.

3.17 Career and Technical Education Authorization

3.17(1) An initial career and technical education (CTE) authorization may be issued for three years and may not be renewed. The applicant must meet the minimum qualifications adopted by the State Board for Community Colleges and Occupational Education under section 23-60-304(3)(a), C.R.S.

3.17(2) A professional career and technical education authorization may be issued for five years to an applicant who holds an initial career and technical education authorization and who meets the necessary requirements for holding a professional-level CTE authorization. It may be renewed for succeeding five-year periods. The applicant must meet the minimum qualifications or renewal requirements that the State Board for Community Colleges and Occupational Education adopts pursuant to section 23-60-304(3)(a), C.R.S.

3.17(3) Postsecondary career and technical education credentials are issued by the Colorado Community College System and are governed by the rules for the Administration of the Colorado Vocational Act, 8 CCR 1504-2.

3.18 Substitute Authorization

A substitute authorization may be issued to an applicant to serve as a substitute teacher.

3.18(1) A substitute authorization is valid for one, three or five years, as specified below. It may be renewed indefinitely upon application.

3.18(1)(a) A five-year substitute authorization may be issued when an applicant has completed an approved teacher preparation program (as indicated by a signed approved program verification form and bachelor or higher degree-conferred transcript) or holds or has held a Colorado initial or professional license or an equivalent out-of-state-issued license.

3.18(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.

3.18(1)(c) A one-year substitute authorization may be issued when the applicant holds a high school diploma or its equivalent, and the applicant attests to having worked successfully with children.

3.19 Interim Authorization

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

3.19(1) certified or licensed, or eligible for certification or licensure, as a teacher, principal or administrator in another state and who has not successfully demonstrated professional competencies and depth of content knowledge as outlined in 3.01(1)(e), 3.03 or 3.04 to obtain an initial license but who meets the other requirements for an initial license; or

3.19(2) enrolled in an alternative teacher program as defined in 2.01(6) of these rules and meets the requirements for an alternative teacher license, except that the person has not successfully demonstrated professional competencies and

depth of content knowledge as outlined in 3.12(1)(c) to obtain an alternative teacher license.

3.19(3) A holder of an interim authorization must demonstrate professional competencies and depth of content knowledge as specified in 3.01(1)(e), 3.03 or 3.04 to obtain an initial license.

3.19(4) The employing school district may provide an induction program for holders of interim authorizations as specified in sections 8.00 and 9.00 of these rules. Induction programs completed while holding interim authorizations may count toward fulfilling the requirements of a professional license.

3.20 Military Spouse Interim Authorization

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

3.20(1) A military spouse interim authorization may be issued to a military spouse when:

3.20(1)(a) the applicant is a spouse of an active-duty member of the United States armed forces who has been transferred to Colorado, is scheduled to be transferred to Colorado, is domiciled in Colorado or has moved to Colorado on a permanent change-of-station basis;

3.20(1)(b) the applicant is certified, licensed or eligible for certification or licensure as a teacher, special services provider, principal or administrator in another state; and

3.20(1)(c) the applicant has not successfully demonstrated professional competencies and depth of content knowledge as outlined in 3.01(1)(e), 3.02, 3.03 and 3.04 required for obtaining an initial license but otherwise meets the requirements for an initial license.

3.20(2) A holder of a military spouse interim authorization must demonstrate professional competencies and depth of content knowledge as specified in 3.01(1)(e), 3.02, 3.03 or 3.04 to obtain an initial license.

3.20(3) The employing school district may provide an induction program for holders of military spouse interim authorization as specified in sections 8.00 and 9.00 of these rules. Induction programs completed while holding this authorization may count toward fulfilling the requirements of a professional license.

3.21 School Speech-Language Pathology Assistant Authorization

A school speech-language pathology assistant (SLPA) serves as a member of an educational team and is authorized to perform tasks prescribed, directed and

supervised by a licensed school speech-language pathologist (SLP) in implementing services for children/students with speech, language, cognitive, voice and augmentative/alternative communication disorders and hearing impairments.

3.21(1) An SLPA authorization is valid for five years and may be renewed for succeeding five-year periods upon application and completion of content-related renewal requirements, including 50 contact hours of continuing education.3.21(1)(a) an applicant for SLPA authorization must: holds a bachelor's degree in speech communication, speech-language pathology, communication disorders-speech sciences or a bachelor's degree in any other field with completion of 24 semester hours in speech language hearing sciences from an accepted institution of higher education, as determined by the Department's transcript review;

3.21(1)(b) have successfully completed a speech-language pathology assistant program at a regionally or nationally accredited institution;

3.21(1)(c) have successfully completed a minimum 100 clock-hours of a school-based practicum under the supervision of an American Speech-Language-Hearing Association- certified and licensed school SLP, in accordance with the requirements of section 4.11(6) below; and

3.21(1)(d) have demonstrated through Department transcript review knowledge in the competencies specified in sections 4.11(3) and 4.11(4) below.

3.21(2) As determined by the Department of Higher Education, the SLPA applicant is knowledgeable about communication processes and basic human communication, and is able to articulate:

3.21(2)(a) the anatomical/physiological, psychological, developmental, linguistic and cultural bases of communication processes;

3.21(2)(b) communication disorders, articulation, fluency, voice and resonance, receptive and expressive language and language-based learning disabilities;

3.21(2)(c) hearing disorders and their impact on speech and language;

3.21(2)(d) cognitive and social aspects of communication disorders;

3.21(2)(e) communication modalities including oral, written, manual, augmentative and alternative communication techniques and assistive technologies;

3.21(2)(f) normal development of reading and writing in the context of the general education curriculum; and

3.21(2)(g) characteristics of exceptional students including categorical disabilities, learning differences and developmental deficits.

3.21(3) The SLPA is knowledgeable about service delivery and must be able to:

3.21(3)(a) use appropriate verbal and written language in interactions with children/students, teachers and related professionals;

3.21(3)(b) follow oral and written directions, including those in intervention plans;

3.21(3)(c) assist in the selection, preparation and presentation of instructional and other related materials;

3.21(3)(d) maintain accurate and concise documentation in a timely manner;

3.21(3)(e) implement documented intervention plans developed by the supervising speech- language pathologist;

3.21(3)(f) assist with clerical duties assigned by the supervising speech-language pathologist including, but not limited to, scheduling, safety/maintenance of supplies and equipment and record keeping;

3.21(3)g) collect data for quality improvement including child/student performance data in classrooms or individual therapy settings;

3.21(3)(h) record children's/students' each student's status with regard to progress towards established objectives as stated in the intervention plans, and report information to the supervising SLP;

3.21(3)(i) use constructive feedback from the supervising SLP to adapt or modify interaction and/or intervention with children/students;

3.21(3)(j) provide consistent, discriminating and meaningful feedback and reinforcement to the children/students; and

3.21(3)(k) implement designated intervention goals/objectives in specified sequence; and 4.11(3)(l) provide services via telepractice to students as directed by the supervising SLP.

3.21(4) The SLPA is knowledgeable about screening and assessment, but may not perform standardized or non-standardized diagnostic tests, including, but not limited to, feeding evaluations or interpreting test results, and is able to:

3.21(4)(a) assist the SLP during assessment of students (e.g., setting up the testing environment, gathering and prepping material, taking notes as advised by the supervising SLP, etc.);

3.21(4)(b) assist with informal documentation as directed by the SLP;

3.21(4)(c) provide directly to the supervising SLP descriptive behavioral observations that contribute to screening/assessment results; and

3.21(4)(d) support the SLP in research projects, service training and public relations programs, including Child Find activities.

3.21(5) The SLPA is knowledgeable about ethical practice and maintaining appropriate relationships with children/students, families, teachers and related service professionals, and must be able to:

3.21(5)(a) demonstrate respect for and maintain the confidentiality of information pertaining to students and their families;

3.21(5)(b) behave in accordance with educational facility guidelines;

3.21(5)(c) articulate an awareness of student needs and respect for cultural values;

3.21(5)(d) direct student, family and educational professionals to the supervising SLP for information regarding testing, intervention and referral;

3.21(5)(e) request assistance from the supervising SLP, as needed;

3.21(5)(f) manage time effectively and productively; and

3.21(5)(g) recognize personal professional limitations and perform within boundaries of training and job responsibilities.

3.21(6) The SLPA may not counsel parents, but may:

3.21(6)(a) share objective information (e.g., accuracy in speech and language skills addressed, participation in treatment, response to treatment) regarding student performance to students, families, teachers and other service providers without interpretation or recommendations as directed by the supervising SLP; and

3.21(6)(b) provide culturally responsive services while communicating and collaborating with students, families, teachers other service providers and the supervising SLP.

3.22 Exchange Educator Interim Authorization

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.

3.22(1) An exchange educator interim authorization is valid for one year and may be renewed upon application for one additional year.

3.22(2) Applicants must:

3.22(2)(a) be a participant in a district-recognized educator exchange program; and

3.22(2)(b) be certified, licensed or eligible for certification or licensure as a teacher, special services provider, principal or administrator in another country.

3.23 Temporary Educator Eligibility Authorization

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

3.23(1) A TEE authorization is valid for one year. Renewal is contingent upon the applicant maintaining continuous progress toward completion of requirements for the license or endorsement sought. A TEE authorization may be renewed twice, for a total of three years.

3.23(2) A TEE authorization may be issued to an applicant when:

3.23(2)(a) a school district requests the TEE authorization in order to employ as a special education teacher, special services provider or special education administrator an applicant who does not yet meet licensing requirements but who meets the eligibility requirements specified below; and

3.23(2)(b) the district provides evidence of a demonstrated need for specific and essential educational services that can be provided by the applicant but that would be otherwise unavailable to students due to a shortage of licensed educators with appropriate endorsement(s).

3.23(3) TEE applicants must:

3.23(3)(a) hold a bachelor’s degree from an accepted institution of higher education; and

3.23(3)(b) be enrolled in an approved or alternative special education, special education director or special services preparation program offered by an accepted institution of higher education;

3.23 (3)(b)(i) except that individuals who hold a Department of Regulatory Authority license or a master's degree in a clinical counseling field may enroll in prescribed school counselor endorsement coursework to meet requirements for a school counselor endorsement.

3.23(3)(c) In the preparation program, the candidate must:

3.23(3)(c)(i) receive high-quality professional development that is sustained, intensive, and classroom-focused;

3.23(3)(c)(ii) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support or a mentoring program specific to the license or endorsement sought; and

3.23(3)(c)(iii) demonstrate satisfactory progress toward full licensure (e.g., transcripts demonstrating movement toward the completion of the educator preparation or degree program; documentation verifying attempts to pass the required content exam(s) or documentation of attempts to demonstrate professional competencies and depth of content knowledge through other options under rule 3.01(1)(e) or 3.02).

3.23(3)(d) If an applicant has completed the required program or coursework for licensure or the endorsement sought, the applicant may continue working under a TEE as long as they can provide documentation showing initiation of steps towards demonstrating professional competencies and depth of content knowledge as provided by rule 3.01(1)(e) or 3.02.

3.23(4) In addition to the criteria in 3.23(3), CDE may issue a TEE to a special services provider who has met the minimum degree requirements necessary to practice in their area of specialization, but who has not completed the necessary content assessment or school practicum in the area of specialization. A district may employ a person who holds a TEE pursuant to this rule 3.23(4) only if the person is under the supervision of a professionally licensed person in the same area of specialization.

3.23(5) The employing school district may provide an induction program for an individual on a TEE authorization as specified in sections 8.00 and 9.00 of these rules. Induction programs completed while holding this authorization may count toward fulfilling the requirements of a professional license.

3.24 Educational Interpreter Authorization

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.

3.24(1) An educational interpreter authorization is valid for five years and may be renewed for succeeding five-year periods upon application and submission of evidence of completion of four (4) semester hours of professional development or its equivalent of 60 contact/clock-hours in educational interpreter content.

3.24(2) The applicant must provide evidence of:

3.24(2)(a) an associate's or higher degree in educational interpreting or a related field;

3.24(2)(b) a certificate of completion for the Educational Interpreter Performance Assessment (EIPA) written exam;

3.24(2)(c) successful performance on one or more of the following professional skill assessments:

3.24(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);

3.24(2)(c)(ii) for cued speech transliterators, a score of 4.0 or higher on the EIPA- Cued Speech exam or a passing score on the Cued Language Transliterator National Certification Exam; or

3.24(2)(c)(iii) for oral interpreters, a current Oral Transliteration Certificate from RID.

3.24(2)(d) demonstration of the following competencies:

3.24(2)(d)(i) effectively analyze communication for the speaker's style, affect, register and overall prosodic and coherence markers;

3.24(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 program (IEP) goals;

3.24(2)(d)(iii) manage the process for effectively switching from one speaker and mode to another;

3.24(2)(d)(iv) utilize attending and interrupting techniques effectively, based on culturally appropriate methods and classroom protocol; and

3.24(2)(d)(v) effectively apply knowledge of:

3.24(2)(d)(v)(A) cognitive processes associated with consecutive and simultaneous interpreting and the implication of each for interpreting classroom discourse;

3.24(2)(d)(v)(B) the differences between classroom discourse and conversational discourse, and the implication of those differences in the interpreting process;

3.24(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

3.24(2)(d)(v)(D) classroom subject matter concepts and associated vocabulary and terminology.

3.24(3) Applicants who have yet to take the EIPA performance exam or who are awaiting receipt of their EIPA performance exam results may:

3.24(3)(a) qualify for the authorization by providing evidence of:

3.24(3)(a)(i) an associate's or higher degree in educational interpreting or a related field;

3.24(3)(a)(ii) a certificate of completion verifying a passing score on the Educational Interpreter Performance Assessment (EIPA) written exam;

3.24(3)(a)(iii) successful performance on the CDE-approved Pre-Hire Screening; and

3.24(3)(a)(iv) verification of enrollment in a CDE-approved mentor program.

3.24(3)(b) Within 24 months of the date of application for the authorization, the applicant must submit evidence to CDE of successful performance on one or more of the following professional skill assessments:

3.24(3)(b)(i) for sign language interpreters, a score of 3.5 or higher on the EIPA or current certification with the Registry of Interpreters for the Deaf (RID);

3.24(3)(b)(ii) for cued speech transliterators, a score of 4.0 or higher on the EIPA- Cued Speech exam or a passing score on the Cued Language Transliterator National Certification Exam; or

3.24(3)(b)(iii) for oral interpreters, a current Oral Transliteration Certificate from RID.

3.24(4) Applicants who fail to fulfill the requirement outlined in 4.14 (3)(b) of these rules and provide proof of completion to CDE within 24 months of applying for the authorization will be deemed to have withdrawn the application and such withdrawal shall not be subject to appeal or review.

3.25 Junior Reserve Officer Training Corps (JROTC) Instructor Authorization

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

3.25(1) The JROTC Instructor Authorization is valid for five years and may be renewed upon application and submittal of evidence of service-specific JROTC recertification.

3.25(2) Applicants must provide documented evidence of JROTC certification based upon successful acquisition of service-specific JROTC program director certification or completion of service- specific JROTC preparation program requirements.

3.26 Adult Basic Education Authorization

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

3.26(1) An adult basic education authorization is valid for five years and may be renewed for succeeding five-year periods upon application. To be eligible for renewal, the application must submit evidence of completion of 90 contact hours of adult education instructor professional development activities completed within the period of time for which the authorization was issued.

3.26(2) An adult basic education authorization may be issued to an applicant who:

3.26(2)(a) holds an associate's or higher degree from an accepted institution of higher education or accredited community, technical, or junior college; and

3.26(2)(b) has submitted an application for an adult basic education authorization, which includes:

3.26(2)(b)(i) a copy of an official degree-conferred transcript; and

3.26(2)(b)(ii) evidence of the completion of adult basic education coursework aligned with federal Workforce Innovation & Opportunity Act guidelines, College and Career Readiness

Standards for Adult Education and English Language Proficiency Standards for Adult Education, including:

3.26(2)(b)(ii)(A) a copy of an official transcript from an accepted institution of higher education or accredited community, technical or junior college showing the completion of adult basic education coursework within the seven years immediately preceding the date of application.

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

3.26(2)(b)(ii)(B) evidence of completion of other adult basic education coursework in lieu of an official transcript showing completion of courses specified in section 3.26(2)(b)(ii)(A). The applicant must submit the Department's equivalency form and copies of official transcripts from an accepted institution of higher education or accredited community, technical or junior college showing coursework completed within the seven years immediately preceding the date of application. The Department will determine whether the coursework is equivalent to that listed in section 3.26(2)(b)(ii)(A).

3.26(3) Applicants who have not met the requirements as specified in section 3.26(2)(b)(ii) may submit evidence of experience, including:

3.26(3)(a) documentation illustrating 750 hours of performance of adult basic education instruction, adult secondary education instruction or ESL instruction to adults; and

3.26(3)(b) the Department's observation form, which includes observations of the applicant's instruction and competencies in adult basic education. The observation form must be completed by a qualified observer as determined by the Department.

3.27 Principal Authorization

A principal authorization may be issued to a person who does not hold or may not qualify for an initial principal license but who holds a bachelor's or higher degree from an accepted institution of higher education and who will be employed by a district, charter school or nonpublic school under an individualized alternative principal program or who participates in an alternative principal program through a designated agency. A

school district may employ a person who holds a principal authorization to perform principal or assistant principal duties only when the authorization-holder is supervised by a professional principal license-holder.

3.27(1) A principal authorization is valid for three years and may not be renewed.3.27(2) To submit a principal authorization application for an individualized alternative principal program, an applicant, in collaboration with a school district, charter school, nonpublic school or the institute, must submit to the Department documentation pursuant to section 13.01 of these rules.

3.27(3) To submit a principal authorization application for a person participating in an alternative principal program through a designated agency, the applicant must provide documentation of employment as an alternative principal or assistant principal and enrollment in an alternative principal program approved by the Department pursuant to section 13.02 of these rules.

3.27(4) Upon successful completion of an individualized alternative principal program or alternative principal program, if the principal authorization-holder has three or more years of licensed experience in a school, that person may apply for an initial principal license.

3.27(5) The employer may provide an induction program for an individual working under a principal authorization as specified in section 9.00 of these rules. Induction programs completed while holding this authorization may count toward fulfilling requirements for a professional license.

3.28 Native American Language & Culture Instructor Authorization

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

3.28(1) The Native American language and culture instructor authorization is valid for five years. It may be renewed for succeeding five-year periods upon application and at the request of the school district. The district must submit evidence of continuing need.

3.28(2) To receive a Native American language and culture instructor authorization, the applicant must:

3.28(2)(a) qualify for an adjunct instructor authorization as specified in section 4.01 of these rules; or

3.28(2)(b) demonstrate expertise in a Native American language of a federally recognized tribe by:

3.28(2)(b)(i) providing evidence of demonstrated expertise in a Native American language of a federally recognized tribe, as verified by the employing school district;

3.28(2)(b)(ii) identifying a partnering, licensed teacher, as verified by the employing school district; and

3.28(2)(b)(iii) meeting the following objective standards, as verified by the employing school district:

3.28(2)(b)(iii)(A) is able to listen, speak, read and write the Native American language identified at a proficient level for the purposes of interpersonal, interpretive and presentational communication;

3.28(2)(b)(iii)(B) is knowledgeable about the language and related culture, can describe their interrelationships, and is able to articulate to students, other educators and interested stakeholders:

3.28(2)(b)(iii)(B)(I) perspectives related to historic and contemporary ideas, attitudes and values of the Native American culture;

3.28(2)(b)(iii)(B)(II) the practices within the Native American culture that are based on historical, geographical and sociological influences;

3.28(2)(b)(iii)(B)(III) the contributions and achievements of the culture to the fields of literature, the arts, science, mathematics, business, technology and other areas; and

3.28(2)(b)(iii)(B)(IV) the geographic, economic, social and political features of traditional and contemporary cultures associated with the Native American language being taught;

3.28(2)(b)(iii)(C) and is able to create a learning environment that accepts, encourages and promotes the culture and language that Native American language speakers bring into the classroom.

3.28(3) A holder of a Native American language and culture instruction authorization is prohibited from teaching any subject other than the Native American language for which he or she has demonstrated expertise.

3.29 Teacher Apprenticeship Authorization

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

3.29(1) To receive a teacher apprenticeship authorization, a person must:

3.29(1)(a) be employed by a school district, BOCES, charter school or institute charter school as a teacher apprentice;

3.29(1)(b) be actively registered in a teacher apprenticeship program; and

3.29(1)(c) be actively enrolled in an affiliated bachelor's degree program from an accredited institution.

3.29(2) While under the teacher apprenticeship authorization, the following qualification and competencies must be demonstrated through the following allowable roles for a teacher apprentice and aligned to the Teacher Quality Standards as specified in section 4.00(1) of these rules:

3.29(2)(a) Level 1: Pre-Apprentice does not require the teacher apprenticeship authorization but may allow for substitute teaching if applicant meets substitute teaching authorization requirements as outlined in section 3.18 of these rules.

3.29(2)(b) Level 2: Beginner Apprentice requires each apprentice either hold a Colorado substitute authorization, obtain Colorado student teaching criminal history record check as outlined in CRS 22-2-119.3 or obtain the teacher apprenticeship authorization.

3.29(2)(b)(i) Allowable activities include substitute teaching, student teaching and/or participation in a residency model.

3.29(2)(b)(ii) This level requires demonstration of competency in Teacher Quality Standard 2 as determined by the state-approved Teacher Degree Apprenticeship Program.

3.29(2)(c) Level 3: Intermediate Apprentice continues Level 2 allowable student teaching activities and/or participation in a residency model, at which point the apprentice must hold this authorization .

3.29(2)(c)(i) This level may include starting the required one-year minimum of teacher apprentice working as the teacher of record as required in 22-60.5-111.5(1)(d).

3.29(2)(c)(ii) This level requires demonstration of competency in Teacher Quality Standard 1 and in Teacher Quality Standard 3 as determined by the state- approved Teacher Degree Apprenticeship Program.

3.29(2)(c)(iii) This level requires demonstration of content competency through passing score on the appropriate state board of education-approved content exam or portfolio equivalents as defined by endorsement area.

3.29(2)(d) Level 4: Trained Apprentice will culminate in a minimum of one year as teacher of record as required in 22-60.5-111.5(1)(d) and completion of all Department competencies related to the Teacher Quality Standards, as determined by the state- approved Teacher Degree Apprenticeship Program.

3.29(3) A teacher apprenticeship authorization is valid for four years while the apprentice completes the bachelor's degree and on-the-job training requirements of the program.

3.29(4) The authorization may be renewed twice, for two-year periods, as necessary for the teacher apprentice to fulfill the apprenticeship requirements.

3.29(5) The authorization will be automatically revoked should the apprentice withdraw from the teacher apprenticeship program or from the affiliated bachelor's degree program. The teacher apprenticeship program sponsor may revoke the authorization if the teacher apprentice does not make satisfactory progress in the teacher apprenticeship program, as determined by the employer.

3.29(6) When a teacher apprentice withdraws from the teacher apprenticeship program or affiliated bachelor's degree program, the teacher apprenticeship program sponsor must notify CDE of the withdrawal.

4.00 Teacher Licensure Endorsement Standards

In addition to a demonstrated understanding of the Colorado Academic Standards, the Colorado Reading To Ensure Academic Development Act (Colorado READ Act); strict data privacy and security practices; special education regulations as specified in 11.02 of these rules; 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., and individual endorsement standards outlined in sections 4.01 to 4.33 of these rules, the following serve as standards for authorization and reauthorization of programming and content for educator preparation programs and licensing of all teacher candidates in Colorado.

Except where identified, programs for individual endorsements may be offered at the undergraduate or graduate level.

4.00(1) **Teacher Quality Standards**

4.00(1)(a) **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.

- Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.
- Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.
- Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines they teach

4.00(1)(b) **Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.**

- 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.
- 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.
- 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.:
- Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.

4.00(1)(c) **Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**

- 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.

- Element B: Teachers use formal and informal methods to assess student learning and provide feedback, and they use results to inform planning and instruction.

- Element C: Teachers utilize appropriate, available technology to engage students in authentic learning experiences.

- Element D: Teachers establish and communicate high expectations and support the development of critical-thinking and problem-solving skills.

- Element E: Teachers provide students with opportunities to work in teams and develop leadership.

- Element F: Teachers model and promote effective communication.

4.00(1)(d) **Quality Standard IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.**

- Element A: Teachers demonstrate high standards for professional conduct.

- Element B: Teachers link professional growth to their professional goals.

- Element C: Teachers respond to a complex, dynamic environment.

- Element D: Teachers demonstrate leadership in their school, the community and the teaching profession.

4.00(2) **English Language Learner Quality 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 approved programs of preparation at institutions of higher education and designated agencies providing alternative teacher programs, must ensure the following standards are fully taught and practiced in their programs. The following standards equate to approximately six (6) semester hours or the equivalent of 90 clock-hours.

Note: The following standards are to supplement, not supplant, the culturally and linguistically diverse (CLD) endorsement. These standards can and should be consistent with the CLD endorsement standards as noted in rule 4.22 if the educator preparation entity is seeking to graduate students with dual endorsements in a content area and in CLD.

4.00(2)(a) **Quality Standard I: Educators are knowledgeable about CLD populations.**

- Element A: Educators are knowledgeable in and can apply the major theories, concepts and research related to culture, diversity and equity in

order to support academic access and opportunity for CLD student populations.

- Element B: Educators are knowledgeable in and can use progress monitoring, in conjunction with formative and summative assessments, to support student learning.

4.00(2)(b) **Quality Standard II: Educators should be knowledgeable in first and second language acquisition.**

- Element A: Educators understand and can implement strategies and select materials to aid in English language and content learning.

- Element B: Educators are knowledgeable in and can apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

4.00(2)(c) **Quality Standard III: Educators should understand literacy development for CLD students.**

- Element A: Educators are knowledgeable in and can apply the major theories, concepts and research related to literacy development for CLD students.

- Element B: Educators understand and can implement strategies and select materials to aid in English language and content learning.

4.00(2)(d) **Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials and assessment for CLD students.**

- 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.

- Element B: Educators are knowledgeable in and can use progress monitoring, in conjunction with formative and summative assessments, to support student learning.

4.01 Early Childhood Education (Ages Birth-8)

4.01(1) Child growth and development: Understanding a child's growth, development and learning is paramount in providing experiences that foster each child's predictable steps and sequences of development. Knowing how children typically grow, develop and learn allows early childhood educators to plan, guide and monitor learning experiences that address the integration of developmental domains for each and every child. Developmentally appropriate learning

experiences consider a child's developmental abilities, temperament, language and cultural background, needs and learning styles while recognizing factors such as family characteristics and community influences. Fully understanding the importance of child growth, development and learning means all children are valued individually and inclusivity is expected and respected, including:

4.01(1)(a) Knowledge of developmental domains, changes and milestones: ECE professionals are expected to understand, analyze and implement strategies that reflect current child-development pedagogy, theory and research. Primarily, ECE professionals use this knowledge to plan and implement developmentally appropriate environments and experiences to meet the diverse needs of children and families. The diverse needs include but are not limited to culture, language, economic and ability. In order for ECE professionals to provide pedagogically sound experiences for children and families, they need to identify and address children's diverse developmental abilities and collaborate with community partners to assess children's strengths and challenges;

4.01(1)(b) Individual needs and differences: ECE professionals identify children's and families' risk and protective factors and accordingly plan interventions to support children's growth and development. ECE professionals use evidence-based practices to assess and address children's individual needs with respect to culturally responsive curricula and environments;

4.01(1)(c) Special needs: ECE professionals understand and apply inclusive practices for children with diverse developmental abilities. ECE professionals create inclusive environments that respect the individual abilities of children and incorporate individual goals/outcomes into daily routines and practices; and

4.01(1)(d) Fostering healthy attachment and relationships: ECE professionals apply knowledge of healthy caregiver/parent/child attachments to support individual child growth, development and learning. ECE professionals understand the importance of positive relationships and their foundation in social-emotional development and learning.

4.01(2) Child observation and assessment: Child observation and assessment enables ECE professionals to use reliable and valid procedures and practices to gather information on an individual child's growth and development. Through gathering information on growth, achievement, learning styles, interests, experiences, challenges and understandings of individual children, the curriculum can be enriched to support children through the developmental stages. Observation and assessment policies, procedures and practices should be sensitive to individual children's needs, culture, language and abilities. Policies, procedures and practices must incorporate ethical standards around confidentiality and unbiased documentation. Allocated time to share results with families and others involved with the child is a critical component to child observation and assessment, including:

4.01(2)(a) Principles: ECE professionals use a continuous authentic assessment process to ask questions, collect information (i.e., data), interpret the information and then make instructional decisions that are individualized and culturally responsive;

4.01(2)(b) Gathering and documenting: ECE professionals use a body of evidence from a variety of sources to systematically collect authentic assessment data. ECE professionals collaborate with specialized teams to use the assessment data to recognize and respond to children's developmental concerns through a multi-tiered system of supports;

4.01(2)(c) Summarizing and interpreting: ECE professionals link assessment data to the instructional needs of individual children, recognizing many influential factors; and

4.01(2)(d) Data sharing and reporting: ECE professionals share assessment information to families and other professionals in a culturally sensitive, strength-based manner, using the families' home language.

4.01(3) Family and community partnerships: Recognizing that families are their child's first teachers and caregivers is the cornerstone of developing strong partnerships between families and early childhood educators. Children's lives are rooted in their families and communities, so valuing families in the context of their culture, language, home and community is paramount in building strong connections with children and their families. Celebrating and respecting diversity in terms of ability, language, values, customs, traditions, expectations and attitudes is essential for ECE professionals to understand in order to offer developmentally and culturally appropriate learning opportunities that will help children grow, develop and learn. Understanding that children develop in the context of different family structures and dynamics helps ECE professionals to honor the interests, needs, strengths and challenges of developing children as well. When ECE professionals work collaboratively with community organizations and agencies to meet children's needs and to encourage community involvement, children's development is enhanced. Collaborative, reciprocal family and community partnerships help to optimize a child's growth, development and learning, including:

4.01(3)(a) Valuing families: ECE professionals recognize, value and include families' preferences and perspectives when planning and implementing curricular decisions;

4.01(3)(b) Respect for diversity: ECE professionals implement culturally responsive practices and acknowledge diversity including cultural, language, economic, religious, family structure and ability level;

4.01(3)(c) Effective communication: ECE professionals communicate effectively with families using a variety of effective strategies that respect families' home language and individual communicative needs and preferences;

4.01(3)(d) Building reciprocal relationships with families: ECE professionals support families by building meaningful relationships with them so that families have the ability to engage in their children's development and learning experiences; and

4.01(3)(e) Resources that support children and families: ECE professionals support and provide opportunities to families to engage with their children in meaningful ways. Resources are embedded within the community and reflect the diversity of the families.

4.01(4) Guidance: Incorporating responsive guidance strategies into an early childhood program provides opportunities for establishing secure, interpersonal peer-to-peer, adult-to-child and adult-to-adult relationships. Developmentally appropriate guidance strategies help children to better understand themselves as individuals and as members of a group. A warm and caring, culturally and linguistically responsive environment in which staff consistently use a variety of evidence-based guidance strategies helps children and families feel respected, valued and accepted. Creating an inclusive and supportive culture is fostered through providing both individual and group guidance strategies, including:

4.01(4)(a) Positive interactions and relationships with individual children: ECE professionals provide responsive, caring environments for children and implement positive guidance strategies based on individualized needs and developmental characteristics;

4.01(4)(b) Child guidance and discipline – promoting social and emotional: ECE professionals implement evidence-based social-emotional practices that promote children's development of self-regulation that contributes to the foundation for future learning and emotional health;

4.01(4)(c) Communication: ECE professionals work collaboratively with families and specialists to assess and support children with challenging behaviors. Communication between families and professionals will be responsive and strength-based; and

4.01(4)(d) Guidance and the role of staff and other adults: ECE Professionals will maintain a supportive environment for staff and families so that they can engage in effective communication, problem-solving and teaming.

4.01(5) Health, safety and nutrition: Optimal child development is enhanced if young children are safe from physical and emotional harm. In designing learning environments and experiences for young children, meeting the health, safety and nutritional needs are critical to child growth, development and learning. Environments for young children should be safe from hazards and potential injuries to enable them to explore and learn. Programs should ensure that children are protected from infectious diseases through the implementation of appropriate health, safety and sanitation policies, procedures and daily practices. ECE professionals should work in partnership with families and communities to create healthy, safe and nutritionally sound environments, while honoring family preferences for their children. ECE professionals establish a foundation for future healthy lifestyles and a pathway for lifelong health and well-being, including:

4.01(6) Professional development and leadership: ECE professionals who identify and conduct themselves as professionals play an important role in the growth, development and learning of children. ECE professionals see themselves as members of the larger community of specialized care and education professionals and have a full understanding of the context in which the early childhood profession originated. Those working in the field adopt professional responsibilities, which include adherence to ethical codes of conduct, advocacy and the effective communication of the importance of high-quality early childhood programming. The knowledge achieved in the profession is based on a foundation of research-based practices that is then implemented in all aspects of child, family, colleagues and community involvement. ECE professionals equipped with specialized education, training and coaching/mentoring are better able to provide environments and experiences that support every aspect of a child's growth, development and learning, including aspects related to a child's and family's diverse needs. Participation in advocacy efforts on behalf of children, families and the profession are critical to advancing the knowledge regarding the importance of high-quality early childhood education.

4.01(7) Program planning and development is vital to high-quality early childhood programs. Sustaining a philosophical base that utilizes research-driven practices with clear goals and objectives while striving for continuous quality improvement helps to ensure high-quality programming for children and their families. An important responsibility of an early childhood professional is to know and uphold rules, regulations and high-quality standards within the daily operations of the program. Professionals implementing best practices and upholding high-quality standards helps to create high-quality early care and learning environments. Participation in a strong strategic planning process that includes colleagues, community resources, and specialists and takes into account various aspects of organizational, personnel, and financial management is essential.

4.01(8) Teaching practices: ECE educators are responsible for planning, implementing and supporting intentional experiences that promote children's growth, development and learning in all developmental and academic domains as defined by the Colorado academic standards. Understanding that children learn from a supportive physical, social and temporal environment, it is important that ECE professionals create opportunities where all children can play interactively, communicate, create, explore and construct knowledge and skills to better understand their world. Establishing a learning environment with regard for student perspectives and that honors all children's individual cultures, strengths, languages, needs and interests and reflects diversity also helps to build a responsive early childhood setting. Planning and implementing a curriculum that responds to the developmental needs of each child and allows children to construct knowledge, skills, concepts, attitudes and dispositions through intentional experiences enhances the learning environment. Teaching practices reflect Colorado Teacher Quality Standards for effective teaching, including:

4.01(8)(a) Planning framework for curricula and learning environment: ECE professionals will plan, implement and evaluate intentional and differentiated instruction that supports the holistic development of all children while adhering to children's strengths, challenges, learning preferences and diversity. Curricula and learning will be embedded within the daily routines and natural environments so that learning is authentic, functional and meaningful to the child and family;

4.01(8)(b) Physical health development: ECE professionals plan, implement and adapt activities that promote physical development that is appropriate for children of all ability levels and include indoor and outdoor play experiences that are embedded within the daily routines and developmentally appropriate curriculum;

4.01(8)(c) Physical proximity and engagement: ECE professionals plan, implement and adapt activities that promote social engagement that is culturally appropriate for the children and families in their care.;

4.01(8)(d) Language and research-based literacy development: ECE professionals plan, implement and adapt research-driven curricula through meaningful interactions and daily routines to encourage children of all ability levels to use their home language to understand language, various forms of literacy, interact with others and express themselves through verbal, nonverbal and written forms of communication; including

4.01(8)(d)(i) research-based literacy instruction as outlined in 4.02(5)-(13) of these rules;

4.01(8)(e) Cognitive development: ECE professionals plan, implement and adapt developmentally appropriate curricula throughout daily routines so that children of all ability levels are engaged in learning new concepts, completing tasks and adapting information through meaningful experiences and materials;

4.01(8)(f) Social-emotional development: ECE professionals plan, implement and adapt meaningful activities that focus on the promotion of self-regulation, pro-social interactions and emotional expression. Children who are socially and emotionally ready for learning and engagement understand and effectively express their feelings, cooperate with adults and peers and resolve conflicts with support;

4.01(8)(g) Fostering creativity: ECE professionals plan, implement and adapt curricula that provide children an opportunity to express themselves through a variety of creative means regardless of their individual abilities, language or culture;

4.01(8)(h) Knowledge of productivity: ECE professionals plan and implement a balance of experiences for children that address various levels of play, interactions and activity levels, in addition to responding to the diverse needs of the children in their care;

4.01(8)(i) How children learn and approaches to learning: ECE professionals plan, implement and adapt activities that promote all children's creativity, innovation, curiosity, exploration and problem-solving in learning environments and daily routines; and

4.01(8)(j) evidence-informed practices in mathematics as outlined in sections 4.02(14)-(16) of these rules.

4.02 Elementary Education (Grades K-6)

4.02(1) The elementary educator is knowledgeable about curriculum development and instruction and is able to:

4.02(1)(a) design and implement an integrated curriculum based upon adopted content standards including, but not limited to, language arts (e.g., reading, writing, speaking and listening), science, mathematics, social studies, the arts, health, physical education and technology;

4.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies to be implemented based on adopted content standards and on both informal and formal assessments of student learning needs;

4.02(1)(c) implement appropriate strategies and activities to increase student achievement; and

4.02(1)(d) understand and adhere to strict data privacy and security practices.

4.02(2) The elementary educator is knowledgeable about child development as it applies to learning and is able to:

4.02(2)(a) incorporate documented and proven theories of child development and learning as appropriate for all learners including, but not limited to, exceptional and linguistically diverse learners;

4.02(2)(b) plan and implement differentiated instructional strategies that address stages of individual development, personal traits and interests, language diversity and exceptionality;

4.02(2)(c) recognize and display respect for family, culture, economic and societal influences that affect students' learning and academic progress and draw upon their strengths and experiences in planning for instruction; and

4.02(2)(d) effectively articulate the elements of and rationale for the instructional program to students, parents and other professionals.

4.02(3) The elementary educator is knowledgeable about classroom environment and is able to:

4.02(3)(a) provide a safe and engaging learning environment responsive to individual learner needs and student choices and interests;

4.02(3)(b) effectively utilize developmentally appropriate, learner-responsive time- management techniques; and

4.02(3)(c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students.

4.02(4) The elementary educator is knowledgeable about assessment and is able to:

4.02(4)(a) effectively administer a wide variety of ongoing formal and informal assessments that are developmentally appropriate, responsive to the needs of diverse learners and inclusive of adopted content standards;

4.02(4)(b) effectively utilize assessment results and related data to plan for appropriate student instruction;

4.02(4)(c) actively involve students in understanding the importance of assessment and its relationship to meeting learning objectives; and

4.02(4)(d) effectively communicate with students, parents and other professionals concerning assessments and student performance.

4.02(5) The elementary educator is highly knowledgeable about research-based literacy development, is able to develop oral and written learning, as well as:

4.02(5)(a) understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing;

4.02(5)(b) understand and explain other aspects of cognition and behavior that affect reading and writing including attention, executive function, memory, processing speed and graphomotor control;

4.02(5)(c) define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values);

4.02(5)(d) know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression;

4.02(5)(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing;

4.02(5)(f) know and explain how the relationships among the major components of research-based literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression); and

4.02(5)(g) know reasonable goals and expectations for learners at various stages of reading and writing development.

4.02(6) The elementary educator is knowledgeable about the structure of language including:

4.02(6)(a) phonology (the speech sound system), and is able to:

4.02(6)(a)(i) identify, pronounce, classify and compare the consonant and vowel phonemes of English;

4.02(6)(b) orthography (the spelling system), and is able to:

4.02(6)(b)(i) understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (romance) and Greek;

4.02(6)(b)(ii) define grapheme as a functional correspondence unit or representation of a phoneme;

4.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English;

4.02(6)(b)(iv) know the difference between "high frequency" and "irregular" words; and

4.02(6)(b)(v) identify, explain and categorize six basic syllable types in English spelling.

4.02(6)(c) morphology, and is able to:

4.02(6)(c)(i) identify and categorize common morphemes in English, including Anglo- Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.

4.02(6)(d) semantics, and is able to:

4.02(6)(d)(i) understand and identify examples of meaningful word relationships or semantic organization.

4.02(6)(e) syntax, and is able to:

4.02(6)(e)(i) define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure; and

4.02(6)(e)(ii) identify the parts of speech and the grammatical role of a word in a sentence.

4.02(6)(f) discourse organization, and is able to:

4.02(6)(f)(i) explain the major differences between narrative and expository discourse;

4.02(6)(f)(ii) identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence); and

4.02(6)(f)(iii) identify cohesive devices in text and inferential gaps in the surface language of text.

4.02(7) The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including:

4.02(7)(a) understanding the differences among screening, diagnostic, outcome and progress monitoring assessments;

4.02(7)(b) understanding basic principles of test construction including reliability, validity, norm-referencing and criterion-referencing;

4.02(7)(c) understanding the principles of progress monitoring and the use of graphs to indicate progress;

4.02(7)(d) knowing the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing;

4.02(7)(e) recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators; and

4.02(7)(f) interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations.

4.02(8) The elementary educator is able to develop phonology, and is able to:

4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity;

4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation);

4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds;

4.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal;

4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary; and

4.02(8)(f) understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.

4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:

4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced;

4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review;

4.02(9)(c) stating the rationale for multisensory and multimodal techniques;

4.02(9)(d) knowing the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing; and

4.02(9)(e) understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed.

4.02(10) The elementary educator is able to develop fluent, automatic reading of text:

4.02(10)(a) understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read;

4.02(10)(b) understanding reading fluency as a stage of normal reading development, as the primary symptom of some reading disorders and as a consequence of practice and instruction;

4.02(10)(c) defining and identifying examples of text at a student's frustration, instructional and independent reading level;

4.02(10)(d) knowing sources of activities for building fluency in component reading skills;

4.02(10)(e) knowing which instructional activities and approaches are most likely to improve fluency outcomes;

4.02(10)(f) understanding techniques to enhance a student's motivation to read;

4.02(10)(g) understanding appropriate uses of assistive technology for students with serious limitations in reading fluency; and

4.02(10)(h) understand the relationship between accuracy and reading fluency.

4.02(11) The elementary educator is knowledgeable about vocabulary development related to reading instruction including:

4.02(11)(a) understanding the role of vocabulary development and vocabulary knowledge in comprehension;

4.02(11)(b) understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction;

4.02(11)(c) knowing varied techniques for vocabulary instruction before, during and after reading;

4.02(11)(d) understanding that word knowledge is multifaceted; and

4.02(11)(e) understanding the sources of wide differences in students' vocabularies.

4.02(12) The elementary educator is able to develop text comprehension including:

4.02(12)(a) being familiar with teaching strategies that are appropriate before, during and after reading and that promote reflective reading;

4.02(12)(b) contrasting the characteristics of major text genres, including narration, exposition and argumentation;

4.02(12)(c) understanding the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension;

4.02(12)(d) identifying in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension;

4.02(12)(e) understanding levels of comprehension including the surface code, text base and mental model (situation model); and

4.02(12)(f) understanding factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.

4.02(13) The elementary educator is able to develop handwriting, spelling and written expression:

4.02(13)(a) handwriting:

4.02(13)(a)(i) knowing research-based principles for teaching letter naming and letter formation, both manuscript and cursive; and

4.02(13)(a)(ii) knowing techniques for teaching handwriting fluency.

4.02(13)(b) spelling:

4.02(13)(b)(i) recognizing and explaining the relationship between transcription skills and written expression;

4.02(13)(b)(ii) identifying students' level of spelling development and orthographic knowledge; and

4.02(13)(b)(iii) recognizing and explaining the influences of phonological, orthographic, and morphemic knowledge on spelling.

4.02(13)(c) written expression:

4.02(13)(c)(i) understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);

4.02(13)(c)(ii) knowing grade and developmental expectation for students' writing in the following areas: mechanics and conventions of writing, composition, revision and editing processes; and

4.02(13)(c)(iii) understanding appropriate uses of assistive technology in written expression.

4.02(14) The elementary educator is knowledgeable about mathematics concepts and able to articulate these concepts as well as concepts that precede and that follow the content they teach, regarding:

4.02(14)(a) counting and cardinality, including:

4.02(14)(a)(i) perceptual and conceptual subitizing, counting and matching, and how these skills are related and developed.

4.02(14)(b) numbers and operations in base ten, including:

4.02(14)(b)(i) the comparison of quantities and less-than and greater-than relationships as an early step toward decomposing and composing numbers in ways that are necessary in common arithmetic procedures;

4.02(14)(b)(ii) the importance of the benchmarks of 5 and 10 as support for seeing numbers as combinations of other numbers;

4.02(14)(b)(iii) that computation includes mental computation, estimation strategies, invented and standard algorithms;

4.02(14)(b)(iv) how efficient base-ten computation methods rely on decomposing numbers and applying properties of operations to decompose the calculation into parts;

4.02(14)(b)(v) how to interpret multiple meanings of fractions, including part-whole relationships, measures, locations on a number line, quotients, ratios and operators; and

4.02(14)(b)(vi) the unit as a foundational concept, especially as it is fundamental to the interpretation of rational numbers.

4.02(14)(c) operations and algebraic thinking, including:

4.02(14)(c)(i) the varied arithmetic problem types such as joining, separating and comparing problems with different parts of a problem situation unknown;

4.02(14)(c)(ii) that the equal sign denotes that two expressions have the same value, avoiding the common misconception of the equal sign as an indication that the answer comes next;

4.02(14)(c)(iii) the rationale behind equivalent fractions and operations with fractions, and how the concept of equivalence supports early algebraic thinking; and

4.02(14)(c)(iv) how to translate and contextualize symbolic representations of phenomena as well as notice mathematical relations and patterns within real-life and problem contexts.

4.02(14)(d) geometry and measurement, including:

4.02(14)(d)(i) how the relationships between parts of two-dimensional shapes define and describe circles, triangles, rectangles, squares, rhombuses, trapezoids, hexagons and other polygons;

4.02(14)(d)(ii) how the relationships between three-dimensional shapes define and describe cubes, prisms, cylinders, pyramids, cones and spheres;

4.02(14)(d)(iii) how the composition and decomposition of shapes underlies the understanding of fractions, coordinate geometry, area measurement and volume; and

4.02(14)(d)(iv) how determining an object's size relates to both the object's measurable geometric attributes and the choice of unit needed to quantify that attribute.

4.02(14)(e) data analysis, including:

4.02(14)(e)(i) that the foundations of statistical reasoning begin with collecting and organizing data to answer a question about our world and then examining the variability of that situation;

4.02(14)(e)(ii) that number and measurement are central to categorizing and understanding data, and data analysis provides a context in which number and measurement are used; and

4.02(14)(e)(iii) how to use data displays to ask and answer questions about data, including the mean, median, interquartile range, and

mean absolute deviation, and use these measures to compare data sets.

4.02(15) The elementary educator is knowledgeable of the eight common standards for mathematical practice, including:

4.02(15)(a) engaging in appropriate mathematical processes and practices and supporting students in doing the same; and

4.02(15)(b) exhibiting productive mathematical dispositions toward the teaching and learning of mathematics to support students' sense making, understanding and reasoning.

4.02(16) The elementary educator is knowledgeable about mathematics-specific pedagogy and practices, including:

4.02(16)(a) analyzing the mathematical content of curriculum, including the learning trajectories for key mathematical topics and how they connect to foundational frameworks related to standards, curriculum, and assessment;

4.02(16)(b) using research evidenced core set of pedagogical practices that are effective for developing students' meaningful learning of mathematics;

4.02(16)(c) using mathematical tools and technology, such as physical models and mathematical representations, that are designed to support mathematical reasoning and sensemaking;

4.02(16)(d) understanding students as learners of mathematics, including students' mathematical knowledge, skills and dispositions; and

4.02(16)(e) identifying and utilizing acceleration and intervention strategies to help students who are below grade level or struggling in mathematics, children with disabilities, gifted students and students who are English language learners.

4.02(17) The elementary educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.4.03 Agriculture, Food and Natural Resources (Grades 6-12)

4.03(1) The agriculture, food and renewable natural resources educator must have extensive preparation in agriculture, food and renewable natural resources and demonstrate knowledge in related content including, but not limited to, animal sciences; power, structural and technical systems; plant sciences; agribusiness systems; environmental science and natural resource systems; and food products and processing.

4.03(1)(a) The agriculture, food and renewable natural resources educator must be knowledgeable and able to effectively instruct students about one or more of the following content areas:

4.03(1)(a)(i) animal sciences to include, but not be limited to: trends in the animal industry, best practices for animal welfare, nutrition, reproduction, environmental management and performance;

4.03(1)(a)(ii) agricultural power, structural and technical systems to include, but not be limited to: physical science applications in agriculture PST systems; equipment operation, repair and maintenance; planning, building and maintaining agriculture structures; agricultural metal fabrication; and operation and utilization of geospatial technologies in agriculture;

4.03(1)(a)(iii) plant systems to include, but not be limited to: crop management planning; plant anatomy, classification and philosophy; propagation, culture and harvest of plant products; and principles of design in plant systems for environmental enhancement;

4.03(1)(a)(iv) agricultural business systems to include, but not be limited to: business management principles; financial and production data collection and recording; credit and cash management; business planning; and sales and marketing;

4.03(1)(a)(v) environmental science and natural resources to include, but not be limited to: natural resources use planning; interrelationships between natural resources and humans; sustainable production and use of natural resources; environmental analytical procedures; tools and equipment; environmental policies and regulations; and environmental service systems; and

4.03(1)(a)(vi) food products and processing to include, but not be limited to: food safety, sanitation and practices; food nutrition; biology, microbiology and chemistry; food processes, storage, distribution and consumption; and food industry scope and development.

4.03(1)(b) The agriculture, food and renewable natural resources educator is knowledgeable about and able to:

4.03(1)(b)(i) ensure that students' work reflects industry standards and that students remain aware of current issues in the field;

4.03(1)(b)(ii) maintain an active advisory committee(s) composed of local business/industry representatives to assure that implementation of the curriculum accurately reflects current industry conditions and

standards, and to serve as a resource for the placement of students;

4.03(1)(b)(iii) acquire and allocate supplementary fiscal and human resources, as needed, from and within the school, community and industry;

4.03(1)(b)(iv) provide experiences in simulated or real workplace environments that can provide students with appropriate and applicable firsthand experience to enable them to make career decisions based on a knowledgeable perspective;

4.03(1)(b)(v) provide students with a wide variety of opportunities to gain experience with and be able to exercise initiative in applying the skills and abilities of organizational management and leadership, public speaking and parliamentary procedure, and to earn awards and recognition through participation in student vocational and community service organizations;

4.03(1)(b)(vi) provide students with the ability to evaluate, select, adapt and apply technology as needed;

4.03(1)(b)(vii) incorporate and reinforce practical applications of core content knowledge, skills and abilities in simulated or real-world situations and by coordinating instruction with other educational staff;

4.03(1)(b)(viii) present and discuss controversial issues related to agriculture and renewable resources in the instructional setting with clarity and without bias; and

4.03(1)(b)(ix) maintain a safe, well-equipped and well-maintained learning environment and instruct students in the safe and appropriate use, care and maintenance of tools, equipment and applicable substances and materials.4.03(2) The agriculture, food and renewable resources educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.04 Visual Arts (Grades K-12)

4.04(1) The visual arts educator is knowledgeable about and able to instruct students in:

4.04(1)(a) determining and interpreting meaning in works of art;

4.04(1)(b) creating personal meaning in art; and

4.04(1)(c) identifying the variety of viewpoints and philosophies behind works of art.

4.04(2) The visual arts educator is able to effectively inform students about the terminology and facets of art inherent in their own and other works of art including, but not limited to:

4.04(2)(a) the vocabulary and critical language of arts discourse around relevant art processes;

4.04(2)(b) the expressive features and characteristics of art; and

4.04(2)(c) the ability to create multiple solutions to visual arts problems.

4.04(3) The visual arts educator is able to effectively instruct students regarding:

4.04(3)(a) the preparation, research, safety, interrelationships, processes and materials applicable to areas of specialization in art including, but not limited to:

4.04(3)(a)(i) drawing, painting, sculpture, photography, printmaking, fibers, ceramics, jewelry, crafts and media arts; and

4.04(3)(a)(ii) appropriate hands-on art experiences taught in a curriculum designed around the state standards and focused on developing cognitive and manipulative skills.

4.04(4) The visual arts educator is able to teach students about the history of art including that in contemporary and past cultures, with an emphasis on:

4.04(4)(a) the contributions of the arts to the development of civilization and culture;

4.04(4)(b) the relationship of the arts to the culture/society in which they originated;

4.04(4)(c) the influence of the arts on subsequent and current culture(s); and

4.04(4)(d) how the arts are an academic discipline that can relate, connect and transfer to a multitude of life experiences, subjects and disciplines such as math; science; reading, writing and communicating; and social studies.

4.04(5) The visual arts educator is able to instruct students on the objective and subjective evaluation and critique of art, and how to:

4.04(5)(a) formulate and articulate judgments about works of art based on objective and subjective rationale; and

4.04(5)(b) engage in knowledgeable discourse about aesthetics, including the purpose and value of art to the individual and society, from a variety of philosophical stances.

4.04(6) The visual arts educator shall provide students with motivation and encouragement to pursue appropriate forms of self-expression in the visual and other arts.

4.04(7) The visual arts educator shall promote more advanced instruction where appropriate.

4.04(8) The visual arts educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.05 Business/ Marketing (Grades 6-12)

4.05(1) The business/marketing educator must have extensive preparation in business and marketing and be knowledgeable about and able to effectively instruct students in the following content areas:

4.05(1)(a) economics, labor market conditions and micro- and macro-economic factors of a domestic and global economy;

4.05(1)(b) technology and its appropriate applications;

4.05(1)(c) information management;

4.05(1)(d) accounting and finance including the basic functions of auditing, banking, investments, taxation, insurance and risk taking;

4.05(1)(e) personnel policies and human resource management including hiring, staff development, compensation and employee relations;

4.05(1)(f) business communications including the use of technology, written communication and presentation skills;

4.05(1)(g) business law, sales contracts, consumer law, employment (including personnel policies and practices), business organization and related matters;

4.05(1)(h) legislation as it affects business and/or marketing fields and issues;

4.05(1)(i) business and marketing ethics'

4.05(1)(j) new and traditional business and/or marketing options, as related to career skills and abilities and career development; and

4.05(1)(k) marketing principles and practices of buyer analysis including, but not limited to, development and distribution of products and services.

4.05(2) The business/marketing educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.06 (Rule Number Reserved)

4.07 Drama Theatre Arts (Grades K-12)

4.07(1) The drama theatre arts educator is knowledgeable about the content and creative processes of drama theatre arts and is able to instruct students about:

4.07(1)(a) historical and cultural context including, but not limited to, global theatrical styles, techniques and traditions over time and acknowledging drama theatre arts in society as creative, expressive, communicable and social;

4.07(1)(b) a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical design, and uses of drama and theatre arts;

4.07(1)(c) skillful use of drama theatre arts literacy in students, demonstrating ways to read, write and communicate using the language of drama theatre arts;

4.07(1)(d) informed demonstration and identification of a variety of techniques and styles of drama theatre arts with confidence, expression, accuracy and intent; and

4.07(1)(e) approaches to design, write, problem-solve and innovate to find their own unique dramatic voice.

4.07(2) The drama theatre arts educator is able to instruct, effectively demonstrate and provide experiences for students in various areas of drama theatre arts pedagogical theory and practice including, but not limited to:

4.07(2)(a) determining and interpreting meaning in dramatic works;

4.07(2)(b) methods of teaching drama theatre arts to students, as age and grade appropriate, and to other educators, as related but not limited to direction and selection of dramatic or theatrical subject matter; communication of ideas through drama and/or theatre; distinguishing theatrical forms and styles; creation of a variety of dramatic and/or theatrical works, employing skills related to dramatic and/or theatrical

performances; evaluation of dramatic and/or theatrical works; and relating drama theatre arts to diverse cultures;

4.07(2)(c) knowledge and method of how drama theatre arts relates, informs, connects and transfers to other subjects and disciplines; and

4.07(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including critically responding to dramatic and/or theatrical works, the ability to create dramatic and/or theatrical works; and the ability to perform in a variety of dramatic and/or theatrical works.

4.07(3) The drama theatre arts educator shall facilitate students' learning in order to develop critical- thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about drama theatre arts, including the personal pursuit of further experience in drama theatre arts.

4.07(4) The drama theatre arts educator shall self-assess and act upon feedback regarding the effectiveness of instruction, based on the achievement of students, and pursue continuous professional development through appropriate activities and coursework and through participation in relevant professional organizations.

4.08 Computer Science (Grades K-12)

4.08(1) The computer science teacher is knowledgeable about and able to demonstrate:

4.08(1)(a) computational thinking and concepts of programming, including:

4.08(1)(a)(i) problem-solving skills, variables and control structures, abstraction and algorithms;

4.08(1)(a)(ii) code comments, pseudocode, flowcharts and other documentation; and

4.08(1)(a)(iii) testing and debugging;

4.08(1)(b) hardware and software systems, including:

4.08(1)(b)(i) inputs and outputs;

4.08(1)(b)(ii) storage and the process of the transformation of data;

4.08(1)(b)(iii) specific functions and use of hardware; and

4.08(1)(b)(iv) troubleshooting problems;

4.08(1)(c) internet and network systems, including:

4.08(1)(c)(i) the internet's role as facilitator of the transfer of information;

4.08(1)(c)(ii) a network as a series of interconnected devices and the internet as a series of interconnected networks; and

4.08(1)(c)(iii) basic internet safety;

4.08(1)(d) how to collect, store, transform, analyze, evaluate and secure data; and

4.08(1)(e) the impacts of computing, including:

4.08(1)(e)(i) the interaction between human and computing systems;

4.08(1)(e)(ii) the history of computer science;

4.08(1)(e)(iii) equity and access considerations;

4.08(1)(e)(iv) laws and ethics associated with the field of computer science and the ramifications of the misuse of technology; and

4.08(1)(e)(v) tradeoffs between usability and security in hardware, networks and the internet.

4.08(2) The computer science educator is able to:

4.08(2)(a) create and foster an engaging environment in which all students develop the requisite computer science skills to participate more fully in a technologically based collaborative society;

4.08(2)(b) analyze and evaluate computer science curricula to ensure age- and grade- appropriate content;

4.08(2)(c) effectively integrate technology into instructional and assessment strategies, as appropriate to computer science education and the learner;

4.08(2)(d) perform laboratory-based, hands-on activities, including unplugged activities, block- based programming and third-generation programming language, that demonstrate grade-appropriate programming concepts and proficiency; and

4.08(2)(e) implement instructional practices and grade-appropriate applications on the interrelationships between the field of computer science and disparate content areas to:

4.08(2)(e)(i) make concrete and abstract representations; and

4.08(2)(e)(ii) connect computer science with real-world situations.

4.08(3) The computer science educator is knowledgeable and able to effectively instruct students about:

4.08(3)(a) artificial intelligence;

4.08(3)(b) computational sciences;

4.08(3)(c) computer programming;

4.08(3)(d) cybersecurity;

4.08(3)(e) data science;

4.08(3)(f) hardware and network systems;

4.08(3)(g) machine learning; and

4.08(3)(h) robotics.

4.08(4) The computer science educator is knowledgeable about the specific shifts in general instruction practices required for computer science education and is able to help students:

4.08(4)(a) develop resilience and perseverance with regard to computer science and computational learning experiences;

4.08(4)(b) attain a level of comfort with ambiguity and open-ended problems;

4.08(4)(c) see failure as an opportunity to learn and innovate;

4.08(4)(d) understand that computational thinking is a fundamental human ability and does not require a computer, and how that understanding can leverage the power of computers to solve a problem;

4.08(4)(e) recognize that not all problems can be solved computationally; and

4.08(4)(f) understand the role and importance of cybersecurity.

4.08(5) The computer science educator shall self-assess and act upon feedback regarding the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations to keep abreast of the ever-changing developments in technology.

4.09 English Language Arts (Grades 6-12)

4.09(1) The English language arts educator is knowledgeable about the content of the English language arts and is able to develop English language arts skills in students based on an applicable understanding of the history and structure of the English language including, but not limited to, the impact of literary and psycholinguistic, sociolinguistic, cultural, familial and other relevant factors, and is able to:

4.09(1)(a) articulate to students an understanding of the relationships between the English language arts and their applications including, but not limited to, reading, writing, speaking, listening and viewing.

4.09(1)(b) select, adapt and create resources, instructional materials and coursework which provide students at all academic levels with:

4.09(1)(b)(i) multiple and varied ways of reinforcing and adding to English language skills development;

4.09(1)(b)(ii) opportunities to gain an understanding and appreciation of the history, structure and evolving nature of the English language;

4.09(1)(b)(iii) the ability to use appropriate variations in language depending on purpose and audience; and

4.09(1)(b)(iv) the ability to use standard English language (e.g., usage, grammar, spelling and syntax) when communicating with and understanding others in a variety of formal and informal situations.

4.09(2) The English language arts educator is knowledgeable about literature written for adolescents and adults and is able to strategically and with intention present to students an age-appropriate selection of a wide and balanced variety of literary works, authors and genres including, but not limited to:

4.09(2)(a) traditional and contemporary literature, including young adult literature, representing a range of cultures and viewpoints from the United States and other countries; and

4.09(2)(b) works of literary theory and literary criticism.

4.09(3) The English language arts educator is knowledgeable about appropriate, varied and high-quality literature which can demonstrate to students that literature is central to the humanities and provides a shared reference point from which questions of values, attitudes and beliefs can be explored, and is able to present opportunities for students to:

4.09(3)(a) learn to enjoy and appreciate literature;

4.09(3)(b) gain a critical understanding of a wide variety of literary types, styles and themes – both fiction and non-fiction;

4.09(3)(c) explore, analyze, interpret and evaluate literature;

4.09(3)(d) demonstrate their comprehension of texts in a variety of forms of literature and writings;

4.09(3)(e) use a range of written and oral, formal and informal means of responding to literature; and

4.09(3)(f) gain an appreciation of literature that reflects the breadth and diversity of the human experience which serves as a mirror of their own experiences as well as a window into the experiences and perspectives of others.

4.09(4) The English language arts educator is knowledgeable about developing students' abilities to read strategically and is able to instruct them about skills related, but not limited to:

4.09(4)(a) analyzing, identifying and clarifying the meaning of texts;

4.09(4)(b) comprehending, interpreting and evaluating texts;

4.09(4)(c) choosing reading materials with increasing sophistication and complexity; and

4.09(4)(d) understanding the synergistic relationship between reading and writing.

4.09(5) The English language arts educator is knowledgeable about a wide range of readings, from fiction and non-fiction print literature to non-print texts; classical literary genres to those in popular culture; and traditional to contemporary works, and is able to teach students the skills and abilities to:

4.09(5)(a) make sound choices for individual reading;

4.09(5)(b) read independently for pleasure, learning and research;

4.09(5)(c) develop individual strategies for reading and comprehending texts;

4.09(5)(d) ask strategic questions, predict, infer, paraphrase and summarize what is read;

4.09(5)(e) use a range of strategies to read with a critical eye to discern the craft of the written piece, rhetorical strategies, authorial intent and literary technique; and

4.09(5)(f) compare the development of themes, concepts and authors' writing styles by analyzing a variety of literary works.

4.09(6) The English language arts educator is knowledgeable about written communication and able to develop skills and abilities including, but not limited to:

4.09(6)(a) effective composition for different purposes and audiences, in a variety of ways and through a variety of genres;

4.09(6)(b) effective writing processes (e.g., planning, drafting, revising, proofreading, editing and publishing);

4.09(6)(c) effective use of the rules of written language; and

4.09(6)(d) appropriate and effective thinking skills (e.g., problem-solving, analysis, synthesis, evaluation, etc.) to craft written work.

4.09(7) The English language arts educator is knowledgeable about oral communication and is able to develop appropriate student usage thereof including, but not limited to:

4.09(7)(a) employing communication strategies for different purposes and audiences in a variety of formats;

4.09(7)(b) utilizing appropriate oral communication processes (e.g., research, organization, presentation and incorporation of feedback);

4.09(7)(c) applying elements of effective communication (e.g., clarity of thought and speech, appropriateness of language, effective use of voice and articulation, and listening skills); and

4.09(7)(d) employing listening and speaking as complementary processes.

4.09(8) The English language arts educator is knowledgeable about instructional strategies and is able to instruct so that students develop an appropriate vocabulary consisting of academic language as well as real-world language, and so that students are able to use written and oral language for a variety of communication purposes, by providing them with opportunities to:

4.09(8)(a) practice and gain proficiency in the art of written and oral communication for a variety of purposes and audiences;

4.09(8)(b) reinforce writing and speaking skills to underscore their importance in learning and communicating;

4.09(8)(c) experience thoughtful guided discourse that allows the practice of a variety of communication strategies; and

4.09(8)(d) be evaluated on oral presentations and written work based upon a prearranged, clearly defined set of criteria that provides fair, consistent and constructive feedback for improvement.

4.09(9) The English language arts educator is knowledgeable about visual communication and information processes and is able to instruct students about:

4.09(9)(a) active and constructive viewing and the visual representation of ideas to assure clear understanding of what is intended;

4.09(9)(b) critically evaluating information, media and technology;

4.09(9)(c) utilizing technological resources for the access, selection and application of relevant information;

4.09(9)(d) identifying the influence of mode and style on representation of content; and

4.09(9)(e) identifying relevant research for various purposes and materials.

4.09(10) The English language arts educator is knowledgeable about technology and media and is able to incorporate them into classroom use and instruction so that students become familiar with visual communication and information processes and are able to:

4.09(10)(a) acquire knowledge through the use of a variety of strategies, resources, processes and technologies;

4.09(10)(b) judge the quality, usefulness and appropriateness of media and technology presentations;

4.09(10)(c) use multi-media technology to communicate their own ideas in a variety of ways; and

4.09(10)(d) identify visual and electronic texts as significant components of the English language arts and be able to select, analyze and evaluate them based on need or usefulness.

4.09(11) The English language arts educator is knowledgeable about student assessments and is able to:

4.09(11)(a) develop a variety of ways students may demonstrate mastery appropriate to the English language arts classroom;

4.09(11)(b) articulate the relationship between standards, assessments, curricula and classroom instructional strategies;

4.09(11)(c) analyze and incorporate assessment data:

4.09(11)(c)(i) into the planning for individual and group instruction; and

4.09(11)(c)(ii) into the diagnosis of individual student and group needs to increase and/or enhance achievement including, but not limited to, remediation or acceleration; and

4.09(11)(d) incorporate a range of clearly identified useful, appropriate, fair and equitable assessment methods to provide students:

4.09(11)(d)(i) feedback, guidance and instruction to increase their proficiency in reading, writing, speaking and listening;

4.09(11)(d)(ii) multiple opportunities to create products which demonstrate competence in communication through a variety of means including, but not limited to, audio/visual, written and oral presentation; and

4.09(11)(d)(iii) instruction based on assessments of students' needs and on approved standards for English language arts.

4.09(12) The English language arts educator is knowledgeable about literacy and is able to:

4.09(12)(a) provide students with extensive opportunities to acquire and use language and to evaluate literature and texts through reading, writing, speaking, listening and viewing;

4.09(12)(b) demonstrate and promote a commitment to the development of literacy and its applications;

4.09(12)(c) assist students whose first language is one other than English in developing fluency and competence in English language arts;

4.09(12)(d) develop materials and activities that promote student understanding of the synergistic interrelationship between all of the English language arts as defined in 4.09(1)(a);

4.09(12)(e) assist students in identifying and defining questions related to literature and other texts;

4.09(12)(f) effectively model to students the mastery of English oral and written language;

4.09(12)(g) select, adapt and create resources based on an assessment of student academic needs and relevant to required curricula, age grade-level expectations and levels of English-language proficiency;

4.09(12)(h) refine instruction and instructional materials based on student progress;

4.09(12)(i) create an inclusive, challenging, engaging classroom environment in which individual ideas are encouraged, acknowledged, respected and valued;

4.09(12)(j) incorporate student content standards into ongoing lesson plans; and

4.09(12)(k) use assessment results to evaluate and improve teaching effectiveness and to plan for professional growth.

4.09(13) The English language arts educator is able to effectively communicate to students, parents, staff and other interested audiences about curriculum, assessment, class requirements, methods of instructional delivery and high standards and expectations for all students.

4.09(14) The English language arts educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.10 World Languages (Grades K-12)

The following regulations set forth the standards for these world languages: American Sign Language, French, German, Italian, Japanese, Latin, Mandarin Chinese, Russian and Spanish.

4.10(1) Language proficiency: A competent world languages teacher is proficient in the language(s) taught, according to the proficiency guidelines outlined by the American Council of the Teaching of Foreign Languages; is able to communicate effectively in interpersonal, interpretive and presentational contexts at a minimum proficiency level, equivalent to the advanced low level defined by the council's proficiency guidelines; and is able to:

4.10(1)(a) speak in the interpersonal mode of communication (except classical languages such as Latin, as there is no requirement for them to be spoken in interpersonal mode);

4.10(1)(b) interpret oral, printed and video texts and visual images by demonstrating both literal and figurative or symbolic comprehension; and

4.10(1)(c) present oral and written information to audiences of listeners or readers.

4.10(2) Cultures, linguistics, literatures and concepts from other disciplines: A competent world languages teacher demonstrates understanding of the multiple content areas that comprise the field of world language learning, recognizes the changing nature of language and is able to:

4.10(2)(a) demonstrate understanding of the interrelatedness of perspectives, products and practices in the target cultures;

4.10(2)(b) demonstrate target cultural understandings and compare cultures through perspectives, products and practices of those cultures;

4.10(2)(c) identify the linguistic elements of the target language system needed to communicate in a variety of settings;

4.10(2)(d) demonstrate an understanding of linguistics and the changing nature of language, and compare language systems;

4.10(2)(e) identify distinctive viewpoints in the literary texts, films, art works and documents from a range of disciplines available only through the target language; and

4.10(2)(f) demonstrate an understanding of texts on literary and cultural themes as well as interdisciplinary topics.

4.10(3) Language acquisition: A competent world languages teacher understands second language acquisition theories and their applications to teaching methodologies, and is able to:

4.10(3)(a) apply second language acquisition theories which can be used to help students develop proficiency, increase knowledge and strengthen cognitive skills;

4.10(3)(b) articulate curriculum and instruction to ensure a sequence of age-appropriate learning experiences, progressing from a simple to a more advanced use of the language; and

4.10(3)(c) understand the proficiency range levels as defined by the American Council on the Teaching of Foreign Languages.

4.10(4) Diversity of learners: A competent world languages teacher understands how learners differ in their knowledge, experiences, abilities and approaches to language learning; creates interactive, engaging and supportive learning environments that encourage student self-motivation and promote their language learning and understanding; and is able to:

4.10(4)(a) demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student;

4.10(4)(b) create an inclusive, caring, challenging and stimulating differentiated classroom environment in which meaningful communication in the target language occurs and in which all students learn through active participation;

4.10(4)(c) promote a learning environment that encourages lifelong learning and that goes beyond the classroom to include families and communities;

4.10(4)(d) provide learning experiences that reflect learner diversity; and

4.10(4)(e) use a variety of language-appropriate resources, available technologies and current state world language standards which meet the instructional and linguistic needs of all students and foster critical and creative thinking.

4.10(5) Colorado Academic Standards in world languages in planning and instruction: A competent world languages teacher understands and uses the current Colorado Academic Standards in world languages to make instructional decisions and integrate them into curricular planning, and is able to:

4.10(5)(a) demonstrate an understanding of the Colorado Academic Standards in world languages and use them as a basis for instructional planning;

4.10(5)(b) align K-12 world language curriculum and instruction with the Colorado Academic Standards in world languages and local school district policies;

4.10(5)(c) integrate the Colorado Academic Standards in world languages into their classroom practice; and

4.10(5)(d) use the Colorado Academic Standards in world languages to select and integrate texts including authentic texts, use technology, and adapt and create instructional materials for use in communication.

4.10(6) Assessment of languages and cultures and impact on student learning: A competent world languages teacher designs ongoing assessments using a variety of assessment models to show evidence of K-12 students' ability to communicate in the instructed language in interpersonal, interpretive and presentational modes; expresses understanding of cultural and literary products, practices and perspectives of the instructed language; and is able to:

4.10(6)(a) design ongoing, authentic performance assessments using a variety of assessment models for all learners;

4.10(6)(b) reflect on and analyze the results of student assessments and adjust instruction accordingly;

4.10(6)(c) use data to inform and strengthen instruction;

4.10(6)(d) interpret the results of student performances to all stakeholders in the community; and

4.10(6)(e) build student responsibility for his/her own learning.

4.10(7) Professional learning and reflection: A competent teacher of world languages engages in ongoing professional learning opportunities to strengthen personal linguistic, cultural and pedagogical competence and promote reflection on practice, and in so doing is able to:

4.10(7)(a) demonstrate an understanding of the value of professional learning and reflection on instructional practice and professional growth;

4.10(7)(b) continually evaluate the effects of personal choices and their impact on student learning;

4.10(7)(c) reflectively evaluate the effect and impact of professional learning choices on instructional practice and student achievement;

4.10(7)(d) demonstrate an understanding of their professional responsibility to keep current with events relevant to the cultures of the target language; and

4.10(7)(e) demonstrate an understanding of professional growth opportunities such as membership in professional organizations, accessing professional journals, attending conferences and study and/or travel abroad.

4.10(8) Advocacy: A competent teacher of world languages articulates the role and value of languages and cultures to interact successfully in the global community and is able to:

4.10(8)(a) articulate the role and value of languages and cultures in preparing students to interact in the global community; and

4.10(8)(b) foster relationships with school colleagues, families and agencies in the larger community to support students' language learning and student achievement.

4.10(9) American Sign Language (ASL). To be endorsed in American Sign Language, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program; have completed an approved program for the preparation of American Sign Language teachers including prescribe field experience and student teaching requirements; and have demonstrated the competencies for American Sign Language.

4.10(10) The world language educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.11 Health (Grades K-12)

4.11(1) The health educator is knowledgeable about the content of physical and mental health and is able to incorporate the following into the various aspects of health instruction and delivery, with recognition of the cultural, societal and familial sensitivity necessary to handle often controversial subject matter with students of differing personal characteristics and circumstances, backgrounds and developmental stages:

4.11(1)(a) information about ecology and its interaction with society as related, but not limited to, studies in such fields as the biological and behavioral sciences;

4.11(1)(b) bases for students to make informed and healthy life choices about current and continuing health issues of individuals in a society including, but not limited to: physical, emotional and social health; alcohol, tobacco and other controlled substances; prescription medication; wellness, nutrition and exercise; disease prevention and control; and communicable and non-communicable diseases;

4.11(1)(c) information on individual rights, options and responsibilities with regard to health care; and

4.11(1)(d) information about physical and psychological human growth and development, as well as the status of and matters related to individual, self-monitored and family health, as relevant and appropriate to a health curriculum and program and the age and/or grade level of students.

4.11(2) The health educator is knowledgeable about evaluation and identification of criteria for evaluation and is able to articulate effectively to students regarding the use of valid and reliable health information and resources including, but not limited to:

4.11(2)(a) consumer health; public and school health care programs; informed selection of health products and services; consumer protection agencies and other related resources; health wellness choices -- with recognition given to cultural considerations and style of life – fallacies and superstitions; health insurance and plans; health care systems; health care-related technology; and accurate information-technology and other informational sources; and

4.11(2)(b) identification of emerging health problems and issues in general, and specifics related to urban, suburban and rural areas.

4.11(3) The health educator is knowledgeable about and is able to effectively articulate to students the dynamics of accidents and how to create conditions conducive to safe living.

4.11(4) The health educator is knowledgeable about and able to effectively promote health and health care careers to students.

4.11(5) The health educator must be able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention.

4.11(6) The health educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.12 Family and Consumer Sciences (Grades 6-12)

4.12(1) The family and consumer sciences educator must have extensive preparation in family and consumer sciences and be knowledgeable about and able to effectively instruct students regarding the following content areas:

4.12(1)(a) human development and parenting including, but not limited to:4.12(1)(a)(i) theories, principles and sequences of human development – prenatal through late adulthood – and family structures and functions, as they influence, support and/or inhibit human development;

4.12(1)(a)(ii) the family as the basis of a strong society including, but not limited to, the historical and cultural elements of family structures; what is essential for a healthy marriage (i.e., commitment and determination to build a long-lasting relationship); role expectations; nuclear and extended family interactions; and universal core values (e.g., caring, responsibility, respect, trust, relationships, et.al.);

4.12(1)(a)(iii) cultural and individual community differences; social issues; ethical conduct; and legal rights, obligations and responsibilities;

4.12(1)(a)(iv) selection of a spouse and development of a parenting partnership;

4.12(1)(a)(v) developmentally appropriate parenting skills including, but not limited to nurturing, intellectual and creative stimulation; health, nutrition and exercise; safety and constructive discipline of children; and

4.12(1)(a)(vi) strategies for balancing work and family life including, but not limited to time and financial management and criteria for evaluating family support services (e.g., child and elder care).

4.12(1)(b) nutrition and foods including, but not limited to:

4.12(1)(b)(i) food chemistry, preparation, packaging, food allergies, the global market and biotechnology;

4.12(1)(b)(ii) dietary elements and determination of adequacy; sources and functions of nutrients; criteria for making appropriate nutritional, fitness/exercise and and health and nutrition-related issues, conditions and diseases;

4.12(1)(b)(iii) food safety, personal hygiene and safety practices/standards according to industry standards, including official and/or accepted industry hygiene standards; and

4.12(1)(b)(iv) use of cooking tools and equipment; methods and terminology; use and conversion of recipes; incorporation of research, preparation, product and general technology; evaluation, use and preparation of convenience foods; and the basic skills of food preparation, balance, portion control and presentation.

4.12(1)(c) resource management including, but not limited to:

4.12(1)(c)(i) personal finance management principles and skills of the various life stages, such as budgeting, banking, saving and investment, credit (its use and misuse), insurance, taxes, estate

planning and consideration of the effect of legislation, public policy and economic conditions on personal financial choices;

4.12(1)(c)(ii) consumer market skills such as rights and responsibilities, laws and public policy, comparative shopping, evaluation of advertising claims and consumer complaints, resources and options;

4.12(1)(c)(iii) consumer resource management skills such as values and goals, community resources, sound criteria for decision-making and information, technology and human resources;

4.12(1)(c)(iv) the active role consumers can play in business and public decision- making and policy-formation with regard to housing, clothing, transportation, energy conservation, environmental issues, etc.;

4.12(1)(c)(v) the principles and elements of design as applied to clothing and the housing environment and the consideration and selection of clothing and housing, as based on historical, psychological, physical, social and cultural needs in accordance with personal preference; and

4.12(1)(c)(vi) selection, use, care and disposal of fibers, fabrics and finishes as specifically applied to clothing and to the housing environment.

4.12(1)(d) interpersonal relationships including, but not limited to:

4.12(1)(d)(i) individual self-concept, wellness and responsible decision-making related to personal choices throughout various life stages in areas such as substance abuse, sexuality, violence and conflict resolution;

4.12(1)(d)(ii) personal goal-setting and decision-making; work ethic; communication, leadership, teamwork and negotiations skills; and coping strategies to handle and manage peer pressure, change and crisis situations; and

4.12(1)(d)(iii) cultural and style of life choices, social issues, and legal and ethical rights and responsibilities in a variety of life-affecting situations.

4.12(2) The family and consumer sciences educator is able to:

4.12(2)(a) use a variety of applicable assessment strategies to determine the learning needs, comprehension and levels of experience of participating students;

4.12(2)(b) design programs and activities for students that incorporate core and other academic skills and abilities with career/technical content to provide students relevant and current information about the key issues, concepts, competencies and skills necessary for personal application by the student and/or for work/employment in a specific industry;

4.12(2)(c) instruct students about employment basics and employability skills, family and consumer studies career pathways and qualities necessary to function in the workplace;

4.12(2)(d) inform students about careers in family and consumer sciences professions and related fields, such as service-oriented industries, and about the role professional organizations play in the field;

4.12(2)(e) evaluate, purchase and maintain an inventory of appropriate equipment, technology, materials and products;

4.12(2)(f) demonstrate for and instruct students about necessary safety practices and procedures;

4.12(2)(g) demonstrate for and instruct students in the proper identification, storage, handling, use and disposal of food;

4.12(2)(h) articulate to students a well-founded philosophy regarding career and technical education to keep students aware of current issues in the field and present relevant and appropriate issues with clarity and without bias; and

4.12(2)(i) arrange for and supervise relevant and appropriate experiences and opportunities in simulated or real-world environments to help students base their decision-making on first-hand knowledge and sound criteria, by providing:

4.12(2)(i)(i) coordination for cooperative/internship programs and off-site experiences for students by maintaining business/industry/inter-and intra-school partnerships and/or other community and school district contacts;4.12(2)(i)(ii) students with a wide variety of opportunities to gain experience with and be able to exercise initiative in applying the skills and abilities required in family and consumer sciences, and to earn awards and recognition, through participation in student vocational and/or community service organizations; and

4.12(2)(i)(iii) supervision of students during community service, travel, conferences and related instructional family and consumer sciences activities.

4.12(3) The family and consumer sciences educator is able to demonstrate the value of family and consumer sciences professions by seeking professional development and by remaining current in the field and participating in appropriate professional organizations.

4.12(4) The family and consumer sciences educator is able to develop additional resources, as appropriate and necessary, from and within the community and the school itself.

4.12(5) The family and consumer sciences educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.13 Technology Education (Grades 6-12)

4.13(1) Knowledge: The beginning technology educator must have:

4.13(1)(a) a basic understanding of the history of technology education and the historical development and trends of technology and technology education;

4.13(1)(b) extensive preparation in technology systems and processes and demonstrate applied knowledge with respect to the following areas:

4.13(1)(b)(i) communication/information including verbal, written, graphic and electronic components;

4.13(1)(b)(ii) transportation including power, energy and mechanical systems; and

4.13(1)(b)(iii) production including construction, manufacturing, authoring, design and prototyping;

4.13(1)(c) additional preparation and demonstrated applied knowledge in the natural physical sciences, including environmental science, as used in technological systems and processes;

4.13(1)(d) additional preparation and demonstrated applied knowledge in mathematics as used in technological systems and processes;

4.13(1)(e) extensive preparation in the principles of contextual learning methodology;

4.13(1)(f) a knowledge and understanding of workforce preparation documents and employability skills and standards;

4.13(1)(g) a basic understanding of the principles of high-productivity organizations from business and industry;

4.13(1)(h) a basic understanding of the economic, political and legal consequences inherent within the application of technological systems and processes to our society;

4.13(1)(i) extensive preparation in application of the various tools accessible by students to facilitate improved self-learning;

4.13(1)(j) a basic understanding of the methodologies of research into projected developments and applications of emerging technologies;

4.13(1)(k) an understanding of good questioning skills and techniques to be used with students and peers to collect, organize and interpret information; and

4.13(1)(l) the knowledge and understanding to organize and manage a student organization.

4.13(2) Performance: The beginning technology educator is able to:

4.13(2)(a) manage all student work areas in a safe and prudent manner and guide students in the safe use of tools, systems and processes in school-based and work-based learning sites;

4.13(2)(b) guide students to become knowledgeable in:

4.13(2)(b)(i) the application of academic concepts from math, science and communications as they apply to technological systems and processes;

4.13(2)(b)(ii) the allocation of resources such as time, money, materials, facilities and human resources;

4.13(2)(b)(iii) the acquisition, evaluation, organization, interpretation and communication of information related to technological systems and processes:

4.13(2)(b)(iv) the selection and application of technology appropriate to tasks;

4.13(2)(b)(v) the maintenance of systems of information, technology and records; and

4.13(2)(b)(vi) the application of relevant conflict resolution techniques as applied to the workplace;

4.13(2)(c) work as a team member in conjunction with academic and other occupational educators to develop systems that support learning across curricular disciplines;

4.13(2)(d) demonstrate competency in the management of equipment, materials, supplies and people;

4.13(2)(e) demonstrate good questioning skills and techniques to be used with students and peers to collect, organize and interpret information;

4.13(2)(f) employ interpersonal and organizational skills to develop an ongoing working relationship with community business and industry partners;

4.13(2)(g) communicate the possible career pathways for students entering an occupation in the communications, transportation, architecture, construction, manufacturing and environmental areas;

4.13(2)(h) guide students in the use of communication technologies to research occupational clusters occupational opportunities;

4.13(2)(i) guide students to develop problem-solving techniques or adopt problem-solving techniques from other sources;

4.13(2)(j) demonstrate the proper use of tools, systems and processes appropriate to the course content with respect to the acceptable standards of business and industry;

4.13(2)(k) construct individual and cooperative learning experiences which integrate school- based and work-based learning for students utilizing student-centered approaches; and

4.13(2)(l) reinforce the academic concepts by demonstrating their practical applications.

4.13(3) The technology educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.14 Mathematics (Grades 6-12)

4.14(1) Develop in students an understanding and use of:

4.14(1)(a) number sense, properties and operations;

4.14(1)(b) patterns, functions and algebraic structures;

4.14(1)(c) measurement;

4.14(1)(d) data analysis, statistics and probability;

4.14(1)(e) functions and use of variables; and

4.14(1)(f) shape, dimension and geometric relationships.

4.14(2) The mathematics educator is able to effectively demonstrate to students and instruct:

4.14(2)(a) approaches to problem-solving that utilize mathematical content in identifying, analyzing, formulating and solving problems that occur in mathematical processes and everyday situations;

4.14(2)(b) the utilization of mathematical ideas, both verbally and in writing, using both everyday language and mathematical terminology;

4.14(2)(c) the utilization of verbal and written discourse, between teacher and students and among students, to develop and extend students' mathematical understanding;

4.14(2)(d) the construction and evaluation of mathematical conjectures and arguments to validate one's own mathematical thinking;

4.14(2)(e) independent study in mathematics;

4.14(2)(f) the use of mathematics in studying patterns and relationships; and

4.14(2)(g) the interrelationships within mathematics; how to connect concrete, pictorial and abstract representations; and the connections between mathematics and other disciplines and real-world situations through the selection of appropriate applications from such fields as natural sciences, social sciences, business and engineering, and is able to:

4.14(2)(g)(i) utilize a wide variety of resource materials, including, but not limited to, manipulative materials, graphing calculators, computers and other technologies as tools in learning and for the application(s) of mathematics;

4.14(2)(g)(ii) utilize assessment data to monitor students' acquisition of mathematical skills and abilities and in the process of determining appropriate delivery of instruction based on identified student need and to select appropriate mathematical tasks to reinforce and promote students' development of mathematical concepts and skills;

4.14(2)(g)(iii) create an engaging and effective environment in which all students develop mathematically in order to participate more fully in a technologically based society;

4.14(2)(g)(iv) create an environment in which reflection, uncertainty and inquiry are incorporated in the learning of mathematical skills, abilities and concepts; and

4.14(2)(g)(v) apply appropriate knowledge of current research in the teaching and learning of mathematics and incorporate national, state and local guidelines related to mathematics instruction.

4.14(3) The mathematics teacher is knowledgeable about the curriculum and planning and trained in evidence-informed practices in mathematics, including identifying and utilizing acceleration and intervention strategies to help students who are below grade level or struggling in mathematics, children with disabilities, gifted students and students who are English language learners.

4.14(4) The mathematics educator shall consistently seek out professional development in the field of mathematics, which can provide enhanced knowledge, skills and abilities in the content area and participate in professional organizations appropriate and relevant to the field.

4.15 Music (Grades K-12)

4.15(1) The music educator is knowledgeable about the content and creative processes of music and is able to:

4.15(1)(a) teach the historical and cultural context of music including, but not limited to, global musical styles, techniques and traditions over time and acknowledging music in society as creative, expressive, communicable and social;

4.15(1)(b) use a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical aspects of music;

4.15(1)(c) develop music literacy in students, demonstrating ways to read, write and communicate using the language of music;

4.15(1)(d) provide informed demonstration and identification of a variety of techniques and styles of music with confidence, expression, accuracy and intent; and

4.15(1)(e) use a variety of approaches to teach students to design, write, problem-solve and innovate to find their own unique musical voice.

4.15(2) The music educator is able to instruct about, effectively demonstrate and provide experiences for students in various areas of music pedagogical theory and practice including, but not limited to:

4.15(2)(a) determining and interpreting meaning in musical works;

4.15(2)(b) methods of teaching music to students, as age and grade appropriate, and to other educators, regarding the direction and selection of musical repertoire; communication of ideas through music; distinguishing musical forms and styles; creation of a variety of musical works; employing skills related to musical performances; evaluation of musical works and relating music to diverse cultures;

4.15(2)(c) knowledge and method of how music relates, informs, connects and transfers to other subjects and disciplines; and

4.15(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including applying and demonstrating a variety of music theory skills, creating musical works; expressing music in a performance setting; and critiquing, evaluating and refining musical works.

4.15(3) The music educator shall be knowledgeable about and be able to facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about music including the personal pursuit of further experience in music.

4.15(4) The music educator shall self-assess and act upon feedback regarding the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.16 Physical Education (Grades K-12)

4.16(1) The physical education educator is knowledgeable about physical education and is able to effectively:

4.16(1)(a) articulate to students, other educators and interested stakeholders the socio-cultural, philosophical and psychological foundations of physical education, including the history of physical education, and the benefits of physical education and physical activity;

4.16(1)(b) describe and apply the physical and biological science foundations of physical education including, but not limited to, such areas as human anatomy, exercise physiology, kinesiology, nutrition and health; and

4.16(1)(c) instruct students about the fundamentals of physical movement including movement concepts, individual and team activities, physical fitness and perceptual motor activities.

4.16(2) The physical education educator is knowledgeable about and able to demonstrate and effectively instruct K-12 students at appropriate age, grade, and ability levels using developmentally appropriate tasks and progressions, including but not limited to teaching rules and techniques about:

4.16(2)(a) locomotor, non-locomotor, manipulative skills and movements (e.g., jumping and landing, striking, kicking) in non-dynamic and dynamic practice, tasks and environments;

4.16(2)(b) movement sequences in a variety of practice tasks and small-sided games; activity-specific movement skills in lifetime, individual, dual, and team sports/activities (e.g., soccer, basketball, tennis, golf), recreational games, outdoor pursuits, dance, fitness training, skill-related fitness and health-related fitness; and

4.16(2)(c) student wellness through a whole child approach that supports physical, social and emotional wellness.

4.16(3) The physical education educator is knowledgeable about and able to demonstrate the organization, planning, administering, teaching and evaluating of a program of health and physical education including, but not limited to:

4.16(3)(a) the ability to adjust activities that build physical skills and knowledge for students with disabilities, ensuring inclusivity and equal participation through tailored instruction, and a supportive atmosphere;

4.16(3)(a)(i) collaborating with other professionals and utilizing appropriate resources to facilitate the integration of students with disabilities into physical education programs.

4.16(3)(b) the use of effective health education pedagogy to plan and implement age appropriate, culturally relevant, inclusive and effective skills-based health education lessons integrated into a physical education setting and in a classroom setting;

4.16(3)(c) the ability to assess students holistically, including aspects of cognitive, affective and psychomotor domains through effective student assessments to ensure a comprehensive evaluation that promotes lifelong habits and skill development; and

4.16(3)(d) knowledge of emergency protocols and procedures such as what to do in the event of an accident or injury and how to effectively notify and work with other school staff, such as school nurses.

4.16(4) The physical education educator provides students with motivation and encouragement through best practices to establish attitudes and behaviors and to pursue activities which will result in lifetime fitness.

4.16(5) The physical education educator is knowledgeable about and able to effectively integrated into instruction the following essential skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention.

4.16(6) The physical education educator shall self-assess and engage in a reflective teaching and learning practice to foster student learning and engagement (e.g., self-assessment, professional development, workshops, and professional organizations).

4.17 Science (Grades 6-12)

4.17(1) The science educator is knowledgeable about the content, concepts and skills of the sciences and is able to effectively facilitate student learning regarding physical, life and earth sciences and applicable mathematics.

4.17(2) The science educator must have completed an area or areas of concentration in, demonstrate knowledge of, and effectively instruct students about one or more areas selected from:

4.17(2)(a) general science, general chemistry, physics, biology, earth and space science environmental science and applicable mathematics; and

4.17(2)(b) physics including, but not limited to, general and experimental physics, mechanics, electricity, magnetism, quantum and atomic physics, sound, and optics;

4.17(2)(c) chemistry including, but not limited to, general chemistry, organic chemistry, inorganic chemistry, analytical chemistry and physical chemistry;

4.17(2)(d) biology including, but not limited to, general biology, environmental biology, biotechnology, genetics, evolution, human anatomy, ecology, molecular biology, and matter and energy in living systems; or

4.17(2)(e) earth and space science including, but not limited to, historical and physical geology, astronomy, environmental science, meteorology, oceanography, geomorphology, stratigraphy, mineralogy and earth systems.

4.17(3) The science educator is knowledgeable about pedagogy and is able to effectively:

4.17(3)(a) model for and instruct students about the basic elements of the nature of science including, but not limited to, inquiry, curiosity, discovery, openness to new ideas and skepticism;

4.17(3)(b) engage students in discourse and discussion around current issues and events affecting or affected by science; age-/grade-appropriate topics from multiple science perspectives, including historical, dynamic and philosophical bases; and an analytical approach to students with clarity and without bias;

4.17(3)(c) model and instruct students on the use of a wide variety of science tools, including primary and secondary source materials (graphics, tables, digital resources), deciphering credible digital information, guiding responsible use of technology and artificial intelligence;

4.17(3)(d) instruct and engage students in core scientific practices which include, but are not limited to, asking questions and defining problems; analyzing and interpreting data; engaging in argument from evidence; constructing explanations and designing solutions; developing and using models; planning and carrying out investigations; obtaining, evaluating, and communicating information; and using mathematics and computational thinking;

4.17(3)(e) purposely select technology to assess student learning, obtain and analyze student data, and adapt instruction based on learning needs;

4.17(3)(f) instruct students about the interconnected nature of science as it is practiced and experienced in the real world, including the connections between and among the science domains/disciplinary core ideas and within other content areas (social studies, math, English language arts, visual arts, etc.);

4.17(3)(g) demonstrate for and instruct students in the linkage(s) between curriculum, instruction and assessment, including the connection between an inquiry-based lesson and a large conceptual-based module and how they relate to state-approved student science academic standards;

4.17(3)(h) model for and instruct students about safety considerations in science instruction and in the science classroom including, but not limited to, proper use, storage and disposal or maintenance of biological, chemical and scientific equipment and specimens;

4.17(3)(i) instruct and supervise students in the proper preparation and use of laboratory equipment and materials;

4.17(3)(j) identify and manage the resolution of potential safety hazards in laboratory settings, equipment, materials and procedures;

4.17(3)(k) provide solutions to equipment problems and be able to make minor adjustments in the operation of equipment; and

4.17(3)(l) maintain awareness of and preparedness to advocate for current state and federal regulations, legal issues and guidelines pertaining to scientific materials and specimens.

4.17(4) The science educator shall self-assess the effectiveness of instruction based on the achievement of students to align ongoing professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.18 Social Studies (Grades 6-12)

4.18(1) The social studies educator is knowledgeable about social studies including history, geography, political science and economics, and is able to effectively instruct students about:

4.18(1)(a) history including, but not limited to, Colorado, the United States and world history;

4.18(1)(b) geography including, but not limited to, cultural and physical geography, human geography and globalization;

4.18(1)(c) political science including, but not limited to, that of the United States and comparative state, local and other national governments;

4.18(1)(d) economics including, but not limited to, that of comparative economic theories, applications and institutions, past and present; micro-, macro-and global economics; and personal financial literacy; and

4.18(1)(e) the behavioral and social sciences including, but not limited to, psychology, sociology, anthropology and concepts related and integral to the historical and current organization of culture and society.

4.18(2) The social studies educator is knowledgeable about and is able to:

4.18(2)(a) effectively demonstrate and instruct students about civil discourse in the classroom, including the utilization of oral and written communication and presentation;

4.18(2)(b) effectively analyze social and historical events from multiple perspectives for students and articulate an appropriate analytical approach with clarity and balance and without bias;

4.18(2)(c) effectively integrate discussion of and address with students grade level/age-appropriate current events and issues, including controversial issues, with clarity and balance and without bias;

4.18(2)(d) effectively instruct students about the use of primary and secondary source documents acquired through appropriate use of technology and other relevant means as part of informed research, and in the acquisition and enhancement of knowledge and skills;

4.18(2)(e) effectively teach students the skills of data analysis and interpretation;

4.18(2)(f) promote to students appropriate, relevant, positive and productive community service and experiences;

4.18(2)(g) provide students with identifiable connections between the various social science disciplines and other disciplines;

4.18(2)(h) implement informal and formal assessment tools relevant and appropriate to the social studies classroom, and apply assessment data to planning for student instruction;

4.18(2)(i) effectively demonstrate and instruct students about elements of social studies applications including, but not limited to, inquiry, an openness to new ideas, skepticism, analysis, problem-solving, decision-making and active citizenship, and provide opportunities for students to utilize these skills; and

4.18(2)(j) integrate into instruction and provide opportunities for students to develop the skills of collaboration, critical-thinking and reasoning, information literacy, self-direction and invention.

4.18(3) The social studies educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.19 Reserved

4.20 Dance (Grades K-12)

4.20(1) The dance educator is knowledgeable about the art of dance and is able to:

4.20(1)(a) teach the historical and cultural context including, but not limited to, global dance styles and traditions over time, acknowledging dance in society as creative, expressive, communicable and social;

4.20(1)(b) instruct students to use criticism and analysis to reflect upon and understand new works, reconstructions and masterpieces;

4.20(1)(c) apply the skillful use of dance literacy and the use of traditional and/or non- traditional notation systems via words, symbols and/or media technology;

4.20(1)(d) implement the choreographic process as the art of making dance using form, intent, dynamics and principles of time, space and energy, structure and design; and

4.20(1)(e) help students develop the skills and technique that produce competence and confidence during performance, and the ability to communicate choreographic intent.

4.20(2) The dance educator is knowledgeable about and is able to instruct, effectively demonstrate and provide experiences for students in various areas of dance pedagogical theory and practice including, but not limited to:

4.20(2)(a) dance theory aligned with safe and developmentally appropriate pedagogical approaches;

4.20(2)(b) methods of teaching dance to students, as age and grade appropriate, and to other educators as related, but not limited to, the creative process; direction and selection of all performance repertoire and productions in the school setting; and performance, evaluation, choreography, and cultural and historical context;

4.20(2)(c) knowledge and method of how dance relates, informs, connects and transfers to other subjects and disciplines; and

4.20(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including the skills of movement, technique and performance; the ability to create, compose, and choreograph; an understanding of historical and cultural context, and the ability to reflect, connect and respond.

4.20(3) The dance educator shall facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about dance including the physical benefits and personal pursuit of further experience in dance.

4.20(4) The dance educator shall self-assess and act upon feedback regarding the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

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

4.21(1) The educator of CLD student populations must be knowledgeable about, understand and be able to use the major theories, concepts and research related

to language acquisition and language development for CLD students. In support of student learning, the candidate must demonstrate understanding and ability to implement research-based knowledge about:

4.21(1)(a) linguistics that include orthography, phonology, morphology, vocabulary, syntax, semantics and pragmatics applied to English language development for culturally and linguistically diverse students;

4.21(1)(b) instructional practices that support acquisition of English language as an additional language for CLD students;

4.21(1)(c) written and oral discourse that includes intention and functions of speech, genres and organizational features and patterns; and

4.21(1)(d) sociolinguistics that include cultural references, register, varieties of dialects and accents, and nonverbal communication.

4.21(2) The educator of CLD student populations must be knowledgeable about, understand and be able to apply the major theories, concepts and research related to research-based literacy development for CLD students. In support of student learning, the CLD educator must demonstrate understanding and ability to implement research-based knowledge about:

4.21(2)(a) research-based literacy instruction including the identification and use of linguistic interdependence to support development of the components of language development (listening, speaking, reading, writing and critical-thinking) in English for CLD students;

4.21(2)(b) the basic elements of research-based literacy and the ability to provide effective instruction that is systematic, explicit, comprehensive and effective in support of the English language developmental needs of CLD students;

4.21(2)(c) language and literacy development for CLD students for social and instructional purposes in the school setting, with an emphasis on communication of information, ideas and concepts necessary for academic success, particularly in language arts, mathematics, science and social studies;

4.21(2)(d) the contribution of native language to acquisition of English as an additional language; and

4.21(2)(e) the distinction between language differences and learning disabilities.

4.21(3) The educator of CLD student populations must understand and implement strategies and select materials to aid English language and content learning. In

support of student learning, the CLD educator must demonstrate understanding of and the ability to implement research-based knowledge about:

4.21(3)(a) the functions of the English language to second language learners to support their development of both social and academic language skills;

4.21(3)(b) effective instructional techniques, methodologies and strategies to develop English language literacy and to meet the diverse needs of second language learners, including those students with learning disorders;

4.21(3)(c) effective instruction and instructional planning that is systemic, sequential, well- articulated and delivered in an engaging environment;

4.21(3)(d) selection and utilization of instructional materials and resources that are age-, grade level- and language proficiency-appropriate, that are aligned with the curriculum, English language proficiency standards and English language arts content standards, and that maintain and/or improve student achievement;

4.21(3)(e) maintenance and support of high academic performance standards and expectations for CLD student populations; and

4.21(3)(f) providing instructional strategies that integrate the development of English language literacy and content literacy to improve student access to content curricula, particularly in language arts, mathematics, science and social studies.

4.21(4) The educator of CLD student populations must be knowledgeable about, understand and be able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. In support of student learning, the CLD educator must be able to demonstrate knowledge and understanding of:

4.21(4)(a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education and bilingual education;

4.21(4)(b) the role of culture in language development and academic success;

4.21(4)(c) the relation of cultural identity and heritage language to English language learning and academic success;

4.21(4)(d) the contribution of heritage language maintenance to the development of English language literacy; and

4.21(4)(e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate and enhance parental involvement.

4.21(5) The educator of CLD student populations must be knowledgeable about, understand and be able to use progress monitoring in conjunction with formative and summative assessments to support student learning. In support of student learning, the candidate must demonstrate knowledge and ability to:

4.21(5)(a) assist content teachers in the interpretation of summative assessments of content knowledge, including national content assessments and Colorado-approved content assessments, for the purpose of guiding instruction and learning for CLD students;

4.21(5)(b) administer and interpret the results of summative assessments of English language proficiency, including national and Colorado-approved content assessments for the purpose of assessing English proficiency and guiding instruction;

4.21(5)(c) develop, administer and interpret the results of formative assessments and progress monitoring of English language proficiency that are appropriate for the language proficiency level of the student for the purpose of guiding instruction; and

4.21(5)(d) communicate and collaborate with other educators, special services providers and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio-economic, academic and linguistic needs of CLD students.

4.21(6) The culturally and linguistically diverse education educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

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

4.22(1) The CLD bilingual education specialist must be knowledgeable about and able to demonstrate:

4.22(1)(a) a high level of proficiency in the standards noted in rule 4.22(1)-(5);

4.22(1)(b) ability to implement research-based knowledge to effectively deliver literacy and content instruction in a heritage language of a current Colorado student population;

4.22(1)(c) research-based knowledge and ability to utilize students' heritage language to help them transition skills and strategies learned in the heritage language to literacy and content areas in English;

4.22(1)(d) demonstrate the research-based knowledge and ability to plan and implement lessons to help students make cross-language connections;

4.22(1)(e) a high level of biliteracy and academic language proficiency in English and in one other heritage language used by Colorado students – as determined by the Department -- including, but not limited to, reading, writing, listening, oral communication and critical thinking;

4.22(1)(f) understanding and ability to implement research-based knowledge to discriminate between effective and ineffective bilingual programs in order to develop and deliver effective research-informed structures and programs that support bilingual development;

4.22(1)(g) proficiency and ability to teach in a non-English language; and

4.22(1)(h) understanding of research-based knowledge of the culture and history of a heritage language community of Colorado students.

4.22(2) The culturally and linguistically diverse education bilingual specialist shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.23 Middle School Mathematics (Grades 6-8)

4.23(1) Develop in students an understanding and use of:

4.23(1)(a) number and quantity;

4.23(1)(b) algebra and functions;

4.23(1)(c) measurement;

4.23(1)(d) data, statistics, and probability; and

4.23(1)(e) geometry.

4.23(2) The mathematics educator is knowledgeable about and is able to effectively demonstrate to students and instruct:

4.23(2)(a) approaches to problem-solving that utilize mathematical content in identifying, analyzing, formulating and solving problems that occur in mathematical processes and everyday situations;

4.23(2)(b) the utilization of mathematical ideas, both verbally and in writing, using both everyday language and mathematical terminology;

4.23(2)(c) the utilization of verbal and written discourse, between teacher and students and among students, to develop and extend students' mathematical understanding;

4.23(2)(d) the construction and evaluation of mathematical conjectures and arguments to validate one's own mathematical thinking;

4.23(2)(e) independent study in mathematics;

4.23(2)(f) the use of mathematics in studying patterns and relationships; and

4.23(2)(g) the interrelationships within mathematics; how to connect concrete, pictorial and abstract representations; and the connections between mathematics and other disciplines and real-world situations through the selection of appropriate applications from such fields as natural sciences, social sciences, business and engineering, and is able to:

4.23(2)(g)(i) utilize a wide variety of resource materials, including, but not limited to, manipulative materials, graphing calculators, computers and other technologies as tools in learning and for the application(s) of mathematics;

4.23(2)(g)(ii) utilize assessment data to monitor students' acquisition of mathematical skills and abilities and in the process of determining appropriate delivery of instruction based on identified student need and to select appropriate mathematical tasks to reinforce and promote students' development of mathematical concepts and skills;

4.23(2)(g)(iii) create an engaging and effective environment in which all students develop mathematically in order to participate more fully in a technologically based society;

4.23(2)(g)(iv) create an environment in which reflection, uncertainty and inquiry are incorporated in the learning of mathematics skills, abilities and concepts; and

4.23(2)(g)(v) apply appropriate knowledge of current research in the teaching and learning of mathematics and incorporate national, state and local guidelines related to mathematics instruction.4.23(3) The middle school mathematics teacher is knowledgeable about curriculum and planning and trained in evidence-informed practices in mathematics, including identifying and utilizing acceleration and intervention strategies to help students who are below grade level or struggling in mathematics, children with disabilities, gifted students and students who are English language learners.

4.23(4) The mathematics educator shall consistently seek out professional development in the field of mathematics, which can provide enhanced knowledge, skills and abilities in the content area, and participate in professional organizations appropriate and relevant to the field.

4.24 Mentor Teacher (Grades K-12)

4.24(1) The mentor teacher develops instructional leadership skills to advance mentoring, the teaching profession and equitable outcomes for every student, and:

4.24(1)(a) develops and continuously pursues professional growth goals and short-term goal setting that are informed by mentor and beginning teacher data of practice and student learning data;

4.24(1)(b) collects and analyzes mentor and beginning teacher data of practice to inform instructional mentoring decisions that are based on short-term goals and will improve beginning teacher practice and the academic, social, and emotional learning of every student;

4.24(1)(c) supports the work of collaborative partnerships with school and district instructional leaders, teacher leaders, and school communities to advance the teaching profession and advocate for equitable outcomes for every student; and

4.24(1)(d) participates in and contributes to beginning teacher professional learning that is aligned with professional teaching standards, school and district instructional goals, and promotes development of optimal learning environments and rigorous content learning for every student.

4.24(2) The mentor teacher deepens and maintains expertise around the practices that maximize student achievement including deep content knowledge, social and emotional learning, learner variability, culturally responsive pedagogy and professional ethics, and:

4.24(2)(a) deepens and maintains own knowledge of Colorado Academic Standards and evidence outcomes, lessons, and curriculum to ensure that every student has instruction that supports maximum achievement;

4.24(2)(b) deepens and maintains own knowledge of research-based practices that create emotionally, intellectually, and physically safe classroom environments for every student;

4.24(2)(c) engages in district and school-offered professional learning opportunities to deepen and maintain knowledge of strategies and research-based frameworks designed to support the beginning teacher to expect, plan for, and meet the variable learning needs of every student; and

4.24(2)(d) deepens and maintains own knowledge of best practices for coaching the beginning teacher in the use of equity principles and culturally responsive pedagogy to identify and address inequitable practices and reflecting on their own practice through an equity lens.

4.24(3) The mentor teacher creates and maintains collaborative, respectful, instructionally focused mentoring partnerships to foster beginning teacher ownership of continuous improvement of practice and advance the learning of every student, and:

4.24(3)(a) cultivates relational trust, caring, mutual respect, and honesty with the beginning teacher to build ownership, solve problems, and foster beginning teacher agency, resilience, and commitment to the success of every student;

4.24(3)(b) uses purposeful language and instructionally focused tools and protocols to efficiently and effectively engage the beginning teacher in collaborative, instructionally focused, problem-solving conversations and reflective analysis to promote beginning teacher agency and improved student academic, social, and emotional growth'

4.24(3)(c) creates strategic, flexible, and individualized mentoring outcomes and plans for meetings with the beginning teacher to address the needs of diverse beginning teacher contexts and advance beginning teacher practice and the learning of every student;

4.24(3)(d) facilitates reflective conversations about race, culture, and the diversity of the school and community to improve instruction and ensure that every student has what they need to be successful academically, socially, and emotionally; and

4.24(3)(e) utilizes reflective conversations to build the beginning teacher's capacity to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds.

4.24(4) The mentor teacher builds beginning teacher capacity to advance equitable learning by providing rigorous, standards- aligned instruction that meets the needs of every student, and:

4.24(4)(a) advances standards-aligned instruction and student learning of rigorous content by engaging the beginning teacher in ongoing, data-driven teaching-coaching cycles to advance equitable learning for every student;

4.24(4)(b) builds beginning teacher capacity to advance the learning of every student through use of appropriate assessments of student academic, social, and emotional skills;

4.24(4)(c) builds beginning teacher capacity to analyze student learning data to guide the planning and delivery of standards-aligned instruction that meets the variable learning needs of every student; and

4.24(4)(d) builds beginning teacher capacity for continuous improvement through meaningful, ongoing, and actionable feedback that is aligned to the professional growth plan that will be used to inform the beginning teacher's annual evaluation.

4.24(5) The mentor teacher builds beginning teacher capacity to advance equitable and inclusive learning by providing an environment that is culturally responsive and meets the diverse academic, social and emotional needs of every student, and:

4.24(5)(a) engages beginning teacher in developing and applying research-based knowledge, skills, and strategies to create emotionally, intellectually, and physically safe learning environments for every student;

4.24(5)(b) builds beginning teacher capacity to advance equitable and inclusive instruction for every student based on applying principles of equity, culturally responsive pedagogy, and professional ethics;

4.24(5)(c) builds beginning teacher capacity to establish and maintain an inclusive classroom environment that fosters self-regulation and learner agency; and

4.24(5)(d) builds beginning teacher capacity to equitably meet the diverse learning needs of every student through the instructional use of technology, including the ability to adapt to contexts in which access to technology is limited.

4.24(6) The mentor teacher completes at least one full school year of successful experience serving as a mentor teacher for a teacher candidate who is participating in clinical practice or for a novice teacher.

4.25 Special Education Generalist (Ages 5-21)

In addition to demonstrating the foundational knowledge and competencies of elementary reading and mathematics found in sections 4.02(5) – 4.02(16) of these rules;

4.25(1) **Learner development and individual learning differences:** Beginning special education professionals are able to articulate their personal philosophy of special education and understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities; and

4.25(1)(a) understand how language, culture and family background influence the learning of individuals with exceptionalities;

4.25(1)(b) use understanding of development and individual differences to respond to the needs of individuals with exceptionalities and;

4.25(1)(c) are knowledgeable of:

4.25(1)(c)(i) typical and atypical human growth and development;

4.25(1)(c)(ii) similarities, differences and characteristics among individuals with exceptionalities and their typically developing peers, as well as the educational implications of various exceptionalities;

4.25(1)(c)(iii) educational implications of characteristics of various exceptionalities;

4.25(1)(c)(iv) family systems and the role of families in supporting development.

54.25(1)(c)(v) cultural perspectives influencing the relationships among families, schools and communities as related to instruction;

4.25(1)(c)(vi) variations in beliefs, traditions and values across and within cultures and their effects on relationships among individuals with exceptionalities, family and the educational process;

4.25(1)(c)(vii) characteristics and influences of the cultural and environmental milieu of the individual with exceptionalities and the family;

4.25(1)(c)(viii) similarities and differences of individuals with and without exceptionalities;

4.25(1)(c)(ix) valid and reliable resources and/or strategies to learn the possible effects of various medications on individuals with exceptionalities;

4.25(1)(c)(x) effects of growth and development on academic, social and behavioral milestones;

4.25(1)(c)(xi) impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development;

4.25(1)(c)(xii)unique ways of learning practiced by individuals with exceptionalities, including those from culturally and/or linguistically

diverse backgrounds and strategies for addressing these differences; and

4.25(1)(c)(xiii) expected ways of behaving and communicating among cultures related to developmental milestones that can lead to misinterpretation and misunderstanding;

4.25(1)(d) demonstrate skills to apply consistent and fair disciplinary practices in the classroom and demonstrate the ability to:

4.25(1)(d)(i) maintain adequate and appropriate data regarding student behavior to determine whether student actions are a manifestation of a disability and/or to address such implication(s) in the expulsion process;

4.25(1)(d)(ii) collect and use student achievement data and incorporate it in the development of individualized education programs (IEPs);

4.25(1)(d)(iii) establish measurable goals, objectives and adaptations based on student need;

4.25(1)(d)(iv) assess and report progress regarding student attainment of annual goals and objectives; and

4.25(1)(d)(v) modify student plans in a timely way based on student data.

4.25(2) **Learning environments:** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions and self-determination and:4.25(2)(a) collaborate with general education and other educational team members to engage individuals with exceptionalities in meaningful learning activities and social interactions within the least restrictive environment for each student and promote meaningful inclusion;

4.25(2)(b) use effective, accessible and age-respectful instructional interventions to teach individuals with exceptionalities how to adapt to different environments;

4.25(2)(c) intervene safely and appropriately with individuals with exceptionalities in crisis; and

4.25(2)(d) are knowledgeable of:

4.25(2)(d)(i) the demands of a variety of learning environments;

4.25(2)(d)(ii) basic classroom management theories and strategies for individuals with exceptionalities;

4.25(2)(d)(iii) effective management of teaching and learning in a variety of settings; 5.01(2)(d)(iv) verbal and non-verbal adult attitudes and behaviors that influence and/or catalyze the behavior of individuals with exceptionalities;

4.25(2)(d)(v) development and instruction of social skills needed for educational and other environments, such as the workplace, college and the military;

4.25(2)(d)(vi) strategies for crisis prevention and intervention;

4.25(2)(d)(vii) strategies for preparing individuals to live productively in a culturally diverse world;

4.25(2)(d)(viii) ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

4.25(2)(d)(ix) ways cultures are negatively stereotyped, as well as implicit and explicit biases that may impact student behavior; and

4.25(2)(d)(x) strategies used by diverse populations to cope with a legacy of former and continuing racism, as well as the implications and impacts of systemic biases on educational outcomes.

4.25(2)(e) Beginning special education professionals demonstrate the skills to:

4.25(2)(e)(i) create a safe, equitable, positive and supportive learning environment in which diversities are valued;

4.25(2)(e)(ii) identify appropriately ambitious and age-respectful expectations for personal and social behavior in various settings;

4.251(2)(e)(iii) identify supports needed for safe and effective inclusion, access and participation in various program placements;

4.25(2)(e)(iv) design learning environments that encourage active participation in individual and group activities;

4.25(2)(e)(v) adapt, as appropriate, the learning environment to promote expected prosocial behaviors;

4.25(2)(e)(vi) use performance data and information from all involved parties to make or suggest adaptations in learning environments;

4.25(2)(e)(vii) establish and maintain rapport with individuals with and without exceptionalities;

4.25(2)(e)(viii) teach developmentally appropriate, age-respectful self-advocacy;

4.25(2)(e)(ix) create an environment that encourages developmentally appropriate, age-respectful self-advocacy and increased independence, characterized by appropriate student behavior, efficient use of time and disciplined student acquisition of knowledge, skills and application thereof through:

4.25(2)(e)(ix)(A) the provision of a safe, productive learning environment that is responsive to the physical, social, cognitive, academic, linguistic, cultural and functional needs of student learners;

4.25(2)(e)(ix)(B) evaluation to determine specific learner affective needs and to match student strengths with appropriate curriculum and instructional delivery strategies in an environment organized to encourage optimal learning;

4.25(2)(3)(ix)(C) matching classroom management and organizational techniques to the needs of groups of students; and4.25 (2)(e)(ix)(D) effective communication and collaboration with families to link school services and supports to home that focus on addressing cultural, socio-economic and linguistic diversity issues and other life-affecting conditions spanning kindergarten through transition-related learning needs;

4.25(2)(e)(x) use effective and varied behavior management strategies that are positively stated, developmentally appropriate, age-respectful and aligned with student need and that address the function of the behavior;

4.25(2)(e)(xi) use the least intensive behavior intervention strategy consistent with the needs of the individual with exceptionalities;

4.25(2)(e)(xii) design and managing daily routines;

4.25(2)(e)(xiii) organize, develop and sustain learning environments that support positive intra- and intercultural experiences;

4.25(2)(e)(xiv) mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group or person;

4.25(2)(e)(xv) provide guidance, structure, coaching and support to para-educators, volunteers and tutors and others on the educational team related to instruction, intervention and direct services to ensure that each student's IEP is implemented effectively; and

4.25(2)(e)(xvi) use universal precautions for health and safety.

4.25(3) **Curricular content knowledge:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4.25(3)(a) Beginning special education professionals understand the central concepts, structures of the discipline and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities by:

4.25(3)(a)(i) using general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities;

4.25 (3)(a)(ii) identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptionalities;4.25(3)(a)(iii) providing accommodations and/or modifications to general and specialized curricula to make them accessible to individuals with exceptionalities; and

4.25(3)(a)(iv) integrating affective, social and life skills with academic curricula.

4.25(3)(e) Beginning special education professionals are aware of the scope and sequences of general and special curricula and are knowledgeable of:

4.25(3)(b)(i) theories and research that form the basis of curriculum development and instructional practice;

4.25(3)(b)(ii) national, state and local curricula standards; and

4.25(3)(b)(iii) technology for planning and managing the teaching and learning environment.

4.25(3)(c) Beginning special education professionals are knowledgeable about:

4.25(3)(c)(i) reading, writing and communicating instruction and are able to collaborate and consult with content-area teachers in developing

students' knowledge and skills in reading and written and oral communication and demonstrate the skills to:

4.25(3)(c)(i)(A) plan and organize reading and writing instruction and interventions informed by a variety of ongoing student assessment and implement methods of intensifying interventions to address challenges in literacy;

4.25(3)(c)(i)(B) use knowledge of typical and atypical language and cognitive development to guide the choice of instructional strategies and interventions in meeting the learning needs of individual students;

4.25(3)(c)(i)(C) develop in students the phonological and linguistic skills related to reading including phonemic awareness, concepts of print, systematic explicit phonics and other word identification strategies to enhance vocabulary development and spelling instruction;

4.25(3)(c)(i)(D) develop reading comprehension skills in students, including comprehension strategies within a variety of genres, literary response and analysis, content area literacy and the promotion of independent reading;

4.25(3)(c)(i)(E) increase oral and written English language arts skills and proficiency of students, including the appropriate and correct use of vocabulary and standard English, punctuation, grammar, sentence structure and spelling, as well as an understanding of the relationships between reading, writing and communicating;

4.25(3)(c)(i)(F) design instruction and interventions based on the unique strengths and needs of students with exceptionalities to assist them in their acquisition of reading, writing and communicating skills;

4.25(3)(c)(i)(G) apply a variety of effective evidence-based specialized instructional strategies and curricular approaches to the teaching of reading and writing skills; and

4.25(3)(c)(i)(H) match appropriate instructional strategies to student needs related to the acquisition of knowledge and skills in required content areas, such as reading, writing and communicating;

4.25(3)(c)(ii) mathematics and mathematics instruction and are able to collaborate and consult with content-area teachers in developing students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions and the use of variables; and

4.25(3)(c)(iii) general academic content of and basic concepts related to civics, economics, foreign language, geography, history, science, music, visual arts and physical education in order to collaborate with the general classroom teacher to provide the adaptations necessary for students to access and learn the content area.

4.25(3)(d) Beginning special education professionals are able to:

4.25(3)(d)(i) incorporate effective evidence-based strategies and interventions into collaborative roles with other professionals as related to planning for instructional delivery;

4.25(3)(d)(ii) consult and form evaluation teams with other school professionals, families and students to support learners in gaining required access to content aligned with individuals needs outlined in the IEP so that they may achieve the Colorado Academic Standards; and

4.25(3)(d)(iii) ensure instruction is consistent with state academic standards, and school and district priorities and requirements.

4.25(4) **Assessment:** Beginning special education professionals are knowledgeable about basic terms used in assessment, the use of technology in data-driven assessment, the multiple methods of assessment and data-sources used in making educational decisions, and the legal provisions and ethical principles regarding the assessment of individuals, and demonstrate skills to;

4.25(4)(a) develop individualized assessment strategies, utilize a wide variety of progress monitoring tools and select and use technically sound non-biased formal and informal assessments;

4.25(4)(b) use measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities;

4.25(4)(c) collaborate with colleagues and families to use multiple types of assessment information in making decisions about and/or adapting instruction for individuals with exceptionalities;

4.25(4)(d) assess and evaluate the effects that a wide variety of teaching strategies and interventions have on student performance through an examination of student performance and assessment data;

4.25(4)(e) use functional assessment data to design and implement positive behavioral and intervention support systems collaboration with educational team members;

4.25(4)(f) use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those for culturally and/or linguistically diverse backgrounds;

4.25(4)(g) provide assessment results to all interested parties and specific and timely verbal feedback to students to guide and improve their academic performance related to academic standards; and

4.25(4)(h) prepare students for required state assessments and for any other formal and informal assessments of academic achievement.

4.25(5) **Instructional planning and strategies:** Beginning special education professionals select, adapt and use a repertoire of evidence-based instructional

strategies to advance learning of individuals with exceptionalities and demonstrate skills to:

4.25(5)(a) consider an individual's abilities, interests, learning environments and cultural and linguistic factors in the selection, development and adaptation of instruction and learning experiences for individuals with exceptionalities;

4.25(5)(b) use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities;

4.25(5)(c) incorporate validated evidence-based practices for specific characteristics of learners and settings to design short- and long-range instruction and intervention plans aligned to the Colorado Academic Standards;

4.25(5)(d) support students with exceptionalities via augmentative and alternative communication systems and current and assistive technologies for receptive and expressive communication and to meet students' instructional needs;

4.25(5)(e) use strategies to enhance language development and communication skills of individuals with exceptionalities;

4.25(5)(f) develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams;

4.25(5)(g) teach to mastery and promote cross-disciplinary knowledge and skills such as critical- thinking and problem-solving to individuals with exceptionalities;

4.25(5)(h) support students in their acquisition of technology skills according to needs, levels of learning and requirements for assistive technology; and

4.25(5)(i) develop and implement comprehensive, longitudinal individualized programs in collaboration with the educational team.

4.25(5)(i)(i) involving the student and family in setting instructional goals and monitoring progress;

4.25(5)(i)(ii) using task analysis;

4.25(5)(i)(iii) sequencing, implementing and evaluating individualized learning objectives;

4.25(5)(i)(iv) developing and selecting instructional content, resources and strategies that respond to cultural, linguistic and gender differences;

4.25(5)(i)(v) incorporating and implementing instructional and assistive technology into the educational program;

4.25(5)(i)(vi) preparing lesson plans and organizing materials to implement them;

4.25(5)(i)(vii) using instructional time effectively and making responsive adjustments to instruction based on continual observations;

4.25(5)(i)(viii) using procedures to increase the individual's self-awareness, self- management, self-control, self-reliance and self-esteem to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions; and

4.25(5)(i)(ix) implementing strategies to facilitate integration into various settings; including strategies that:

4.25(5)(i)(ix)(A) teach individuals to self-assess, problem-solve and use other cognitive strategies to meet their needs;

4.25(5)(i)(ix)(B) facilitate maintenance and generalization of skills across learning environments;

4.25(5)(i)(ix)(C) promote successful transitions for individuals with exceptionalities; and

4.25(5)(i)(ix)(D) facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language.

4.25(6) **Professional learning and ethical practice:** Beginning special education professionals conduct professional activities in compliance with applicable laws and policies, use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, are committed to lifelong learning, remaining current in research-validated and evidence-based practices and advancing the profession and demonstrate skills to:

4.25(6)(a) hold high standards of competence and integrity, exercise sound judgment and demonstrate familiarity with ethical principles in the special education field, , high leverage practices and other standards of the profession;

4.25(6)(b) act ethically in advocacy for appropriate and unbiased identification, assessment, instruction and service delivery;

4.25(6)(c) practice within one's skill limitations and obtain assistance as needed;

4.25(6)(d) make ethical decisions with regard to unbiased identification, assessment, instructional and service delivery for students in special education;

4.25(6)(e) conduct self-evaluation of instruction and reflect on one's practice to improve instruction and guide professional growth;

4.25(6)(f) promote the highest quality-of-life potential of individuals with exceptionalities; and

4.25(6)(g) be sensitive to the culture, language, religion, gender, disability, socio- economic status and sexual orientation of individuals.

4.25(6)(h) Beginning special education professionals understand:

4.25(6)(h)(i) models, theories, philosophies and research methods that form the basis for special education practice;

4.25(6)(h)(ii) laws, policies and ethical principles regarding functional and positive behavior management planning and implementation addressing function of behavior and how to provide unbiased supports;

4.25(6)(h)(iii) the relationship of special education to the organization and the function of educational agencies;

4.25(6)(h)(iv) the rights and responsibilities of individuals with exceptionalities, parents, teachers, other professionals and schools related to exceptionalities;

4.25(6)(h)(v) issues, assurances and due process rights related to assessments, eligibility and placement within a continuum of services;

4.25(6)(h)(vi) issues in definition and identification of individuals with exceptionalities, including those from dual language and culturally and linguistically diverse backgrounds, including:

4.25(6)(h)(vi)(A) how diversity is part of families, cultures and schools and that complex human issues can interact with the delivery of special education services;

4.25(6)(h)(vi)(B) historical points of view and contribution of culturally diverse groups; and

4.25(6)(h)(vi)(C) the impact of the dominant culture on shaping school culture and the importance of providing culturally responsive pedagogy;

4.25(6)(h)(vii) issues, assurances and due-process rights related to assessments, eligibility and placement within a continuum of services;

4.25(6)(h)(viii) family systems and the role of families in the educational process;

4.25(6)(h)(ix) personal cultural biases and differences that affect one's teaching, behaviors, evaluation and collaboration; and

4.25(6)(h)(x) the importance of serving as an intentional model of inclusion for individuals with exceptionalities.

4.25(6)(i) The beginning special education professional is knowledgeable about the relationship of education to democracy, the school's role in teaching and perpetuating a democratic system of government; educational governance; careers in teaching; the relationship(s) between the various government entities that create laws, rules, regulations and policies and special education practices, and is able to:

4.25(6)(i)(i) model and articulate democratic ideals to students and other stakeholders, by:

4.25(6)(i)(i)(A) teaching about productive citizenship; and

4.25(6)(i)(i)(B) teaching and perpetuating the principles of a democratic republic;

4.25(6)(i)(ii) model for and develop in students positive and accepted behaviors to accepted standards and respect for the rights of others as necessary for successful personal, family and community involvement and well-being;

4.25(6)(i)(iii) demonstrate respect for and effectively address in planning the influences that affect educational practice, including;

4.25(6)(i)(iii)(A) federal and state constitutional provisions;

4.25(6)(i)(iii)(B) federal and state executive, legislative and legal policies;

4.25(6)(i)(iii)(C) the roles of elected officials in policy-making;

4.25(6)(i)(iii)(D) local boards of education, school district and school administration policies and those of boards of cooperative services;

4.25(6)(i)(iii)(E) the influence of nontraditional and nonpublic schools, including charter, private and home schools, and

4.25(6)(i)(iii)(F) public sector input from business, advocacy groups and the public.

4.25(6)(i)(iv) promote teaching as a worthy career and describe the wide variety of career paths in education; and

4.25(6)(i)(v) participate in professional development options that can improve performance and provide professional development or other learning opportunities to colleagues in school buildings related to best practices in special education.

4.25(7) **Collaboration and cultural responsiveness:** Beginning special education professionals understand the theory and elements of effective collaboration and serve as a collaborative resource to families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences and demonstrate knowledge of:

4.25(7)(a) promoting the well-being of individuals with exceptionalities across a wide range of settings and collaborators;

4.25(7)(b) models and strategies of consultation and collaboration;

4.25(7)(c) the roles of individuals with exceptionalities, families and school and community personnel in planning of an IEP;

4.25(7)(d) concerns of families of individuals with exceptionalities and strategies to help address these concerns; and

4.25(7)(e) culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel and community members.

4.25(7)(f) Beginning special education professionals demonstrate the skills to:

4.25(7)(f)(i) maintain confidential communication about individuals with exceptionalities;

4.25(7)(f)(ii) collaborate with families and others in assessment of individuals with exceptionalities;

4.25(7)(f)(iii) foster respectful and beneficial relationships between families and professionals;

4.25(7)(f)(iv) assist individuals with exceptionalities and their families in becoming active participants in the educational team;

4.25(7)(f)(v) plan and conduct collaborative conferences with individuals with exceptionalities and their families;

4.25(7)(f)(vi) collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings;

4.25(7)(f)(vii) use group problem-solving skills to develop, implement and evaluate collaborative activities;

4.25(7)(f)(viii) model techniques and provide professional development and coaching to others in the use of instructional methods and accommodations;

4.25(7)(f)(ix) communicate with school personnel about the characteristics and needs of individuals with exceptionalities;

4.25(7)(f)(x) communicate effectively with families of individuals with exceptionalities from diverse backgrounds;

4.25(7)(f)(xi) assist content-area teachers in adapting curriculum, instruction and strategies utilizing evidence-based practices and technology to support students with exceptionalities in meeting Colorado Academic Standards and extended evidence outcomes;

4.25(7)(f)(xii) assist students in education, behavior and transition services or transitions with family, educators, other professional and relevant community representatives; and

4.25(7)(f)(xiii) strategize with other professionals when a student's medical condition or medication must be considered in terms of its effect on a student's learning or behavior.

4.26 Early Childhood Special Education (Ages Birth-8)

In addition to demonstrating the foundational knowledge and competencies of elementary reading and mathematics found in 4.02(5) – 4.02(16) of these rules;4.26(1) Learner development and individual learning differences (builds upon rule 4.01(1)): Beginning early childhood special education professionals understand how exceptionalities may interact with development and learning and

use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

4.26(1)(a) Beginning early childhood special education professionals demonstrate knowledge of:

4.26(1)(a)(i) the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention and instruction decisions;

4.26(1)(a)(ii) biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction;

4.26(1)(a)(iii) characteristics, etiologies and individual differences within and across the range of abilities, including development delays and disabilities, and their potential impact on children's early development and learning; and

4.261)(a)(iv) normative sequences of early development, individual differences and families' social and cultural linguistic diversity to support each child's development and learning across contexts.

4.26(1)(b) Beginning early childhood special education professionals demonstrate the skills to:

4.26(1)(b)(i) develop and match learning experiences and strategies to characteristics of infants and young children;

4.26(1)(b)(ii) identify systematic, responsive and intentional evidence-based practices and use these practices with fidelity to support young children's learning and development across all developmental and content domains; and

4.26(1)(b)(iii) establish communication systems for young children that support self- advocacy, including the use of assistive technology for young children who are deaf and/or hard of hearing.

4.26(2) Learning environments and instructional planning and strategies (builds upon rule 4.01(4) and4.01(8)): Beginning early childhood special education professionals create safe, inclusive, culturally responsive learning environments and select, adapt and use a repertoire of evidence- based instructional strategies to advance the learning of individuals with exceptionalities.

4.26(2)(a) Beginning early childhood special education professionals demonstrate the skills to:

4.26(2)(a)(i) engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions and instruction addressing the development and academic content domains, which are adapted to meet the needs of each child and their family;

4.26(2)(a)(ii) use responsive interactions, interventions and instruction with sufficient intensity and types of support across activities, routines and environments to promote child learning and development and facilitate access, participation and engagement in natural environments and inclusive settings;

4.26(2)(a)(iii) plan for, adapt and improve approaches to interactions, interventions and instruction based on multiple sources of data across a range of natural environments and inclusive settings;

4.26(2)(a)(iv) use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities;

4.26(2)(a)(v) identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and across contexts;

4.26(2)(a)(vi) promote young children's social and emotional competence and communication and proactively plan and implement function-based interventions to prevent and address challenging behaviors;

4.26(2)(a)(vii) structure, direct and support the activities of para-educators, volunteers and tutors;

4.26(2)(a)(viii) intervene safely and appropriately with individuals with exceptionalities in a crisis; and

4.26(2)(a)(ix) use universal precautions.

4.26(3) Curricular content knowledge (builds upon rule 4.01(8)): Beginning early childhood special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.4.26(3)(a) Beginning early childhood special education professionals are knowledgeable of early childhood curriculum frameworks, developmental and academic content knowledge and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate and challenging learning experiences in natural and inclusive environments.

4.26(3)(b) Beginning early childhood special education professionals demonstrate the skills to:

4.26(3)(b)(i) collaborate with families and other professionals to identify an evidence- based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families; and

4.26(3)(b)(ii) engage in ongoing reflective practice and access evidence-based information to improve their own practices.

4.26(4) Assessment (builds upon rule 4.01(2)): Beginning early childhood special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.26(4)(a) Beginning early childhood special education professionals are knowledgeable of the:

4.26(4)(a)(i) purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to characteristics of the young child, family and program;

4.26(4)(a)(ii) process for developing and administering informal assessments and/or selecting and using valid, reliable formal assessments that use evidence-based practices, including technology, in partnership with families and other professionals;

4.26(4)(a)(iii) process for exiting children from special education when appropriate; and

4.26(4)(a)(iv) the data collection for federal reporting requirements (entries and exits to early childhood special education) and the need for collaboration with general education early childhood educators to support this data collection.

4.26(4)(b) Beginning early childhood special education professionals demonstrate the skills to:

4.26(4)(b)(i) analyze, interpret, document and share assessment information using a strength-based approach with families and other professionals; and

4.26(4)(b)(ii) collaborate with families and other team members to use data to determine eligibility, develop child and family-based

outcomes and goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

4.26(5) Professional learning and ethical practice (builds upon rule 4.01(6)): Beginning early childhood special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform early childhood special education practice, to engage in lifelong learning and to advance the profession.

4.26(5)(a) Beginning early childhood special education professionals are knowledgeable of trends and issues in early childhood education, early childhood special education and early intervention and practice in accordance with ethical and legal policies and procedures.

4.26(5)(b) Beginning early childhood special education professionals demonstrate the skills to:

4.26(5)(b)(i) advocate for improved outcomes for young children, families and the profession, including the promotion and use of evidence-based practices and decision- making;

4.26(5)(b)(ii) recognize signs of emotional distress, neglect and abuse, and follow reporting procedures;

4.26(5)(b)(iii) implement the level of support needed by the family to achieve the desired outcomes for the child;

4.26(5)(b)(iv) fully understand procedural safeguards and ensure families understand them and are part of the decision-making;

4.26(5)(b)(v) implement family services consistent with due process safeguards;

4.26(5)(b)(vi) serve as a model for individuals with exceptionalities;

4.26(5)(b)(vii) conduct professional activities in compliance with applicable laws and policies; and

4.26(5)(b)(viii) engage with the early intervention/early childhood special education profession by participating in local, regional, national and/or international activities and organizations.

4.26(6) Collaboration (builds upon rule 4.01(3)): Beginning early childhood special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

4.26(6)(a) Beginning early childhood special education professionals demonstrate the skills to:

4.26(6)(a)(i) apply teaming models, skills and processes and appropriate uses of technology when collaborating and communicating with families, professionals with varying skills, expertise and roles across multiple disciplines, community partners and agencies;

4.26(6)(a)(ii) use a variety of evidence-based, collaborative strategies when working with adults that are culturally and linguistically responsive and appropriate to the task, the environment and service delivery approach;

4.26(6)(a)(iii) partner with families and other professionals to develop individualized plans and support the various transitions that occur for the child and their family throughout the birth-8 age span;

4.26(6)(a)(iv) apply family-centered practices, family systems theory and knowledge of the changing needs and priorities in families' lives to develop trusting, respectful, affirming and culturally responsive partnerships with all families to allow for the mutual exchange of knowledge and information;

4.26(6)(b)(v) engage in reciprocal partnership with families and other professionals to facilitate responsive adult-child interactions, interventions and instruction in support of child learning and development;

4.26(6)(b)(vi) engage families in identifying their strengths, priorities and concerns; and

4.26(6)(b)(vii) promote families' competence and confidence during assessment, individualized planning, intervention and transition processes to support their goals for their family and young child's development and learning.

4.27 Special Education Specialist: Visually Impaired (Ages Birth-21)

The following standards must be part of a master's degree program for the preparation of special education specialists for the visually impaired:

4.27(1) The special education specialist: visually impaired is knowledgeable about the foundations of special education including, but not limited to, the legal framework, historical precedents, auricular foundation and cultural and socio-economic factors affecting students with visual impairment(s) and other disabilities, and is able to:

4.27(1)(a) articulate to a variety of audiences the models, theories, historical foundation and philosophies that provide the bases for special education practice related to learners who are visually impaired;

4.27(1)(b) articulate to a variety of audiences variations in beliefs, traditions and values across cultures and their effect on attitudes toward and expectations for students with visual impairment(s);

4.27(1)(c) identify and gain access to federal entitlements that provide specialized equipment and materials for students with visual impairment(s); and

4.27(1)(d) articulate and explain current educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for students with visual impairment(s) and deaf blindness.

4.27(2) The special education specialist: visually impaired is knowledgeable about the characteristics of learners, human development and the implications of blindness, visual impairment(s) and deaf blindness upon developmental and academic skills acquisition, and is able to articulate and incorporate into the planning for students relevant information about:

4.27(2)(a) the structure, function and normal development of the human visual system;

4.27(2)(b) basic terminology, manifestations and educational implications of diseases and disorders of the human visual system;

4.27(2)(c) effects of medication(s) on the function(s) of the visual system;

4.27(2)(d) the development of other senses when vision is impaired;

4.27(2)(e) the effects of visual impairment(s) on early development of motor skills, cognition, social/emotional interaction, self-help, communication and early literacy;

4.27(2)(f) similarities and differences between the cognitive, physical, cultural, social, emotional, sensory and literacy needs of students with and without visual impairment(s);

4.27(2)(g) differential characteristics of students with visual impairments including levels of severity and the impact of concomitant additional disabilities;

4.27(2)(h) the effects of visual impairment(s) on the family and the reciprocal impact on the individual’s self-esteem;

4.27(2)(i) psychosocial aspects of visual impairment(s);

4.27(2)(j) the impact of visual impairment(s) and deaf blindness on formal and incidental learning experiences; and

4.27(2)(k) psychosocial aspects of visual impairment(s).

4.27(3) The special education specialist: visually impaired is knowledgeable about visual disorders and is able to:

4.27(3)(a) explain the characteristics of visual disorders to families and to other educational service providers;

4.27(3)(b) describe the effects of visual impairment(s) – with and without additional disabilities – on development, learning and literacy;

4.27(3)(c) provide information regarding the cognitive, communication, physical, medical, cultural, social, emotional, sensory and literacy needs of students with visual impairment(s) to their families and to educational and related service providers; and

4.27(3)(d) recommend adaptations within instructional environments to identify and accommodate individual sensory need(s).

4.27(4) The special education specialist: visually impaired is knowledgeable about assessment and evaluation and is able to complete accurate assessments of students' developmental and academic performance, apply the information in planning for students and articulate to a variety of audiences regarding:

4.27(4)(a) specialized terminology used in the medical diagnoses and educational assessment(s) of students with visual impairment(s);

4.27(4)(b) specific assessments that measure functional vision and learning modalities;

4.27(4)(c) ethical considerations, legal provisions, regulations and guidelines related to the valid and relevant assessment of students with visual impairment(s);

4.27(4)(d) specialized policies and procedures for screening, pre-referral, referral, classification and placement of students with visual impairment(s);

4.27(4)(e) alternative assessment tools and techniques for students with visual impairment(s) including, but not limited to, state- or district-level alternate assessment practices;

4.27(4)(f) appropriate interpretation and application of assessment scores for students with visual impairment(s) and deaf blindness; and

4.27(4)(g) the relationship(s) between assessment, individualized family service plan (IFSP) and individualized education program (IEP) development, and placements, as each affects the educational services provided to students with visual impairment(s).

4.27(5) The special education specialist: visually impaired is knowledgeable about and able to evaluate the validity of individual tests for use with students with visual impairment(s) and is able to:

4.27(5)(a) use disability-specific assessment instruments;4.27(5)(b) adapt and implement a variety of assessment procedures in evaluating students with visual impairments and deaf blindness;

4.27(5)(c) interpret eye reports and other information related to the visual impairment(s) including, but not limited to, low-vision evaluation reports to students with visual impairment(s), their families and to other educational and related service providers;

4.27(5)(d) utilize assessment and performance data to develop specific recommendations for modification(s) of and accommodations for the student's learning environment(s) and educational materials;

4.27(5)(e) conduct, interpret and apply the results of formal and informal assessment(s) of functional vision and learning modalities;

4.27(5)(f) create and maintain disability-related records for students with visual impairment(s);

4.27(5)(g) gather background information and family history relevant to the individual student's visual status and instructional needs;

4.27(5)(h) incorporate assessment information into the development of IFSPs and IEPs; and

4.27(5)(i) utilize assessment information to develop literacy modality plans for students with visual impairment(s).4.27(6) The special education specialist: visually impaired is knowledgeable about instructional content and practice, specialized instructional strategies and appropriate accommodation(s), and is able to demonstrate these strategies and/or teach learners with visual impairment(s):

4.27(6)(a) the use of the abacus, slate and stylus, Braille writer, electronic note taker(s), talking calculator, tactile graphics, computers and other types of access and adaptive technology;

4.27(6)(b) basic concepts related to content standards;

4.27(6)(c) increasing visual access to and within learning environments related to instruction, the use of print adaptations and optical and non-optical devices;

4.27(6)(d) increasing non-visual access to learning environments;

4.27(6)(e) alternative reasoning and decision-making skills;

4.27(6)(f) organization and study skills;

4.27(6)(g) structured pre-cane orientation and mobility assessment and instruction;

4.27(6)(h) tactual perceptual skills;

4.27(6)(i) health and health issues;

4.27(6)(j) adapted physical and recreational skills;

4.27(6)(k) social and daily living skills;

4.27(6)(l) developing career awareness and providing them with vocational counseling;

4.27(6)(m) promoting self-advocacy;

4.27(6)(n) identifying sources of and acquiring specialized instructional and other relevant materials; and

4.27(6)(o) identifying techniques for the adaptation of instructional methods and materials.

4.27(7) The special education specialist: visually impaired is knowledgeable about planning for the instruction of students with visual impairment(s) and is able to:

4.27(7)(a) develop comprehensive short- and long-range individualized learning programs for students with visual impairment(s) and deaf blindness;

4.27(7)(b) prepare appropriate individual and group lesson plans;

4.27(7)(c) involve the student with visual impairment(s) in setting instructional goals and charting progress;

4.27(7)(d) select, adapt and utilize instructional strategies and materials appropriate to the learning needs of the student with visual impairment(s);

4.27(7)(e) use strategies to help students learn, maintain new skills and be able to generalize those skills across other learning environments;

4.27(7)(f) choose and implement instructional techniques that promote successful transitions for students with visual impairment(s);

4.27(7)(g) evaluate and modify instruction according to student need;

4.27(7)(h) interpret and use multiple sources of assessment data in planning for the instruction of students with visual impairment(s) and deaf blindness;

4.27(7)(i) choose and use appropriate forms of technology to accomplish instructional objectives for students with visual impairment(s) and integrate technology into the instructional process;

4.27(7)(j) sequence, implement and evaluate learning objectives based on standards- based education and the expanded core curriculum for students with visual impairment(s); and

4.27(7)(k) teach students with visual impairment(s) to think, solve problems and utilize other cognitive strategies to meet individual learning needs.

4.27(8) The special education specialist: visually impaired is knowledgeable about effective planning for and management of the teaching and learning environment to provide a setting conducive to group and individualized learning, and is able to:

4.27(8)(a) transcribe, proofread and interline materials in contracted literary, Nemeth and foreign language Braille codes;

4.27(8)(b) utilize specialized equipment and software, such as Braille writers, slate and stylus, computerized Braille transcription and tactile image enhancers, to prepare adapted or modified materials in Braille, accessible print, tactile and other formats appropriate to the assessed needs of students with visual impairment(s);

4.27(8)(c) obtain and organize materials intended to implement instructional objectives for students with visual impairment(s);

4.27(8)(d) design multisensory learning environments that engage the active participation of students with visual impairment(s) in group and individual activities;

4.27(8)(e) design and implement strategies and techniques that facilitate the inclusion of students with visual impairment(s) into a wide variety of educational and community settings;

4.27(8)(f) direct the activities of a classroom paraprofessional, volunteer, peer tutor or Braille transcriber; and

4.27(8)(g) create learning environments that encourage self-advocacy and independence for students with visual impairment(s).

4.27(9) The special education specialist: visually impaired is knowledgeable about promoting appropriate student behavior and social interaction skills and demonstrates:

4.27(9)(a) effective learning environment management which engenders positive behavior(s) between and among students, such as, but not limited to, strategies that:

4.27(9)(a)(i) identify ways to address attitudes and behaviors that can positively or negatively influence the deportment and achievement of students with visual impairments;

4.27(9)(a)(ii) effectively instruct students in the development of the social skills needed across educational and living environments;

4.27(9)(a)(iii) identify strategies for preparing students with visual impairment(s) to live harmoniously and productively in a diverse world; and

4.27(9)(a)(iv) identify and address inappropriate behaviors attributable to or caused by visual impairment(s).

4.27(10) The special education specialist: visually impaired is knowledgeable about and able to manage student behavior(s) and learning through:

4.27(10)(a) the modification of the learning environment including, but not limited to, schedule, physical arrangement and/or materials;

4.27(10)(b) the selection, implementation and evaluation of appropriate and applicable classroom management strategies for students with visual impairment(s);

4.27(10)(c) the incorporation of social skills training into the curriculum;

4.27(10)(d) utilization of procedures intended to increase student self-awareness, self- control, self-reliance and self-esteem;

4.27(10)(e) preparing students with visual impairment(s) to present themselves in a socially appropriate manner, providing information about, but not limited to, that related to grooming, dress and interpersonal skills;

4.27(10)(f) preparing students to adapt to progressive eye conditions when necessary;

4.27(10)(g) preparing students with visual impairment(s) to appropriately and effectively utilize the services of support personnel;

4.27(10)(h) preparing students with visual impairment(s) to gain access to information about services provided in and for the community;

4.27(10)(i) preparing students with visual impairment(s) to act appropriately in social situations; and

4.27(10)(j) preparing students with visual impairment(s) to respond to societal attitudes and actions with positive behavior(s) and self-advocacy.

4.27(11) The special education specialist: visually impaired is knowledgeable about communication and collaborative partnerships and demonstrates:

4.27(11)(a) effective communication and the ability to collaborate with students, their families, and school and community personnel in identifying and addressing:

4.27(11)(a)(i) typical and/or specific concerns of parents of students with visual impairment(s) and appropriate strategies to assist them in resolving concerns;

4.27(11)(a)(ii) roles of students with visual impairment(s), parents, educational service providers and community personnel in planning individualized programs for students;

4.27(11)(a)(iii) strategies for assisting families and other team members in planning appropriate transitions for students with visual impairment(s);

4.27(11)(a)(iv) unique services, networks and organizations that serve as resources to/for students with visual impairment(s);

4.27(11)(a)(v) roles of paraprofessionals or para-educators who work directly with students with visual impairment(s) and deaf blindness; and

4.27(11)(a)(vi) the necessity for role models for students with visual impairment(s).

4.27(12) The special education specialist: visually impaired demonstrates the ability to collaborate with others and is able to:

4.27(12)(a) identify and implement strategies for working with students with disabilities, parents, and school and community persons, in a wide variety of learning and learning- related environments;

4.27(12)(b) communicate and consult with students, parents, education service providers and community personnel;

4.27(12)(c) foster respectful and beneficial relationships between and among families and professionals;

4.27(12)(d) encourage and assist families in becoming active participants in the education of their own children;

4.27(12)(e) plan and conduct conferences with families or primary caregivers as required and/or necessary;

4.27(12)(f) collaborate with general education teachers and other school and community personnel regarding the integration of students with disabilities into the general learning environment;

4.27(12)(g) communicate with general education teachers, administrators and other school personnel about the characteristics and needs of students with disabilities;

4.27(12)(h) assist families and other team members in understanding the impact of visual impairment(s) and deaf blindness on learning and experience;

4.27(12)(i) report results of specialized assessments to students with visual impairment(s), their families and pertinent team members in relevant and appropriate ways; and

4.27(12)(j) manage and direct the activities of para-educators or peer tutors who work with students with visual impairment(s).

4.27(13) The special education specialist: visually impaired is knowledgeable about professionalism and ethical practices and demonstrates:

4.27(13)(a) appropriate professional practices in contributing to the field of education and to the academic achievement of each individual student including, but not limited to:

4.27(13)(a)(i) decision-making based on the ethical considerations governing the profession of special education, especially as related to the field of the education of the visually impaired learner;4.27(13)(a)(ii) recognizing cultural bias and how it can affect teaching;

4.27(13)(a)(iii) serving as a role model for students with visual impairment(s);

4.27(13)(a)(iv) participation in consumer and professional organizations and remaining up-to-date with publications and journals relevant to the field of visual impairments; and

4.27(13)(a)(v) the ability to research information related to the learning needs of and outcomes for students with visual impairment(s).

4.27(14) The special education specialist: visually impaired functions in a professional manner by:

4.27(14)(a) demonstrating professional ethics;

4.27(14)(b) accepting the personal characteristic(s) of students with and without visual impairment(s);

4.27(14)(c) remaining up-to-date on literature related to students with visual impairment(s);

4.27(14)(d) participating in professional organizations representing the field of visual impairment(s), as appropriate;

4.27(14)(e) engaging in professional-growth activities which may benefit students with visual impairment(s), their families and/or colleagues; and

4.27(14)(f) practicing self-assessment related to instruction, and seeking professional development activities which support the advancement of personal skills and knowledge.

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

The following standards must be part of a master's degree program for the preparation of special education specialists for the deaf/hard-of-hearing:

4.28(1) The special education specialist: deaf/hard-of-hearing is knowledgeable about the philosophical, historical and legal foundations of special education and is able to articulate and incorporate into planning for students:

4.28(1)(a) current definitions of students with hearing loss including terminology, identification criteria, labeling issues and current incidence and prevalence figures.

4.28(1)(b) models, theories and appropriate philosophies that provide the basis for educational practice relevant to students who are deaf or hard-of-hearing.

4.28(1)(c) variations in beliefs, traditions and values across cultures and within society, and the effect of the relationships between children who are deaf or hard-of-hearing, their families, schools and communities, and can:

4.28(1)(c)(i) identify resources, model programs, organizations, agencies, research centers and technology that can be of assistance in working with students who are deaf or hard-of-hearing;

4.28(1)(c)(ii) apply understanding of proven theory, of philosophy and of models of effective practice to the education of students who are deaf or hard-of-hearing; and

4.28(1)(c)(iii) articulate the pros and cons of current issues and trends in special education and in educating students who are deaf or hard-of-hearing.

4.28(2) The special education specialist: deaf/hard-of-hearing is knowledgeable about factors that impact the learning of students who are deaf or hard-of-hearing and is able to articulate and incorporate into planning for these students:

4.28(2)(a) relevant elements of learning necessary for enhancement of cognitive, emotional and social development.

4.28(2)(b) proven and effective research on communication, socialization and cognition.

4.28(2)(c) cultural dimensions of being deaf or hard-of-hearing.

4.28(2)(d) the specific impact of various etiologies of hearing loss on the sensory, motor and/or learning capability.

4.28(2)(e) knowledge of the effect of family involvement, onset of hearing loss, age of identification, amplification and provision of services.

4.28(2)(f) knowledge of the impact of early and ongoing comprehensible communication.

4.28(2)(g) the effect of sensory input, including both incidental communication and experiences, on the development of language and cognition.

4.28(3) The special education specialist: deaf/hard-of-hearing is knowledgeable about and is able to:

4.28(3)(a) demonstrate effective communication strategies to students who are deaf or hard-of-hearing.

4.28(3)(b) describe how to make incidental learning opportunities accessible.

4.28(3)(c) articulate the interrelationship between communication, socialization and cognition.

4.28(4) The special education specialist: deaf/hard-of-hearing is knowledgeable about the assessment, effective teaching, service and special services provision and the evaluation of students who are deaf or hard-of-hearing, and is able to:

4.28(4)(a) implement formal and informal assessment procedures for eligibility, placement and program planning.

4.28(4)(b) articulate legal provisions, regulations and guidelines regarding unbiased diagnostic assessment(s) and the use of instructional assessment measures.

4.28(4)(c) incorporate into planning the specifics of policies regarding referral and placement procedures.

4.28(4)(d) demonstrate amplification system's parts and articulate function, benefits and limitations of options in group and personal amplification.

4.28(4)(e) administer assessment procedures and instruments for students who are deaf or hard-of-hearing and those with additional disabilities, and utilize appropriate assessment tools and informal assessment and evaluation procedures, utilizing natural/heritage/preferred language.

4.28(4)(f) use assessment data in making informed instructional decisions and for planning individual programs that result in appropriate service delivery and intervention for students who are deaf or hard-of-hearing.

4.28(4)(g) troubleshoot amplification problems and explain the parts and functions of group and personal amplification.

4.28(4)(h) develop and implement effective communication plans.

4.28(4)(i) plan an educational program to address the needs of students who are deaf or hard-of-hearing and who may have additional disabilities or conditions that impact learning.

4.28(5) The special education specialist: deaf/hard-of-hearing is knowledgeable about content standards and practice and is able to:

4.28(5)(a) identify and utilize specialized instructional materials relevant to specific student need and content standards.

4.28(5)(b) incorporate into planning information related but not limited to the syntactic, semantic use of American Sign Language (ASL) and English.

4.28(5)(c) incorporate into planning information related to languages and systems used to communicate with individuals who are deaf or hard-of-hearing.

4.28(5)(d) articulate normal speech development and characteristics of speech development for deaf or hard-of-hearing students.

4.28(5)(e) implement assessment procedures and curricula designed for:

4.28(5)(e)(i) the speech development of students who are deaf or hard-of-hearing and those who may have additional disabilities;

4.28(5)(e)(ii) ASL and English language development;

4.28(5)(e)(iii) stimulating the utilization of residual hearing;

4.28(5)(e)(iv) strategies/techniques related to the promotion of reading development; and

4.28(5)(e)(v) written language development.

4.28(5)(f) design and implement strategies and techniques for positively affecting the speech development of students who are deaf or hard-of-hearing.

4.28(5)(g) design and implement strategies/techniques to effectively instruct students about ASL and English language development.

4.28(5)(h) design and implement strategies/techniques for the stimulation and utilization of residual hearing.

4.28(5)(i) address in planning ways to facilitate cultural identity, linguistic, academic, cognitive, physical and social-emotional development.

4.28(5)(j) plan effective multi-level lessons.

4.28(5)(k) incorporate proven and effective research-supported instructional strategies and practices.

4.28(5)(l) implement strategies and procedures that effectively facilitate the deaf or hard-of- hearing student's transition to new settings and to meeting life challenges.

4.28(5)(m) communicate with advanced proficiency in relevant language(s) (English, ASL) and/or sign systems.

4.28(5)(n) select, modify, design, produce and utilize specialized and appropriate media, instructional materials, resources and technology.

4.28(5)(o) infuse communication skills into academic areas.

4.28(5)(p) apply appropriate and effective first- and second-language teaching strategies to meet student need.

4.28(5)(q) promote and encourage speech development; ASL and English language development; the utilization of residual hearing; reading and written language development to students who are deaf or hard-of-hearing.

4.28(5)(r) implement multi-level lessons for students who are deaf or hard-of-hearing.

4.28(5)(s) develop effective transition plan for students who are deaf or hard-of-hearing.

4.28(6) The special education specialist: deaf/hard-of-hearing is knowledgeable about the learning environment and is able to:

4.28(6)(a) demonstrate the adaptations needed within a variety of learning environments and within the community for students who are deaf or hard-of-hearing.

4.28(6)(b) manage assistive devices appropriate for students who are deaf or hard-of- hearing.

4.28(6)(c) select, implement and evaluate effective classroom management strategies.

4.28(6)(d) adapt learning environments to effectively meet needs of students who are deaf or hard-of-hearing and those who may have additional disabilities or special needs.

4.28(6)(e) plan and effectively implement instruction for students who are deaf or hard-of- hearing and those with additional disabilities or special needs.

4.28(7) The special education specialist: deaf/hard-of-hearing is knowledgeable about promoting student social interaction and independence and is able to:

4.28(7)(a) demonstrate processes for establishing ongoing interactions of students who are deaf or hard-of-hearing with peers and role models who are deaf, hard-of-hearing or hearing.

4.28(7)(b) provide opportunities for interaction with communities of individuals who are deaf, hard-of-hearing or hearing on the local, state and national levels.

4.28(7)(c) provide students with a wide variety of communication strategies which allow effective interaction with people and in places, situations and organizations within the community.

4.28(7)(d) implement strategies for teaching appropriate social skills and behavior in a variety of situations to students who are deaf or hard-of-hearing.

4.28(7)(e) provide appropriate methods of effective self-advocacy to students who are deaf or hard-of-hearing.

4.28(7)(f) articulate social/emotional/psychological developmental and social/emotional issues related to students who are deaf or hard-of-hearing.

4.28(7)(g) promote independence and responsibility to students who are deaf or hard-of- hearing.

4.28(7)(h) effectively teach students who are deaf or hard-of-hearing:

4.28(7)(h)(i) how to use support personnel and contact resources appropriately and effectively;

4.28(7)(h)(ii) how to be self-advocates;

4.28(7)(h)(iii) how to be independent and take responsibility for their own actions;

4.28(7)(h)(iv) about legal procedures, their rights and how to take appropriate action;

4.28(7)(h)(v) to express emotions appropriately; and

4.28 (7)(h)(vi) how to use a wide variety of assistive devices.

4.28(8) The special education specialist: deaf/hard-of-hearing is knowledgeable about communication and collaborative partnerships and is able to:

4.28(8)(a) provide a wide variety of resources to family members and professionals who are deaf or hard-of-hearing; to assist them in dealing with educational concerns and options, utilizing relevant available services and determining appropriate communication modes; and to identify cultural and community opportunities for students who are deaf or hard-of-hearing.

4.28(8)(b) identify and articulate appropriate roles and responsibilities of educators and support personnel including, but not limited to, interpreters, note-takers and paraprofessionals in the delivery of education and

education-related activities and programs to students who are deaf or hard-of-hearing.

4.28(8)(c) articulate the effects of communication on the development of family relationships and strategies to facilitate communication in families with children who are deaf or hard-of-hearing.

4.28(8)(d) articulate appropriate strategies to promote partnerships and to overcome barriers between families and professionals to effectively meet the needs of students who are deaf or hard-of-hearing.

4.28(8)(e) articulate to families and professionals the educational options, communication modes/philosophies, services, cultural issues and community resources available for children who are deaf or hard-of-hearing.

4.289(8)(f) facilitate communication between the child who is deaf and his or her family and/or other caregivers when, and as, appropriate.

4.28(8)(g) facilitate/oversee coordination of and supervise support personnel including but not limited to interpreters, note-takers and paraprofessionals, to meet the needs of students who are deaf or hard-of-hearing.

4.28(8)(h) use collaborative strategies and effective communication skills with individuals who are deaf or hard-of-hearing, parents, school and community personnel in various learning environments.

4.28(8)(i) advocate for meeting the social-emotional, educational and communication needs of students who are deaf or hard-of-hearing in a wide variety of settings.

4.28(9) The special education specialist: deaf/hard-of-hearing is knowledgeable about professionalism and ethical practice and is able to:

4.28(9)(a) acquire the additional knowledge and skills necessary to effectively educate students who are deaf or hard-of-hearing and to work successfully with their families, other professionals and interested stakeholders.

4.28(9)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students who are deaf or hard-of-hearing.

4.28(9)(c) self-assess, design and implement an ongoing professional development plan relevant to being an effective educator of students who are deaf and hard-of-hearing.

4.29 Gifted Education (Ages 4-21)

4.29(1) Learner development and individual learning differences: An educator with a gifted education endorsement understands the cognitive, social, emotional and developmental characteristics of students with gifts and talents. They recognize the asynchronous and diverse nature of gifted students and apply this understanding to design responsive, meaningful and challenging learning experiences by:

4.29(1)(a) applying current theories of intelligence, creativity, cognitive development and the expression of talent to understand and support the learning of all gifted students, including those in early childhood, twice-exceptional, highly gifted individuals and students from culturally, linguistically and economically diverse backgrounds, as well as underachieving students with high potential;

4.29(1)(b) recognizing and addressing the unique social, emotional, behavioral and development needs of gifted students, including the effects of asynchronous development, by implementing systemic, evidence-based supports and fostering independence, self-awareness, self-efficacy and adaptability;

4.29(1)(c) applying knowledge of human development (ages 4-21) to implement developmentally appropriate strategies for gifted students across grade levels; and

4.29(1)(d) recognizing and responding to how language, culture, economic status, family background, disability and diverse beliefs influence the identification, learning and development of gifted students.

4.29(2) Learning environments and instruction: An educator with a gifted education endorsement designs inclusive, culturally responsive and emotionally supportive learning environments that foster the academic, social and career development of students with gifts and talents. They use data-informed, evidence-based instructional strategies to differentiate, enrich and accelerate learning, while promoting independence, creativity and lifelong learning by:

4.29(2)(a) selecting and applying a repertoire of evidence-based instructional strategies to differentiate, accelerate and enrich curriculum for diverse gifted students, including twice-exceptional students and those from underrepresented backgrounds;

4.29(2)(b) developing and implementing long-range and short-term instructional plans that are grounded in gifted education research and aligned with local, state and national standards, ensuring differentiated instruction that maintains high expectations and academic rigor;

4.29(2)(c) incorporating varied methods, such as content modification, curriculum compacting, flexible grouping, acceleration, mentorship, internships, dual enrollment and enrichment, to meet individual learning needs and promote high-level engagement;

4.29(2)(d) evaluating how well instructional strategies and programming meet students' identified educational needs;

4.29(2)(e) creating safe, inclusive and culturally responsive learning environments that affirm students' identities, support the social-emotional well-being of gifted students and promote equitable access to gifted programming through mutual respect, creativity and self-expression;

4.29(2)(f) applying strategies to address the unique social and emotional needs of gifted students, including coping with perfectionism, underachievement, discrimination and asynchronous development;

4.29(2)(g) modifying learning environments to promote independence, self-awareness, self-efficacy and the development of habits of mind, such as goal setting, self-evaluation and lifelong learning;

4.29(2)(h) ensuring equitable access to challenging learning opportunities and support systems for all gifted students, including those from underrepresented groups and twice-exceptional students;

4.29(2)(i) applying research-based differentiation strategies to modify content, process, product and learning environments for gifted students that reflect and respect diverse perspectives, traditions and values and that integrate multicultural content and resources;

4.29(2)(j) fostering the development of leadership, communication and collaboration skills that prepare gifted students for success in a global, multicultural society;

4.29(2)(k) using data to develop and monitor advanced learning plans that support gifted students' academic and affective growth, while guiding them to set meaningful goals, advocate for their needs and build the skills needed for independent, creative and productive futures;

4.29(l) improving programming supports and services at the classroom, school, community and educational system levels;

4.29(m) implementing tools of inquiry and strategies that promote higher-level thinking, reasoning and creativity across content areas;

4.29(n) fostering the development of metacognitive skills, self-directed learning and intellectual risk-taking;

4.29(o) encouraging the transfer of advanced knowledge and skills across disciplines and real-life contexts; and

4.29(p) providing timely, specific and actional feedback to students to support growth and challenge.

4.29(3) Curricular content knowledge: An educator with a gifted education endorsement demonstrates advanced content knowledge and pedagogical expertise and uses this knowledge to design, adapt and implement differentiated, culturally responsive and intellectually rigorous curricula that meet the diverse cognitive and affective needs of students with gifts and talents. They apply research-based practices and data-informed strategies to ensure depth, complexity, creativity and acceleration in learning by:

4.29(3)(a) demonstrating deep understanding of central concepts, structures and tools of inquiry within academic disciplines;

4.29(3)(b) organizing knowledge and developing meaningful learning progressions within and across grade levels to support advanced learning;

4.29(3)(c) integrating cross-disciplinary skills and concepts to design curriculum that reflects the interconnectedness of content areas and fosters higher-order thinking;

4.29(3)(d) using assessment data to inform and adapt instruction, including modifying assessments to address individual learning needs;

4.29(3)(e) designing and implementing curriculum that supports acceleration, enrichment and the development of creativity, critical thinking, leadership and problem-solving skills;

4.29(3)(f) selecting and designing curriculum resources and strategies that reflect and respond to gifted students' cultural, linguistic and intellectual diversity;

4.29(3)(g) integrating diverse perspectives and voices into curriculum planning to ensure inclusivity and relevance;

4.29(3)(h) applying understanding of individual learning differences and cultural contexts to develop comprehensive, equitable curricula for all gifted students, including twice-exceptional and underrepresented populations; and

4.29(3)(i) designing and implementing high-quality, research-based and differentiated curriculum that supports advanced learning and talent development, including selecting appropriate curricular resources, aligning with students' current performance and growth potential, applying relevant

theories and models, and incorporating real-world, community-based and extended learning opportunities.

4.29(4) Assessment and evaluation: An educator with a gifted education endorsement demonstrates expertise in selecting, administering, interpreting and communicating assessment data to support the identification, instruction and development of students with gifts and talents, using valid, reliable and culturally responsive assessment practices to inform educational decisions, monitor progress and evaluate the effectiveness of gifted programming by:

4.29(4)(a) implementing identification instruments and procedures that align with state requirements, district policies and evidence-based practices;

4.29(4)(b) reviewing, selecting and interpreting multiple psychometrically sound, non-biased and equitable qualitative and quantitative instruments to develop a body of evidence for identifying giftedness across diverse populations, including twice-exceptional and underrepresented students;

4.29(4)(c) applying defensible methods for screening and identifying gifted students, including the use of portfolios, checklists and culturally sensitive tools that align with state identification rules and district identification policies;

4.29(4)(d) communicating the identification process clearly to families, obtaining informed consent and gathering evidence of student potential from multiple environments;

4.29(4)(e) demonstrating understanding of measurement theory, including validity, reliability, norms, bias and limitations of assessments;

4.29(4)(f) interpreting assessment results with an understanding of how cultural, linguistic, socioeconomic and trauma-related factors influence student performance and identification, ensuring equitable and informed decision-making;

4.29(4)(g) using assessment data and a deep understanding of each student's strengths, interests and needs to develop, implement and monitor individualized advanced learning plans that support both academic and affective growth;

4.29(4)(h) using a variety of pre-, formative and summative assessments—including performance-based, differentiated and off-level tools—to assess, monitor and evaluate the progress of gifted students in both general and specialized curricula;

4.29(4)(i) utilizing assessments that promote higher-order thinking, creativity and real-world application, including performance-based tasks, portfolios and off-level assessments;

4.29(4)(j) using assessments (e.g., observations, checklists, surveys) to identify affective needs, develop individualized affective goals within advanced learning plans and guiding social-emotional supports;

4.29(4)(k) engaging students in self-assessment and goal setting to foster metacognition and ownership of learning;

4.29(4)(l) using qualitative and quantitative data to evaluate the effectiveness of gifted curricula, services and programming;

4.29(4)(m) providing input into the design and improvement of gifted programming on assessment outcomes and student performance data; and

4.29(4)(n) evaluating the implementation of strategies to ensure delivery of programming goals for all gifted students, including those from culturally and linguistically diverse and twice-exceptional backgrounds.

4.29(5) Collaboration and communication: An educator with a gifted education endorsement possesses skills in communicating, teaming and collaborating with diverse individuals and across diverse groups, and demonstrates competence in interpersonal and technical communication skills, as well as advanced oral and written skills, and applies knowledge of regulations and laws regarding confidentiality, using this deep understanding to improve programming for gifted students by:

4.29(5)(a) using verbal, nonverbal and digital communication strategies to convey information clearly and respectfully across diverse audiences;

4.29(5)(b) communicating effectively with students and their families to promote transparency and ensure understanding of assessment results, identification, gifted programming, while recognizing and respecting cultural, linguistic and community factors that influence communication and collaboration;

4.29(5)(c) collaborating with families, educators and community partners to assess needs, plan evidence-based services, create equitable opportunities and support the holistic development of gifted students, while advocating through awareness, addressing misconceptions and promoting engagement in gifted education;

4.29(5)(d) advocating for gifted education through inclusive leadership within schools and communities to promote and improve gifted programming;

4.29(5)(e) facilitating consensus-building and collaborative problem-solving to enhance programming and outcomes for gifted students;

4.29(5)(f) maintaining confidentiality and upholding ethical standards in all communications regarding gifted students;

4.29(5)(g) coordinating transitions across grade levels and educational settings, collaborating with families, educators and external agencies to ensure continuity of programming and support for gifted students as they prepare for school, career and life pathways;

4.29(5)(h) facilitating the development and implementation of advanced learning plans through inclusive and collaborative processes;

4.29(5)(i) building capacity among partners to support the instructional, social-emotional and behavioral needs of diverse gifted students to promote understanding, resolve conflicts and build consensus; and

4.29(5)(j) participating in strategic planning with school and district personnel to align gifted education initiatives with broader educational goals.

4.29(6) Professional practice and program evaluation: An educator with a gifted education endorsement engages in structured, reflective professional learning that is aligned to personal goals and needs, upholds ethical standards and advocates for excellence in gifted education by:

4.29(6)(a) engaging in continuous professional development aligned with school, district and state initiatives focused on gifted education and collaborating with school and district personnel to develop and implement learning opportunities in schools related to best practices in gifted education;

4.29(6)(b) acquiring and applying knowledge and skills necessary to effectively teach and support gifted students;

4.29(6)(c) demonstrating leadership in gifted education by staying current with research and best practices, engaging in self-reflection and pursuing professional growth through activities such as contributing to publications, participating in professional networks or attending conferences;

4.29(6)(d) engaging in continuous professional growth in gifted education by reflecting on instructional practices, incorporating feedback from supervisors and colleagues and participating in research-based professional development;

4.29(6)(e) fostering inclusive, respectful environments that respect and safeguard the rights of gifted students and their families, while applying district, state and federal policies to ensure equitable access to gifted education;

4.29(6)(f) applying continuous improvements to inform and improve gifted education practices;

4.29(6)(g) advocating for policies, practices and professional development that are grounded in research and designed to improve outcomes for gifted students and their families;

4.29(6)(h) promoting advancement of the gifted education profession through leadership, collaboration and dissemination of best practices in gifted education;

4.29(6)(i) supporting initiatives that increase awareness, understanding and support for gifted education while using disaggregated data to monitor equity and effectiveness in gifted programming;

4.29(6)(j) demonstrating a comprehensive understanding of the foundations of gifted education, including its history, evolving theories, evidence-based practices and relevant laws and policies, and applying this knowledge to address key issues and trends—such as diversity, inclusion and twice-exceptionality—while recognizing the influence of culture, language and personal bias;

4.29(6)(k) reflecting on and evaluating personal and systemic perspectives to create equitable, culturally responsive learning environments that honor the diverse backgrounds and needs of gifted students and their families; and

4.29(6)(l) contributing to the continuous evaluation of gifted programming by assessing the effectiveness of strategies, grouping practices and service models, using data and partner input to drive improvements, align with program goals and promote equitable outcomes for all gifted students, including those from diverse and twice-exceptional backgrounds.

4.30 Mathematics Specialist (Grades K-12)

4.30(1) The mathematics specialist is knowledgeable about K-12 mathematics content and practices, including:

4.30(1)(a) progressions and coherence of mathematical topics across grade levels;

4.30(1)(b) the standards for mathematical practice that describe how people productively engage in the learning of mathematics; and

4.30(1)(c) the five strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, productive disposition and procedural fluency.

4.30(2) The mathematics specialist is knowledgeable about K-12 mathematics pedagogy, including:

4.30(2)(a) knowing how to use students' diversities, existing knowledge and skills and other strengths to advance learning while fostering positive mathematics identities;

4.30(2)(b) planning for responsive instruction and making curricular decisions, including:

4.30(2)(b)(i) using what they know about learners to choose, design and/or adapt relevant and appropriate mathematics curriculum materials and instruction that support the development of the five strands of mathematical proficiency; and

4.30 (2)(b)(ii) understanding and using curriculum effectively.

4.30(2)(c) modeling effective problem solving and mathematical practices – questioning, representing, communicating, conjecturing, making connections, reasoning and proving, self-monitoring and cultivating the development of such practices in learners;

4.30(2)(d) recognizing and providing interventions when misconceptions, errors and/or opportunities for advancement exist and designing appropriate interventions for acceleration pathways;4.30(2)(e) recognizing, evaluating and responding to multiple, often non-standard solutions to problems, including analyzing and evaluating student ideas and work and providing appropriate, meaningful and actionable feedback;

4.30(2)(f) constructing and evaluating multiple representations of mathematical ideas or processes, establishing correspondences between representations and understanding the purpose and value of doing so;

4.30(2)(g) using what they know about learners to choose, design and/or adapt relevant and appropriate mathematics tasks that incorporate discussions, written work, presentations or performance on more formal measures to support the learning of new mathematical ideas or methods, and to test learners' understanding, application and demonstration of such ideas or methods, and developing effective questioning and assessment techniques to ensure understanding;

4.30(2)(h) supporting learning of appropriate technical language associated with mathematics, attending to both mathematical integrity and usability by learners;

4.30(2)(i) using discourse to effectively probe mathematical understanding and make productive use of responses;

4.30(2)(j) developing learners' abilities to give clear and coherent public mathematical communications to defend thinking and understanding in a classroom setting;

4.30(2)(k) using various instructional applications of technology judiciously, in ways that are mathematically and pedagogically grounded;

4.30(2)(l) developing skillful and flexible use of different instructional formats – whole group, small group, partner, and individual – in support of learning goals; and

4.30(2)(m) creating academically safe learning environments that promote risk-taking and engage students in collaborative mathematical exploration and discourse.

4.30(3) The mathematics specialist must effectively use curriculum and assessment and support teachers so they are able to:

4.30(3)(a) understand the importance of careful sequencing and development of mathematical ideas, concepts and skills in the K-12 curriculum and engage in discussions and decision making to establish appropriate benchmarks for learning goals;

4.30(3)(b) select, use, adapt and determine the suitability of mathematics curricula and teaching materials (e.g., textbooks, technology, manipulatives) for particular learning goals;

4.30(3)(c) use a formative assessment cycle (collect student data, plan for interventions and extensions of learning, implement plan of action) to locate, modify and/or create resources for these purposes; and

4.30(3)(d) analyze formative and summative assessment results, make appropriate interpretations, and communicate results to appropriate and varied audiences.

4.30(4) The mathematics specialist must be prepared to take on leadership roles within their schools and districts to support effective instruction and professional growth by being able to:

4.30(4)(a) take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics pedagogy, application and content;

4.30(4)(b) facilitate continuous and collaborative learning that draws upon research in mathematics education to inform practice; involve colleagues and other school professionals, families and various stakeholders; and advance the development of others as reflective practitioners;

4.30(4)(c) evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and act professionally to ensure that all students have appropriate opportunities to learn important mathematics (e.g., evaluate the alignment of mathematics curriculum standards, textbooks and required assessments, and make recommendations for addressing learning and achievement gaps); advocate for the rights and/or needs of all students to secure additional resources as needed;

4.30(4)(d) use mathematics-focused instructional leadership skills to improve mathematics programs at the school and district levels (e.g., serve as coach/mentor/content facilitator) providing feedback to colleagues to strengthen practice and improve student learning; develop appropriate classroom or school level learning environments; build relationships with teachers, administrators and the community; collaborate to create a shared vision and develop an action plan for school improvement; establish and maintain learning communities; partner with school-based professionals to improve each student's achievement; mentor new and experienced teachers to better serve students; and4.30(4)(e) select from a repertoire of methods to communicate in an unbiased, professional manner concerning student growth and advancement, curriculum, instructional observations and data and assessment feedback to educational constituents – caregivers, school administrators and school boards.

4.31 Teacher Librarian (Grades K-12)

4.31(1) Quality standard 1: mastery and pedagogical instruction – A teacher demonstrates mastery of and pedagogical expertise in the content area(s) taught. The elementary teacher is an expert in research-based literacy and mathematics and is knowledgeable in all other content areas taught (e.g., science, social studies, the arts, physical education or world languages). The secondary teacher has knowledge of research-based literacy and mathematics and is an expert in specific content area(s) (CDE Model Teacher Evaluation System). A candidate for a teacher librarian endorsement demonstrates skills to implement the principles of effective teaching and learning that contribute to an active, inquiry- and standards-based approach to learning. The candidate develops lessons that reflect the interconnectedness of content areas/disciplines and makes use of a variety of instructional strategies and assessment tools to design and develop learning experiences in partnership with classroom teachers and other educators (AASL).

4.31(1)(a) Instructional pedagogy – The candidate employs inquiry-based instructional design including differentiated instruction to reach all learners. The candidate is also knowledgeable in designing and delivering learning instruction along with technology literacy, information literacy and digital citizenship that empowers K-12 students to be workforce ready.

4.31(1)(b) Instructional design – The candidate is knowledgeable about leadership techniques for facilitating a standards-based backward design process for authentic, active learning lessons and units. The candidate provides an environment where students can practice and learn new strategies and receive feedback while learning content and demonstrating understanding.

4.31(1)(c) Children's and young adult literature reading promotion – The candidate promotes reading for children, young adults and other education professionals through the use of high-quality, high-interest literature in print and digital formats that reflect diverse developmental, cultural, social and linguistic needs of K-12 students and communities. The candidate is aware of current trends in literature and displays the ability to work within the school-wide culture to foster curiosity in student and staff learners. The candidate is knowledgeable about a variety of innovative formats to teach, enrich and expand critical, creative and independent thinking.4.31(1)(d) Research-based Literacy strategies – The candidate demonstrates knowledge of research-based reading strategies including reading fluency and reading comprehension to increase students' reading levels, developmental abilities and personal interests. The candidate demonstrates the importance of systematic and explicit reading development tied to the overall school goals for literacy development in students.

4.31(2) Quality standard 2: safe, inclusive, respectful environment – A teacher establishes safe, inclusive and respectful learning environments for a diverse population of students.

4.31(2)(a) Respect for diversity – The candidate demonstrates the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social and linguistic needs of K-12 students and their communities.

4.31(2)(b) Equitable access – The candidate demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. The candidate works with the school administration team to allow for collaboration and flexibility to be able to teach at point of need. The candidate allows for and supports flexibility so that the library is available during and after school hours for students, teachers, parents and the community. The candidate demonstrates the ability to develop and support 24/7 access to learning resources.

4.31(3) Quality standard 3: plan and deliver effective instruction – A teacher plans and delivers effective instruction and creates environments that facilitate learning for students (CDE Model Teacher Evaluation System).

4.31(3)(a) Collaboration in planning and teaching -- The candidate demonstrates the ability to work with other teachers from a variety of disciplines and grade levels to systematically integrate Colorado Academic Standards skills. The candidate develops a collaborative culture and demonstrates the ability to model for students how to work collaboratively with one another and provide evidence of new thinking and learning.4.31(3)(b) Technology integration – The candidate is knowledgeable in recommending current and meaningful use of technology and is part of school-level technology discussions. The candidate models a classroom that integrates skills from the Colorado Academic Standards (i.e., critical thinking, invention, information literacy and digital citizenship) through the use of innovative technology strategies. The candidate demonstrates the ability to utilize a variety of current technology tools in the classroom and to incorporate emerging tools as they become available, as well as the ability to have a digital presence within their schools and learning communities.

4.31(3)(c) Assessment of learning – The candidate demonstrates the ability to develop consistent means of assessing how well students are acquiring essential skills and knowledge through the use of formative or summative assessments such as rubrics, checklists and journaling.

4.31(3)(d) Learning environment – The candidate demonstrates the ability to create and maintain a flexible, dynamic learning environment with the goal of producing successful learners skilled in multiple literacies.

4.31(3)(e) Collection development – The candidate demonstrates the ability to develop and implement policies in collaboration with district and appropriate school personnel for collection development/selection, weeding criteria and the reconsideration of challenged resources, with procedures used to defend the challenged material, that is consistent with the mission, goals and objectives of the school building and school district, through:

4.31(3)(e)(i) materials acquisition and organization – The candidate demonstrates the ability to select a balanced collection of digital and print resources that meet the diverse curricular, personal and professional needs of students, teachers and administrators. The candidates demonstrates the ability to organize collections for easy access, one that aligns to curriculum, meets independent reading needs and reflects diverse points of view;

4.31(3)(e)(ii) resource review – The candidate identifies and provides support for diverse student information needs. The candidate models multiple strategies for students, other teachers and administrators to locate, evaluate and ethically use information for specific purposes. The candidate collaborates with students, other

teachers and administrators to efficiently access, interpret and communicate information; and4.31(3)(e)(iii) materials deselection – The candidate regularly weeds the collection to create a viable and current collection for an aesthetically pleasing environment designed to meet the diverse curricular, personal and professional needs of students, teachers and administrators.

4.31(3)(f) Program management – The candidate designs strong library programs with resources, services, policies, procedures and programming that are aligned with the school's goals. The candidate demonstrates the ability to practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. The candidate educates the school community on the ethical use of information and ideas.

4.31(3)(g) Supervision – The candidate demonstrates knowledge of the ability to recruit, supervise and evaluate library staff and volunteers.

4.31(3)(h) Budget management – The candidate demonstrates the ability to prepare, justify and maintain the school library program budget to ensure funding for the continuous acquisition of standards-based curriculum materials and services. The candidate displays the knowledge to pursue school-aligned alternative funding sources (such as grants or sponsorships) at the local, state and national level to enhance library funding and general program support.

4.31(3)(i) Program analysis/advocacy – The candidate uses evidence-based action research to collect data. The candidate interprets and uses data to create and share new knowledge to improve practice in school libraries. The candidate shows the ability to manage, organize and evaluate school library physical resources (facilities), fiscal resources (budgets) and human resources (personnel) to ensure the school library program recognizes, celebrates and advocates for the curricular, personal and professional needs of all stakeholders.

4.31(4) Quality standard 4: reflect on practice –A teacher reflects on personal teaching practice (CDE Model Teacher Evaluation System).

4.31(4)(a) Strategic planning – The candidate displays the leadership skills to develop school-aligned yearly goals (growth plans, action plans, etc.) as a guide to creating a library program and instruction that positively impacts student achievement and helps students thrive in today's society. The candidate demonstrates the ability to effectively use feedback and data to measure implementation of yearly growth plan goals. The candidate makes effective use of data and information to assess how the library program addresses the needs of diverse communities.

4.31(4)(b) Lifelong learning – The candidate plans for ongoing professional growth and know-how to articulate a personal learning network:

4.31(4)(b)(i) instructional/digital coach – The candidate displays the ability to work directly and indirectly with teachers, staff and the building principal(s) to improve the effectiveness of classroom instruction and increase student learning, performance and overall achievement especially in the areas of technology skills and digital literacy (information literacy, technology literacy and digital citizenship); and

4.31(4)(b)(ii) professional development – The candidate demonstrates the ability to be an instructional leader who develops and leads a variety of technology professional development opportunities (aligned with school's goals) for staff.

4.31(5) Quality standard 5: leadership and professional learning – A teacher demonstrates leadership (CDE Model Teacher Evaluation System).

4.31(5)(a) Development and/or leading professional learning networks (PLN's) –The teacher-librarian educator shall self-assess effectiveness based on student achievement and pursue continuous professional development in a variety of ways (e.g. digitally, in- person and networking) through appropriate activities, coursework and participation in relevant professional organizations.

4.31(5)(b) Family and community engagement – The candidate understands the importance of partnering with families to coordinate learning between home and school and advocates for the inclusion of teachers and families in education and government decision-making processes.

4.32 Adapted Physical Education (Ages 3-21)

4.32(1) The adapted physical education educator has a strong foundational knowledge of the major theories, concepts and research pertaining to:

4.32(1)(a) human growth and development and its unique application to students with disabilities including;

4.32(1)(a)(i) the principles behind how motor skills are learned and developed;

4.32(1)(a)(ii) advanced motor development, gross motor skills and patterns, physical and motor fitness, the physiological and biomechanical applications for students with disabilities; and

4.32(1)(a)(iii) psychomotor, cognitive and affective learning outcomes of physical education;

4.32(1)(b) the disability categories and other impairments and their effect on typical development including;

4.32(1)(b)(i) the specific learning styles, contraindications and medical implications associated with different disabilities;

4.32(1)(b(ii) communication styles of students with disabilities, including those who are nonverbal or have limited verbal expression, and the use of assistive technology; and

4.32(1)(b)(iii) the unique social-emotional attributes of students with disabilities and their effect on peer interaction and participation;

4.32(1)(c) the needs and characteristics of students with disabilities and the developmental challenges that can prevent them from participating in physical education exercises and activities including;

4.32(1)(c)(i) the use of and safety concerns related to specialized equipment used by students with disabilities;

4.32(1)(c)(ii) the social implications and impact the use of such equipment has on the student, educator and classroom environment; and

4.32(1)(d) creating safe, engaging and inclusive environments for all students to receive services, support and instruction in the least restrictive environment.

4.32(2) The adapted physical education educator is knowledgeable about the importance of student evaluation, and the administration and use of standardized and/or criterion-referenced instruments for assessing and determining the current level of motor performance in students with disabilities via:

4.32(2)(a) fitness and motor skills tests, reflex and perceptual inventories, motor development profiles and direct measures;

4.32(2)(b) the comparison of norm-referenced and criterion-reference assessments;

4.32(2)(c) formal and informal methods for gathering both qualitative and quantitative data on motor performance, physical fitness, play, recreation, leisure and sports concepts and skills; and

4.32(2)(d) effective and appropriate reporting and communication about assessment results to all members of the individualized education program (IEP) team.

4.32(3) The adapted physical education educator is knowledgeable about the professional, legal and ethical practices of adapted physical education and:

4.32(3)(a) understands federal and state special education laws and other regulations that govern adapted physical education in the state of Colorado, including:

4.32(3)(a)(i) the IEP development process and implementation;

4.32(3)(a)(ii) eligibility requirements for adapted physical education services;

4.32(3)(a)(iii) the adapted physical education educator's role in the IEP process and data collection for progress monitoring; and

4.32(3)(b) conducts themself in an ethical manner when providing programs and services for students with disabilities.

4.32(4) The adapted physical education educator is knowledgeable about the methodology of teaching and engaging students with disabilities and able to:

4.32(4)(a) advocate for and effectively implement appropriate instructional strategies, adaptations and accessibility for attaining individualized, measurable goals for students with disabilities using safe and developmentally appropriate physical education in a variety of settings, related to:

4.32(4)(a)(i) behavior management;

4.32(4)(a)(ii) equipment development and adaptation (e.g., modifications and/or accommodations);

4.32(4)(a)(iii) unified physical education, reverse inclusion and team and/or co- teaching; and

4.32(4)(a)(iv) research- and evidence-based practice;

4.32(4)(b) collaborate and consult with other instructors and service providers, family members and community-based organizations;

4.32(4)(c) develop and implement extracurricular athletic programs and interscholastic adapted sports programs for students with disabilities; and

4.32(4)(d) implement sequential and continuous transition planning for students with disabilities to ensure postsecondary and workforce readiness, successful transition to adulthood, and enhance the student's ability to incorporate appropriate fitness and wellness activities across the student's lifespan.

4.32(5) The adapted physical education educator is knowledgeable about the cultural values of students with disabilities and able to demonstrate and effectively instruct these students about:

4.32(5)(a) the activities specified in section 4.16 of these rules;

4.32(5)(b) movement opportunities and sport and recreation options outside the classroom for lifelong wellness, including intramural and lifetime sports and community-based support services and funding;

4.32(5)(c) emotional regulation; and

4.32(5)(d) social skills, identity, self-advocacy and acceptance of self and peers.

4.32(6) The adapted physical education educator shall self-assess the effectiveness of instruction and practice based on their students with disabilities' achievement and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.33 Reading Specialist (Grades K-12)

The following standards must be part of a master's degree program in reading for the preparation of reading specialists:

4.33(1) The reading specialist is knowledgeable about literacy assessments and evaluation and is able to:

4.33(1)(a) utilize and implement validated screening assessments designed to identify students at risk for reading difficulties, including students who are multi-lingual and English-language learners;

4.33(1)(b) utilize information from screening (interim) assessments, diagnostic surveys, progress monitoring and descriptive data to:

4.33(1)(b)(i) make instructional decisions regarding content, entry point, pace, intensity and student group; and

4.33(1)(b)(ii) determine appropriate methods for literacy instruction and intervention.

4.33(1)(c) support teachers in administering, understanding, interpreting and using the results of formal and informal assessments in reading, spelling, writing and relevant literacy subskills that are targeted for instruction;

4.33(1)(d) administer and interpret diagnostic assessments of:

4.33(1)(d)(i) phonological and phonemic awareness;

4.33(1)(d)(ii) decoding skill, oral reading fluency and comprehension; and

4.33(1)(d)(iii) spelling and writing.

4.33(1)(e) utilize formative and summative assessment data to:

4.33(1)(e)(i) evaluate instructional effectiveness at all levels – student, classroom, grade, school and district – to inform decisions about resources and instruction; and

4.33(1)(e)(ii) set and evaluate specific and measurable short- and long-term goals for the student, classroom and/or school.

4.33(2) The reading specialist is knowledgeable about the nature, manifestations and prevalence of and research-supported treatments for reading and writing difficulties and:

4.33(2)(a) recognizes that dyslexia, dysgraphia and other reading disorders exist along a continuum of severity;

4.33(2)(b) understands how reading difficulties and their characteristics may change over time in response to instruction and development;

4.33(2)(c) understands how both intrinsic and extrinsic factors contribute to reading difficulties, including how certain conditions/exceptionalities can affect reading (e.g., Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder and language processing and comprehension disorders);

4.33(2)(d) recognizes the social-emotional impact reading difficulties may have on students and their families;

4.33(2)(e) has a foundational knowledge of the tenets of National Institute of Child Health and Human Development (NICHD)/International Dyslexia Association's (IDA) definition of dyslexia; and

4.33(2)(f) recognizes the distinguishing characteristics of a person with dyslexia.

4.33(3) The reading specialist is trained to effectively instruct, direct or supervise instruction of students with reading disorders and demonstrates expertise and advanced knowledge and application of:

4.33(3)(a) processes, strategies and approaches to reading;

4.33(3)(b) explicit, systemic and evidence-based learning and instruction addressing:

4.33(3)(b)(i) the five components of scientifically based reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension;

4.33(3)(b)(ii) cognitive skills associated with reading success (e.g., working memory, rapid naming ability, metacognition);

4.33(3)(b)(iii) oral language and writing development; and

4.33(3)(c) targeted, structured multisensory instruction strategies for phonologically based disorders.

4.33(4) The reading specialist shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

5.00 Special Services Endorsement Standards

In addition to a demonstrated understanding of strict data privacy and security practices; special education regulations as specified in 11.02 of these rules; 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.; English Learner Quality Standards specified in 4.00 of these rules; and individual endorsement standards outlined in 5.01 and 5.02 of these rules, the following serve as standards for authorization of programming and content for educator preparation programs and licensing of school psychologists and school counselors in Colorado:

5.00(1) Development and approval of new endorsement areas and discontinuance of endorsement areas:

5.00(1)(a) The Colorado State Board of Education may establish by rule and regulation appropriate endorsements and the criteria for such endorsements.

5.00(1)(b) The department must utilize appropriate content are representatives from among the education community and interested stakeholders to develop the recommendations for consideration by the State Board of Education with regard to the adoption of new endorsement areas or the discontinuance of endorsement areas that are no longer relevant or applicable to student needs.

5.00(2) Special Services Provider Quality Standards

5.00(2)(a) Quality Standard I: Special services providers demonstrate mastery of and expertise in the domain for which they are responsible.

- Element A: Special services providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.

- Element B: Special services providers demonstrate knowledge of effective services that support learning.

- Element C: Special services providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

5.00(2)(b) Quality Standard II: Special services providers support or establish safe, inclusive and respectful learning environments for a diverse population of students.

- Element A: Special services providers foster a safe and accessible learning environment characterized by acceptable student behavior and efficient use of time, in which each student has a positive, nurturing relationship with caring adults and peers.

- Element B: Special services providers understand and respond to diversity within the home, school and community.

- Element C: Special services providers engage students as individuals with diverse needs and interests, across a range of ability levels, by adapting services for the benefit of students.

- Element D: Special services providers work collaboratively with the families and/or significant adults for the benefit of students.

5.00(2)(c) Quality Standard III: Special services providers plan and deliver effective services in an environment that facilitates student learning.

- Element A: Special services providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social and emotional development of their students.

- Element B: Special services providers utilize formal and informal assessments to inform service delivery.

- Element C: Special services providers utilize appropriate, available technology to engage students in authentic learning experiences.

- Element D: Special services providers establish and communicate high expectations and support the development of critical-thinking, problem-solving and self-advocacy skills.

- Element E: Special services providers develop and implement services related to student needs, learning, and progress towards goals.

- Element F: Special services providers model and promote effective communication.

5.00(2)(d) Quality Standard IV: Special services providers demonstrate professionalism through ethical conduct, reflection, and leadership.

- Element A: Special services providers demonstrate high standards for ethical and professional conduct.

- Element B: Special services providers link professional growth to their professional goals.

- Element C: Special services providers respond to a complex, dynamic environment.

- Element D: Special services providers demonstrate leadership and advocacy in the school, the community and their profession.

5.01 School Psychologist (Ages 0-21)

The following must be part of an Education Specialist (Ed.S.) program of at least 60 graduate semester hours or of a doctoral program for the preparation of school psychologists.

5.01(1) The school psychologist is knowledgeable about human learning processes from infancy to young adulthood, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; and is able to:

5.01(1)(a) apply learning, motivation and developmental theories to improve learning and achievement for all children/students;

5.01(1)(b) utilize developmentally appropriate practices that support the education of children/students ages birth-21 with disabilities or delays in development;

5.01(1)(c) use results from ongoing assessment(s) in the development of appropriate cognitive and academic goals for children/students with differing abilities, disabilities, strengths and needs;

5.01(1)(d) implement interventions such as consultation, behavioral assessment/intervention and counseling to achieve student goals; and

5.01(1)(e) evaluate the effectiveness of interventions and modify as necessary and appropriate.

5.01(2) The school psychologist is knowledgeable about a wide variety of models and methods of informal and formal assessment across ages birth-21 that can identify strengths and needs, and measure progress and functioning, in school, home and community environments, and is able to:

5.01(2)(a) select evaluation methods and instruments that are most appropriate and based upon effective up-to-date measurement theory and research;

5.01(2)(b) implement a systematic process to collect data including, but not limited to, test administration; interviews and observations; behavioral, curriculum- and play- based assessments and ecological or environmental evaluations;

5.01(2)(c) translate assessment results into empirically based decisions about service delivery to promote child/student achievement; and

5.01(2)(d) evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics and methodology.

5.01(3) The school psychologist is knowledgeable about typical and atypical human developmental processes from birth to adulthood; the techniques to assess these processes; and the application of direct and indirect services for individuals, groups and families and, in collaboration with others, is able to:

5.01(3)(a) develop appropriate behavioral, affective, adaptive, social and transition goals for students of varying abilities, disabilities, strengths and needs;

5.01(3)(b) implement interventions and services including, but not limited to, consultation, behavioral assessment and intervention, counseling and interagency collaboration based on identified goals; and

5.01(3)(c) evaluate the intervention(s) and modify as needed and appropriate to increase and assure effectiveness.

5.01(4) The school psychologist is knowledgeable about individual diversity, abilities and disabilities, and the influence of social, cultural, ethnic, socio-economic, gender-related and linguistic factors on development, learning and behavior, and is able to:

5.01(4)(a) identify biological, cognitive, affective, developmental, social and cultural bases that contribute to individual differences.;

5.01(4)(b) identify risk and resiliency factors;

5.01(4)(c) recognize psychopathology and articulate its potential influence on school functioning;

5.01(4)(d) demonstrate the sensitivity, skills and respect necessary to work with diverse types of individuals and families;

5.01(4)(e) display respect for diversity in social and cultural backgrounds and linguistic differences when working with families, school personnel and community agencies; and

5.01(4)(f) select and/or adapt prevention and intervention strategies based on individual characteristics, strengths and needs to improve learning, achievement and adaptive functioning for all children/students.

5.01(5) The school psychologist is knowledgeable about general education, special education, other educational and related services, the importance of multiple systems and their interactions, and organizational practices that maximize learning, and is able to:

5.01(5)(a) develop and implement policies and practices that create and maintain safe, supportive and effective learning environments;

5.01(5)(b) participate in and facilitate school reform efforts; and

5.01(5)(c) translate federal and state law, state rules and regulations and local policy into building- and district-level practice.

5.01(6) The school psychologist is knowledgeable about models of effective evidence-based programs as related to health promotion; school safety; and primary, secondary and tertiary intervention, and is able to:

5.01(6)(a) implement school-wide prevention and intervention programs which may include, but are not limited to, individual and group counseling, affective education and positive behavior interventions and supports to promote the mental health, physical well-being and the achievement of children/students of all ages;

5.01(6)(b) participate in risk assessments and crisis response planning, to promote and maintain school safety; and

5.01(6)(c) respond effectively to crisis situations.

5.01(7) The school psychologist is knowledgeable about collaboration and consultation models and methods and their applications in school, family and community systems, and is able to:

5.01(7)(a) consult and collaborate effectively with children/students, school personnel, families and community professionals to promote and provide comprehensive services to children and families and to advance student achievement;

5.01(7)(b) communicate information that is readily understandable to students, families, educators and community members during meetings, in-services and consultations;

5.01(7)(c) promote family involvement in education and service delivery;

5.01(7)(d) collaborate with families and other service providers to meet the needs of infants, toddlers and preschoolers in home and community settings and

5.01(7)(e) link community resources that serve infants, toddlers, children, adolescents, young adults and their families and facilitate children's/students' transitions across various service delivery systems.

5.01(8) The school psychologist is knowledgeable about the history and foundations of school psychology, standards for legal and ethical practice, evidence-based service models and methods and public policy, and is able to:

5.01(8)(a) demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional and legal standards;

5.01(8)(b) practice in accordance with all applicable federal and state statutes, rules, regulations and local policies, especially those concerning due process, informed consent, privacy rights and confidentiality;

5.01(8)(c) integrate information sources and current technology to enhance quality of service;

5.01(8)(d) utilize data-based decision-making in all aspects of professional practice;

5.01(8)(e) maintain professional preparation, development and supervision as related to the population served; and

5.01(8)(f) contribute professionally to the advancement of school psychology.

5.01(9) The school psychologist shall self-assess the effectiveness of practice, direction and/or supervision based on the well-being and achievement of

students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

5.02 School Counselor (PreK-12)

The following must be part of a master's or higher degree program for the preparation of school counselors.

5.02(1) The school counselor is knowledgeable about and able to demonstrate competency in communication, consultation and collaboration with education partners, and:

5.02(1)(a) apply confidentiality, informed consent, documentation and information-sharing practices in accordance with established ethical and legal guidelines; and

5.02(1)(b) effectively communicate and collaborate with diverse education partners to plan and deliver a comprehensive program that improves student academic outcomes and career and social-emotional development.

5.02(2) The school counselor is knowledgeable about comprehensive school counseling frameworks and developmentally appropriate school counseling practices, and is able to:

5.02(2)(a) effectively provide short-term, school-based counseling and responsive services for individuals and groups using developmentally appropriate techniques and theories to support academic, college and career and social-emotional needs within the scope of practice;

5.02(2)(b) assist students in effectively addressing factors that impede learning and school engagement, including life transitions, stress and trauma;

5.02(2)(c) identify, select and implement interventions grounded in child and adolescent development theory; and

5.02(2)(d) apply understanding of historical, cultural, political, traumatic and social influences on current educational and school counseling practices.

5.02(3) The school counselor is knowledgeable about and demonstrates competency in prevention, intervention, postvention and crisis response and appropriate referral resources and procedures, and is able to:

5.02(3)(a) recognize, identify and respond to warning signs and influence of social, emotional, cultural and systemic factors impacting student learning and safety;

5.02(3)(b) identify and implement effective evidence-based prevention and intervention strategies and programs; and

5.02(3)(c) participate in collaborative school and district crisis response teams (e.g., Student Assistance Teams and Multi-Tiered Systems of Support teams) to effectively identify and address emotional/behavioral needs, support student safety and connect students and their families with appropriate resources and supports.

5.02(4) The school counselor is knowledgeable about and demonstrates the ability to address social and cultural factors in program planning for student academic, career and social-emotional progress and development, and is able to:

5.02(4)(a) create and implement equitable school counseling practices by identifying and responding to the impact of social, cultural, racial and economic factors on student outcomes;

5.02(4)(b) design and deliver school counseling programming and educational opportunities that ensure equitable access and are responsive to students' diverse social, cultural and individual contexts into all planning; and

5.02(4)(c) contribute to and/or establish safe, inclusive and respectful learning environments through data-driven prevention programming, responsive practices, collaboration and systems-level advocacy that support diverse student populations.

5.02(5) The school counselor demonstrates knowledge of and the ability to deliver developmentally appropriate career development and education planning across PreK-12 settings, and is able to:

5.02(5)(a) assist students in developing, refining and continuously monitoring measurable personal, educational and occupational goals using appropriate tools and data;

5.02(5)(b) facilitate students' awareness, exploration, understanding and use of their strengths, interests and developing skills to support future planning and decision-making in ways that are appropriate across all grade levels;

5.02(5)(c) assist students in navigating and successfully completing PreK-12 and postsecondary transitions; and

5.02(5)(d) design and deliver developmentally appropriate school counseling instruction that promotes students' academic, career and social-emotional development.

5.02(6) The school counselor demonstrates competency in the use of assessment and data to support student success and evaluate program effectiveness, and is able to:

5.02(6)(a) analyze and interpret standardized assessment data to inform the counseling program;

5.02(6)(b) communicate assessment findings and implications to students, families and other relevant education partners;

5.02(6)(c) use data to evaluate student outcomes and the impact of the school counseling program; and

5.02(6)(d) understand theoretical bases, validity and reliability, diverse appraisal methods and related cultural, legal and ethical issues.

5.02(7) The school counselor is knowledgeable about and uses research, needs assessments, program evaluation and data-informed decision-making to improve school counseling programs, and is able to:

5.02(7)(a) use data to design, implement and evaluate comprehensive school counseling programming and continuous improvement efforts;

5.02(7)(b) use data to advocate for systemic changes in policy, procedures and school planning that enhance student academic achievement, attendance, behavior and well-being; and

5.02(7)(c) use digital literacy and tools to create, manage, evaluate and critically apply data in all aspects of school counseling practice, assessment and education partner communication.

5.02(8) The school counselor is knowledgeable about professional identity and leadership, legal and ethical practice, current trends, professional standards and the role of professional organizations, and is able to:

5.02(8)(a) engage in ongoing professional development and critical reflection to improve practice and professional growth and advocate for students and the school counseling profession;

5.02(8)(b) collaborate with other educational and support professionals to meet diverse student academic, behavioral and mental health needs;

5.08(8)(c) apply knowledge of legal and ethical standards, including district policy, state and federal laws and regulations and national school counseling standards to support academic, career readiness and social-emotional development; and

5.02(8)(d) demonstrate collaboration, advocacy and leadership through comprehensive program implementation within the school system and broader educational community.

6.00 Principal and Administrator Endorsement Standards

6.01 Principal Endorsement Standards

In addition to demonstrating an understanding of the Colorado Academic Standards; the Colorado Reading To Ensure Academic Development Act (Colorado READ Act) including the evidence-based training standards for school administrators as outlined in 1 CCR 301-92, rule 13.01(D)(1-4); strict data privacy and security practices; special education laws regulations as specified in 11.02 of these rules; educator evaluator training standards as outlined in 1 CCR 301-87, rule (5.3)(H)(2)(a)-(e);a principal must understand professional practices necessary 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., and the English Learner Quality Standards specified in 4.00 of these rules.

The following standards must guide the development of the content of principal preparation programs offered by accepted institutions of higher education, designated agencies and individualized alternative principal programs and must guide the ongoing professional development of these principals in Colorado.

6.01(1) Quality Standard I: Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources and aligning systems of communication for continuous school improvement.

- Element A: Principals collaboratively develop the vision, mission and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.
- Element B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.
- Element C: Principals establish and effectively manage systems that ensure high-quality staff.
- Element D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.
- Element E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.

6.01(2) Quality Standard II: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff and community members.

- Element A: Principals create a professional school environment and foster relationships that promote staff and student success and well-being.
- Element B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.
- Element C: Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.
- Element D: Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.
- Element E: Principals design and/or utilize structures and processes which result in family and community engagement and support.

6.01(3) Quality Standard III: Principals demonstrate instructional leadership by: aligning curriculum, instruction and assessment; supporting professional learning; conducting observations; providing actionable feedback; and holding staff accountable for student outcomes.

- Element A: Principals establish, align and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments and use of student data that result in academic growth and achievement for all students.
- Element B: Principals foster a collaborative culture of job-embedded professional learning.
- Element C: Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.
- Element D: Principals hold all staff accountable for setting and achieving measurable student outcomes.

6.01(4) Quality Standard IV: Principals demonstrate professionalism through ethical conduct, reflection and external leadership.

- Element A: Principals demonstrate high standards for professional conduct.
- Element B: Principals link professional growth to their professional goals.

Element C: Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school

improvement, student learning and student well-being.6.02 Administrator Endorsement Standards

In addition to knowledge of and the ability to demonstrate the requirements in section 6.01 (Principal Quality Standards) of these rules and the English Learner Quality Standards in section 4.00 of these rules, the following administrator rules describe additional competencies required to lead at the district level and serve as standards for authorization of program content for educator preparation programs preparing administrators and licensing of all administrator candidates in Colorado.

6.02(1) Administrator Quality Standards

6.02(1)(a) Quality Standard I: Administrators demonstrate organizational leadership.

- Element A: Administrators establish the district/program vision, mission and strategic plan;
- Element B: Administrators engage in continual and sustainable district/program improvement;
- Element C: Administrators direct the recruitment, development, supervision, evaluation and retention of high-quality personnel;
- Element D: Administrators foster district and community partnerships;
- Element E: Administrators maintain open communication with internal and external stakeholders;
- Element F: Administrators oversee fiscal and resource management, as well as resource-development strategies; and
- Element G: Administrators ensure compliance with policies, laws, rules and regulations.

6.02(1)(b) Quality Standard II: Administrators demonstrate inclusive leadership practices and systems .

- Element A: Administrators establish coherent systems of teaching, learning and leading, including curricular and extracurricular activities;
- Element B: Administrators foster positive culture and climate for staff and student success and well-being;
- Element C: Administrators maintain safe and orderly environments for the protection and welfare of all;

- Element D: Administrators ensure equitable and inclusive practices to address diverse student populations and needs;
- Element E: Administrators develop systems for collaborative and distributed leadership; and
- Element F: Administrators value and champion family and community engagement.

6.02(1)(c) Quality Standard III: Administrators demonstrate instructional leadership .

- Element A: Administrators establish and maintain aligned systems of curriculum, instruction and assessment;
- Element B: Administrators promote professional learning for all staff that supports student learning;
- Element C: Administrators focus on student outcomes for growth, achievement, engagement and post-secondary and workforce readiness; and
- Element D: Administrators engage in continuous improvement accountability systems (e.g., goal setting, data-informed decisions, multi-tiered systems of support and research-based practices).

6.02(1)(d) Quality Standard IV: Administrators demonstrate professionalism .

- Element A: Administrators exhibit ethical behavior and establish professional norms;
- Element B: Administrators engage in conflict resolution, problem solving and decision making;
- Element C: Administrators foster and maintain board-administrator relationships;
- Element D: Administrators develop partnerships with internal stakeholders and external organizations; and

Element E: Administrators engage in democratic and civic participation and advocacy.**6.02(2) Director of Special Education Endorsement Standards**

In addition to knowledge of and the ability to demonstrate the requirements in sections 6.02(1) of these rules (Administrator Quality Standards), the following standards must be addressed by an accepted institution of higher education's director of special education initial preparation program in Colorado. They are also the standards for the

ongoing professional development of these educators. The specific performance indicators for each of these standards must be described in the Department's Performance Indicators for Professional Competency Standards.

6.02(2)(a) Quality Standard I – Foundations for Leadership: The director of special education must have a solid foundation for leadership.

- Element A: Directors of special education demonstrate a comprehensive knowledge of special education organization, programs, laws and best practices.

- Element B: Directors of special education set high standards and a positive direction for special education consistent with the values, mission and vision of the state and administrative unit.

6.02(2)(b) Quality Standard II – Special Education and School Systems: The director of special education must demonstrate knowledge of organizational culture.

- Element A; Directors of special education apply a systems approach to the development of special education programs and processes .

- Element B: Directors of special education facilitate effective system change.

6.02(2)(c) Quality Standard III – Law and Policy: The director of special education is knowledgeable about and able to apply relevant federal and state statutes, regulations, case law and policies that impact all children, including those with disabilities.

6.02(2)(d) Quality Standard IV – Instructional Leadership: The director of special education is able to integrate general education and special education, including curriculum, instructional strategies, assessments and individualized instruction, in support of academic achievement for all children, including those with disabilities.

6.02(2)(e) Quality Standard V – Program Planning and Organization: The director of special education is able to evaluate the efficacy and efficiency of special education programs, facilities, services and monitoring systems. The director is able to use the evaluation data to improve the programs and services for all children, including those with disabilities.

6.02(2)(f) Quality Standard VI – Human Resource Functions: The director of special education must have the knowledge and ability to recruit, retain and evaluate qualified personnel.

6.02(2)(g) Quality Standard VII – Parent, Family and Community Engagement: The director of special education is knowledgeable about

and able to facilitate partnerships and engage parents, families and communities in the implementation of special education programs.

6.02(2)(h) Quality Standard VIII – Budget and Resources: The director of special education is knowledgeable about and able to demonstrate school district budgeting and resource allocation, including those related to special education.

6.02(3) Director of Gifted Education Endorsement Standards

In addition to knowledge of and the ability to demonstrate the requirements in section 6.02 (Administrator Quality Standards) of these rules, the following standards must be addressed by the director of gifted education initial preparation program offered by accepted institutions of higher education in Colorado. They must also guide the ongoing professional development of these educators. The director of gifted education must demonstrate the performance indicators specific to gifted education and the Department's Performance Indicators for Professional Competency Standards.

6.02(3)(a) Quality Standard I - Foundations for Leadership: The director of gifted education is knowledgeable about professional, ethical leadership and supports educators, students, family and community members to effectively address outcomes for gifted learners. The director sets high standards and a positive direction for gifted education consistent with values, mission and vision of the state and administrative unit.

- Element A: The director of gifted education demonstrates methods to develop vision, mission, goals and design for gifted education programs.
- Element B: The director brings together stakeholders to implement general program and gifted- student goals and best practices in gifted education.
- Element C: The director implements collaborative decision-making strategies, as appropriate.
- Element D: The director applies knowledge of models and practices in change theory for improvement efforts.
- Element E: The director is able to define, advocate for, and make changes with regard to issues in gifted education.

6.02(3)(b) Quality Standard II - Gifted Education and School Systems: The director of gifted education is knowledgeable about organizational culture, applies a systems approach to the development of gifted education programs and implements processes in order to facilitate effective system change.

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

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

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

6.02(3)(c) Quality Standard III - Law and Policy: The director of gifted education must have comprehensive knowledge and the ability to apply state and federal laws, regulations, case laws and policies that impact all children, including those with exceptional academic and talent aptitude.

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

- Element B: The director identifies needs and recommends and promotes new policies.

- Element C: The director clarifies law and regulations for all stakeholders.

- Element D: The director ensures implementation of privacy laws and district confidentiality and privacy policies.

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

6.02(3)(d) Quality Standard IV - Instructional Leadership: The director of gifted education is able to blend the resources of general and gifted education for the positive benefit of gifted students. The director is knowledgeable about best practices for gifted learners, including specialized curriculum, effective instructional strategies, assessments, social- emotional/affective support and individualized instruction.

- Element A: The director of special education demonstrates knowledge of and support for identification methods and procedures.

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

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

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

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

- Element F: The director blends the instructional needs of gifted students into the school system.

- Element G: The director supports and defends gifted education initiatives within the general education setting.

6.02(3)(e) Quality Standard V - Program Planning and Organization: The director of gifted education evaluates the efficacy and efficiency of gifted education programing, delivery settings, services and monitoring systems and uses evaluation data to improve the programs and services for all children, including those with exceptional academic and talent aptitude.

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

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

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

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

6.02(3)(f) Quality Standard VI - Human resource functions: The director of gifted education is able to recruit, retain, supervise and evaluate qualified personnel.

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

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

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

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

6.02(3)(g) Quality Standard VII - Parent, Family and Community Partnership: The director of gifted education is knowledgeable about effective communication, decision-making, problem- solving and conflict-resolution strategies. The director must be able to facilitate partnerships and engage parents, families, educators, administrators, students and communities in the implementation of gifted education programs.

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

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

- Element C: The director applies methods and systems to maximize parent and family involvement.

- Element D: The director implements family partnership practices that support gifted student achievement and school involvement.

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

6.02(3)(h) Quality Standard VIII - Budget and Resources: The director of gifted education must be able to budget and allocate resources related to gifted education.

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

- Element B: The director leverages resources for gifted education within school systems.

- Element C: The director's gifted education budget addresses state requirements.

- Element D: The director conducts research and needs assessments in order to accurately identify specific budget needs and promotes initiatives for gifted education funding through grants and other funding opportunities.

7.00 Renewal of Colorado Licenses

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

7.00(1) In the event that a license is expired, prior to submitting a renewal application and in addition to meeting the requirements outlined in in 7.01 and 7.02 of these rules, the applicant must submit fingerprints to CBI for a current criminal history check and the results must be transferred to the Department, as provided by section 2.04(1) of these rules.

7.01 Initial Licenses

An initial teacher, special services, principal or administrator license and endorsements may be renewed once for a period of three years for applicants who have not completed the requirements for a professional license as specified in sections 3.05-3.07 of these rules. An initial license may be renewed for one or more additional three-year periods for good cause if the holder is unable to complete an approved induction program for reasons other than incompetence. A renewal request must include a complete application for renewal, payment of the required fee, evidence of satisfying any requirements established by these rules and a statement concerning the circumstances related to the applicant's inability to complete the induction program.

7.02 Professional Licenses

A professional teacher, special services, principal or administrator license and endorsements may be renewed for a period of seven years upon submission of a complete application for renewal, payment of the required fee and completion of professional development activities that meet the requirements of this section 7.02. To be eligible to renew a professional license, the holder must complete such activities within the period of time for which the professional license is valid or, if expired, within the seven years immediately preceding the date of application. A contact hour may be granted for every hour of active participation. An applicant for renewal must meet the following requirements:

7.02(1) Professional development activities: An educator requesting license renewal must complete professional development activities equivalent to six semester hours or 90 contact hours.

Applicants must electronically submit an affidavit attesting to the completion of applicable professional development. Such activities must be related to increasing the license-holder's competence in his or her existing or potential endorsement area; to increasing the license- holder's skills and competence in delivery of instruction in his or her existing or potential endorsement area; to evidence-based practices for teaching reading and literacy; or to culturally and linguistically diverse education. Professional development activities may be selected from one or more of the following:

7.02(1)(a) In-service education: School districts and BOCES are approved entities for in- service education programs.

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. One semester hour equates to 15 contact hours. Copies of official transcripts may be submitted, in addition to the online affidavit form, as evidence of completion of college/university credit. Though submission of official transcripts is not required, the Department may audit renewal applications to verify college or university credit.

7.02(1)(c) Educational travel: Educational travel must be directly applicable to the endorsement area of the license-holder as documented by the license-holder and accompanied by supervisor verification. Travel time to and from the intended destination must not be included in the hours accumulated.

7.02(1)(d) Involvement in school and/or district initiatives: When verified by the license- holder's supervisor, activities may include, but are not limited to:

7.02(1)(d)(i) participation in school site or district accountability or improvement committee(s);

7.02(1)(d)(ii) curriculum, standards or assessment development or implementation in the license-holder's endorsement area;

7.02(1)(d)(iii) the implementation of standards;

7.02(1)(d)(iv) the development or implementation of evidence-based practices for teaching reading, literacy or numeracy; and

7.02(1)(d)(v) professional development in the area of culturally and linguistically diverse education.

7.02(1)(e) Internships/Externships: Advanced field experiences offered as part of graduate study or other professional training and designed to acquire knowledge or enhance the skills of the educator may qualify as an

internship. The internship must be directly related to the standards for professional development as provided in section 7.02 of these rules. Official transcripts or supervisor verification must be submitted, in addition to the online renewal summary form, as evidence of completion.

7.02(1)(f) Ongoing professional development and training experiences: Online or in-person professional development confirmed by certificate or documentation of completion or instructor verification, attendance or presentation at professional conferences; service on statewide or national educational task forces or boards; professional research and publication; supervision of student teachers or interns; mentorships; and the pursuit of national educator certification.

7.02(2) For renewal of a professional teacher license, at least 10 of the 90 contact hours of professional development activities required must be related to:

7.02(2)(a) behavioral health training that is culturally responsive and trauma- and evidence- informed; and

7.02(2)(b) increasing awareness of laws and practices relating to educating students with disabilities in the classroom, including, but not limited to, Child Find and inclusive learning environments.

7.02(2)(c) The behavioral health training required pursuant to section 7.02(2)(a) may include:

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

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

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

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

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

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

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

7.02(3) A teacher may obtain the 10 hours required by section 7.02(2) through any combination of courses as long as that combination includes at least one

hour of training in each area. A single professional development course or activity may satisfy both content requirements.

7.02(4) For renewal of a professional special services, principal or administrator license, at least 10 of the 90 contact hours of professional development activities required for renewal must be in professional development activities related to increasing awareness of laws and practices relating to educating students with disabilities in the classroom, as described in section 7.02(2)(b).

7.02(5) Professional license-holders must meet the requirement outlined in this section 7.02(2) or 7.02(4), as applicable, during the term of the license, each seven-year renewal cycle.

7.02(6) Except for the activities undertaken to satisfy the requirements of Rule 7.02(2) and 7.02(4) above, activities completed for professional license renewal must be directly related to one or more of the following standards:

7.02(6)(a) knowledge of subject matter content and learning, including knowledge and application of the Colorado Academic Standards, special education laws and processes, postsecondary workforce readiness, career counseling, multi-tiered systems of support and other appropriate student-based supports;

7.02(6)(b) knowledge of the Teacher Quality Standards, Special Services Provider Quality Standards, Principal Quality Standards and Administrator Quality Standards as outlined in sections 4.00 -6.00 of these rules;

7.02(6)(c) knowledge of the English Language Learner Educator Standards as outlined in section 4.00 of these rules;

7.02(6)(d) knowledge of content area endorsement standards as outlined in 1 CCR 301- 101;

7.02(6)(e) knowledge of the standards for preparation of special education and gifted education as outlined in sections 4.25 and 4.29 of these rules;

7.02(6)(f) knowledge of the Colorado Reading to Ensure Academic Development (READ) Act as outlined in 1 CCR 301-92;

7.02(6)(g) effective organization, leadership and management of human and financial resources to create a safe and effective working and learning environment;

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

recognition of signs of poor mental health and substance use, and support of students;

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

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

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

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

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

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

7.06(6)(o) awareness of laws and practices relating to educating students with disabilities in the classroom, including, but not limited to, Child Find and inclusive learning environments.

7.02(7) Professional development activities completed by an applicant for license renewal must apply equally to renewal of any professional educator license or endorsement held by the applicant.

7.02(8) Upon completion of the professional development activities and within the six months prior to the expiration of the professional license(s) to be renewed, the applicant must submit:

7.02(8)(a) a complete application for license renewal, including a signed affidavit in which the license-holder affirms under oath that:

7.02(8)(a)(i) the license-holder satisfactorily completed the ongoing professional development activities specified in the affidavit;

7.02(8)(a)(ii) the activities were completed within the term of the professional license; and

7.02(8)(a)(iii) to the best of the license-holder's knowledge, the activities comply with the requirements of section 7.02 of these rules and section 22-60.5-110, C.R.S.;

7.02(8)(b) a statement of how the activities selected aided the license-holder in meeting the standards for professional educators;

7.02(8)(c) the required evaluation fee;

7.02(8)(d) the oath required in section 2.04(2)(f) of these rules; and

7.02(8)(e) a complete set of license-holder's fingerprints taken by a qualified law enforcement agency, an authorized employee of a school district or Board of Cooperative Services using fingerprinting equipment that meets the Federal Bureau of Investigation image quality standards, or any third party approved by the Colorado Bureau of Investigation, unless the applicant previously submitted a complete and approved set of fingerprints to the Colorado Bureau of Investigation and satisfactory record of this submission is on file with the Department.

7.02(9) The Department will evaluate the application and supporting evidence and renew the license, request additional information or explanation, or recommend denial of the license renewal if the requirements of section 7.02(4) of these rules are not met.

7.02(10) Master certificates. License-holders who hold master certificates in conjunction with professional licenses may renew the master certification by providing evidence that the license- holder continued to engage in professional development and leadership and continued to demonstrate advanced competencies and expertise during the period in which the master certificate was valid. Master certificates are valid for the period of time for which a professional license is valid and are renewable upon expiration and renewal of the license.

7.02(10)(a) Professional development activities for the renewal of master certificates may include but need not be limited to: involvement in school reform efforts; service on state- wide boards or commissions; supervision and mentorship of advanced-level practicum or internship students; advanced study appropriate to the quality standards for the license type; and original research and/or publication.

English Language Learner Professional Development7.02(11) Effective beginning in the 2018-19 school year and every year thereafter, educators endorsed in elementary, math, science, social studies, English language arts or any middle-level endorsement and seeking a renewal of their professional license, must complete professional development activities equivalent to 45 contact hours or three semester hours in Culturally and Linguistically Diverse (CLD) Education within the seven-year renewal period. The activities must meet or exceed the standards set forth in section 7.02 and in sections 5.09-5.12 of these rules. This requirement must only be completed once. Professional development activities completed to satisfy this requirement may also be counted toward the requirements in section 7.02(1).

7.02(11)(a) Educators may demonstrate knowledge of the standards outlined in section 4.00 of these rules in one or in a combination of the following ways:

7.02(11)(a)(i) through a collection of professional development, in-service credit, college/university credit and/or work experience that meet the standards as outlined;

7.02(11)(a)(ii) completion of any Department-approved English Language Learner pathway, which may include district, college or university, BOCES or nonprofit programs;

7.02(11)(a)(ii)(A) Agencies wishing to become an approved pathway may submit an application for approval of an English Language Learner pathway to the Department's Educator Talent Division.

7.02(11)(a)(ii)(B) Approved pathways will be reviewed every three years to ensure consistency and alignment to the standards as noted.

7.02(11)(a)(iii) completion of a Colorado CLD or a related out-of-state endorsement program that meets or exceeds Colorado's standards, as determined by the Department; and/or

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

7.02(11)(b) A district superintendent annually may request a waiver from the English language learner professional development requirements for their educators endorsed in elementary, math, science, social studies or English language arts if the district has had an average of 2% or fewer identified English language learners in the three years immediately preceding such request, as identified in the Department's annual Student October Pupil Enrollment data collection.

7.02(11)(c) The principal of a charter school authorized by the institute annually may request a waiver from the English language learner professional development requirements for educators in their charter school authorized by the institute endorsed in elementary, math, science, social studies or English language arts if the charter school has had an average of 2% or fewer identified English language learners in the three years immediately preceding such request as identified in the Department's annual Student October Pupil Enrollment data collection.

7.02(11)(d) The leader of a nonpublic school annually may request a waiver from the English language learner professional development requirements for educators in their nonpublic school endorsed in elementary, math,

science, social studies or English language arts if the nonpublic school has had an average of 2 percent or fewer identified English language learners in the three years immediately preceding such request. To demonstrate eligibility for the waiver, the nonpublic school must collect and submit data to the Department for approval, including the school's total enrollment, the number of non-English proficient students and the number of limited-English proficient students and equivalent data related to English language learners, as collected in the Department's annual Student October Pupil Enrollment data collection.

7.02(11)(e) Upon submission of an application for renewal, license-holders must also submit the superintendent's or institute's notice of request for waiver. The Department will evaluate the waiver request based on the average of the last three years of the English language learner population in the district.

7.03 Appeals Process

An applicant whose application for renewal of any license has been denied by the Department may submit an appeal to the State Board of Education. If the State Board of Education finds that the applicant has met the criteria for license renewal, the Department must approve the license renewal.

7.04 Reinstatement of Expired Licenses or Certificates

An applicant whose previous professional license or certificate was not renewed may reinstate his or her professional license or certificate by fulfilling the requirements to renew a professional license as set forth in section 7.02 of these rules.

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

Initial licenses are valid only in school districts, nonpublic schools, BOCES or charter schools that provide approved induction programs unless the State Board of Education has waived the induction program requirement as provided in section 16.00 of these rules. Colorado school districts, consortia of districts, BOCES, nonpublic schools, charter schools, the institute or other educational entities that employ licensed educators (herein referred to as providers for the purposes of this section 8.00 only) may develop induction programs for initial license-holders and holders of authorizations. Induction programs must meet the criteria of these rules and be approved by the Department. The Department may grant initial or continuing approval to induction programs.

Each induction program must conduct a self-evaluation every five years. The evaluation information must be submitted to the Department for use in evaluating renewal of the induction program. The Department may conduct visits to induction sites and survey participants regarding the effectiveness of the program.

8.01 Criteria for Approval and Review of Induction Programs for Teachers

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

8.01(1) Effective induction programs must include opportunities which:

8.01(1)(a) enhance educator performance according to the quality standards prescribed in section 5.00 of these rules by providing through mentors and other professionals:

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

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

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

8.01(1)(b) encourage professionalism and educator development by:

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

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

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

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

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

8.01(2) Effective induction programs must establish:

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

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

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

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

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

8.01(2)(f) whether mentors will be included in the evaluation of inductees. If mentors are to be involved in such evaluations, policies must state the specific roles and responsibilities of the mentor in evaluations.

8.01(3) Effective induction programs must include professional support for inductees that includes:

8.01(3)(a) information relating to the Colorado Academic Standards and Teacher Quality Standards;

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

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

8.01(3)(d) the provider's goals and induction program content standards;

8.01(3)(e) educator roles and responsibilities, including moral and ethical conduct;

8.01(3)(f) information about the school community;

8.01(3)(g) substantive feedback to the inductee about performance; and

8.01(3)(h) provisions for the extension of the induction program if deemed necessary by the provider.

8.01(4) Effective induction programs should:

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

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

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

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

8.01(4)(b) formalize commitments to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8.02(2) Effective induction programs must establish:

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

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

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

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

8.02(2)(e) whether mentors will be included in the evaluation of inductees. If mentors are to be involved in such evaluations, policies must state the specific roles and responsibilities of the mentor in evaluations and provide training for mentors in those roles.

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

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

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

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

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

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

8.02(3)(f) the school community;

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

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

8.02(4) Effective induction programs:

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

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

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

8.02(4)(b) formalize commitments to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9.00 Approved Induction Programs for Principals and Administrators

Initial licenses are valid only in school districts, nonpublic schools, BOCES or charter schools which provide approved induction programs, unless the State Board of Education has waived the induction program requirements as provided in section 16.00 of these rules.

Colorado school districts, consortia of districts, BOCES, nonpublic schools, charter schools, the institute or other educational entities that employ licensed principals and administrators may develop induction programs for initial license-holders and holders of applicable authorizations. Induction programs must meet the criteria of these rules and be approved by the Department. The Department may grant initial or continuing approval for induction programs.

Each induction program must conduct a self-evaluation every five years. The evaluation information must be submitted to the Department for use in evaluating renewal of the induction program. The Department may conduct visits to induction sites and survey participants regarding the effectiveness of the program.

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

The following must serve as criteria for the approval of induction programs for principals, administrators and directors of special and gifted education. Induction programs must follow the same criteria and ensure Quality Standards are met as outlined in section 6.00 of these rules. The Department must provide technical assistance and support in the development of successful induction programs.

9.01(1) Effective induction programs must provide inductees:

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

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

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

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

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

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

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

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

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

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

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

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

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

9.01(3) Effective induction programs must:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9.01(4) Effective induction programs should:

9.01(4)(a) utilize needs assessments to identify specific needs and design appropriate programming for inductees;

9.01(4)(b) promote a sequential learning plan for inductees based on current level of knowledge and skills; and

9.01(4)(c) engage in annual program review with all stakeholders to promote systemic change and continuous improvement.

10.00 Denial, Suspension, Revocation or Annulment of Licenses and School District Reporting Requirements

This section establishes a procedure for processing adverse information, which may result in the State Board seeking denial, suspension, revocation or annulment of licenses, including lifetime certificates, endorsements and authorizations. It establishes standards against which said adverse information may be judged. This section also provides due process protections for license-holders and applicants and specifies requirements for school districts' reports to the Department on employee misconduct. For the purpose of this section, "license" means any license, certificate, authorization or endorsement issued by the Department on or after July 1, 1994, pursuant to section 22-60.5-101, C.R.S., and any certificate, letter of authorization or endorsement issued by the Department on or before June 30, 1994, pursuant to section 22-60-101, C.R.S.

10.00(1) A license may be denied, annulled, suspended or revoked by the State Board of Education in accordance with the State Administrative Procedures Act, sections 24-4-101 through 107, C.R.S., in the following circumstances:

10.00(1)(a) If the applicant obtained or attempts to obtain the license through misrepresentation, fraud, misleading information or an untruthful statement submitted with the intent to misrepresent, mislead or conceal the truth;

10.00(1)(b) If the Department mistakenly issued the license and it is subsequently determined that the holder is not entitled to the license due to a failure to meet educational or non-educational requirements in effect when the license was issued;

10.00(1)(c) When the applicant or holder is or has ever been convicted of, pleads or has ever pleaded nolo contendere to, or receives or has ever received a deferred sentence for a violation of any one of the following offenses:

10.00(1)(c)(i) contributing to the delinquency of a minor, as described in section 18-6- 701, C.R.S.;

10.00(1)(c)(ii) a misdemeanor, the underlying factual basis of which has been found by the court on the record to involve domestic violence, as defined in section 18-6-800.3 (1), C.R.S., and the

conviction is a second or subsequent conviction for the same offense;

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

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

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

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

10.00(1)(c)(vii) a crime under the laws of the United States, another state, a municipality of this state or another state, or any territory subject to the jurisdiction of the United States, the elements of which are substantially similar to one of the offenses described in this paragraph (d); or

10.00(1)(c)(viii) a misdemeanor committed under the laws of the United States, another state, a municipality of another state or any territory subject to the jurisdiction of the United States, the elements of which are substantially similar to sexual exploitation of children as described in section 18-6-403(3)(b.5), C.R.S.;

10.00(1)(d) When the applicant or holder is or has ever been found guilty of, or pleads or has ever pleaded guilty or nolo contendere to, a misdemeanor violation of any law of this state or another state, any municipality of this state or another state, or the United States or any territory subject to the jurisdiction of the United States involving the illegal sale of controlled substances, as defined in section 18-18-102(5), C.R.S.;

10.00(1)(e) When the applicant or holder is or has ever been found guilty of a felony, other than a felony described in section 10.00(2) of these rules, or upon the court's acceptance of a guilty plea or a plea of nolo contendere to a felony, other than a felony described in section 10.00(2) of these rules, in this state or under the laws of any other state, the United States or any territory subject to the jurisdiction of the United States, of a crime which, if committed within this state, would be a felony, other than a felony described in section 10.00(2) of these rules, when the commission of said felony, in the judgment of the State Board of Education, renders the applicant or holder unfit to perform the services authorized by his or her license;

10.00(1)(f) When the applicant or holder has ever received a disposition or an adjudication for an offense involving what would constitute a physical

assault, a battery or a drug- related offense if committed by an adult and if the offense was committed within the 10 years preceding the date of the license application;

10.00(1)(g) When the applicant or holder is or was charged with having committed a felony or misdemeanor and forfeits or has ever forfeited any bail, bond or other security deposited to secure his or her appearance; pays or has ever paid a fine; enters or has ever entered a plea of nolo contendere; or receives or has ever received a deferred or suspended sentence imposed by the court for any offense described in sections 10.00(2)(a), (b), or (d) of these rules;

10.00(1)(h) Notwithstanding any provision of section 10.00(2) of these rules to the contrary, when the State Board of Education determines an applicant or holder who held a license prior to June 6, 1991, has ever been convicted of an offense described in sections 10.00(2)(a)-(c) of these rules, unless the applicant or holder was previously afforded the rights set forth in section 22-60.5-108, C.R.S., with respect to the offense and the applicant or holder received or retained his or her license as a result;

10.00(1)(i) When the holder, without good cause, resigns or abandons his or her contracted position with a school district without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the succeeding academic year at least 30 days prior to the commencement of the succeeding academic year or the commencement of services under his or her employment contract or without giving written notice to the employing local board of education of his or her intent to terminate his or her employment contract for the current academic year at least 30 days prior to the date he or she intends to stop performing the services required by the employment contract. In this case, the license may be suspended;

10.00(1)(j) When the State Board of Education finds and determines that the applicant or holder is or has ever been professionally incompetent as described in section 10.01 of these rules;

10.00(1)(k) When the State Board of Education finds and determines that the applicant or holder is or has ever been guilty of unethical behavior as described in section 10.02 of these rules; or

10.00(1)(l) When the State Board of Education finds and determines that the license-holder knowingly and intentionally failed to protect student data pursuant to section 22-1-123, C.R.S. In this case, the license may be suspended or revoked for a period not less than 90 days.

10.00(2) A license must be denied, annulled, suspended or revoked by the State Board of Education in accordance with the State Administrative Procedures Act, sections 24-4-101 through 107, C.R.S., in the following circumstances:

10.00(2)(a) A license must be denied, suspended or revoked when the applicant or holder is or has ever been convicted by a jury verdict, by entry of a verdict, by acceptance of a guilty plea or a plea of nolo contendere by a court of:

10.00(2)(a)(i) felony child abuse, as specified in section 18-6-401, C.R.S.;

10.00(2)(a)(ii) a crime of violence, as defined in section 18-1.3-406, C.R.S.;

10.00(2)(a)(iii) a felony offense involving unlawful sexual behavior, as defined in section 16-22-102(9), C.R.S;

10.00(2)(a)(iv) a felony, the underlying factual basis of which has been found by the court on the record to include an act of domestic violence, as defined in section 18-6-800.3, C.R.S.;

10.00(2)(a)(iv)(A) This ground for mandatory denial, suspension or revocation of a license only applies for a period of five years following the date the offense was committed, provided the applicant or holder has successfully completed any domestic violence treatment required by the court; or

10.00(2)(a)(v) a felony offense in another state, the United States or territory subject to the jurisdiction of the United States, the elements of which are substantially similar to the elements of one of the offenses described in this section 10.00(2)(a).

10.00(2)(b) A license must be denied, suspended or revoked when the applicant or holder is or has ever been convicted by a jury verdict, by entry of a verdict, or by acceptance of a guilty plea or a plea of nolo contendere by a court of indecent exposure, as described in section 18-7-302, C.R.S., or of a crime under the laws of another state, a municipality of this or another state, the United States or a territory subject to the jurisdiction of the United States, the elements of which are substantially similar to the offense of indecent exposure described in this section 10.00(2)(b).

10.00(2)(c) A license must be denied, suspended or revoked when the applicant or holder receives or has ever received a disposition or an adjudication for an offense that would constitute felony unlawful sexual behavior, as defined in section 16-22-102(9), C.R.S., if committed by an adult.

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

10.00(2)(d)(i) This requirement for denial, suspension or revocation of a license only applies for a period of five years following the date the offense was committed.

10.00(2)(e) A license must be denied, suspended or revoked when the applicant or holder fails to submit his or her fingerprints taken by a qualified law enforcement agency, an authorized employee of a school district or Board of Cooperative Services using fingerprinting equipment that meets the Federal Bureau of Investigation image quality standards, or any third party approved by the Colorado Bureau of Investigation to the Department within 30 days after receipt of the Department's written request for fingerprints, which fingerprint submission the Department required upon finding probable cause to believe that the applicant or holder had been convicted of a felony or misdemeanor, other than a misdemeanor traffic offense or traffic infraction, subsequent to his or her licensure.

10.00(2)(f) A license must be denied, suspended or revoked when the applicant or holder is determined to be mentally incompetent by a court of competent jurisdiction and a court enters, pursuant to section 15-14-301, et seq.; 15-14-401, et seq.; 27-65-109(4); or 27- 65-127, C.R.S., an order specifically finding that the mental incompetency is of such a degree that the applicant or holder is incapable of continuing to perform his or her job. In this circumstance, no hearing is required to deny, annul, suspend or revoke the license, notwithstanding section 22-60.5-108, C.R.S.; denial, annulment, suspension or revocation happens by operation of law after the Department gives reasonable notice to the applicant or license-holder.

10.00(3) The State Board of Education may take immediate action to deny, annul or suspend a license without a hearing, notwithstanding the provisions of section 22-60.5-108, C.R.S., upon receipt of a certified copy of the judgment of conviction, a deferred sentence or the acceptance of a guilty plea or a plea of nolo contendere for any violation of sections 10.00(1)(c)-(e) of these rules or upon receipt of a certified copy of the judgment of conviction or the acceptance of a guilty plea or a plea of nolo contendere for any violation of sections 10.00(2)(a)-(d) of these rules. The State Board of Education may revoke a suspended license based on a violation of sections 10.00(1)(c)-(e) of these rules and must

revoke a suspended license based on a violation of sections 10.00(2)(a)-(d) of these rules without a hearing and without any further action after the exhaustion of all appeals, if any, or after the time for seeking an appeal has elapsed and upon the entry of a final judgment. A certified copy of the judgment of a court of competent jurisdiction of a conviction, a deferred sentence or the acceptance of a guilty plea or a plea of nolo contendere is conclusive evidence of such conviction or plea for the purposes of sections 10.00(1)(c)-(e) of these rules. A certified copy of the judgment of a court of competent jurisdiction of a conviction or the acceptance of a guilty plea or a plea of nolo contendere is conclusive evidence of such conviction or plea for the purposes of sections 10.00(2)(a)-(d) of these rules.

10.00(4) In cases where the State Board of Education deems summary suspension is appropriate, pursuant to section 24-4-104(4), C.R.S., proceedings for suspension or revocation may be instituted upon the Board's own motion without a proceeding pursuant to these regulations. The holder is entitled to a post-deprivation hearing consistent with section 24-4-105, C.R.S. At such hearing, the burden of proof rests with the license-holder.

10.01 Standards of Professional Incompetence

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

10.01(1) willfully depart or to have ever willfully departed from the quality standards described in sections 4.00, 5.00 or 6.00 of these rules;

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

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

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

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

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

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

10.02 Standards of Unethical Behavior

The following serve as standards against which charges of unethical behavior will be judged. To warrant denial, annulment, suspension or revocation of the license, violations must be found to be substantial or continued. It is considered unethical behavior for a license-holder or applicant to:

10.02(1) fail or to have ever failed to make reasonable effort to protect a minor from conditions harmful to health and safety;

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

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

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

10.02(5) deliberately distort or suppress or to have ever deliberately distorted or suppressed curricular materials or educational information in order to promote their own personal view, interest or goal;

10.02(6) falsify or misrepresent or to have ever falsified or misrepresented records or facts relating to the license-holder or applicant's qualifications, another educator's qualifications or a student's records;

10.02(7) make or to have ever made false or malicious statements about students or school personnel;

10.02(8) using one's position for personal gain;

10.02(9) fail or to have ever failed to conduct financial transactions relating to the school program in a manner consistent with applicable law, rule or regulation;

10.02(10) engage or to have ever engaged in immoral conduct that affects the health, safety or welfare of children; conduct that offends the morals of the

community; or conduct that sets an inappropriate example for children or youth whose ideals the educator is expected to foster and elevate;

10.02(11) engage or to have ever engaged in unlawful distribution or sale of dangerous or unauthorized prescription drugs or other dangerous nonprescription substances, alcohol or tobacco; or

10.02.(12) engage or to have ever engaged in a sexual act, meaning sexual contact, sexual intrusion or sexual penetration as defined in section 18-3-401, C.R.S., with a student enrolled at the school where the license-holder or applicant is or was employed at the time of the sexual act, including a student who is eighteen years of age or older, regardless of whether the student consented to the sexual act.

10.03 Filing of Adverse Information Regarding an Educator License

10.03(1) Filing of external complaints:

10.03(1)(a) A complaint regarding an educator is a formal statement, filed by an aggrieved party or a party in interest against an individual who holds or has applied for an educator license, of an alleged violation of conditions that, if found to be substantial or continued, and if found to be true, becomes grounds for denying, annulling, revoking or suspending the license. The Department must supply necessary complaint forms and information for the filing of adverse information.

10.03(1)(b) The complainant must personally deliver, send by mail or send in a secured electronic environment the complaint to the Department. The complainant must sign and swear to the complaint, regardless of delivery method. The complaint must allege actions serving as the basis of the complaint, and the alleged actions must be substantial or continued. The complaint must specify the statutory and regulatory violations.

10.03(2) Filing of notification by public district/school:

10.03(2)(a) The local board of education, charter school, BOCES or its designee must notify the Department pursuant to the requirements of section 10.05 of these rules.

10.03(3) Conducting investigations and pursuing formal action by the State Board of Education:

10.03(3)(a) The Department conducts background investigations upon receipt of any adverse information. The purpose of this inquiry is to determine if there is probable cause to seek annulment, revocation or suspension of the license or denial of the application. If the Department determines probable cause exists, the Department may ask the State Board of Education to direct the initiation of formal proceedings against the license-

holder pursuant to section 22-60.5-108, C.R.S., or to deny the application pursuant to section 24-4-104(8), C.R.S.

10.03(3)(b) Except in cases of summary suspension, the Department must provide the license-holder or applicant notice of the allegations against him or her and an opportunity to respond prior to asking the State Board of Education to deny an application or initiate formal proceedings. The Department must provide such an opportunity by sending a formal written letter of inquiry by first-class mail to the applicant or license holder, explaining the allegations, requesting a response within 20 days, and notifying them of their right to return a response within 20 days. If the Department knows that the person is an employee of a Colorado charter school, BOCES or school district, the Department must notify the charter school, BOCES or school district of the inquiry.

10.03(3)(c) After the expiration of the 20-day response period or upon receipt of the response, whichever is sooner, the Department will review the allegations and response and determine whether to pursue the charges for denial, revocation or annulment of the license. In any case where, based on the response, the Department determines probable cause does not exist, the Department must withdraw or dismiss the complaint and notify the person complained against and the school district, charter school or BOCES of the Department's action. Any handling of the complaint must be consistent with the laws on confidentiality unless contrary to statute.

10.03(3)(d) The Department is authorized to grant extensions to any of the processing deadline dates in sections 10.03(3)-(4) of these rules, based upon sufficient cause shown.

10.03(3)(e) The Department will present its findings and recommendations to the State Board of Education for action.

10.03(3)(e)(i) If the Department recommends revocation or annulment and the State Board of Education accepts that recommendation, the Board must refer the matter for a hearing in accordance with section 24-4-105, C.R.S. The Department must notify by first-class mail the person charged of the State Board of Education’s decision to refer the matter for a hearing. If the State Board of Education rejects the Department’s recommendation, the Department must dismiss the complaint and notify the person complained against and the complainant of the Department's action. Any handling of the complaint must be consistent with the laws on confidentiality unless contrary to statute.

10.03(3)(e)(ii) If the Department recommends denial and the State Board of Education accepts that recommendation, the Department

must notify by first-class mail the applicant of the denial and the applicant's right to request a hearing conducted in accordance with section 24-4-105, C.R.S. If the State Board of Education rejects the Department's recommendation, the Department may clear the application and issue the credential to the applicant, provided that all requirements for the requested license and endorsement(s) are met.

10.03(3)(f) If the State Board of Education refers the matter for a hearing and if the Department knows that the person charged is a current employee of a Colorado charter school, BOCES or school district, the Department must notify such school, BOCES or school district of the State Board of Education's decision.

10.03(3)(g) If the State Board of Education refers the matter for a hearing, or if the applicant timely requests a hearing concerning the Board's denial of his or her application, the hearing and subsequent proceedings must be conducted by an administrative law judge appointed by the Colorado Division of Administrative Hearings in accordance with section 24-4-105(3), C.R.S..

10.03(3)(h) Pursuant to section 24-4-105(14), C.R.S., the decision of the administrative law judge must include a statement of findings and conclusions and the appropriate order, sanction, relief or denial thereof. If the administrative law judge sustains the charge, the decision must result in revocation or denial of the license.

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

10.04(1) A license-holder whose license has been suspended or revoked may submit an application for a new license, the renewal of the expired license or the reinstatement of the license to the Department and for review by the State Board of Education. The application must include justification for license issuance, renewal or reinstatement, with evidence as to rehabilitation appropriate to the basis for the prior suspension or revocation. The application must demonstrate the current fitness of the applicant to resume educational duties, in accordance with all laws and rules. The burden of proof rests with the applicant.

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

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

10.04(2) An applicant whose license application has been denied or annulled by the State Board of Education may apply for a license to the Department and for

review by the State Board. The application will include justification for issuance, with appropriate supporting documentation as to the current fitness of the applicant to resume educational duties, in accordance with all laws and rules. The burden of proof must rest with the applicant.

10.05 Mandatory Reporting of Misconduct

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

10.05(2) The local board of education, charter school, BOCES or designee must immediately notify the Department when any employee's resignation or dismissal is based upon a conviction, guilty plea, plea of nolo contendere or deferred sentence as set forth in sections 10.00(1)(d)-(g) and 10.00(2)(a)-(c) of these rules. The local board, charter school, BOCES or designee must provide any information requested by the Department concerning the circumstances of the employee's dismissal or resignation.

10.05(3) The local board of education, charter school, BOCES or designee must notify the Department when the county department of social services or local law enforcement agency reasonably believes that an incident of abuse or neglect has occurred and an employee of the district, charter school or BOCES is the suspected perpetrator and was acting in his or her official capacity as an employee. The local board, charter school, BOCES or its designee must provide any information requested by the Department concerning the employee's alleged abuse or neglect.

10.05(4) The local board of education, charter school, BOCES or designee must notify the Department when it reasonably believes that one of its employees is guilty of unethical behavior or professional incompetence as set forth in sections 10.01 and 10.02 of these rules. The local board, charter school, BOCES or its designee must provide any information requested by the Department concerning the employee's behavior or competence.

10.05(5) The local board of education, charter school, BOCES or designee must notify the Department when it learns from a source other than the Department that a current or past employee has been convicted of, has pled nolo contendere to or has received a deferred sentence or deferred prosecution for a felony or a

misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children.

10.06 Mandatory Disclosure of Attempts to Seal Criminal Records

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

11.00 Standards for the Approval of Educator Preparation Programs

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

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

Pursuant to 22-60.5-121, C.R.S and the standards set forth in sections 4.00 through 6.00 of these rules, the State Board of Education will review all traditional and alternative educator preparation programs, to ensure that each program meets the minimum requirements in § 22-60.5-121, C.R.S., sections 11.00 and 13.00 of these rules, and that the programs are implemented in a way that enables educator candidates to meet the quality standards for the applicable license and requirements for licensure endorsement.

11.01 Program Review by the Department's Educator Talent Division

11.01(1) The Educator Talent Division's program review must ensure that each program is designed and implemented in a manner that will enable a candidate to meet licensure and endorsement requirements. Rules outlined below apply to both educator preparation programs at institutions of higher education and alternative preparation programs.

11.01(2) For the reauthorization of educator preparation programs at Colorado's public, private or proprietary postsecondary institutions of higher education recognized by the Colorado Department of Higher Education, the Educator Talent Division will provide the State Board of Education information for its consideration as to whether the Board should issue an approval, conditional approval, probation or termination.

11.01(3) For alternative teacher programs and alternative principal programs, the State Board of Education will determine full reauthorization, conditional reauthorization, probationary reauthorization or termination of the program.

11.01(3)(a) An on-site evaluation for the reauthorization of alternative preparation programs will occur no more frequently than once every five years.

11.01(3)(b) An initial site visit and review will be conducted 12 to 24 months after approval for all newly authorized alternative preparation programs.

11.02 Standards for Educator Preparation Programs and Alternative Preparation Programs

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

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

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

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

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

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

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

11.02(1)(c) Include coursework that:

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

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

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

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

11.02(1)(c)(iv) integrates theory and practice and educates candidates in the methodologies, practices and procedures of teaching standards-based education, and specifically the quality standards specified in 4.00 through 6.00 of these rules.

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

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

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

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

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

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

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

11.02(1)(d)(ii)(A) selects mentors or cooperating educators based on a defined set of criteria, which must include but need not be limited to: evidence of exemplary teaching and/or school leadership; the ability to model and counsel the candidate; relevant mentorship coursework; and a valid teacher license and endorsement in the candidate's content area if available (a mentor teacher endorsement is not required);

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

11.02(1)(d)(ii)(C) identifies the duties of the mentor or cooperating educator including, as applicable: serving as a member of the support team; providing ongoing observation, counseling and supervision; and representing the support team for purposes of making recommendations about the licensing for the individual;

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

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

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

11.02(1)(d)(ii)(E)(II) allowing for adequate compensatory time and/or other compensation for the mentor teacher's required planning and observation schedule and ongoing regular conferences with the alternative teacher.

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

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

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

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

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

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

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

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

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

11.02(1)(h)(iii)(C) for alternative programs only, establishing an advisory council, which must include, at a minimum, representatives from participating school districts, charter schools, nonpublic schools, the institute or BOCES; at least one qualified mentor teacher; and a representative from any accepted institution of higher education cooperating with the designated agency, if applicable.

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

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

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

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

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

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

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

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

11.02(3)(a)(i) one-year programs shall be designed to be completed in one year. The program may be extended for one additional year

based on documentation of unforeseen circumstances, as demonstrated by the applicant and the designated agency and approved by the Department;

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

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

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

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

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

11.02(3)(b)(ii)(A) Excepting the provisions specified in 11.02(3)(b)(iii)(B) of these rules, if the alternative teacher is asked to teach in any content area(s) outside of their assessed content area, the school or school district is required to keep on file documented evidence that the alternatively licensed teacher has completed 24 semester hours of applicable coursework with a minimum grade of B- in the additional content area(s) or the equivalent thereof, or has passed the related approved content area test(s); and

11.02(3)(b)(iii) include a minimum of 225 clock-hours of planned instruction, including, but not limited to, teacher preparation courses that meet the quality standards and English Language Learner Quality Standards specified in 4.00 of these rules, training in dropout prevention, and prepare candidates to meet the additional endorsement standards for the endorsement area sought.

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

11.02(3)(b)(iii)(B) For a person who holds a professional teacher license to obtain an added endorsement by completing an approved alternative teacher program in early childhood

special education or special education generalist while employed as a general education teacher, a candidate must be actively engaged in preparation, mentoring, release time and assigned responsibility necessary to show competency in the following areas:

11.02(3)(b)(iii)(B)(I) diagnostic, formative and summative special education assessment;

11.02(3)(b)(iii)(B)(II) progress monitoring;

11.02(3)(b)(iii)(B)(III) drafting and finalizing Individualized Education Programs (IEP) and transition plans;

11.02(3)(b)(iii)(B)(IV) leading and facilitating reviews and IEP meetings;

11.02(3)(b)(iii)(B)(V) coordinating student services and resources with special service providers and special education paraprofessionals;

11.02(3)(b)(iii)(B)(VI) developing and delivering specially designed instruction specific to disability; and

11.02(3)(b)(iii)(B)(VII) supporting differentiated instructional needs (i.e., accommodation and modification) in the student's general education classroom(s).

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

11.02(3)(c)(i) Mentor teachers may assess alternative teachers if trained in accordance with 22-9-106(4), C.R.S., except that mentor teachers are not required to hold a principal or administrator license.11.02(3)(c)(ii) If a mentor teacher is not available, the designated agency may submit a plan for mentor support that provides that same level of mentorship to the alternative teacher.

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

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

11.02(3)(e)(i) evaluating the related prior education and experience of the alternative teacher to determine the appropriate program

elements which will prepare the candidate for full licensure or added special education endorsements;

11.02(3)(e)(ii) providing the alternative teacher with an orientation to the school, its student population, the policies and procedures which affect teaching, classroom management strategies and the teacher's responsibilities.

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

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

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

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

11.03 Authorization of New Educator Preparation Programs and Alternative Preparation Programs

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

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

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

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

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

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

11.04 Reauthorization of Approved Programs of Educator Preparation and Alternative Programs

11.04(1) An evaluation for the reauthorization of approved programs of educator preparation and alternative programs will occur no more frequently than once every five years, as specified in 22-60.5-121(4)(a)(I), C.R.S., if they have obtained full approval at the program's last reauthorization review.

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

11.04(2)(a) are responsible for providing evidence and documentation as requested by the Department, including but not limited to program design and implementation to meet standards in sections 4.00 through 6.00 of these rules; and

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

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

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

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

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

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

11.04(3)(c) Programs placed on conditional approval may continue to enroll candidates but programs receiving probationary status are not able to

enroll new candidates until such time that their status moves to conditional or approved.

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

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

12.00 Reserved

13.00 Individualized Alternative Principal Programs and Alternative Principal Programs

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

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

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

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

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

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

13.01(3)(b) upon completion, the candidate will be able to provide documented evidence of having met or surpassed the Principal Quality Standards cited in section 6.00 of these rules;

13.01(3)(c) the candidate will receive coaching and mentoring from one or more licensed principals and administrators, as well as continuing performance-based assessment of the candidate’s skills development;

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

13.01(3)(e) the candidate demonstrates professional competencies using the assessment of quality standard measures in subject matter areas as specified by rule of the State Board pursuant to section 22-60.5-303, C.R.S.; and

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

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

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

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

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

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

13.02(1)(d) the candidate will receive coaching and mentoring from one or more licensed principals and administrators, as well as continuing performance-based assessment of the candidate's skills development;

13.02(1)(e) the candidate will be required to demonstrate professional competencies using the assessment of quality standard measures in subject matter areas as specified by rule of the State Board pursuant to section 22-60.5-303, C.R.S.;

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

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

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

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

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

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

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

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

13.03 When a new designated agency is approved to offer a new alternative principal program, the department may review the new program no sooner than 12 months but not more than 24 months after the new program is initially approved. The designated agency that operates an alternative principal program will be reauthorized not more than once every five years.

14.00 Colorado Teacher of the Year Program

14.01 Administration

14.01(1) The Colorado Teacher of the Year is selected in accordance with the National Teacher of the Year selection criteria as articulated by the Council of Chief State School Officers.

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

14.01(2)(a) a sabbatical from teaching responsibilities that includes moneys awarded to the recipient's employer for the purpose of hiring a substitute teacher during the award recipient's sabbatical;

14.01(2)(b) a cash gift;

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

14.01(2)(d) a computer;

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

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

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

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

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

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

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

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

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

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

15.00 Inactive Status of Licenses

15.01 Holders of professional licenses may request to place their licenses in inactive status by notifying the Department, via an online application.

15.01(1) While on inactive status, the expiration date of a professional license is suspended and the individual is deemed as not holding the credential.

15.01(2) A person may return a professional license to active status at any time upon application.

15.01(3) Upon application to return to active status, the Department must reissue the professional license with a new expiration date reflecting the period remaining on the professional license as of the date the license-holder placed the license in inactive status.

15.01(4) The Department may, upon request of a license-holder, and with evidence of the license-holder's active military service, reissue the license with a new expiration date reflecting the amount of time which remained on the license prior

to the license-holder's active military service, plus the amount of time during which the license-holder served in active military service.

15.01(1)(5) Renewal of licenses previously inactive:

15.01(1)(5)(a) Any person who placed a license on inactive status may, but is not required, to complete professional development activities which meet the requirements of section 7.02 of these rules. Such activities completed while on inactive status must apply to renewal of the person's professional license after the person returns to active status, as long as:

15.01(1)(5)(a)(i) at the time of renewal, the license-holder provides to the Department evidence of completion of the professional development activities which meet the requirements for license renewal as provided in section 7.02 of these rules; and

15.01(1)(5)(a)(ii) the professional development activities were completed within the five years preceding the date on which the professional license will expire after its return to active status.

16.00 Waivers

16.01 A written request for a waiver must be received by the State Board of Education at least 120 days prior to proposed implementation. The State Board is authorized to waive any requirement regarding alternative teacher programs or approved induction programs. Waiver applications must include:

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

16.01(2) the rationale for the request;

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

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

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

16.01(6) a detailed plan for the evaluation of the innovative programs or plans to show their effectiveness in improving the quality of the affected educators.

Editor's Notes

History

Rules 2260.5-R-1.00, 15.00, 15.05 emer. rules eff. 08/14/2008.

Rules 2260.5-R-1.00, 15.00, 15.05 eff. 10/31/2008.

Rules 2260.5-R-1.16, 4.04 eff. 10/30/2009.

Rules 2260.5-R-1.00-2.04, 3.01, 3.03, 3.12, 4.03, 4.12, 4.17, 7.02, 13.00, 18.00-19.00 eff. 07/30/2010.

Rules 2260.5-R-1.19, 4.11, 4.14(11)(d-e) emer. rules eff. 09/16/2010.

Rules 2260.5-R-1.17, 4.11, 6.13, 10.05 eff. 12/31/2010.

Rules 2260.5-R-1.20, 8.22-8.23 eff. 01/31/2011.

Rules 2260.5-R-1.21, 4.16, 15.00-15.00(5) eff. 09/30/2012.

Rules 2260.5-R-2.01, 2.03, 3.01, 3.03, 3.05-3.07, 3.12, 4.02-4.04, 4.11, 4.13, 4.17, 8.02, 8.04, 8.14, 12.02,

15.03, 18.00, 23.01 eff. 01/30/2013.

Rules 2260.5-R-1.23, 3.01(2)(e)(ii)(3), 3.06(1), 3.12(3)(b)(i), 4.13(3), 4.13(5), 4.17 eff. 05/15/2014.

Rule 2260.5-R-8.20 eff. 07/30/2014.

Rule 2260.5-R-4.18 eff. 08/14/2014.

Entire rule eff. 03/30/2016.

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

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

Entire rule eff. 08/14/2018.

Entire rule eff. 05/30/2019.

Entire rule eff. 07/30/2020.

Entire rule eff. 04/30/2021.

Entire rule eff. 12/30/2021.

Entire rule eff. 11/30/2022.

Entire rule eff. 06/30/2023.

Rules 1.00, 2.01(11), 2.01(42)-(43), 3.02, 3.04(5), 3.05(4)-(5), 4.19, 5.04, 7.01, 7.02, 8.02(3)(a), 11.0, 12.00 eff. 05/30/2024.

Entire rule eff. 11/30/2024.

Entire rule eff. 03/31/2026.

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.