

DEPARTMENT OF EDUCATION

Colorado State Board of Education

COLORADO EDUCATOR LICENSING ACT OF 1991

1 CCR 301-37

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

2260.5-R-1.00 Statement of Basis and Purpose.

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

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

These Rules provide a process for the recognition of educator preparation programs in other states to facilitate the movement of educators among states. As required by the Act, the Rules establish the requirements of induction programs provided by local school districts to assist new educators through support, supervision, ongoing professional development, and evaluation.

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

1.01 Statement of findings and reasons for adoption of emergency rules

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

1.02 Statement of findings and reasons for adoption of emergency rules

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

1.03 Statement of Basis and Purpose for Amendment.

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

1.04 Statement of Basis and Purpose for Amendment.

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

1.05 Statement of Basis and Purpose for Amendment.

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

licenses, eliminate the minority alternative teacher fellowship program and minority teacher fund, modify the requirements for the State Board in receiving recommendations from the Professional Standards Boards, and create an inactive status for holders of professional licenses who wish to surrender their licenses for an unspecified period and later return to active status.

1.06 Statement of Basis and Purpose for Amendment.

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

1.07 Statement of Findings and Reasons for Adoption of Amendments.

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

1.08 Statement of Basis and Purpose for Adoption of Amendments

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

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

1.09 Statement of Basis and Purpose for Adoption of Amendments

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

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

1.10 Statement of Basis and Purpose for Proposed Amendments

The statutory authority for the proposed amendments to these Rules is found in Sections 22-2-107(l)(c) and 22-60.5-101, et seq., C.R.S. The proposed amendments are necessitated by legislative amendments

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

1.11 Statement of Basis and Purpose for Adoption of Amendments

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

1.12 Statement of Basis and Purpose for Amendment.

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

1.13 Statement of Basis and Purpose for Amendments.

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

1.14 Statement of Basis and Purpose for Amendments.

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

1.15 Statement of Basis and Purpose of Amendments.

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

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

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

1.17 Statement of Basis and Purpose of Amendments

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

1.18 Statement of Basis and Purpose of Amendments.

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

1.19 Statement of Basis and Purpose of Amendments.

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

1.20 Statement of Basis and Purpose of Amendments.

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

1.21 Statement of Basis and Purpose of Amendments

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

1.22 Statement of Basis and Purpose for Amendment

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

1.23 Statement of Basis and Purpose for Amendments

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

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2260.5-R-2.00 General Licensing Regulations.

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

2.01 Definitions.

- 2.01(1) Accepted institution of higher education: An institution of higher education that offers at least the standard bachelor's degree and is recognized by one of the following regional associations: Western Association of Schools and Colleges, Northwest Association of Schools, Colleges and Universities, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Southern Association of Colleges and Schools, or Middle States Association of Colleges and Schools.
- 2.01(2) Accredited non-public school: Any non-public school which is accredited by the State Board of Education pursuant to the rules and regulations of said board.
- 2.01(3) Administrator: Any person who may or may not be licensed, but who administers, directs, or supervises an education instructional or education-related program, or a portion thereof, in any school or school district in the state and who is not the chief executive officer or an assistant chief executive officer of such school.
- 2.01(4) Advanced program: A post-baccalaureate degree program for the advanced preparation of teachers and other professional school personnel. Graduate credit is commonly awarded. Master's, specialist, and doctoral degrees are included, as well as non-degree programs offered at the graduate level.
- 2.01(5) Alternative teacher contract: A one or two year contract, as described in section 22-60.5-207, entered into for an alternative teacher position by a holder of an alternative teacher license pursuant to section 22-60.5-201(1)(a) and a school district, accredited nonpublic school, or board of cooperative services that provided a one-year or two-year alternative teacher program.

- 2.01(6) Alternative teacher program: A one-or two year program of study and training for teacher preparation for a person of demonstrated knowledge and ability who holds an Alternative Teacher License pursuant to section 22-60.5-201 (1)(a), C.R.S., which meets the standards of and has been approved by the State Board of Education, and that upon completion, leads to a recommendation for initial licensure by the designated agency providing the program.
- 2.01(7) Alternative teacher support team: A team established by the designated agency for each holder of an Alternative Teacher License employed as an alternative teacher. At a minimum, each alternative teacher support team shall be composed of the alternative teacher's mentor teacher and the principal and a representative of an accepted institution of higher education.
- 2.01(8) Approved induction program: A program of continuing professional development for Initial licensees that meets the requirements of the State Board of Education, and that upon completion, leads to a recommendation for a Professional License by the school district or districts providing such induction program.
- 2.01(9) Approved program of preparation: A program of study for the preparation of educators that meets the content requirements of the Colorado State Board of Education and for public and private institutions, is approved by Colorado Commission on Higher Education and that, upon completion, leads to a recommendation for licensure by an accepted institution of higher education.
- 2.01(10) Award Recipient: The teacher named the Colorado Teacher of the Year.
- 2.01(11) Basic program: A college or university program for the initial preparation of teachers. The courses commonly lead to a baccalaureate degree; exceptions may include graduate or other extended programs designed to prepare teachers for initial licensure.
- 2.01(12) Board of Education: The governing body authorized by law to administer the affairs of any school district in the state except junior and community college districts. "Board of Education" includes a board of cooperative services organized pursuant to 22-5-101, C.R.S.
- 2.01(13) Clinical experiences: Experiences that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Included are microteaching clinics, participation experiences, skill clinics, developing case studies, curriculum development clinics, and use of instructional technology and/or computers. These are conducted both as school-based and campus-based experiences.
- 2.01(14) Colorado Teacher of the Year: The Colorado teacher named Teacher of the Year in the state program administered by the Department and coordinated through the national teacher of the year program.
- 2.01(15) Department of Education or Department: The State Department of Education as defined in 24-1-115, C.R.S.
- 2.01(16) Designated agency: A school district or districts, an accredited non-public school, a Board of Cooperative Services, an accepted institution of higher education, or a non-profit organization, or any combination thereof, which is responsible for the organization, management, and operation of an approved alternative teacher program.
- 2.01(17) Diversity: The backgrounds of all students and school personnel.
- 2.01(18) Endorsement: The designation on a license or an authorization of grade level or developmental level, subject matter, or service specialization in accordance with the preparation, training, and

experience of the holder of such license or authorization. Endorsements typically reflect major areas of specialization.

- 2.01(19) Endorsement/Specialty area: The sequence of courses and experiences in the academic or professional area that the education student plans to teach, for the grade level or developmental level at which the student plans to teach, and/or for the services that the student plans to provide. Examples of specialty areas include science, elementary education, counseling, reading and physical education.
- 2.01(20) Exceptional populations: Students who possess physical, mental, communication or emotional exceptionalities which may necessitate special attention by school personnel.
- 2.01(21) Field-based experiences: Experiences conducted at a school site, a school administration center, a school clinic, or community agency. These experiences might include classroom observations, tutoring, assisting school principals, administrators, teachers, or special services providers, participation in school and community-wide activities, student teaching, and internships.
- 2.01(22) Knowledge base: The assumptions, theories, and research findings which provide the foundations that support the model(s) on which the program is founded, articulated, implemented, and evaluated.
- 2.01(23) Licensure: The official recognition by a state governmental agency that an individual has met state mandated requirements and is approved to practice as a duly certified/licensed educator in the state.
- 2.01(24) Mentor administrator: Any administrator who is designated by the school district or districts providing an approved induction program for initial administrator licensees and who has demonstrated outstanding administrative skills and school leadership and can provide exemplary modeling and counseling to initial administrator licensees participating in an approved induction program.
- 2.01(25) Mentor principal: Any principal who is designated by the school district or districts providing an approved induction program for initial principal licensees and who has demonstrated outstanding principal skills and school leadership and can provide exemplary modeling and counseling to initial principal licensees participating in an approved induction program.
- 2.01(26) Mentor special services provider: Any special services provider who is designated by the school district or districts providing an approved induction program for initial special services licensees and who has demonstrated outstanding special services provider skills and school leadership and can provide exemplary modeling and counseling to initial special services licensees participating in an approved induction program.
- 2.01(27) Mentor teacher:
 - 2.01(27)(a) Any teacher who is designated by the school district or accredited non-public school employing an alternative teacher and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to alternative teachers participating in an alternative teacher program; or
 - 2.01(27)(b) Any teacher who is designated by the school district or districts providing an approved induction program for initial teacher licensees and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to initial teacher licensees participating in an approved induction program.

- 2.01(28) Practicum: An intensive experience in which education students practice and demonstrate professional skills and knowledge. Student teaching and internships are examples of a practicum.
- 2.01(29) Principal: Any person who is employed as the chief executive officer or an assistant chief executive officer of any school in the state and who administers, directs, or supervises the education instruction program in such school.
- 2.01(30) Professional education unit: The college, school, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel.
- 2.01(31) Teacher of the Year Sabbatical: a period of paid leave from work for the purposes of carrying out the responsibilities of the teacher of the year by the Award Recipient.
- 2.01(32) School: Any of the public schools of the state.
- 2.01(33) School district: Any school district organized and existing pursuant to law, but does not include junior or community college districts. "School District" includes a Board of Cooperative Services organized pursuant to 22-5-101, C.R.S.
- 2.01(34) Special services provider: Any person other than a teacher, principal, or administrator who is employed by any school district to provide professional services to students in direct support of the education instructional program.
- 2.01(35) State Board of Education: The State Board of Education established by Section 1 of Article IX of the State Constitution.
- 2.01(36) Student teaching: Part of the 800-hours of field experience required in a teacher preparation program, it is an in-depth, direct teaching experience conducted in a school and classroom setting. It is considered a culminating field-based experience for the basic teacher preparation program where candidates practice and demonstrate professional skills and knowledge.
- 2.01(37) Teacher: Any person employed to instruct students in any school in the state.

2.02 Validity of certificates/license.

- 2.02(1) Certificates and Letters of Authorization issued by the Colorado Department of Education prior to July 1, 1994, shall remain valid for the period for which they were issued.
- 2.02(2) Endorsements placed on teacher or special services certificates prior to July 1, 1994, which were based upon major areas of specialization or experience and academic credit, may be continued on subsequent Teacher or Special Services License renewals provided all renewal requirements specified in section 12.00 of these Rules have been met.
- 2.02(3) Certificates and licenses which have expired are not valid for teaching in the schools of Colorado.

2.03 General Requirements for Colorado Licenses.

- 2.03(1) Degree. Each applicant for a Colorado license shall be required to hold the appropriate degree for the license and/or endorsement program completed at an accepted institution.
- 2.03(1)(a) It will be determined that an applicant "holds" or "has been awarded" the bachelor's or higher degree when the registrar of the accepted institution of higher education certifies that the applicant has met all requirements for graduation with the degree, whether or not

the degree has been conferred upon the applicant in formal ceremonies or otherwise conveyed to the individual.

- 2.03(1)(b) The Colorado Department of Education and Colorado accepted institutions of higher education may recognize credits and degrees earned in foreign institutions of higher education, if, after appropriate evaluation by an established credentials evaluation service, there is evidence that such program or degrees are the equivalent of the specific license requirements.
- 2.03(2) Approved Program. A Colorado Initial License may be issued upon satisfactory completion of a Colorado approved program, an alternative teacher program as prescribed in section 18.00 of these Rules; a teacher-in-residence program, as prescribed in section 4.12, or an approved out-of-state program of educator preparation as defined in section 2.03(1) (b) of these Rules and have demonstrated the required competencies, as specified.
- 2.03(3) Out-of-State Applicants/Reciprocity. A Colorado Initial License may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the State Board of Education and who has met the following:
- 2.03(3)(a) has completed the appropriate degree, experience, and educational level for the license and endorsement requested as specified in these Rules.
- 2.03(3)(b) has completed a state-approved program at an accepted out-of-state institution in the endorsement area sought, or
- 2.03(3)(c) has successfully completed other state authorized educator preparation programs, including alternative teacher preparation programs.
- 2.03(3)(d) holds or is eligible to hold a standard license issued by the state education agency or meets the official requirements of the legally designated licensing agency of the preparing state.
- 2.03(3)(e) has provided evidence of satisfactory completion of the Colorado State Board of Education adopted assessments appropriate to the license requested; except that a teacher license applicant need not provide evidence of satisfactory completion the State Board of Education adopted assessments appropriate to the license requested if the applicant has provided evidence of having three years or more of teaching experience in another state or country for which the Department of education has granted reciprocity.
- 2.03(4) The State Board of Education may enter into interstate reciprocal agreements whereby the Department of Education agrees to issue Initial Licenses to persons licensed in other states and such states agree to issue licenses to Colorado license holders. Such agreements shall not be inconsistent with section 2.03 (3) of these Rules. Applicants who have completed the requirements of sections 2.03 (3), (a)-(d) only may be eligible for an Interim Authorization as provided in section 4.10 of these Rules, unless they also can provide evidence of having at least three years of continuous, successful, evaluated experience as a teacher, special services provider, principal or administrator in an established elementary or secondary school in another state or country, in which case they may be eligible for a professional license.
- 2.03(5) Pursuant to 22-60.5-201(3), C.R.S., the State Board may annually designate teacher shortage areas and modify the requirements in 8.00 and 9.00 of these Rules for endorsements in such shortage areas for the purpose of issuing Initial Teacher Licenses or Authorizations-Interim to out-of-state applicants.

2.03(6) Pursuant to 22-60.5, 201 (3.5), The Department of Education may issue Professional Teacher Licenses to applicants who have earned and present certificates issued by the National Board for Professional Teaching Standards.

2.04 Application Procedures.

2.04(1) The applicant shall submit a completed application form provided by the Colorado Department of Education.

2.04(2) The applicant shall provide official transcripts of all college records.

2.04(2)(a) Each college transcript filed for licensing purposes shall be authentic, original or photocopy, bearing the embossed seal of the institution, the signature of the registrar, and including descriptive titles, course numbers, credits, and grades for each course listed and degrees earned, if any. For the purpose of these Rules, credits shall be in semester hours or may be interpreted as meaning the equivalent in quarter, trimester, unit or term credits.

2.04(2)(b) Transcripts from institutions outside the United States shall be in English or shall include an authentic English translation, and have been evaluated by an established credential evaluation service, for course equivalence.

2.04(2)(c) Transcripts must be submitted with the application for a license, become a part of the applicant's record with the Colorado Department of Education and are not returnable.

2.04(3) The fee for the examination and review of an application for a license or authorization or the renewal or reinstatement thereof, shall be established by the State Board of Education and shall be nonrefundable.

2.04(4) Each applicant for an initial license shall be required to submit a statement from the designated recommending official of the accepted institution of higher education or of the approved Designated Agency. Such statement shall certify that the applicant has completed the approved program in a satisfactory manner and is in good standing. The recommendation shall indicate the level and subject or grades of student teaching, the area of endorsement recommended as defined in sections 8.00-11.00 of these Rules. Applicants applying under reciprocity shall also submit a copy of the valid out-of-state certificate or license or statement of eligibility.

2.04(5) Prior to submitting to the Department an application for a license, authorization or endorsement, or the renewal or reinstatement of a license or authorization, the applicant shall be required to submit to the Colorado Bureau of Investigation a complete set of his or her fingerprints taken by a qualified law enforcement agency and the fingerprint processing fee, unless the applicant previously submitted a complete set of his or her fingerprints to the Department or the Colorado Bureau of Investigation in connection with an educator license or authorization application. Each applicant shall also be required to submit to the Department an oath form certifying to prior felony or misdemeanor convictions, but not including any misdemeanor traffic offense or traffic infraction, and such other information necessary to determine the applicant's moral fitness.

2260.5-R-3.00 Types of Licenses

3.01 Initial Teacher License.

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

- 3.01(1) Applicants who have completed an Approved Program of Preparation at an Institution of Higher Education. An Initial Teacher License may be issued to an applicant who has met the following requirements:
- 3.01(1)(a) The applicant holds a bachelor's or higher degree from an accepted institution.
 - 3.01(1)(b) The applicant has completed an approved teacher preparation program at an accepted institution of higher education.
 - 3.01(1)(c) The applicant has provided an institutional recommendation which:
 - 3.01(1)(c)(i) Verifies satisfactory completion of the approved program;
 - 3.01(1)(c)(ii) Specifies the grade/developmental level(s), endorsement area(s) or specialization(s) completed by the applicant;
 - 3.01(1)(c)(iii) Verifies successful completion of student teaching, internship, or practicum and the grade/developmental level(s)/and endorsement/specialization areas of the experience;
 - 3.01(1)(c)(iv) Certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has the competencies essential for educational service; and,
 - 3.01(1)(c)(v) Such institutional recommendation shall not be required for applicants who completed educator preparation programs as described in section 2.03 (3) (c) of these Rules.
 - 3.01(1)(d) Has submitted the application for a license, including the official transcripts, the fees, and other supporting data as required in section 2.04 of these Rules.
 - 3.01(1)(e) Has demonstrated subject matter knowledge necessary for teaching in the endorsement area.
 - 3.01(1)(e)(i) For elementary education teachers, including special education generalist teachers, by passage of the Colorado State Board of Education approved elementary content test.
 - 3.01(1)(e)(ii) For secondary teachers by:
 - 3.01(1)(e)(ii)(1) a degree in the endorsement area, or
 - 3.01(1)(e)(ii)(2) Passage of the Colorado State Board of Education approved assessment of content area knowledge relevant to the person's area of endorsement; or
 - 3.01(1)(e)(ii)(3) Twenty-four hours of coursework in the endorsement area.
- 3.01(2) Applicants who have completed an approved Alternative Teacher Program. An Initial Teacher License may be issued to an applicant who has met the following requirements:
- 3.01(2)(a) The applicant holds an Alternative Teacher License as prescribed in section 3.12 of these Rules;

- 3.01(2)(b) The applicant has completed a State Board of Education approved one-year or two-year alternative teacher program as provided in section 18.00 of these Rules.
- 3.01(2)(c) The applicant has submitted an application for an Initial License, fees and accompanying documents as provided in section 2.04 of these Rules.
- 3.01(2)(d) The applicant has provided a recommendation from the approved Designated Agency which:
 - 3.01(2)(d)(i) Verifies satisfactory completion of the approved program;
 - 3.01(2)(d)(ii) Verifies employment as a teacher of record in the approved endorsement area; and
 - 3.01(2)(d)(iii) Certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has demonstrated the competencies essential for educational service.
- 3.01(2)(e) Has demonstrated subject matter knowledge necessary for teaching in the endorsement area.
 - 3.01(2)(e)(i) For elementary education teachers, including special education generalists teachers, by passage of the Colorado State Board of Education approved elementary content test.
 - 3.01(2)(e)(ii) For secondary teachers by:
 - 3.01(2)(e)(ii)(1) A degree in the endorsement area; or
 - 3.01(2)(e)(ii)(2) Passage of the Colorado State Board of Education approved assessment of content area knowledge relevant to the person's area of endorsement; or
 - 3.01(2)(e)(ii)(3) Twenty-four semester hours of course credit as demonstrated through transcript evaluation [in the endorsement area](#).

3.02 Initial Special Services License.

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

- 3.02(1) Holds a bachelor's or higher degree from an accepted institution.
- 3.02(2) Has completed an approved special service preparation program at an accepted institution of higher education.
- 3.02(3) Has supplied an institutional recommendation which:
 - 3.02(3)(a) Verifies satisfactory completion of the approved program.
 - 3.02(3)(b) Specifies the area of endorsement(s)/specialization(s) completed by the applicant.
 - 3.02(3)(c) Verifies successful completion of an internship or practicum in a school setting or other appropriate setting as defined in section 11.00 of these Rules.

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

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

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

3.03 Initial Principal License.

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

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

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

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

3.03(1)(c) Provides documented evidence of three or more years of full-time successful experience as a licensed or certificated professional in a public or non-public elementary or secondary school in this state or another state.

3.03(1)(d) Has submitted the application for an Initial License, including official transcripts, the fees, and other supporting data as described in section 2.04 of these Rules.

3.03(1)(e) Has demonstrated professional competencies as evidenced by passing scores on the State Board- adopted licensing assessments including basic skills, oral English proficiency and content/professional knowledge.

3.03(2) An Initial Principal License shall be valid in any school district or districts which provide or have been granted a waiver from providing an approved induction program for principals as described in section 14.00 of these Rules.

3.03(3) An Initial Principal License shall be valid for occasional teaching, which shall not constitute more than one half of a typical teaching assignment.

3.03(4) Has demonstrated professional competencies as evidenced by passing scores on the State Board adopted licensing assessments including basic skills, oral English proficiency and content/professional knowledge.

3.04 Initial Administrator License.

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

3.04(1) Holds a baccalaureate degree from an accepted institution of higher education.

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

3.05 Professional Teacher or Special Service License.

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

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

3.06 Professional Principal License.

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

3.06(1) A Professional License may be issued to an applicant who has met the following requirements:

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

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

3.07 Professional Administrator License.

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

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

- 3.07(1)(a) Holds an earned master's degree from an institution of higher education;
- 3.07(1)(b) Holds a valid initial administrator license; and
- 3.07(1)(b) Completes an approved induction program and has been recommended for licensure by the school districts that provided such induction program.

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

3.07(3) Holders of Professional Administrator Licenses who have completed three or more years of successful experience working with students as a licensed or certificated professional in a public or nonpublic elementary or secondary school in this state or another state may function as

an occasional teacher. For purposes of this section, occasional teaching is defined as no more than one-half of a typical teaching assignment.

3.08 Master Teacher Certificate.

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

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

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

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

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

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

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

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

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

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

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

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

3.09 Master Special Services Certificate.

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

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

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

3.09(3) Has demonstrated advanced competencies or expertise.

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

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

3.09(5)(a) Audiologist:

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

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

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

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

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

3.09(5)(b) School Counselor:

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

3.09(5)(b)(ii) Has demonstrated professional growth through continuing education, professional leadership experiences and exceptional program development.

3.09(5)(b)(iii) Has demonstrated commitment to the school counseling profession through professional organization involvement, supervision and training of other school counselors, publication of professional materials, and presentations at professional conferences.

3.09(5)(b)(iv) Has demonstrated active community involvement, development of effective parent partnership programs, and promotion of co-operation with other professional educators.

3.09(5)(c) School Occupational Therapist:

3.09(5)(c)(i) Holds a Master's degree in Occupational Therapy or school/pediatric health related fields or the equivalent.

3.09(5)(c)(ii) Holds an Occupational Therapy Registration and outstanding performance evaluations for a minimum of five years.

3.09(5)(c)(iii) Has demonstrated outstanding contribution or accomplishments to the profession through at least three of the following: achieved certification or accreditation in an area of specialization of occupational therapy; supervised and mentored occupational therapy students; completed graduate level professional course work; completed research and/or publication in the area of school occupational therapy; made presentations at professional meetings; wrote grants; held office in national, state, and local professional organizations or boards.

3.09(5)(c)(iv) Has received recognition for outstanding achievements in occupational therapy.

3.09(5)(c)(v) Is involved in community programs.

3.09(5)(d) Orientation and Mobility Specialist:

3.09(5)(d)(i) Has demonstrated outstanding professional activities in at least three of the following areas: authored professional publications, juried articles, newsletters, or books; made presentations at professional meetings or conferences; mentored other professionals and supervised student practicum experiences; taught at the university or school district inservice levels; served as a model for demonstrations; provided active community leadership by promoting disability education and participation; wrote grant, proposals which were funded;

3.09(5)(d)(ii) Has received recognition for demonstrated leadership in the field.

3.09(5)(e) School Physical Therapist:

3.09(5)(e)(i) Holds a Master's degree in Physical Therapy or school/pediatric health related fields or the equivalent.

3.09(5)(e)(ii) Holds a Professional License and provides evidence of outstanding performance evaluations for a minimum of five years.

3.09(5)(e)(iii) Has demonstrated outstanding contributions or accomplishments to the profession through at least three of the following: achieved certification or accreditation in an area of specialization of physical therapy; supervised and mentored physical therapy students; completed graduate level professional course work; completed research and/or publication in the area of school physical therapy; presented at professional meetings; written grants; held office in national, state, and local professional organizations or boards.

3.09(5)(e)(iv) Has received recognition for outstanding achievements in physical therapy.

3.09(5)(e)(v) Has been involved in community programs.

3.09(5)(f) School Nurse:

3.09(5)(f)(i) Has completed additional preparation in the following areas: advanced practice in nursing; specialties in school health related fields; additional certification in nursing administration, vocational education and other certifications applicable to school nursing;

3.09(5)(f)(ii) Has demonstrated professional leadership experiences and exceptional program development.

3.09(5)(f)(iii) Has mentored school nurses and supervised practicum students.

3.09(5)(f)(iv) Has had active participation In school nurse professional organizations.

3.09(5)(f)(v) Has participated in teaching, research and/or publishing to further the specialty of school nursing.

3.09(5)(g) School Psychologist:

- 3.09(5)(g)(i) Has demonstrated commitment to the profession of school psychology through active involvement and leadership in local, state, national school psychology organizations.
- 3.09(5)(g)(ii) Has mentored school psychologists with an Initial License and supervised school psychology interns.
- 3.09(5)(g)(iii) Has contributed to school and district program development.
- 3.09(5)(g)(iv) Has produced professional publications and presentations.
- 3.09(5)(g)(v) Has received recognition by peers for outstanding performance.

3.09(5)(h) School Social Worker:

- 3.09(5)(h)(i) Has demonstrated leadership in state school social work organizations.
- 3.09(5)(h)(ii) Has actively participated in leadership roles in national social work organizations and other community and human service organizations.
- 3.09(5)(h)(iii) Holds advanced credentials in the field, e.g., doctorate in social work, school social work specialist credential, diplomate in clinical social work.
- 3.09(5)(h)(iv) Has demonstrated outstanding skill in service to schools and children, such as: creation of innovative and successful programs and services to meet the needs of students; inservicing, mentoring, and supervising school social workers and other school professionals.
- 3.09(5)(h)(v) Has received recognition by peers for outstanding performance.

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

- 3.09(5)(i)(i) Has demonstrated professional growth through professional leadership experiences and exceptional program development.
- 3.09(5)(i)(ii) Has demonstrated commitment through involvement in local, state, and national professional organizations.
- 3.09(5)(i)(iii) Has accepted additional responsibilities at the school, district, state, and national levels.
- 3.09(5)(i)(iv) Has published appropriate materials at the district, state, or national levels.
- 3.09(5)(i)(v) Has presented original research and materials at professional conferences.
- 3.09(5)(i)(vi) Has supervised practicum and internship students.
- 3.09(5)(i)(vii) Has mentored and supervised other speech/language pathologists.

3.10 Master Principal Certificate.

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

- 3.10(1) Holds a valid Professional Principal License.
- 3.10(2) Has displayed excellence and depth in all of the content and performance standards required for the Professional License.
- 3.10(3) Has demonstrated excellence on all performance standards and displays depth in all content knowledge. In addition, the master principal has modeled sustained commitment to improved student performance, to on-going systemic renewal, and to strengthening of the profession. The master principal has demonstrated superior performance through accomplishments having significant impact on the school's educational community.
 - 3.10(3)(a) The master principal must possess knowledge in the following areas:
 - 3.10(3)(a)(i) systemic renewal strategies
 - 3.10(3)(a)(ii) multiple models for school and district management
 - 3.10(3)(a)(iii) dynamic political and policy movements in the state
 - 3.10(3)(a)(iv) promising practices in the professional development of educational leaders
 - 3.10(3)(a)(v) leading research and writing on instructional strategies, student learning, assessment methodology, and supervisory techniques
 - 3.10(3)(a)(vi) how to capitalize on opportunities presented by diverse stakeholders
 - 3.10(3)(b) The master principal must demonstrate the s/he:
 - 3.10(3)(b)(i) creates a community of learners who focus on student performance
 - 3.10(3)(b)(ii) translates vision into program excellence
 - 3.10(3)(b)(iii) provides value added leadership to create an organization that has purpose, direction, and energy
 - 3.10(3)(b)(iv) implements programs in schools that result in sustained improvement in student performance
 - 3.10(3)(b)(v) integrates multiple instructional models to meet diverse learning needs of both students and adults in order to enhance student performance
 - 3.10(3)(b)(vi) imagines alternatives based on knowledge of best practices and creates those alternatives as a model for others
 - 3.10(3)(b)(vii) engages a diverse school community in sustained efforts for school improvement
 - 3.10(3)(b)(viii) influences and provides a model for the larger system (for example: the district, the state, etc.)
 - 3.10(3)(b)(ix) contributes to the development of the profession through mentoring, teaching, writing, etc.
- 3.10(4) Has demonstrated evidence of positive impacts on student performance at the building level.

3.10(5) Has contributed to the education community through service as a mentor, teacher, writer, researcher, or other service oriented activity.

3.11 Master Administrator Certificate.

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

3.11(1) Holds a valid Professional Administrator License.

3.11(2) Has displayed excellence and depth in all of the content and performance standards required for the Professional License.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.11(5) Has contributed to the education community through service as a mentor, teacher, writer, researcher, or other service oriented activity.

3.12 Alternative Teacher License.

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

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

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

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

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

3.12(3)(b) For secondary teachers by

3.12(3)(b)(i) 24 semester hours of course credit ~~with a minimum overall GPA of 2.6 as demonstrated through transcript evaluation~~, or

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

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

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

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

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

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

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

2260.5-R-4.00 Types of Authorizations.

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

4.01 Authorization: Adjunct Instructor.

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

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

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

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

4.02 Authorization: Intern.

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

4.03 Authorization: Emergency.

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

- 4.03(1) The emergency authorization may be issued to an applicant for one school year, when:
- 4.03(1)(a) a Colorado school district requests the emergency authorization, in order to employ a non-licensed teacher, principal, administrator, or special services provider.
 - 4.03(1)(b) the school district provides documented evidence of a demonstrated need for specific and essential educational services for students, which can be provided by the applicant, and which would, otherwise, be unavailable, due to a shortage of licensed educators with appropriate endorsements.
 - 4.03(1)(c) in the judgment of the Colorado State Board of Education,
 - 4.03(1)(c)(i) the employment of the non-licensed applicant is essential to the preservation of the district's instructional program, and,
 - 4.03(3)(c)(ii) the State Board of Education determines that the establishment of an alternative teacher preparation program by the local board of education, is not a practicable solution for resolution of the demonstrated shortage.
- 4.03(2) If in the judgment of the Colorado State Board of Education, there is adequate and appropriate documented evidence of continuing school district hardship, the Board may, consequently, renew and issue the emergency authorization, for one year only.
- 4.03(3) The employing school district may provide an induction program for applicants on an emergency authorization, as specified in sections 13.00 and 14.00 of these Rules.
- 4.03(3)(a) if an induction program was completed while holding such an authorization, it may be applied toward meeting the requirements for a Colorado professional educator license.
 - 4.03(3)(b) if an induction program was completed satisfactorily, and the requirements for a Colorado Initial Educator License have been completed by the applicant while holding an emergency authorization, the applicant may be issued a Professional License.

4.04 Authorization: Career and Technical Education.

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

- 4.04(1) A three-year Initial Career and Technical Education Authorization may be issued, by the Colorado Department of Education, to an applicant who:
- 4.04(1)(a) complies with all Colorado Department of Education authorization application requirements, including
 - 4.04(1)(b) evidence of the successful completion of required relevant training, occupational experience, and coursework.
- 4.04(2) A five-year professional career and technical education authorization may be issued to an applicant who holds an Initial career and technical education authorization.
- 4.04(3) A professional career and technical education authorization may be renewed for five-years, if the holder of the authorization completes the credential renewal requirements and presents a renewed professional credential application and appropriate fees to the Colorado Department of Education.

4.04(4) Post secondary CTE credentials are issued by the Colorado Community College System, and are governed by the Rules for the Administration of the Colorado Vocational Act, 8 CCR 1504-2.

4.05 Authorization: Substitute.

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

4.06 Authorization: Substitute (Five-Year)

May be issued to an applicant who:

4.06(1) holds a current valid teaching certificate, or a current valid educator license from another state, or

4.06(2) who has previously held a valid Colorado teaching certificate or license.

4.07 Authorization: Substitute (Three-Year)

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

4.08 Authorization: Substitute (One-Year)

May be issued to an applicant who:

4.08(1) holds a high school diploma, or its equivalent, as verified by the employing school district; and

4.08(2) who provides evidence of successful experience working with children or youth, as verified by the employing school district.

4.09 Renewal of Substitute Authorizations,

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

4.10 Authorization: Interim

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

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

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

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

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

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

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

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

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

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

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

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

4.11(2) The school speech-language pathology assistant is knowledgeable about communication processes and basic human communication, and is able to articulate:

4.11(2)(a) the anatomical/physiological, psychological, developmental, linguistic, and cultural bases of communication processes.

4.11(2)(b) communication disorders, including articulation, fluency, voice and resonance, receptive and expressive language, and language-based learning disabilities.

4.11(2)(c) hearing disorders and their impact on speech and language.

4.11(2)(d) cognitive and social aspects of communication disorders.

4.11(2)(e) communication modalities, including oral, written, manual, augmentative, and alternative communication techniques and assistive technologies.

4.11(2)(f) normal development of reading and writing in the context of the general education curriculum.

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

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

- 4.11(3)(a) use appropriate verbal and written language in interactions with children/students, teachers and related professionals.
- 4.11(3)(b) follow oral and written directions, including those in intervention plans, and:
 - 4.11(3)(b)(i) assist in the selection, preparation, and presentation of instructional and other related materials.
 - 4.11(3)(b)(ii) maintain documentation, accurately and concisely, and in a timely manner.
 - 4.11(3)(b)(iii) implement documented intervention plans, as developed by the supervising speech-language pathologist.
 - 4.11(3)(b)(iv) assist with clerical duties, as assigned by the supervising speech-language pathologist, including, but not limited to scheduling, safety/maintenance of supplies and equipment, and record keeping.
 - 4.11(3)(b)(v) collect data for quality improvement, including child/student performance data in classrooms or individual therapy settings.
 - 4.11(3)(b)(vi) record children/students status, with regard to established objectives, as stated in the intervention plans, and report information to the supervising speech-language pathologist.
- 4.11(3)(c) use constructive feedback from the supervising speech-language pathologist to adapt or modify interaction and/or intervention with children/students.
- 4.11(3)(d) provide consistent, discriminating, and meaningful feedback and reinforcement to the children/students.
- 4.11(3)(e) implement designated intervention goals/objectives, in specified sequence.
- 4.11(4) The SPL-A is knowledgeable about screening and assessment, though s/he may not perform standardized or non-standardized diagnostic tests, including, but not limited to: feeding evaluations, or interpret test results or counsel parents; and is able to:
 - 4.11(4)(a) assist the speech-language pathologist with speech-language and hearing screenings or assessments, without interpretation, and report results directly to the supervising speech-language pathologist.
 - 4.11(4)(b) assist with informal documentation, as directed by the speech-language pathologist.
 - 4.11(4)(c) provide descriptive behavioral observations that contribute to screening/assessment results, directly to the supervising speech-language pathologist.
 - 4.11(4)(d) support the speech-language pathologist in research projects, in-service training, and public relations programs, including child find activities.
- 4.11(5) The SPL-A is knowledgeable about ethical practice, and maintaining appropriate relationships with children/students, families, teachers and related service professionals, and is able to:
 - 4.11(5)(a) demonstrate respect for, and maintain the confidentiality of, information pertaining to students and their families.
 - 4.11(5)(b) behave in accordance with educational facility guidelines.

- 4.11(5)(c) articulate an awareness of student needs and respect for cultural values.
- 4.11(5)(d) direct student, family and educational professionals to the speech-language supervisor, for information regarding testing, intervention and referral.
- 4.11(5)(e) request assistance from the speech-language supervisor, as needed.
- 4.11(5)(f) manage time effectively and productively.
- 4.11(5)(g) recognize own professional limitations, and perform within boundaries of training and job responsibilities.

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

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

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

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

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

4.12 Authorization: Teacher in Residence

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

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

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

4.12(12)(a) Receive CDE approval for changes to program procedures and content to meet the requirements of current statute and rule.

4.12(12)(b) Refer to approved programs as two-year alternative teacher preparation programs.

4.13 Authorization: Temporary Educator Eligibility (TEE).

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

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

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

4.13(1)(b) the school district provides documented evidence of a demonstrated need for specific and essential educational services which can be provided by the applicant, but which

would be otherwise unavailable, to students, due to a shortage of licensed educators with appropriate endorsement(s).

4.13(2) A related or special services provider, who has met the minimum degree requirement necessary to practice in their profession, but who has not completed his/her national content exam, or school practicum may qualify for a TTE, under supervision of a professionally-licensed person in the same discipline.

4.13(3) The Temporary Educator Eligibility (TEE) Authorization is renewable ~~three~~ two times.

4.13(4) The applicant shall:

4.13(4)(a) be continuously enrolled in an approved or alternative preparation program leading to a bachelor's, or higher degree, from an accepted institution of higher education.

4.13(4)(b) be entered into an approved or alternative special education or special education director preparation program, offered by an accepted institution of higher education.

4.13(4)(c) [Expired 5/15/08 per Senate Bill 08-075]

4.13(5) The authorization shall remain in effect, contingent upon the applicant maintaining continuous progress toward completion of the approved preparation program-, but is only renewable ~~two~~ three times.

4.14 Authorization: Educational Interpreter.

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

4.14(1) shall provide documented evidence:

4.14(1)(a) of successful performance on the following professional skill assessments:

4.14(1)(a)(i) for sign language interpreters, a minimum score of 3.5 on the Educational Interpreter Performance Assessment (EIPA);

4.14(1)(a)(ii) for cued speech transliterators, satisfactory performance on a state or national assessment of transliterating skills;

4.14(1)(a)(iii) for oral interpreters, satisfactory performance on a state or national assessment of oral interpreting skills;

4.14(1)(b) of a passing score on the Educational Interpreter Performance Assessment (EIPA) written test, demonstrating content knowledge necessary to effectively interpret/transliterate, in an educational environment;

4.14(1)(c) of an associate's degree, in educational interpreting, or in a related educational field, effective, July 1, 2006. Interpreters with a valid authorization, but who do not hold an associate's or higher degree, will be allowed to continue employment without the associate's degree, as long as their authorization status does not lapse.

4.14(1)(d) of having met the requirements for authorization and having demonstrated the competencies specified below:

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

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

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

4.14(11) The educational interpreter is knowledgeable about meeting the language needs of student, and is able to:

- 4.14(11)(a) effectively communicate about spoken language and sign language development; the implications for each of these; and both, in the interpreting process.
- 4.14(11)(b) articulate the relationships between language and cognition, reading, and content areas, and the implications of each, for the interpreting process.
- 4.14(11)(c) demonstrate and explain the differences between commonly used sign language, between these, and sign systems, and the implications of the differences for the interpreting process.
- 4.14(11)(d) demonstrate an understanding of children's language acquisition and how language acquisition for deaf children compares/differs from that of children who are not deaf.
- 4.14(11)(e) monitor own sign language use, with regard to flexibility and adaptability necessary to match the student's preferred mode of communication, as designated on the IEP communication plan.

4.14(12) The educational interpreter is knowledgeable about meeting the speech needs of the student, and is able to:

- 4.14(12)(a) articulate and demonstrate normal speech development.
- 4.14(12)(b) communicate effectively about the development of speech characteristics, and speech in general, in students who are deaf or hard of hearing, and the implications of these in the interpreting process.
- 4.14(12)(c) demonstrate respect for differences in students and families; self-assess the effectiveness of interpreting, as based on the achievement of students; and pursue continuous professional development, through appropriate literature, activities, and coursework, and through participation in relevant professional organizations.

4.14(13) The Educational Interpreter Authorization shall be issued for five years and can be renewed by submitting documented evidence of four semester hours of professional development, or its equivalent in contact hours, in the content area of the Educational Interpreter Authorization.

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

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

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

4.16 Authorization: Adult Basic Education.

An adult basic education authorization shall be valid for five years from the date of issuance, and may be issued to an applicant who has an associate degree or higher and provides documented evidence of

adult basic education instruction training and experience, based upon successful completion of adult basic education authorization requirements.

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

4.17 Principal Authorization.

A Principal Authorization shall be valid for three years from date of issuance, and may be issued to a person who does not hold a Principal License, but who holds an earned baccalaureate or higher degree ~~with a minimum overall GPA of 2.6 from an accepted institution of higher education~~ and who is enrolled in an approved alternative principal preparation program;

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

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

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

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

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

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

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

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

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

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

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

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

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

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