DEPARTMENT OF EDUCATION

Colorado State Board of Education

RULES FOR THE ADMINISTRATION OF EDUCATOR LICENSE ENDORSEMENTS

1 CCR 301-101

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

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1.00 Statement of Basis and Purpose

The statutory basis for these rules is found in §§ 22-60.5-106 and 22-60.5-115, C.R.S. These rules establish the standards and criteria for the issuance of endorsements to licenses in subject areas or other areas of educational specialization for teachers, special services providers, principals and administrators.

2.00 General Licensing Regulations

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

2.01 Definitions

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

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

2.01(3) Approved induction program: A program of continuing professional development for initial license-holders that meets the requirements of the Colorado State Board of Education, and that upon completion leads to a recommendation for a professional license by the school district or districts, charter school, nonpublic school, or the institute providing such induction program.

2.01(4) Approved program of preparation: A program of study for the preparation of educators approved by the Colorado State Board of Education pursuant to § 22-60.5-121, C.R.S., and that, upon completion, leads to a recommendation for licensure by an accepted institution of higher education.

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

2.01(6) Charter school: A charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22 or a charter school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22.

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

2.01(8) Department of education or Department: The Colorado State Department of Education as defined in 24-1-115, C.R.S.

2.01(9) Diversity: The backgrounds of all students and school personnel.

2.01(10) Endorsement: The designation on a license or an authorization of grade level(s) or developmental level(s), subject matter or service specialization in accordance with the preparation, training and experience of the holder of such license or authorization. Endorsements typically reflect major areas of specialization.

2.01(11) Endorsement/specialty area: The sequence of courses and experiences in the academic or professional area that the education student plans to teach, for the grade level(s) or developmental level(s) at which the student plans to teach, and/or for the services that the student plans to provide. Examples of specialty areas include science (grades 7-12), elementary education (grades K-6), school counselor (ages birth-21), reading specialist (grades K-12) and physical education (grades K-12).

2.01(12) Institute: The state charter school institute created pursuant to section 22-30.5-503, C.R.S.

2.01(13) 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(14) Licensure: The official recognition by a state governmental agency that an individual has met state-mandated minimum requirements and is approved to practice as a duly certified/licensed educator in the state.

2.01(15) Mentor administrator: Any administrator who is designated by a school district or districts, charter school, nonpublic school, or the institute providing an approved induction program for initial administrator licensees, who has demonstrated outstanding administrative skills and school leadership and who can provide exemplary modeling and counseling to initial administrator license-holders participating in an approved induction program.

2.01(16) Mentor principal: Any principal who is designated by a school district or districts, charter school, nonpublic school, or the institute providing an approved induction program for initial principal license-holders, who has demonstrated outstanding principal skills and school leadership and who can provide exemplary modeling and counseling to initial principal license-holders participating in an approved induction program.

2.01(17) Mentor special services provider: any special services provider who is designated by a school district or districts, charter school, nonpublic school, or the institute providing an approved induction program for initial special services license-holders, who has demonstrated outstanding special services provider skills and school leadership and who can provide exemplary modeling and counseling to initial special services license-holders participating in an approved induction program.

2.01(18) Mentor teacher:

  2.01(18)(a) A teacher designated by a school district, charter school, or nonpublic school, employing an alternative teacher, who has demonstrated outstanding teaching and school leadership and who can provide exemplary modeling and counseling to alternative teachers participating in an alternative teacher program; or

  2.01(18)(b) Any teacher who is designated by a school district or districts, charter school, nonpublic school, or the institute providing an approved induction program for initial teacher license-holders, who has demonstrated outstanding teaching and school leadership and who can provide exemplary modeling and counseling to initial teacher license-holders participating in an approved induction program.   2.01(18)(c) A teacher does not need to hold a mentor teacher endorsement as described in Rule 4.24 in order to be designated by a school district or districts, charter school, nonpublic school or the institute as described in Rule 2.01(18)(a) and 2.01(18)(b).

2.01(19) Nonpublic School: Any independent or parochial school that provides a basic academic education. Neither the State Board of Education nor any local school board of education has jurisdiction over the internal affairs of any independent or parochial school in Colorado.

2.01 (20) 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(21) Principal: Any person who is employed as the chief executive officer or an assistant chief executive officer of any school in the state and who administers, directs or supervises the education instruction program in such school or nonpublic school.

2.01(22) Professional education unit: The college, university, school, department or other administrative body within the institution of higher education that is primarily responsible for the preparation of teachers and other professional education personnel.

2.01(23) School: Any of the public schools of the state.

2.01(24) 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(25) Special services provider: Any person other than a teacher, principal or administrator who is employed by any school district, charter school, nonpublic school, or the institute to provide professional services to students in direct support of the education instructional program.

2.01(26) State Board of Education: The State Board of Education established by Section 1 of Article IX of the Constitution of the State of Colorado.

2.01(27) 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(28) Teacher: Any person employed to instruct students in any school or nonpublic school in the state.

3.00   Endorsement of Licenses or Authorization.

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

3.01   Initial Endorsements.

3.01(1) Initial endorsements must be based upon:

   3.01(1)(a) recommendation by a Colorado accepted institution of higher education verifying the satisfactory completion of an approved program for the endorsement; or

   3.01(1)(b) recommendation by an accepted out-of-state institution of higher education and compliance with rule 2.03(3) of 1 CCR 301-37 or

   3.01(1)(c) evaluation of licenses issued upon foreign degree programs for comparability to Colorado's standards; and

   3.01(1)(d) fulfilling the requirements outlined below:

      3.01(1)(d)(i) for an elementary education endorsement (grades K-6), passage of a Colorado State Board of Education-approved elementary education content test.

      3.01(1)(d)(ii) for a special education generalist endorsement (ages 5 -21):

         3.01(1)(d)(ii)(A) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the Department of Education through a transcript or portfolio review. The portfolio may include, but is not limited to, verification of teaching experience in the requested endorsement area, experiences outside of schools, in-service or continuing education, standardized assessments and recommendations from experts in the endorsement/specialty area to be taught. Such academic credit and portfolio experiences must be consistent with the content preparation requirements in the appropriate endorsement area found in section 4.00 of these rules; and

         3.01(1)(d)(ii)(B) passage of the Colorado State Board of Education-approved special education generalist assessment and passage of a Colorado State Board of Education-approved elementary exam.

      3.01(1)(d)(iii) for secondary (grades 7-12) and all K-12 and endorsement areas for ages birth-8:

         3.01(1)(d)(iii)(A) a degree in the endorsement area; or

         3.01(1)(d)(iii)(B) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the Department of Education through a transcript or portfolio review. The portfolio may include, but is not limited to, verification of teaching experience in the requested endorsement area, experiences outside of schools, in-service or continuing education, standardized assessments, and recommendations from experts in the endorsement/specialty area to be taught. Such academic credit and portfolio experiences must be consistent with the content preparation requirements in the appropriate endorsement area found in section 4.00 of these rules; or

3.01(1)(d)(iii)(C) passage of the Colorado State Board of Education-approved assessment of content area knowledge relevant to the area of endorsement.

3.02 Additional Endorsements

Second or subsequent endorsements may be awarded by the Department based upon one of the following:

3.02(1) the completion of an approved program of preparation at an accepted institution of higher education, which includes completion of field experiences, student teaching or practicum or internship, unless waived by the approved institution pursuant to the following:

3.02(1)(a) a waiver of field experience, student teaching, practicum or internship may be granted upon verification of satisfactory experience in the area of endorsement being sought. Waivers of coursework or other program requirements may also be granted for work experience, including teaching or administrative experience in schools.

3.02(1)(b) institutions of higher education must have written criteria, procedures and due-process procedures for the recognition of competencies acquired through experience. Such criteria and due-process procedures must include a process for appealing the denial of a request for waiver of field experience, student teaching, practicum, internship or other coursework or program requirements.

3.02(1)(c) applicants who complete approved programs for additional endorsements must provide evidence of successful completion of the Colorado State Board of Education–approved assessment of content area knowledge in the endorsement area being sought where required.

3.02(2) academic preparation, experience or assessment for endorsements in section 4.00 of these rules:

3.02(2)(a) for elementary education endorsement (grades K-6):

3.02(2)(a)(i) passage of a Colorado State Board of Education-approved elementary content test.

3.02(2)(b) for a special education generalist endorsement (ages 5-21):

3.02(2)(b)(i) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the Department of Education through a transcript or portfolio review. The portfolio may include, but is not limited to, verification of teaching experience in the requested endorsement area, experiences outside of schools, in-service or continuing education, standardized assessments, and recommendations from experts in the endorsement/specialty area to be taught. Such academic credit and portfolio experiences must be consistent with the content preparation requirements in the appropriate endorsement area found in section 4.00 of these rules; and

3.02(2)(b)(ii) passage of the Colorado State Board of Education-approved special education generalist assessment and passage of a Colorado State Board of Education-approved elementary education exam.

3.02(2)(c) for secondary (grades 7-12) and all K-12 and endorsements areas for ages birth-8:

3.02(2)(c)(i) a degree in the endorsement area; or

3.02(2)(c)(ii) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the Department of Education through a transcript or portfolio review. The portfolio may include but is not limited to verification of teaching experience in the requested endorsement area, experiences outside of schools, in-service or continuing education, standardized assessments, and recommendations from experts in the endorsement/specialty area to be taught. Such academic credit and portfolio experiences must be consistent with the content preparation requirements in the appropriate endorsement area found in section 4.00 of these rules; or

3.02(2)(c)(iii) passage of the Colorado State Board of Education-approved assessment of content area knowledge relevant to the area of endorsement.

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

3.03(1) The Colorado State Board of Education may establish by rule and regulation appropriate endorsements and the criteria for such endorsements.

3.03(2) The Department must utilize appropriate content area representatives from among the education community and interested stakeholders to develop recommendations for consideration by the State Board of Education with regard to the adoption of new endorsement areas or the discontinuance of endorsement areas that are no longer relevant or applicable to student needs.

3.03(3) In the event that the State Board of Education discontinues an endorsement that was previously offered, students who at the time of discontinuance are actively enrolled in a program for the discontinued endorsement must have five years from the date that the endorsement is discontinued to complete their program and apply to the Colorado Department of Education for the endorsement.

3.03(4) Applicants will have a maximum of five years from the date of a discontinued content assessment to use the successful content assessment scores for fulfillment of an endorsement criteria.

3.04   Review of License and Endorsement Standards

3.04(1) Pursuant to section 22-2-109(1)(g)-(i), C.R.S., the standards of qualification, preparation and experience required for the issuance of licenses and which prescribe standards for endorsements appropriate for licenses must be reviewed periodically for currency.

3.04(1)(a) The Colorado State Board of Education must establish a schedule for review of licensing/endorsement standards.

3.04(1)(b) The Colorado Department of Education must utilize representatives from all levels of education when reviewing and developing licensing endorsement standards.

4.00   Teaching Endorsements

The following shall serve as standards for endorsements on initial and professional teacher licenses:

4.01   Early Childhood Education (Ages Birth-8)

To be endorsed in early childhood education (ECE), an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in early childhood education; have demonstrated competency in research-based literacy instruction as outlined in rule 4.02(5) – 4.02(13) and evidence-informed practices in mathematics as outlined in rule 4.02(14) – 4.02(16); and have demonstrated the competencies specified below:

4.01(1) Child growth and development: Understanding a child's growth, development and learning is paramount in providing experiences that foster each child's predictable steps and sequences of development. Knowing how children typically grow, develop and learn allows early childhood educators to plan, guide and monitor learning experiences that address the integration of developmental domains for each and every child. Developmentally appropriate learning experiences consider a child's developmental abilities, temperament, language and cultural background, needs and learning styles while recognizing factors such as family characteristics and community influences. Fully understanding the importance of child growth, development and learning means all children are valued individually and inclusivity is expected and respected.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.01(4) Guidance: Incorporating responsive guidance strategies into an early childhood program provides opportunities for establishing secure, interpersonal peer-to-peer, adult-to-child and adult-to adult relationships. Developmentally appropriate guidance strategies help children to better understand themselves as individuals and as members of a group. A warm and caring, culturally and linguistically responsive environment in which staff consistently use a variety of evidence-based

guidance strategies helps children and families feel respected, valued and accepted. Creating an inclusive and supportive culture is fostered through providing both individual and group guidance strategies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.02   Elementary Education (Grades K-6)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.02(7)(a) understanding the differences among screening, diagnostic, outcome and progress monitoring assessments.

4.02(7)(b) understanding basic principles of test construction including reliability, validity, norm-referencing and criterion-referencing.

4.02(7)(c) understanding the principles of progress monitoring and the use of graphs to indicate progress.

4.02(7)(d) knowing the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing.

4.02(7)(e) recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.

4.02(7)(f) interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations.

4.02(8) The elementary educator is able to develop phonology, and is able to:

4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the goal of any phonological teaching activity.

4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).

4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds.

4.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal.

4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.

4.02(8)(f) understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.

4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:

4.02(9)(a) knowing or recognizing the appropriate sequence of phonics concepts from basic to advanced.

4.02(9)(b) understanding principles of explicit and direct teaching; model, lead, give guided practice and review.

4.02(9)(c) stating the rationale for multisensory and multimodal techniques.

4.02(9)(d) knowing the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing.

4.02(9)(e) understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed.

4.02(10) The elementary educator is able to develop fluent, automatic reading of text:

4.02(10)(a) understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read.

4.02(10)(b) understanding reading fluency as a stage of normal reading development, as the primary symptom of some reading disorders and as a consequence of practice and instruction.

4.02(10)(c) defining and identifying examples of text at a student's frustration, instructional and independent reading level.

4.02(10)(d) knowing sources of activities for building fluency in component reading skills.

4.02(10)(e) knowing which instructional activities and approaches are most likely to improve fluency outcomes.

4.02(10)(f) understanding techniques to enhance a student's motivation to read.

4.02(10)(g) understanding appropriate uses of assistive technology for students with serious limitations in reading fluency.

4.02(10)(h) understand the relationship between accuracy and reading fluency.

4.02(11) The elementary educator is knowledgeable about vocabulary development related to reading instruction including:

4.02(11)(a) understanding the role of vocabulary development and vocabulary knowledge in comprehension.

4.02(11)(b) understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.

4.02(11)(c) knowing varied techniques for vocabulary instruction before, during and after reading.

4.02(11)(d) understanding that word knowledge is multifaceted.

4.02(11)(e) understanding the sources of wide differences in students' vocabularies.

4.02(12) The elementary educator is able to develop text comprehension including:

4.02(12)(a) being familiar with teaching strategies that are appropriate before, during and after reading and that promote reflective reading.

4.02(12)(b) contrasting the characteristics of major text genres, including narration, exposition and argumentation.

4.02(12)(c) understanding the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.

4.02(12)(d) identifying in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension.

4.02(12)(e) understanding levels of comprehension including the surface code, text base and mental model (situation model).

4.02(12)(f) understanding factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.

4.02(13) The elementary educator is able to develop handwriting, spelling and written expression:

4.02(13)(a) handwriting:

4.02(13)(a)(i) knowing research-based principles for teaching letter naming and letter formation, both manuscript and cursive; and

4.02(13)(a)(ii) knowing techniques for teaching handwriting fluency.

4.02(13)(b) spelling:

4.02(13)(b)(i) recognizing and explaining the relationship between transcription skills and written expression;

4.02(13)(b)(ii) identifying students' level of spelling development and orthographic knowledge; and

4.02(13)(b)(iii) recognizing and explaining the influences of phonological, orthographic, and morphemic knowledge on spelling.

4.02(13)(c) written expression:

4.02(13)(c)(i) understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);

4.02(13)(c)(ii) knowing grade and developmental expectation for students' writing in the following areas: mechanics and conventions of writing, composition, revision and editing processes; and

4.02(13)(c)(iii) understanding appropriate uses of assistive technology in written expression.

4.02(14) The elementary educator is knowledgeable about mathematics concepts and able to articulate these concepts as well as concepts that precede and that follow the content they teach, regarding:

4.02(14)(a) counting and cardinality, including:

4.02(14)(a)(i) perceptual and conceptual subitizing, counting and matching, and how these skills are related and developed.

4.02(14)(b) numbers and operations in base ten, including:

4.02(14)(b)(i) the comparison of quantities and less-than and greater-than relationships as an early step toward decomposing and composing numbers in ways that are necessary in common arithmetic procedures;

4.02(14)(b)(ii) the importance of the benchmarks of 5 and 10 as support for seeing numbers as combinations of other numbers;

4.02(14)(b)(iii) that computation includes mental computation, estimation strategies, invented and standard algorithms;

4.02(14)(b)(iv) how efficient base-ten computation methods rely on decomposing numbers and applying properties of operations to decompose the calculation into parts;

4.02(14)(b)(v) how to interpret multiple meanings of fractions, including part-whole relationships, measures, locations on a number line, quotients, ratios and operators; and

4.02(14)(b)(vi) the unit as a foundational concept, especially as it is fundamental to the interpretation of rational numbers.

4.02(14)(c) operations and algebraic thinking, including:

4.02(14)(c)(i) the varied arithmetic problem types such as joining, separating and comparing problems with different parts of a problem situation unknown;

4.02(14)(c)(ii) that the equal sign denotes that two expressions have the same value, avoiding the common misconception of the equal sign as an indication that the answer comes next;

4.02(14)(c)(iii) the rationale behind equivalent fractions and operations with fractions, and how the concept of equivalence supports early algebraic thinking; and

4.02(14)(c)(iv) how to translate and contextualize symbolic representations of phenomena as well as notice mathematical relations and patterns within real-life and problem contexts.

4.02(14)(d) geometry and measurement, including:

4.02(14)(d)(i) how the relationships between parts of two-dimensional shapes define and describe circles, triangles, rectangles, squares, rhombuses, trapezoids, hexagons and other polygons;

4.02(14)(d)(ii) how the relationships between three-dimensional shapes define and describe cubes, prisms, cylinders, pyramids, cones and spheres;

4.02(14)(d)(iii) how the composition and decomposition of shapes underlies the understanding of fractions, coordinate geometry, area measurement and volume; and

4.02(14)(d)(iv) how determining an object's size relates to both the object's measurable geometric attributes and the choice of unit needed to quantify that attribute.

4.02(14)(e) data analysis, including:

4.02(14)(e)(i) that the foundations of statistical reasoning begin with collecting and organizing data to answer a question about our world and then examining the variability of that situation;

4.02(14)(e)(ii) that number and measurement are central to categorizing and understanding data, and data analysis provides a context in which number and measurement are used; and

4.02(14)(e)(iii) how to use data displays to ask and answer questions about data, including the mean, median, interquartile range, and mean absolute deviation, and use these measures to compare data sets.

4.02(15) The elementary educator is knowledgeable of the eight common standards for mathematical practice, including:

4.02(15)(a) engaging in appropriate mathematical processes and practices and supporting students in doing the same; and

4.02(15)(b) exhibiting productive mathematical dispositions toward the teaching and learning of

mathematics to support students' sense making, understanding and reasoning.

4.02(16) The elementary educator is knowledgeable about mathematics-specific pedagogy and practices, including:

4.02(16)(a) analyzing the mathematical content of curriculum, including the learning trajectories for key mathematical topics and how they connect to foundational frameworks related to standards, curriculum, and assessment;

4.02(16)(b) using research evidenced core set of pedagogical practices that are effective for developing students' meaningful learning of mathematics;

4.02(16)(c) using mathematical tools and technology, such as physical models and mathematical representations, that are designed to support mathematical reasoning and sensemaking;

4.02(16)(d) understanding students as learners of mathematics, including students' mathematical knowledge, skills and dispositions; and

4.02(16)(e) identifying and utilizing acceleration and intervention strategies to help students who are below grade level or struggling in mathematics, children with disabilities, and students who are English language learners.

4.02(17) The elementary educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

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

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

4.03(1) The agriculture, food and renewable natural resources educator must have extensive preparation in agriculture, food and renewable natural resources and demonstrate knowledge in related content including, but not limited to, animal sciences; power, structural and technical systems; plant sciences; agribusiness systems; environmental science and natural resource systems; and food products and processing.

4.03(1)(a) The agriculture, food and renewable natural resources educator must be knowledgeable and able to effectively instruct students about one or more of the following content areas:

4.03(1)(a)(i) animal sciences to include, but not be limited to: trends in the animal industry, best practices for animal welfare, nutrition, reproduction, environmental management and performance;

4.03(1)(a)(ii) agricultural power, structural and technical systems to include, but not be limited to: physical science applications in agriculture PST systems; equipment operation, repair and maintenance; planning, building and maintaining agriculture structures; agricultural metal fabrication; and operation and utilization of geospatial technologies in agriculture;

4.03(1)(a)(iii) plant systems to include, but not be limited to: crop management planning; plant anatomy, classification and philosophy; propagation, culture and harvest of plant products; and principles of design in plant systems for environmental enhancement;

4.03(1)(a)(iv) agricultural business systems to include, but not be limited to: business management principles; financial and production data collection and recording; credit and cash management; business planning; and sales and marketing;

4.03(1)(a)(v) environmental science and natural resources to include, but not be limited to: natural resources use planning; interrelationships between natural resources and humans; sustainable production and use of natural resources; environmental analytical procedures; tools and equipment; environmental policies and regulations; and environmental service systems; and

4.03(1)(a)(vi) food products and processing to include, but not be limited to: food safety, sanitation and practices; food nutrition; biology, microbiology and chemistry; food processes, storage, distribution and consumption; and food industry scope and development.

4.03(1)(b) The agriculture, food and renewable natural resources educator is knowledgeable about and able to:

4.03(1)(b)(i) ensure that students' work reflects industry standards and that students remain aware of current issues in the field;

4.03(1)(b)(ii) maintain an active advisory committee(s) composed of local business/industry representatives to assure that implementation of the curriculum accurately reflects current industry conditions and standards, and to serve as a resource for the placement of students;

4.03(1)(b)(iii) acquire and allocate supplementary fiscal and human resources, as needed, from and within the school, community and industry;

4.03(1)(b)(iv) provide experiences in simulated or real workplace environments that can provide students with appropriate and applicable firsthand experience to enable them to make career decisions based on a knowledgeable perspective;

4.03(1)(b)(v) provide students with a wide variety of opportunities to gain experience with and be able to exercise initiative in applying the skills and abilities of organizational management and leadership, public speaking and parliamentary procedure, and to earn awards and recognition through participation in student vocational and community service organizations;

4.03(1)(b)(vi) provide students with the ability to evaluate, select, adapt and apply technology as needed;

4.03(1)(b)(vii) incorporate and reinforce practical applications of core content knowledge, skills and abilities in simulated or real-world situations and by coordinating instruction with other educational staff;

4.03(1)(b)(viii) present and discuss controversial issues related to agriculture and renewable resources in the instructional setting with clarity and without bias; and

4.03(1)(b)(ix) maintain a safe, well-equipped and well-maintained learning environment and instruct students in the safe and appropriate use, care and maintenance of tools, equipment and applicable substances and materials.

4.03(2) The agriculture, food and renewable resources educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.04   Visual Arts (Grades K-12)

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

4.04(1) The visual arts educator is knowledgeable about and able to instruct students in:

4.04(1)(a) determining and interpreting meaning in works of art.

4.04(1)(b) creating personal meaning in art.

4.04(1)(c) identifying the variety of viewpoints and philosophies behind works of art.

4.04(2) The visual arts educator is able to effectively inform students about the terminology and facets of art inherent in their own and other works of art including, but not limited to:

4.04(2)(a) the vocabulary and critical language of arts discourse around relevant art processes.

4.04(2)(b) the expressive features and characteristics of art.

4.04(2)(c) the ability to create multiple solutions to visual arts problems.

4.04(3) The visual arts educator is able to effectively instruct students regarding:

4.04(3)(a) the preparation, research, safety, interrelationships, processes and materials applicable to areas of specialization in art including, but not limited to:

4.04(3)(a)(i) drawing, painting, sculpture, photography, printmaking, fibers, ceramics, jewelry, crafts and media arts; and

4.04(3)(a)(ii) appropriate hands-on art experiences taught in a curriculum designed around the state standards and focused on developing cognitive and manipulative skills.

4.04(4) The visual arts educator is able to teach students about the history of art including that in contemporary and past cultures, with an emphasis on:

4.04(4)(a) the contributions of the arts to the development of civilization and culture.

4.04(4)(b) the relationship of the arts to the culture/society in which they originated.

4.04(4)(c) the influence of the arts on subsequent and current culture(s).

4.04(4)(d) how the arts are an academic discipline that can relate, connect and transfer to a multitude of life experiences, subjects and disciplines such as math; science; reading, writing and communicating; and social studies.

4.04(5) The visual arts educator is able to instruct students on the objective and subjective evaluation and critique of art, and how to:

4.04(5)(a) formulate and articulate judgments about works of art based on objective and subjective rationale.

4.04(5)(b) engage in knowledgeable discourse about aesthetics, including the purpose and value of art to the individual and society, from a variety of philosophical stances.

4.04(6) The visual arts educator shall provide students with motivation and encouragement to pursue appropriate forms of self-expression in the visual and other arts.

4.04(7) The visual arts educator shall promote more advanced instruction where appropriate.

4.04(8) The visual arts educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.05   Business and Marketing (Grades 7-12)

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

4.05(1) The business/marketing educator must have extensive preparation in business and marketing and be knowledgeable about and able to effectively instruct students in the following content areas:

4.05(1)(a) economics, labor market conditions and micro- and macro-economic factors of a domestic and global economy.

4.05(1)(b) technology and its appropriate applications.

4.05(1)(c) information management.

4.05(1)(d) accounting and finance including the basic functions of auditing, banking, investments, taxation, insurance and risk taking.

4.05(1)(e) personnel policies and human resource management including hiring, staff development, compensation and employee relations.

4.05(1)(f) business communications including the use of technology, written communication and presentation skills.

4.05(1)(g) business law, sales contracts, consumer law, employment (including personnel policies and practices), business organization and related matters.

4.05(1)(h) legislation as it affects business and/or marketing fields and issues.

4.05(1)(i) business and marketing ethics.

4.05(1)(j) new and traditional business and/or marketing options, as related to career skills and abilities and career development.

4.05(1)(k) marketing principles and practices of buyer analysis including, but not limited to, development and distribution of products and services.

4.05(2) The business/marketing educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.06 (Rule Number Reserved.)

4.07 Drama Theatre Arts (Grades K-12)

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

4.07(1) The drama theatre arts educator is knowledgeable about the content and creative processes of drama theatre arts and is able to instruct students about:

4.07(1)(a) historical and cultural context including, but not limited to, global theatrical styles, techniques and traditions over time and acknowledging drama theatre arts in society as creative, expressive, communicable and social.

4.07(1)(b) a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical design, and uses of drama and theatre arts.

4.07(1)(c) skillful use of drama theatre arts literacy in students, demonstrating ways to read, write and communicate using the language of drama theatre arts.

4.07(1)(d) informed demonstration and identification of a variety of techniques and styles of drama theatre arts with confidence, expression, accuracy and intent.

4.07(1)(e) approaches to design, write, problem-solve and innovate to find their own unique dramatic voice.

4.07(2) The drama theatre arts educator is able to instruct, effectively demonstrate and provide experiences for students in various areas of drama theatre arts pedagogical theory and practice including, but not limited to:

4.07(2)(a) determining and interpreting meaning in dramatic works.

4.07(2)(b) methods of teaching drama theatre arts to students, as age and grade appropriate, and to other educators, as related but not limited to direction and selection of dramatic or theatrical subject matter; communication of ideas through drama and/or theatre; distinguishing theatrical forms and styles; creation of a variety of dramatic and/or theatrical works, employing skills related to dramatic and/or theatrical performances; evaluation of dramatic and/or theatrical works; and relating drama theatre arts to diverse cultures.

4.07(2)(c) knowledge and method of how drama theatre arts relates, informs, connects and transfers to other subjects and disciplines.

4.07(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including critically responding to dramatic and/or theatrical works, the ability to create dramatic and/or theatrical works; and the ability to perform in a variety of dramatic and/or theatrical works.

4.07(3) The drama theatre arts educator shall facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about drama theatre arts, including the personal pursuit of further experience in drama theatre arts.

4.07(4) The drama theatre arts educator shall self-assess and act upon feedback regarding the effectiveness of instruction, based on the achievement of students, and pursue continuous professional development through appropriate activities and coursework and through participation in relevant professional organizations.

4.08   Computer Science (Grades K-12)

To be endorsed in computer science, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program, including prescribed field experience and student teaching requirements; have completed an approved program in computer science with a concentration in one or more of the content areas outlined in section 4.08(3) of these rules; and have demonstrated the competencies below:

4.08(1) The computer science teacher is knowledgeable about and able to demonstrate:

4.08(1)(a) computational thinking and concepts of programming, including:

4.08(1)(a)(i) problem-solving skills, variables and control structures, abstraction and algorithms;

4.08(1)(a)(ii) code comments, pseudocode, flowcharts and other documentation; and

4.08(1)(a)(iii) testing and debugging;

4.08(1)(b) hardware and software systems, including:

4.08(1)(b)(i) inputs and outputs;

4.08(1)(b)(ii) storage and the process of the transformation of data;

4.08(1)(b)(iii) specific functions and use of hardware; and

4.08(1)(b)(iv) troubleshooting problems;

4.08(1)(c) internet and network systems, including:

4.08(1)(c)(i) the internet's role as facilitator of the transfer of information;

4.08(1)(c)(ii) a network as a series of interconnected devices and the internet as a series of interconnected networks; and

4.08(1)(c)(iii) basic internet safety;

4.08(1)(d) how to collect, store, transform, analyze, evaluate and secure data; and

4.08(1)(e) the impacts of computing, including:

4.08(1)(e)(i) the interaction between human and computing systems;

4.08(1)(e)(ii) the history of computer science;

4.08(1)(e)(iii) equity and access considerations;

4.08(1)(e)(iv) laws and ethics associated with the field of computer science and the ramifications of the misuse of technology; and

4.08(1)(e)(v) tradeoffs between usability and security in hardware, networks and the internet.

4.08(2) The computer science educator is able to:

4.08(2)(a) create and foster an engaging environment in which all students develop the requisite computer science skills to participate more fully in a technologically based collaborative society;

4.08(2)(b) analyze and evaluate computer science curricula to ensure age- and grade-appropriate content;

4.08(2)(c) effectively integrate technology into instructional and assessment strategies, as appropriate to computer science education and the learner;

4.08(2)(d) perform laboratory-based, hands-on activities, including unplugged activities, block-based programming and third-generation programming language, that demonstrate grade-appropriate programming concepts and proficiency; and

4.08(2)(e) implement instructional practices and grade-appropriate applications on the interrelationships between the field of computer science and disparate content areas to:

4.08(2)(e)(i) make concrete and abstract representations; and

4.08(2)(e)(ii) connect computer science with real-world situations.

4.08(3) The computer science educator is knowledgeable and able to effectively instruct students about:

4.08(3)(a) artificial intelligence;

4.08(3)(b) computational sciences;

4.08(3)(c) computer programming;

4.08(3)(d) cybersecurity;

4.08(3)(e) data science;

4.08(3)(f) hardware and network systems;

4.08(3)(g) machine learning; and

4.08(3)(h) robotics.

4.08(4) The computer science educator is knowledgeable about the specific shifts in general instruction practices required for computer science education and is able to help students:

4.08(4)(a) develop resilience and perseverance with regard to computer science and computational learning experiences;

4.08(4)(b) attain a level of comfort with ambiguity and open-ended problems;

4.08(4)(c) see failure as an opportunity to learn and innovate;

4.08(4)(d) understand that computational thinking is a fundamental human ability and does not require a computer, and how that understanding can leverage the power of computers to solve a problem;

4.08(4)(e) recognize that not all problems can be solved computationally; and

4.08(4)(f) understand the role and importance of cybersecurity.

4.08(5) The computer science educator shall self-assess and act upon feedback regarding the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations to keep abreast of the ever-changing developments in technology.

4.09 English Language Arts (Grades 7-12)

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

4.09(1) The English language arts educator is knowledgeable about the content of the English language arts and is able to develop English language arts skills in students based on an applicable understanding of the history and structure of the English language including, but not limited to, the impact of literary and psycholinguistic, sociolinguistic, cultural, familial and other relevant factors, and is able to:

4.09(1)(a) articulate to students an understanding of the relationships between the English language arts and their applications including, but not limited to, reading, writing, speaking, listening and viewing.

4.09(1)(b) select, adapt and create resources, instructional materials and coursework which provide students at all academic levels with:

4.09(1)(b)(i) multiple and varied ways of reinforcing and adding to English language skills development;

4.09(1)(b)(ii) opportunities to gain an understanding and appreciation of the history, structure and evolving nature of the English language;

4.09(1)(b)(iii) the ability to use appropriate variations in language depending on purpose and audience; and

4.09(1)(b)(iv) the ability to use standard English language (e.g., usage, grammar, spelling and syntax) when communicating with and understanding others in a variety of formal and informal situations.

4.09(2) The English language arts educator is knowledgeable about literature written for adolescents and adults and is able to strategically and with intention present to students an age-appropriate selection of a wide and balanced variety of literary works, authors and genres including, but not limited to:

4.09(2)(a) traditional and contemporary literature, including young adult literature, representing a range of cultures and viewpoints from the United States and other countries.

4.09(2)(b) works of literary theory and literary criticism.

4.09(3) The English language arts educator is knowledgeable about appropriate, varied and high-quality literature which can demonstrate to students that literature is central to the humanities and provides a shared reference point from which questions of values, attitudes and beliefs can be explored, and is able to present opportunities for students to:

4.09(3)(a) learn to enjoy and appreciate literature.

4.09(3)(b) gain a critical understanding of a wide variety of literary types, styles and themes – both fiction and non-fiction.

4.09(3)(c) explore, analyze, interpret and evaluate literature.

4.09(3)(d) demonstrate their comprehension of texts in a variety of forms of literature and writings.

4.09(3)(e) use a range of written and oral, formal and informal means of responding to literature.

4.09(3)(f) gain an appreciation of literature that reflects the breadth and diversity of the human experience which serves as a mirror of their own experiences as well as a window into the experiences and perspectives of others.

4.09(4) The English language arts educator is knowledgeable about developing students' abilities to read strategically and is able to instruct them about skills related, but not limited to:

4.09(4)(a) analyzing, identifying and clarifying the meaning of texts.

4.09(4)(b) comprehending, interpreting and evaluating texts.

4.09(4)(c) choosing reading materials with increasing sophistication and complexity.

4.09(4)(d) understanding the synergistic relationship between reading and writing.

4.09(5) The English language arts educator is knowledgeable about a wide range of readings, from fiction and non-fiction print literature to non-print texts; classical literary genres to those in popular culture; and traditional to contemporary works, and is able to teach students the skills and abilities to:

4.09(5)(a) make sound choices for individual reading.

4.09(5)(b) read independently for pleasure, learning and research.

4.09(5)(c) develop individual strategies for reading and comprehending texts.

4.09(5)(e) ask strategic questions, predict, infer, paraphrase and summarize what is read.

4.09(5)(f) use a range of strategies to read with a critical eye to discern the craft of the written piece, rhetorical strategies, authorial intent and literary technique.

4.09(5)(g) compare the development of themes, concepts and authors' writing styles by analyzing a variety of literary works.

4.09(6) The English language arts educator is knowledgeable about written communication and able to develop skills and abilities including, but not limited to:

4.09(6)(a) effective composition for different purposes and audiences, in a variety of ways and through a variety of genres.

4.09(6)(b) effective writing processes (e.g., planning, drafting, revising, proofreading, editing and publishing).

4.09(6)(c) effective use of the rules of written language.

4.09(6)(d) appropriate and effective thinking skills (e.g., problem-solving, analysis, synthesis, evaluation, etc.) to craft written work.

4.09(7) The English language arts educator is knowledgeable about oral communication and is able to develop appropriate student usage thereof including, but not limited to:

4.09(7)(a) employing communication strategies for different purposes and audiences in a variety of formats.

4.09(7)(b) utilizing appropriate oral communication processes (e.g., research, organization, presentation and incorporation of feedback).

4.09(7)(c) applying elements of effective communication (e.g., clarity of thought and speech, appropriateness of language, effective use of voice and articulation, and listening skills).

4.09(7)(d) employing listening and speaking as complementary processes.

4.09(8) The English language arts educator is knowledgeable about instructional strategies and is able to instruct so that students develop an appropriate vocabulary consisting of academic language as well as real-world language, and so that students are able to use written and oral language for a variety of communication purposes, by providing them with opportunities to:

4.09(8)(a) practice and gain proficiency in the art of written and oral communication for a variety of purposes and audiences.

4.09(8)(b) reinforce writing and speaking skills to underscore their importance in learning and communicating.

4.09(8)(c) experience thoughtful guided discourse that allows the practice of a variety of communication strategies.

4.09(8)(d) be evaluated on oral presentations and written work based upon a prearranged, clearly defined set of criteria that provides fair, consistent and constructive feedback for improvement.

4.09(9) The English language arts educator is knowledgeable about visual communication and information processes and is able to instruct students about:

    4.09(9)(a) active and constructive viewing and the visual representation of ideas to assure clear understanding of what is intended.

    4.09(9)(b) critically evaluating information, media and technology.

    4.09(9)(c) utilizing technological resources for the access, selection and application of relevant information.

    4.09(9)(d) identifying the influence of mode and style on representation of content.

    4.09(9)(e) identifying relevant research for various purposes and materials.

4.09(10) The English language arts educator is knowledgeable about technology and media and is able to incorporate them into classroom use and instruction so that students become familiar with visual communication and information processes and are able to:

    4.09(10)(a) acquire knowledge through the use of a variety of strategies, resources, processes and technologies.

    4.09(10)(b) judge the quality, usefulness and appropriateness of media and technology presentations.

    4.09(10)(c) use multi-media technology to communicate their own ideas in a variety of ways.

    4.09(10)(d) identify visual and electronic texts as significant components of the English language arts and be able to select, analyze and evaluate them based on need or usefulness.

4.09(11) The English language arts educator is knowledgeable about student assessments and is able to:

    4.09(11)(a) develop a variety of ways students may demonstrate mastery appropriate to the English language arts classroom.

    4.09(11)(b) articulate the relationship between standards, assessments, curricula and classroom instructional strategies.

    4.09(11)(c) analyze and incorporate assessment data:

        4.09(11)(c)(i) into the planning for individual and group instruction; and

        4.09(11)(c)(ii) into the diagnosis of individual student and group needs to increase and/or enhance achievement including, but not limited to, remediation or acceleration.

    4.09(11)(d) incorporate a range of clearly identified, useful, appropriate, fair and equitable assessment methods to provide students:

        4.09(11)(d)(i) feedback, guidance and instruction to increase their proficiency in reading, writing, speaking and listening;

        4.09(11)(d)(ii) multiple opportunities to create products which demonstrate competence in communication through a variety of means including, but not limited to, audio/visual, written and oral presentation; and

4.09(11)(d)(iii) instruction based on assessments of students' needs and on approved standards for English language arts.

4.09(12) The English language arts educator is knowledgeable about literacy and is able to:

4.09(12)(a) provide students with extensive opportunities to acquire and use language and to evaluate literature and texts through reading, writing, speaking, listening and viewing.

4.09(12)(b) demonstrate and promote a commitment to the development of literacy and its applications.

4.09(12)(c) assist students whose first language is one other than English in developing fluency and competence in English language arts.

4.09(12)(d) develop materials and activities that promote student understanding of the synergistic interrelationship between all of the English language arts as defined in 4.09(1)(a).

4.09(12)(e) assist students in identifying and defining questions related to literature and other texts.

4.09(12)(f) effectively model to students the mastery of English oral and written language.

4.09(12)(g) select, adapt and create resources based on an assessment of student academic needs and relevant to required curricula, age grade-level expectations and levels of English-language proficiency.

4.09(12)(h) refine instruction and instructional materials based on student progress.

4.09(12)(i) create an inclusive, challenging, engaging classroom environment in which individual ideas are encouraged, acknowledged, respected and valued.

4.09(12)(j) incorporate student content standards into ongoing lesson plans.

4.09(12)(k) use assessment results to evaluate and improve teaching effectiveness and to plan for professional growth.

4.09(13) The English language arts educator is able to effectively communicate to students, parents, staff and other interested audiences about curriculum, assessment, class requirements, methods of instructional delivery and high standards and expectations for all students.

4.09(14) The English language arts educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.10   World Languages (Grades K-12)

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

4.10(1) Language proficiency: A competent world languages teacher is proficient in the language(s) taught, according to the proficiency guidelines outlined by the American Council of the Teaching of Foreign Languages; is able to communicate effectively in interpersonal, interpretive and

presentational contexts at a minimum proficiency level, equivalent to the advanced low level defined by the council's proficiency guidelines; and is able to:

4.10(1)(a) speak in the interpersonal mode of communication (except classical languages such as Latin, as there is no requirement for them to be spoken in interpersonal mode).

4.10(1)(b) interpret oral, printed and video texts and visual images by demonstrating both literal and figurative or symbolic comprehension.

4.10(1)(c) present oral and written information to audiences of listeners or readers.

4.10(2) Cultures, linguistics, literatures and concepts from other disciplines: A competent world languages teacher demonstrates understanding of the multiple content areas that comprise the field of world language learning, recognizes the changing nature of language and is able to:

4.10(2)(a) demonstrate understanding of the interrelatedness of perspectives, products and practices in the target cultures.

4.10(2)(b) demonstrate target cultural understandings and compare cultures through perspectives, products and practices of those cultures.

4.10(2)(c) identify the linguistic elements of the target language system needed to communicate in a variety of settings.

4.10(2)(d) demonstrate an understanding of linguistics and the changing nature of language, and compare language systems.

4.10(2)(e) identify distinctive viewpoints in the literary texts, films, art works and documents from a range of disciplines available only through the target language.

4.10(2)(f) demonstrate an understanding of texts on literary and cultural themes as well as interdisciplinary topics.

4.10(3) Language acquisition: A competent world languages teacher understands second language acquisition theories and their applications to teaching methodologies, and is able to:

4.10(3)(a) apply second language acquisition theories which can be used to help students develop proficiency, increase knowledge and strengthen cognitive skills.

4.10(3)(b) articulate curriculum and instruction to ensure a sequence of age-appropriate learning experiences, progressing from a simple to a more advanced use of the language.

4.10(3)(c) understand the proficiency range levels as defined by the American Council on the Teaching of Foreign Languages.

4.10(4) Diversity of learners: A competent world languages teacher understands how learners differ in their knowledge, experiences, abilities and approaches to language learning; creates interactive, engaging and supportive learning environments that encourage student self-motivation and promote their language learning and understanding; and is able to:

4.10(4)(a) demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

4.10(4)(b) create an inclusive, caring, challenging and stimulating differentiated classroom environment in which meaningful communication in the target language occurs and in which all students learn through active participation.

4.10(4)(c) promote a learning environment that encourages lifelong learning and that goes beyond the classroom to include families and communities.

4.10(4)(d) provide learning experiences that reflect learner diversity.

4.10(4)(e) use a variety of language-appropriate resources, available technologies and current state world language standards which meet the instructional and linguistic needs of all students and foster critical and creative thinking.

4.10(5) Colorado Academic Standards in world languages in planning and instruction: A competent world languages teacher understands and uses the current Colorado Academic Standards in world languages to make instructional decisions and integrate them into curricular planning, and is able to:

4.10(5)(a) demonstrate an understanding of the Colorado Academic Standards in world languages and use them as a basis for instructional planning.

4.10(5)(b) align K-12 world language curriculum and instruction with the Colorado Academic Standards in world languages and local school district policies.

4.10(5)(c) integrate the Colorado Academic Standards in world languages into their classroom practice.

4.10(5)(d) use the Colorado Academic Standards in world languages to select and integrate texts including authentic texts, use technology, and adapt and create instructional materials for use in communication.

4.10(6) Assessment of languages and cultures and impact on student learning: A competent world languages teacher designs ongoing assessments using a variety of assessment models to show evidence of K-12 students' ability to communicate in the instructed language in interpersonal, interpretive and presentational modes; expresses understanding of cultural and literary products, practices and perspectives of the instructed language; and is able to:

4.10(6)(a) design ongoing, authentic performance assessments using a variety of assessment models for all learners.

4.10(6)(b) reflect on and analyze the results of student assessments and adjust instruction accordingly.

4.10(6)(c) use data to inform and strengthen instruction.

4.10(6)(d) interpret the results of student performances to all stakeholders in the community.

4.10(6)(e) build student responsibility for his/her own learning.

4.10(7) Professional learning and reflection: A competent teacher of world languages engages in ongoing professional learning opportunities to strengthen personal linguistic, cultural and pedagogical competence and promote reflection on practice, and in so doing is able to:

4.10(7)(a) demonstrate an understanding of the value of professional learning and reflection on instructional practice and professional growth.

4.10(7)(b) continually evaluate the effects of personal choices and their impact on student learning.

4.10(7)(c) reflectively evaluate the effect and impact of professional learning choices on instructional practice and student achievement.

4.10(7)(d) demonstrate an understanding of their professional responsibility to keep current with events relevant to the cultures of the target language.

4.10(7)(e) demonstrate an understanding of professional growth opportunities such as membership in professional organizations, accessing professional journals, attending conferences and study and/or travel abroad.

4.10(8) Advocacy: A competent teacher of world languages articulates the role and value of languages and cultures to interact successfully in the global community and is able to:

4.10(8)(a) articulate the role and value of languages and cultures in preparing students to interact in the global community.

4.10(8)(b) foster relationships with school colleagues, families and agencies in the larger community to support students' language learning and student achievement.

4.10(9) American Sign Language (ASL). To be endorsed in American Sign Language, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program; have completed an approved program for the preparation of American Sign Language teachers including prescribe field experience and student teaching requirements; and have demonstrated the competencies for American Sign Language.

4.10(10) The world language educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.11   Health (Grades K-12)

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

4.11(1) The health educator is knowledgeable about the content of physical and mental health and is able to incorporate the following into the various aspects of health instruction and delivery, with recognition of the cultural, societal and familial sensitivity necessary to handle often controversial subject matter with students of differing personal characteristics and circumstances, backgrounds and developmental stages:

4.11(1)(a) information about ecology and its interaction with society as related, but not limited to, studies in such fields as the biological and behavioral sciences.

4.11(1)(b) bases for students to make informed and healthy life choices about current and continuing health issues of individuals in a society including, but not limited to: physical, emotional and social health; alcohol, tobacco and other controlled substances; prescription medication; wellness, nutrition and exercise; disease prevention and control; and communicable and non-communicable diseases.

4.11(1)(c) information on individual rights, options and responsibilities with regard to health care.

4.11(1)(d) information about physical and psychological human growth and development, as well as the status of and matters related to individual, self-monitored and family health, as relevant and appropriate to a health curriculum and program and the age and/or grade level of students.

4.11(2) The health educator is knowledgeable about evaluation and identification of criteria for evaluation and is able to articulate effectively to students regarding the use of valid and reliable health information and resources including, but not limited to:

4.11(2)(a) consumer health; public and school health care programs; informed selection of health products and services; consumer protection agencies and other related resources; health fallacies and superstitions; health insurance and plans; health care systems; health care-related technology; and accurate information-technology and other informational sources.

4.11(2)(b) identification of emerging health problems and issues in general, and specifics related to urban, suburban and rural areas.

4.11(3) The health educator is knowledgeable about and is able to effectively articulate to students the dynamics of accidents and how to create conditions conducive to safe living.

4.11(4) The health educator is knowledgeable about and able to effectively promote health and health care careers to students.

4.11(5) The health educator must be able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention.

4.11(6) The health educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.12   Family and Consumer Sciences (Grades 7-12)

To be endorsed in family and consumer sciences, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements, which must include but not be limited to general career/technical knowledge about the world of work and the skill and processes that cut across industries, as well as industry-specific knowledge and demonstrations of proficiency in the use of a variety of technological applications in a lab and/or natural setting; have completed an approved program in family and consumer sciences; and have demonstrated the competencies listed below:

4.12(1) The family and consumer sciences educator must have extensive preparation in family and consumer sciences and be knowledgeable about and able to effectively instruct students regarding the following content areas:

4.12(1)(a) human development and parenting including, but not limited to:

4.12(1)(a)(i) theories, principles and sequences of human development – prenatal through late adulthood – and family structures and functions, as they influence, support and/or inhibit human development;

4.12(1)(a)(ii) the family as the basis of a strong society including, but not limited to, the historical and cultural elements of family structures; what is essential for a

healthy marriage (i.e., commitment and determination to build a long-lasting relationship); role expectations; nuclear and extended family interactions; and universal core values (e.g., caring, responsibility, respect, trust, relationships, et.al.);

4.12(1)(a)(iii) cultural and individual community differences; social issues; ethical conduct; and legal rights, obligations and responsibilities;

4.12(1)(a)(iv) selection of a spouse and development of a parenting partnership;

4.12(1)(a)(v) developmentally appropriate parenting skills including, but not limited to nurturing, intellectual and creative stimulation; health, nutrition and exercise; safety and constructive discipline of children; and

4.12(1)(a)(vi) strategies for balancing work and family life including, but not limited to time and financial management and criteria for evaluating family support services (e.g., child and elder care).

4.12(1)(b) nutrition and foods including, but not limited to:

4.12(1)(b)(i) food chemistry, preparation, packaging, food allergies, the global market and biotechnology;

4.12(1)(b)(ii) dietary elements and determination of adequacy; sources and functions of nutrients; criteria for making appropriate nutritional, fitness/exercise and wellness choices -- with recognition given to cultural considerations and style of life – and health and nutrition-related issues, conditions and diseases;

4.12(1)(b)(iii) food safety, personal hygiene and safety practices/standards according to industry standards, including official and/or accepted industry hygiene standards; and

4.12(1)(b)(iv) use of cooking tools and equipment; methods and terminology; use and conversion of recipes; incorporation of research, preparation, product and general technology; evaluation, use and preparation of convenience foods; and the basic skills of food preparation, balance, portion control and presentation.

4.12(1)(c) resource management including, but not limited to:

4.12(1)(c)(i) personal finance management principles and skills of the various life stages, such as budgeting, banking, saving and investment, credit (its use and misuse), insurance, taxes, estate planning and consideration of the effect of legislation, public policy and economic conditions on personal financial choices;

4.12(1)(c)(ii) consumer market skills such as rights and responsibilities, laws and public policy, comparative shopping, evaluation of advertising claims and consumer complaints, resources and options;

4.12(1)(c)(iii) consumer resource management skills such as values and goals, community resources, sound criteria for decision-making and information, technology and human resources;

4.12(1)(c)(iv) the active role consumers can play in business and public decision- making and policy-formation with regard to housing, clothing, transportation, energy conservation, environmental issues, etc.;

4.12(1)(c)(v) the principles and elements of design as applied to clothing and the housing environment and the consideration and selection of clothing and housing, as based on historical, psychological, physical, social and cultural needs in accordance with personal preference; and

4.12(1)(c)(vi) selection, use, care and disposal of fibers, fabrics and finishes as specifically applied to clothing and to the housing environment.

4.12(1)(d) interpersonal relationships including, but not limited to:

4.12(1)(d)(i) individual self-concept, wellness and responsible decision-making related to personal choices throughout various life stages in areas such as substance abuse, sexuality, violence and conflict resolution;

4.12(1)(d)(ii) personal goal-setting and decision-making; work ethic; communication, leadership, teamwork and negotiations skills; and coping strategies to handle and manage peer pressure, change and crisis situations; and

4.12(1)(d)(iii) cultural and style of life choices, social issues, and legal and ethical rights and responsibilities in a variety of life-affecting situations.

4.12(2) The family and consumer sciences educator is able to:

4.12(2)(a) use a variety of applicable assessment strategies to determine the learning needs, comprehension and levels of experience of participating students.

4.12(2)(b) design programs and activities for students that incorporate core and other academic skills and abilities with career/technical content to provide students relevant and current information about the key issues, concepts, competencies and skills necessary for personal application by the student and/or for work/employment in a specific industry.

4.12(2)(c) instruct students about employment basics and employability skills, family and consumer studies career pathways and qualities necessary to function in the work place.

4.12(2)(d) inform students about careers in family and consumer sciences professions and related fields, such as service-oriented industries, and about the role professional organizations play in the field.

4.12(2)(e) evaluate, purchase and maintain an inventory of appropriate equipment, technology, materials and products.

4.12(2)(f) demonstrate for and instruct students about necessary safety practices and procedures.

4.12(2)(g) demonstrate for and instruct students in the proper identification, storage, handling, use and disposal of food.

4.12(2)(h) articulate to students a well-founded philosophy regarding career and technical education to keep students aware of current issues in the field and present relevant and appropriate issues with clarity and without bias.

4.12(2)(i) arrange for and supervise relevant and appropriate experiences and opportunities in simulated or real-world environments to help students base their decision-making on first-hand knowledge and sound criteria, by providing:

4.12(2)(i)(i) coordination for cooperative/internship programs and off-site experiences for students by maintaining business/industry/inter-and intra-school partnerships and/or other community and school district contacts;

4.12(2)(i)(ii) students with a wide variety of opportunities to gain experience with and be able to exercise initiative in applying the skills and abilities required in family and consumer sciences, and to earn awards and recognition, through participation in student vocational and/or community service organizations; and

4.12(2)(i)(iii) supervision of students during community service, travel, conferences and related instructional family and consumer sciences activities.

4.12(3) The family and consumer sciences educator is able to demonstrate the value of family and consumer sciences professions by seeking professional development and by remaining current in the field and participating in appropriate professional organizations.

4.12(4) The family and consumer sciences educator is able to develop additional resources, as appropriate and necessary, from and within the community and the school itself.

4.12(5) The family and consumer sciences educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.13 Technology Education (Grades 7-12)

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

4.13(1) Knowledge: The beginning technology educator must have:

4.13(1)(a) a basic understanding of the history of technology education and the historical development and trends of technology and technology education.

4.13(1)(b) extensive preparation in technology systems and processes and demonstrate applied knowledge with respect to the following areas:

4.13(1)(b)(i) communication/information including verbal, written, graphic and electronic components;

4.13(1)(b)(ii) transportation including power, energy and mechanical systems; and

4.13(1)(b)(iii) production including construction, manufacturing, authoring, design and prototyping.

4.13(1)(c) additional preparation and demonstrated applied knowledge in the natural physical sciences, including environmental science, as used in technological systems and processes.

4.13(1)(d) additional preparation and demonstrated applied knowledge in mathematics as used in technological systems and processes.

4.13(1)(e) extensive preparation in the principles of contextual learning methodology.

4.13(1)(f) a knowledge and understanding of workforce preparation documents and employability skills and standards.

4.13(1)(g) a basic understanding of the principles of high-productivity organizations from business and industry.

4.13(1)(h) a basic understanding of the economic, political and legal consequences inherent within the application of technological systems and processes to our society.

4.13(1)(i) extensive preparation in application of the various tools accessible by students to facilitate improved self-learning.

4.13(1)(j) a basic understanding of the methodologies of research into projected developments and applications of emerging technologies.

4.13(1)(k) an understanding of good questioning skills and techniques to be used with students and peers to collect, organize and interpret information.

4.13(1)(l) the knowledge and understanding to organize and manage a student organization.

4.13(2) Performance: The beginning technology educator is able to:

4.13(2)(a) manage all student work areas in a safe and prudent manner and guide students in the safe use of tools, systems and processes in school-based and work-based learning sites.

4.13(2)(b) guide students to become knowledgeable in:

4.13(2)(b)(i) the application of academic concepts from math, science and communications as they apply to technological systems and processes;

4.13(2)(b)(ii) the allocation of resources such as time, money, materials, facilities and human resources;

4.13(2)(b)(iii) the acquisition, evaluation, organization, interpretation and communication of information related to technological systems and processes:

4.13(2)(b)(iv) the selection and application of technology appropriate to tasks;

4.13(2)(b)(v) the maintenance of systems of information, technology and records; and

4.13(2)(b)(vi) the application of relevant conflict resolution techniques as applied to the workplace.

4.13(2)(c) work as a team member in conjunction with academic and other occupational educators to develop systems that support learning across curricular disciplines.

4.13(2)(d) demonstrate competency in the management of equipment, materials, supplies and people.

4.13(2)(e) demonstrate good questioning skills and techniques to be used with students and peers to collect, organize and interpret information.

4.13(2)(f) employ interpersonal and organizational skills to develop an ongoing working relationship with community business and industry partners.

4.13(2)(g) communicate the possible career pathways for students entering an occupation in the communications, transportation, architecture, construction, manufacturing and environmental areas.

4.13(2)(h) guide students in the use of communication technologies to research occupational clusters occupational opportunities.

4.13(2)(i) guide students to develop problem-solving techniques or adopt problem-solving techniques from other sources.

4.13(2)(j) demonstrate the proper use of tools, systems and processes appropriate to the course content with respect to the acceptable standards of business and industry.

4.13(2)(k) construct individual and cooperative learning experiences which integrate school-based and work-based learning for students utilizing student-centered approaches.

4.13(2)(l) reinforce the academic concepts by demonstrating their practical applications.

4.13(3) The technology educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.14 Secondary Mathematics (Grades 7-12)

To be endorsed in secondary mathematics, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program, including prescribed field experience and student teaching requirements; have completed an approved program in mathematics; be knowledgeable about the Colorado Academic Standards in mathematics in grades 7 through 12; and have demonstrated the competencies specified below:

4.14(1) Develop in students an understanding and use of:

4.14(1)(a) number sense, properties and operations.

4.14(1)(b) patterns, functions and algebraic structures.

4.14(1)(c) measurement.

4.14(1)(d) data analysis, statistics and probability.

4.14(1)(e) functions and use of variables.

4.14(1)(f) shape, dimension and geometric relationships.

4.14(2) The mathematics educator is able to effectively demonstrate to students and instruct:

4.14(2)(a) approaches to problem-solving that utilize mathematical content in identifying, analyzing, formulating and solving problems that occur in mathematical processes and everyday situations.

4.14(2)(b) the utilization of mathematical ideas, both verbally and in writing, using both everyday language and mathematical terminology.

4.14(2)(c) the utilization of verbal and written discourse, between teacher and students and among students, to develop and extend students' mathematical understanding.

4.14(2)(d) the construction and evaluation of mathematical conjectures and arguments to validate one's own mathematical thinking.

4.14(2)(e) independent study in mathematics.

4.14(2)(f) the use of mathematics in studying patterns and relationships.

4.14(2)(g) the interrelationships within mathematics; how to connect concrete, pictorial and abstract representations; and the connections between mathematics and other disciplines and real-world situations through the selection of appropriate applications from such fields as natural sciences, social sciences, business and engineering, and is able to:

    4.14(2)(g)(i) utilize a wide variety of resource materials, including, but not limited to, manipulative materials, graphing calculators, computers and other technologies as tools in learning and for the application(s) of mathematics;

    4.14(2)(g)(ii) utilize assessment data to monitor students' acquisition of mathematical skills and abilities and in the process of determining appropriate delivery of instruction based on identified student need and to select appropriate mathematical tasks to reinforce and promote students' development of mathematical concepts and skills;

    4.14(2)(g)(iii) create an engaging and effective environment in which all students develop mathematically in order to participate more fully in a technologically based society;

    4.14(2)(g)(iv) create an environment in which reflection, uncertainty and inquiry are incorporated in the learning of mathematical skills, abilities and concepts; and

    4.14(2)(g)(v) apply appropriate knowledge of current research in the teaching and learning of mathematics and incorporate national, state and local guidelines related to mathematics instruction.

4.14(3) The secondary mathematics teacher is knowledgeable about curriculum and planning and trained in evidence-informed practices in mathematics, including identifying and utilizing acceleration and intervention strategies to help students who are below grade level or struggling in mathematics, children with disabilities and students who are English language learners.

4.14(4) The mathematics educator shall consistently seek out professional development in the field of mathematics, which can provide enhanced knowledge, skills and abilities in the content area and participate in professional organizations appropriate and relevant to the field.

4.15   Music (Grades K-12)

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

4.15(1) The music educator is knowledgeable about the content and creative processes of music and is able to:

4.15(1)(a) teach the historical and cultural context of music including, but not limited to, global musical styles, techniques and traditions over time and acknowledging music in society as creative, expressive, communicable and social.

4.15(1)(b) use a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical aspects of music.

4.15(1)(c) develop music literacy in students, demonstrating ways to read, write and communicate using the language of music.

4.15(1)(d) provide informed demonstration and identification of a variety of techniques and styles of music with confidence, expression, accuracy and intent.

4.15(1)(e) use a variety of approaches to teach students to design, write, problem-solve and innovate to find their own unique musical voice.

4.15(2)   The music educator is able to instruct about, effectively demonstrate and provide experiences for students in various areas of music pedagogical theory and practice including, but not limited to:

4.15(2)(a) determining and interpreting meaning in musical works.

4.15(2)(b) methods of teaching music to students, as age and grade appropriate, and to other educators, regarding the direction and selection of musical repertoire; communication of ideas through music; distinguishing musical forms and styles; creation of a variety of musical works; employing skills related to musical performances; evaluation of musical works and relating music to diverse cultures.

4.15(2)(c) knowledge and method of how music relates, informs, connects and transfers to other subjects and disciplines.

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

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

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

4.16   Physical Education (Grades K-12)

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

4.16(1)   The physical education educator is knowledgeable about the content of physical education and is able to:

4.16(1)(a) articulate effectively to students, other educators and interested stakeholders the socio-cultural, philosophical and psychological foundations of physical education, including the historical development of play, games, dance and sports, and the study of human growth and development.

4.16(1)(b) effectively articulate the physical and biological science foundations of physical education including, but not limited to, such areas as human anatomy, exercise physiology, kinesiology and health.

4.16(1)(c) effectively instruct students about the fundamentals of physical movement including the patterns and types of movement, gymnastics, tumbling, games, team and individual sports, physical fitness and perceptual motor activities.

4.16(2) The physical education educator is knowledgeable about and able to demonstrate and effectively instruct students at appropriate age/grade levels about:

4.16(2)(a) four or more individual and/or dual activities including, but not limited to, wrestling, track and field, tennis, bowling, golf, badminton, archery, rodeo, gymnastics, aquatics, rhythm, dance, weight-training and fitness.

4.16(2)(b) four or more team sports and/or games including, but not limited to, baseball, softball, basketball, lacrosse, field hockey, water polo, flag and contact football, soccer, volleyball and skiing.

4.16(3) The physical education educator is knowledgeable about and able to demonstrate the organization, planning, administering, teaching and evaluating of a program of physical education including, but not limited to:

4.16(3)(a) adaptive physical education.

4.16(3)(b) first aid.

4.16(3)(c) prevention and care of athletic injuries.

4.16(3)(d) rules and officiating.

4.16(3)(e) analyses and techniques involved with competitive sports.

4.16(4) The physical education educator provides students with motivation and encouragement to establish attitudes and behaviors and to pursue activities which will result in lifetime fitness.

4.16(5) The physical education educator is able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention.

4.16(6) The physical education educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.17   Science (Grades 7-12)

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

4.17(1) The science educator is knowledgeable about the content, concepts and skills of the sciences and is able to effectively instruct students regarding physical, life and earth sciences and applicable mathematics.

4.17(2) The science educator must have completed an area or areas of concentration in, demonstrate knowledge of, and effectively instruct students about one or more areas selected from:

4.17(2)(a) physics including, but not limited to, general and experimental physics, mechanics, electricity, magnetism, quantum and atomic physics, sound, and optics.

4.17(2)(b) chemistry including, but not limited to, general chemistry, organic chemistry, inorganic chemistry, analytical chemistry and physical chemistry.

4.17(2)(c) biology including, but not limited to, general biology, environmental biology, biotechnology, genetics, evolution, human anatomy, ecology, molecular biology, and matter and energy in living systems.

4.17(2)(d) earth and space science including, but not limited to, historical and physical geology, astronomy, environmental science, meteorology, oceanography, geomorphology, stratigraphy, mineralogy and earth systems.

4.17(2)(e) general science including, but not limited to, general chemistry, physics, biology, earth and space science, environmental science and applicable mathematics.

4.17(3) The science educator is knowledgeable about and is able to:

4.17(3)(a) effectively articulate to students current issues and events affecting or affected by science; age-/grade-appropriate controversial topics from multiple science perspectives, including historical and philosophical bases; and an analytical approach to students with clarity and without bias.

4.17(3)(b) effectively demonstrate to students and instruct students on the use of a wide variety of science tools, primary and secondary source materials, print resources, laboratory and natural settings, and technological resources.

4.17(3)(c) effectively instruct students about the design of experiments; data reporting; use of appropriate and relevant technology; interpretation of results; and the steps which may be taken in the presentation of the processes involved and the results obtained.

4.17(3)(d) effectively instruct students in core scientific practices which include, but are not limited to, asking questions and defining problems; analyzing and interpreting data; engaging in argument from evidence; constructing explanations and designing solutions; developing and using models; planning and carrying out investigations; obtaining, evaluating, and communicating information; and using mathematics and computational thinking.

4.17(3)(e) effectively integrate technology into instructional and assessment strategies, as appropriate to science education and the learner.

4.17(3)(f) effectively instruct students about the interconnected nature of science as it is practiced and experienced in the real world, including the connections between and among the various science disciplines and within other disciplines.

4.17(3)(g) effectively demonstrate for and instruct students about the basic elements of the nature of science including, but not limited to, inquiry, curiosity, discovery, openness to new ideas and skepticism.

4.17(3)(h) effectively communicate to students the historical and dynamic nature of science.

4.17(3)(i) demonstrate for students the connection between an inquiry-based lesson and a larger conceptual-based module and the linkage of both to state-approved student science academic standards.

4.17(3)(j) effectively demonstrate for and instruct students in the linkage(s) between curriculum, instruction and assessment as they relate to state-approved student science academic standards.

4.17(3)(k) effectively demonstrate for and instruct students about safety considerations in science instruction and in the science classroom including, but not limited to, proper use, storage and disposal or maintenance of biological, chemical and scientific equipment and specimens.

4.173)(l) instruct and supervise students in the proper preparation and use of laboratory equipment and materials.

4.17(3)(m) evaluate laboratory settings, equipment, materials and procedures to identify and manage the resolution of potential safety hazards.

4.17(3)(n) provide solutions to equipment problems and be able to make minor adjustments in the operation of equipment.

4.17(3)(o) incorporate into planning information related to state and federal regulations, legal issues and guidelines pertaining to scientific materials and specimens.

4.17(4) The science educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.18   Social Studies (Grades 7-12)

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

4.18(1) The social studies educator is knowledgeable about social studies including history, geography, political science and economics, and is able to effectively instruct students about:

4.18(1)(a) history including, but not limited to, Colorado, the United States and world history.

4.18(1)(b) geography including, but not limited to, cultural and physical geography, human geography and globalization.

4.18(1)(c) political science including, but not limited to, that of the United States and comparative state, local and other national governments.

4.18(1)(d) economics including, but not limited to, that of comparative economic theories, applications and institutions, past and present; micro-, macro-and global economics; and personal financial literacy.

4.18(1)(e) the behavioral and social sciences including, but not limited to, psychology, sociology, anthropology and concepts related and integral to the historical and current organization of culture and society.

4.18(2) The social studies educator is knowledgeable about and is able to:

4.18(2)(a) effectively demonstrate and instruct students about civil discourse in the classroom, including the utilization of oral and written communication and presentation.

4.18(2)(b) effectively analyze social and historical events from multiple perspectives for students and articulate an appropriate analytical approach with clarity and balance and without bias.

4.18(2)(c) effectively integrate discussion of and address with students grade level/age-appropriate current events and issues, including controversial issues, with clarity and balance and without bias.

4.18(2)(d) effectively instruct students about the use of primary and secondary source documents acquired through appropriate use of technology and other relevant means as part of informed research, and in the acquisition and enhancement of knowledge and skills.

4.18(2)(e) effectively teach students the skills of data analysis and interpretation.

4.18(2)(f) promote to students appropriate, relevant, positive and productive community service and experiences.

4.18(2)(g) provide students with identifiable connections between the various social science disciplines and other disciplines.

4.18(2)(h) implement informal and formal assessment tools relevant and appropriate to the social studies classroom, and apply assessment data to planning for student instruction.

4.18(2)(i) effectively demonstrate and instruct students about elements of social studies applications including, but not limited to, inquiry, an openness to new ideas, skepticism, analysis, problem-solving, decision-making and active citizenship, and provide opportunities for students to utilize these skills.

4.18(2)(j) integrate into instruction and provide opportunities for students to develop the skills of collaboration, critical-thinking and reasoning, information literacy, self-direction and invention.

4.18(3) The social studies educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.19 Reserved

4.20 Dance (Grades K-12)

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

4.20(1) The dance educator is knowledgeable about the art of dance and is able to:

> 4.20(1)(a) teach the historical and cultural context including, but not limited to, global dance styles and traditions over time, acknowledging dance in society as creative, expressive, communicable and social.

> 4.20(1)(b) instruct students to use criticism and analysis to reflect upon and understand new works, reconstructions and masterpieces.

> 4.20(1)(c) apply the skillful use of dance literacy and the use of traditional and/or non-traditional notation systems via words, symbols and/or media technology.

> 4.20(1)(d) implement the choreographic process as the art of making dance using form, intent, dynamics and principles of time, space and energy, structure and design.

> 4.20(1)(e) help students develop the skills and technique that produce competence and confidence during performance, and the ability to communicate choreographic intent.

4.20(2) The dance educator is able to instruct, effectively demonstrate and provide experiences for students in various areas of dance pedagogical theory and practice including, but not limited to:

> 4.20(2)(a) dance theory aligned with safe and developmentally appropriate pedagogical approaches.

> 4.20(2)(b) methods of teaching dance to students, as age and grade appropriate, and to other educators as related, but not limited to, the creative process; direction and selection of all performance repertoire and productions in the school setting; and performance, evaluation, choreography, and cultural and historical context.

> 4.20(2)(c) knowledge and method of how dance relates, informs, connects and transfers to other subjects and disciplines.

> 4.20(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including the skills of movement, technique and performance; the ability to create, compose, and choreograph; an understanding of historical and cultural context, and the ability to reflect, connect and respond.

4.20(3) The dance educator shall facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about dance including the physical benefits and personal pursuit of further experience in dance.

4.20(4) The dance educator shall self-assess and act upon feedback regarding the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

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

To be endorsed in culturally and linguistically diverse (CLD) education, an applicant must hold an earned bachelor's degree or higher from an accepted institution of higher education; must hold a Colorado initial or professional teacher or special services license; and must have demonstrated competencies specified below by completion of a Colorado State Board of Education-approved program for the preparation of an educator of culturally and linguistically diverse student populations in accordance with 3.02(1) or by

verification of 24 semester hours of specific coursework from an accepted institution of higher education as determined by the Department of Education through a transcript review in accordance with 3.02(2)(a).

4.21(1)   The educator of CLD student populations must be knowledgeable about, understand and be able to use the major theories, concepts and research related to language acquisition and language development for CLD students. In support of student learning, the candidate must demonstrate understanding and ability to implement research-based knowledge about:

4.21(1)(a) linguistics that include orthography, phonology, morphology, vocabulary, syntax, semantics and pragmatics applied to English language development for culturally and linguistically diverse students.

4.21(1)(b) instructional practices that support acquisition of English language as an additional language for CLD students.

4.21(1)(c) written and oral discourse that includes intention and functions of speech, genres and organizational features and patterns.

4.21(1)(d) sociolinguistics that include cultural references, register, varieties of dialects and accents, and nonverbal communication.

4.21(2)   The educator of CLD student populations must be knowledgeable about, understand and be able to apply the major theories, concepts and research related to research-based literacy development for CLD students. In support of student learning, the CLD educator must demonstrate understanding and ability to implement research-based knowledge about:

4.21(2)(a) research-based literacy instruction including the identification and use of linguistic interdependence to support development of the components of language development (listening, speaking, reading, writing and critical-thinking) in English for CLD students.

4.21(2)(b) the basic elements of research-based literacy and the ability to provide effective instruction that is systematic, explicit, comprehensive and effective in support of the English language developmental needs of CLD students.

4.21(2)(c) language and literacy development for CLD students for social and instructional purposes in the school setting, with an emphasis on communication of information, ideas and concepts necessary for academic success, particularly in language arts, mathematics, science and social studies.

4.21(2)(d) the contribution of native language to acquisition of English as an additional language.

4.21(2)(e) the distinction between language differences and learning disabilities.

4.21(3)   The educator of CLD student populations must understand and implement strategies and select materials to aid English language and content learning. In support of student learning, the CLD educator must demonstrate understanding of and the ability to implement research-based knowledge about:

4.21(3)(a) the functions of the English language to second language learners to support their development of both social and academic language skills.

4.21(3)(b) effective instructional techniques, methodologies and strategies to develop English language literacy and to meet the diverse needs of second language learners, including those students with learning disorders.

4.21(3)(c) effective instruction and instructional planning that is systemic, sequential, well-articulated and delivered in an engaging environment.

4.21(3)(d) selection and utilization of instructional materials and resources that are age-, grade level- and language proficiency-appropriate, that are aligned with the curriculum, English language proficiency standards and English language arts content standards, and that maintain and/or improve student achievement.

4.21(3)(e) maintenance and support of high academic performance standards and expectations for CLD student populations.

4.21(3)(f) providing instructional strategies that integrate the development of English language literacy and content literacy to improve student access to content curricula, particularly in language arts, mathematics, science and social studies.

4.21(4) The educator of CLD student populations must be knowledgeable about, understand and be able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. In support of student learning, the CLD educator must be able to demonstrate knowledge and understanding of:

4.21(4)(a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education and bilingual education.

4.21(4)(b) the role of culture in language development and academic success.

4.21(4)(c) the relation of cultural identity and heritage language to English language learning and academic success.

4.21(4)(d) the contribution of heritage language maintenance to the development of English language literacy.

4.21(4)(e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate and enhance parental involvement.

4.21(5) The educator of CLD student populations must be knowledgeable about, understand and be able to use progress monitoring in conjunction with formative and summative assessments to support student learning. In support of student learning, the candidate must demonstrate knowledge and ability to:

4.21(5)(a) assist content teachers in the interpretation of summative assessments of content knowledge, including national content assessments and Colorado-approved content assessments, for the purpose of guiding instruction and learning for CLD students.

4.21(5)(b) administer and interpret the results of summative assessments of English language proficiency, including national and Colorado-approved content assessments for the purpose of assessing English proficiency and guiding instruction.

4.21(5)(c) develop, administer and interpret the results of formative assessments and progress monitoring of English language proficiency that are appropriate for the language proficiency level of the student for the purpose of guiding instruction.

4.21(5)(d) communicate and collaborate with other educators, special services providers and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio-economic, academic and linguistic needs of CLD students.

4.21(6) The culturally and linguistically diverse education educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

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

To be endorsed as a CLD bilingual education specialist, an applicant must hold an earned bachelor's degree or higher from an accepted institution of higher education; must hold a Colorado initial or professional teacher license; must have completed an approved program for the preparation of an educator of bilingual education; and must have demonstrated the competencies specified below:

4.22(1) The CLD bilingual education specialist must be knowledgeable about and able to demonstrate:

4.22(1)(a) a high level of proficiency in the standards noted in rule 4.22(1)-(5);

4.22(1)(b) ability to implement research-based knowledge to effectively deliver literacy and content instruction in a heritage language of a current Colorado student population;

4.22(1)(c) research-based knowledge and ability to utilize students' heritage language to help them transition skills and strategies learned in the heritage language to literacy and content areas in English;

4.22(1)(d) demonstrate the research-based knowledge and ability to plan and implement lessons to help students make cross-language connections;

4.22(1)(e) a high level of biliteracy and academic language proficiency in English and in one other heritage language used by Colorado students – as determined by the Department -- including, but not limited to, reading, writing, listening, oral communication and critical thinking;

4.22(1)(f) understanding and ability to implement research-based knowledge to discriminate between effective and ineffective bilingual programs in order to develop and deliver effective research-informed structures and programs that support bilingual development;

4.22(1)(g) proficiency and ability to teach in a non-English language; and

4.22(1)(h) understanding of research-based knowledge of the culture and history of a heritage language community of Colorado students.

4.22(2) The culturally and linguistically diverse education bilingual specialist shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

4.23   Middle School Mathematics (Grades 6-8)

To be endorsed in middle school mathematics, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program, including prescribed field experience and student teaching requirements; have completed an approved program in middle school mathematics; be knowledgeable about the Colorado Academic Standards in mathematics grades 6 through 8; and have demonstrated the competencies specified below:

4.23(1) Develop in students an understanding and use of:

4.23(1)(a) number and quantity;

4.23(1)(b) algebra and functions;

4.23(1)(c) measurement;

4.23(1)(d) data, statistics, and probability; and

4.23(1)(e) geometry.

4.23(2) The mathematics educator is able to effectively demonstrate to students and instruct:

4.23(2)(a) approaches to problem-solving that utilize mathematical content in identifying, analyzing, formulating and solving problems that occur in mathematical processes and everyday situations;

4.23(2)(b) the utilization of mathematical ideas, both verbally and in writing, using both everyday language and mathematical terminology;

4.23(2)(c) the utilization of verbal and written discourse, between teacher and students and among students, to develop and extend students' mathematical understanding;

4.23(2)(d) the construction and evaluation of mathematical conjectures and arguments to validate one's own mathematical thinking;

4.23(2)(e) independent study in mathematics;

4.23(2)(f) the use of mathematics in studying patterns and relationships;

4.23(2)(g) the interrelationships within mathematics; how to connect concrete, pictorial and abstract representations; and the connections between mathematics and other disciplines and real-world situations through the selection of appropriate applications from such fields as natural sciences, social sciences, business and engineering, and is able to:

4.23(2)(g)(i) utilize a wide variety of resource materials, including, but not limited to, manipulative materials, graphing calculators, computers and other technologies as tools in learning and for the application(s) of mathematics;

4.23(2)(g)(ii) utilize assessment data to monitor students' acquisition of mathematical skills and abilities and in the process of determining appropriate delivery of instruction based on identified student need and to select appropriate mathematical tasks to reinforce and promote students' development of mathematical concepts and skills;

4.23(2)(g)(iii) create an engaging and effective environment in which all students develop mathematically in order to participate more fully in a technologically based society;

4.23(2)(g)(iv) create an environment in which reflection, uncertainty and inquiry are incorporated in the learning of mathematics skills, abilities and concepts; and

4.23(2)(g)(v) apply appropriate knowledge of current research in the teaching and learning of mathematics and incorporate national, state and local guidelines related to mathematics instruction.

4.23(3) The middle school mathematics teacher is knowledgeable about curriculum and planning and trained in evidence-informed practices in mathematics, including identifying and utilizing acceleration and intervention strategies to help students who are below grade level or struggling in mathematics, children with disabilities and students who are English language learners.

4.23(4) The mathematics educator shall consistently seek out professional development in the field of mathematics, which can provide enhanced knowledge, skills and abilities in the content area, and participate in professional organizations appropriate and relevant to the field.

4.24   Mentor Teacher (Grades K-12)

To be endorsed as a Mentor Teacher, an applicant must hold a valid Colorado professional teacher license, have completed an approved Mentor Teacher training program provided by an educator preparation program and have demonstrated the competencies below. Upon completion of an approved Mentor Teacher training program, the candidate must also have completed at least one full school year of successful experience serving as a Mentor Teacher for a teacher candidate who is participating in clinical practice.

4.24(1) The mentor teacher develops instructional leadership skills to advance mentoring, the teaching profession, and equitable outcomes for every student.

4.24(1)(a) Develops and continuously pursues professional growth goals and short-term goal setting that are informed by mentor and beginning teacher data of practice and student learning data.

4.24(1)(b) Collects and analyzes mentor and beginning teacher data of practice to inform instructional mentoring decisions that are based on short-term goals and will improve beginning teacher practice and the academic, social, and emotional learning of every student

4.24(1)(c) Supports the work of collaborative partnerships with school and district instructional leaders, teacher leaders, and school communities to advance the teaching profession and advocate for equitable outcomes for every student.

4.24(1)(d) Participates in and contributes to beginning teacher professional learning that is aligned with professional teaching standards, school and district instructional goals, and promotes development of optimal learning environments and rigorous content learning for every student.

4.24(2) Deepens and maintains own expertise around the practices that maximize student achievement including deep content knowledge, social and emotional learning, learner variability, culturally responsive pedagogy, and professional ethics.

4.24(2)(a) Deepens and maintains own knowledge of Colorado Academic Standards and evidence outcomes, lessons, and curriculum to ensure that every student has instruction that supports maximum achievement.

4.24(2)(b) Deepens and maintains own knowledge of research-based practices that create emotionally, intellectually, and physically safe classroom environments for every student.

4.24(2)(c) Engages in district and school-offered professional learning opportunities to deepen and maintain knowledge of strategies and research-based frameworks designed to support the beginning teacher to expect, plan for, and meet the variable learning needs of every student.

4.24(2)(d) Deepens and maintains own knowledge of best practices for coaching the beginning teacher in the use of equity principles and culturally responsive pedagogy to identify and address inequitable practices and reflecting on their own practice through an equity lens.

4.24(3) Creates and maintains collaborative, respectful, instructionally focused mentoring partnerships to foster beginning teacher ownership of continuous improvement of practice and advance the learning of every student.

4.24(3)(a) Cultivates relational trust, caring, mutual respect, and honesty with the beginning teacher to build ownership, solve problems, and foster beginning teacher agency, resilience, and commitment to the success of every student.

4.24(3)(b) Uses purposeful language and instructionally focused tools and protocols to efficiently and effectively engage the beginning teacher in collaborative, instructionally focused, problem-solving conversations and reflective analysis to promote beginning teacher agency and improved student academic, social, and emotional growth.

4.24(3)(c) Creates strategic, flexible, and individualized mentoring outcomes and plans for meetings with the beginning teacher to address the needs of diverse beginning teacher contexts and advance beginning teacher practice and the learning of every student.

4.24(3)(d) Facilitates reflective conversations about race, culture, and the diversity of the school and community to improve instruction and ensure that every student has what they need to be successful academically, socially, and emotionally.

4.24(3)(e) Utilizes reflective conversations to build the beginning teacher's capacity to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds.

4.24(4) Builds beginning teacher capacity to advance equitable learning by providing rigorous, standards-aligned instruction that meets the needs of every student.

4.24(4)(a) Advances standards-aligned instruction and student learning of rigorous content by engaging the beginning teacher in ongoing, data-driven teaching-coaching cycles to advance equitable learning for every student.

4.24(4)(b) Builds beginning teacher capacity to advance the learning of every student through use of appropriate assessments of student academic, social, and emotional skills.

4.24(4)(c) Builds beginning teacher capacity to analyze student learning data to guide the planning and delivery of standards-aligned instruction that meets the variable learning needs of every student.

4.24(4)(d) Builds beginning teacher capacity for continuous improvement through meaningful, ongoing, and actionable feedback that is aligned to the professional growth plan that will be used to inform the beginning teacher's annual evaluation.

4.24(5) Builds beginning teacher capacity to advance equitable and inclusive learning by providing an environment that is culturally responsive and meets the diverse academic, social, and emotional needs of every student.

4.24(5)(a) Engages beginning teacher in developing and applying research-based knowledge, skills, and strategies to create emotionally, intellectually, and physically safe learning environments for every student.

4.24(5)(b) Builds beginning teacher capacity to advance equitable and inclusive instruction for every student based on applying principles of equity, culturally responsive pedagogy, and professional ethics.

4.24(5)(c) Builds beginning teacher capacity to establish and maintain an inclusive classroom environment that fosters self-regulation and learner agency.

4.24(5)(d) Builds beginning teacher capacity to equitably meet the diverse learning needs of every student through the instructional use of technology, including the ability to adapt to contexts in which access to technology is limited.

5.00   Special Education (Ages 5-21) and Gifted Education (Ages 4-21) Endorsements

5.01   Special Education Generalist (Ages 5-21)

To hold an endorsement as a special education generalist, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed the coursework and assessments for an approved program for the preparation of special education including prescribed field experience and student teaching; have demonstrated the foundational knowledge and competencies found in 4.02(5) – 4.02(16) of these rules; and have demonstrated the additional competencies specified below:

5.01(1) **Learner development and individual learning differences:** Beginning special education professionals are able to articulate their personal philosophy of special education and understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities; and

    5.01(1)(a) understand how language, culture and family background influence the learning of individuals with exceptionalities;

    5.01(1)(b) use understanding of development and individual differences to respond to the needs of individuals with exceptionalities and;

    5.01(1)(c) are knowledgeable of:

        5.01(1)(c)(i) typical and atypical human growth and development;

        5.01(1)(c)(ii) similarities, differences and characteristics among individuals with exceptionalities and their typically developing peers, as well as the educational implications of various exceptionalities;

        5.01(1)(c)(iii) educational implications of characteristics of various exceptionalities;

        5.01(1)(c)(iv) family systems and the role of families in supporting development.

        5.01(1)(c)(v) cultural perspectives influencing the relationships among families, schools and communities as related to instruction;

        5.01(1)(c)(vi) variations in beliefs, traditions and values across and within cultures and their effects on relationships among individuals with exceptionalities, family and the educational process;

        5.01(1)(c)(vii) characteristics and influences of the cultural and environmental milieu of the individual with exceptionalities and the family;

        5.01(1)(c)(viii) similarities and differences of individuals with and without exceptionalities;

        5.01(1)(c)(ix) valid and reliable resources and/or strategies to learn the possible effects of various medications on individuals with exceptionalities;

5.01(1)(c)(x) effects of growth and development on academic, social and behavioral milestones;

5.01(1)(c)(xi) impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development;

5.01(1)(c)(xii) unique ways of learning practiced by individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds and strategies for addressing these differences; and

5.01(1)(c)(xiii) expected ways of behaving and communicating among cultures related to developmental milestones that can lead to misinterpretation and misunderstanding;

5.01(1)(d) demonstrate skills to apply consistent and fair disciplinary practices in the classroom and demonstrate the ability to:

5.01(1)(d)(i) maintain adequate and appropriate data regarding student behavior to determine whether student actions are a manifestation of a disability and/or to address such implication(s) in the expulsion process;

5.01(1)(d)(ii) collect and use student achievement data and incorporate it in the development of individualized education programs (IEPs);

5.01(1)(d)(iii) establish measurable goals, objectives and adaptations based on student need;

5.01(1)(d)(iv) assess and report progress regarding student attainment of annual goals and objectives; and

5.01(1)(d)(v) modify student plans in a timely way based on student data.

5.01(2) **Learning environments:** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions and self-determination and:

5.01(2)(a) collaborate with general education and other educational team members to engage individuals with exceptionalities in meaningful learning activities and social interactions within the least restrictive environment for each student and promote meaningful inclusion;

5.01(2)(b) use effective, accessible and age-respectful instructional interventions to teach individuals with exceptionalities how to adapt to different environments;

5.01(2)(c) intervene safely and appropriately with individuals with exceptionalities in crisis; and

5.01(2)(d) are knowledgeable of:

5.01(2)(d)(i) the demands of a variety of learning environments;

5.01(2)(d)(ii) basic classroom management theories and strategies for individuals with exceptionalities;

5.01(2)(d)(iii) effective management of teaching and learning in a variety of settings;

5.01(2)(d)(iv) verbal and non-verbal adult attitudes and behaviors that influence and/or catalyze the behavior of individuals with exceptionalities;

5.01(2)(d)(v) development and instruction of social skills needed for educational and other environments, such as the workplace, college and the military;

5.01(2)(d)(vi) strategies for crisis prevention and intervention;

5.01(2)(d)(vii) strategies for preparing individuals to live productively in a culturally diverse world;

5.01(2)(d)(viii) ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

5.01(2)(d)(ix) ways cultures are negatively stereotyped, as well as implicit and explicit biases that may impact student behavior; and

5.01(2)(d)(x) strategies used by diverse populations to cope with a legacy of former and continuing racism, as well as the implications and impacts of systemic biases on educational outcomes.

5.01(2)(e) Beginning special education professionals demonstrate the skills to:

5.01(2)(e)(i) create a safe, equitable, positive and supportive learning environment in which diversities are valued;

5.01(2)(e)(ii) identify appropriately ambitious and age-respectful expectations for personal and social behavior in various settings;

5.01(2)(e)(iii) identify supports needed for safe and effective inclusion, access and participation in various program placements;

5.01(2)(e)(iv) design learning environments that encourage active participation in individual and group activities;

5.01(2)(e)(v) adapt, as appropriate, the learning environment to promote expected prosocial behaviors;

5.01(2)(e)(vi) use performance data and information from all involved parties to make or suggest adaptations in learning environments;

5.01(2)(e)(vii) establish and maintain rapport with individuals with and without exceptionalities;

5.01(2)(e)(viii) teach developmentally appropriate, age-respectful self-advocacy;

5.01(2)(e)(ix) create an environment that encourages developmentally appropriate, age-respectful self-advocacy and increased independence, characterized by appropriate student behavior, efficient use of time and disciplined student acquisition of knowledge, skills and application thereof through:

5.01(2)(e)(ix)(A) the provision of a safe, productive learning environment that is responsive to the physical, social, cognitive, academic, linguistic, cultural and functional needs of student learners;

5.01(2)(e)(ix)(B) evaluation to determine specific learner affective needs and to match student strengths with appropriate curriculum and instructional delivery strategies in an environment organized to encourage optimal learning

5.01(2)(3)(ix)(C) matching classroom management and organizational techniques to the needs of groups of students; and

5.01(2)(e)(ix)(D) effective communication and collaboration with families to link school services and supports to home that focus on addressing cultural, socio-economic and linguistic diversity issues and other life-affecting conditions spanning kindergarten through transition-related learning needs;

5.01(2)(e)(x) use effective and varied behavior management strategies that are positively stated, developmentally appropriate, age-respectful and aligned with student need and that address the function of the behavior;

5.01(2)(e)(xi) use the least intensive behavior intervention strategy consistent with the needs of the individual with exceptionalities;

5.01(2)(e)(xii) design and managing daily routines;

5.01(2)(e)(xiii) organize, develop and sustain learning environments that support positive intra- and intercultural experiences;

5.01(2)(e)(xiv) mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group or person;

5.01(2)(e)(xv) provide guidance, structure, coaching and support to para-educators, volunteers and tutors and others on the educational team related to instruction, intervention and direct services to ensure that each student's IEP is implemented effectively; and

5.01(2)(e)(xvi) use universal precautions for health and safety.5.01(3) **Curricular content knowledge:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Beginning special education professionals understand the central concepts, structures of the discipline and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities by:

5.01(3)(a) using general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities;

5.01(3)(b) identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptionalities;

5.01(3)(c) providing accommodations and/or modifications to general and specialized curricula to make them accessible to individuals with exceptionalities; and

5.01(3)(d) integrating affective, social and life skills with academic curricula.

5.01(3)(e) Beginning special education professionals are aware of the scope and sequences of general and special curricula and are knowledgeable of:

5.01(3)(e)(i) theories and research that form the basis of curriculum development and instructional practice;

5.01(3)(e)(ii) national, state and local curricula standards; and

5.01(3)(e)(iii) technology for planning and managing the teaching and learning environment.

5.01(3)(f) Beginning special education professionals are knowledgeable about:

5.01(3)(f)(i) reading, writing and communicating instruction and are able to collaborate and consult with content-area teachers in developing students' knowledge and skills in reading and written and oral communication and demonstrate the skills to:

5.01(3)(f)(i)(A) plan and organize reading and writing instruction and interventions informed by a variety of ongoing student assessment and implement methods of intensifying interventions to address challenges in literacy;

5.01(3)(f)(i)(B) use knowledge of typical and atypical language and cognitive development to guide the choice of instructional strategies and interventions in meeting the learning needs of individual students;

5.01(3)(f)(i)(C) develop in students the phonological and linguistic skills related to reading including phonemic awareness, concepts of print, systematic explicit phonics and other word identification strategies to enhance vocabulary development and spelling instruction;

5.01(3)(f)(i)(D) develop reading comprehension skills in students, including comprehension strategies within a variety of genres, literary response and analysis, content area literacy and the promotion of independent reading;

5.01(3)(f)(i)(E) increase oral and written English language arts skills and proficiency of students, including the appropriate and correct use of vocabulary and standard English, punctuation, grammar, sentence structure and spelling, as well as an understanding of the relationships between reading, writing and communicating

5.01(3)(f)(i)(F) design instruction and interventions based on the unique strengths and needs of students with exceptionalities to assist them in their acquisition of reading, writing and communicating skills;

5.01(3)(f)(i)(G) apply a variety of effective evidence-based specialized instructional strategies and curricular approaches to the teaching of reading and writing skills; and

5.01(3)(f)(i)(H) match appropriate instructional strategies to student needs related to the acquisition of knowledge and skills in required content areas, such as reading, writing and communicating;

5.01(3)(f)(ii) mathematics and mathematics instruction and are able to collaborate and consult with content-area teachers in developing students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions and the use of variables; and

5.01(3)(f)(iii) general academic content of and basic concepts related to civics, economics, foreign language, geography, history, science, music, visual arts and physical education in order to collaborate with the general classroom teacher to provide the adaptations necessary for students to access and learn the content area.

5.01(3)(g) Beginning special education professionals are able to:

5.01(3)(g)(i) incorporate effective evidence-based strategies and interventions into collaborative roles with other professionals as related to planning for instructional delivery;

5.01(3)(g)(ii) consult and form evaluation teams with other school professionals, families and students to support learners in gaining required access to content aligned with individuals needs outlined in the IEP so that they may achieve the Colorado Academic Standards; and

5.01(3)(g)(iii) ensure instruction is consistent with state academic standards, and school and district priorities and requirements.

5.01(4) **Assessment:** Beginning special education professionals are knowledgeable about basic terms used in assessment, the use of technology in data-driven assessment, the multiple methods of assessment and data-sources used in making educational decisions, and the legal provisions and ethical principles regarding the assessment of individuals, and demonstrate skills to;

5.01(4)(a) develop individualized assessment strategies, utilize a wide variety of progress monitoring tools and select and use technically sound non-biased formal and informal assessments

5.01(4)(b) use measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities;

5.01(4)(c) collaborate with colleagues and families to use multiple types of assessment information in making decisions about and/or adapting instruction for individuals with exceptionalities;

5.01(4)(d) assess and evaluate the effects that a wide variety of teaching strategies and interventions have on student performance through an examination of student performance and assessment data;

5.01(4)(e) use functional assessment data to design and implement positive behavioral and intervention support systems collaboration with educational team members;

5.01(4)(f) use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those for culturally and/or linguistically diverse backgrounds;

5.01(4)(g) provide assessment results to all interested parties and specific and timely verbal feedback to students to guide and improve their academic performance related to academic standards; and

5.01(4)(h) prepare students for required state assessments and for any other formal and informal assessments of academic achievement.

5.01(5) **Instructional planning and strategies:** Beginning special education professionals select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities and demonstrate skills to:

5.01(5)(a)consider an individual's abilities, interests, learning environments and cultural and linguistic factors in the selection, development and adaptation of instruction and learning experiences for individuals with exceptionalities;

5.01(5)(b) use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities;

5.01(5)(c) incorporate validated evidence-based practices for specific characteristics of learners and settings to design short- and long-range instruction and intervention plans aligned to the Colorado Academic Standards;

5.01(5)(d) support students with exceptionalities via augmentative and alternative communication systems and current and assistive technologies for receptive and expressive communication and to meet students' instructional needs; ;

5.01(5)(e) use strategies to enhance language development and communication skills of individuals with exceptionalities;

5.01(5)(f) develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams;

5.01(5)(g) teach to mastery and promote cross-disciplinary knowledge and skills such as critical-thinking and problem-solving to individuals with exceptionalities.

5.01(5)(h) support students in their acquisition of technology skills according to needs, levels of learning and requirements for assistive technology;

5.01(5)(i) develop and implement comprehensive, longitudinal individualized programs in collaboration with the educational team:

5.01(5)(i)(i) involving the student and family in setting instructional goals and monitoring progress;

5.01(5)(i)(ii) using task analysis

5.01(5)(i)(iii) sequencing, implementing and evaluating individualized learning objectives;

5.01(5)(i)(iv) developing and selecting instructional content, resources and strategies that respond to cultural, linguistic and gender differences; and

5.01(5)(i)(v) incorporating and implementing instructional and assistive technology into the educational program;

5.01(5)(i)(vi) preparing lesson plans and organizing materials to implement them;

5.01(5)(i)(vii) using instructional time effectively and making responsive adjustments to instruction based on continual observations;

5.01(5)(i)(viii) using procedures to increase the individual's self-awareness, self-management, self-control, self-reliance and self-esteem to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions; and

5.01(5)(i)(ix) implementing strategies to facilitate integration into various settings; including strategies that:

5.01(5)(i)(ix)(A) teach individuals to self-assess, problem-solve and use other cognitive strategies to meet their needs;

5.01(5)(i)(ix)(B) facilitate maintenance and generalization of skills across learning environments;

5.01(5)(i)(ix)(C) promote successful transitions for individuals with exceptionalities; and

5.01(5)(i)(ix)(D) facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language.

5.01(6) **Professional learning and ethical practice:** Beginning special education professionals conduct professional activities in compliance with applicable laws and policies, use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, are committed to lifelong learning, remaining current in research-validated and evidence-based practices and advancing the profession and demonstrate skills to:

5.01(6)(a) hold high standards of competence and integrity, exercise sound judgment and demonstrate familiarity with ethical principles in the special education field, , high leverage practices and other standards of the profession;

5.01(6)(b) act ethically in advocacy for appropriate and unbiased identification, assessment, instruction and service delivery;

5.01(6)(c) practice within one's skill limitations and obtain assistance as needed;

5.01(6)(d) make ethical decisions with regard to unbiased identification, assessment, instructional and service delivery for students in special education;

5.01(6)(e) conduct self-evaluation of instruction and reflect on one's practice to improve instruction and guide professional growth;.

5.01(6)(f) promote the highest quality-of-life potential of individuals with exceptionalities; and

5.01(6)(g) be sensitive to the culture, language, religion, gender, disability, socio-economic status and sexual orientation of individuals.

5.01(6)(h) Beginning special education professionals understand:

5.01(6)(h)(i) models, theories, philosophies and research methods that form the basis for special education practice;

5.01(6)(h)(ii) laws, policies and ethical principles regarding functional and positive behavior management planning and implementation addressing function of behavior and how to provide unbiased supports;

5.01(6)(h)(iii) the relationship of special education to the organization and the function of educational agencies;

5.01(6)(h)(iv) the rights and responsibilities of individuals with exceptionalities, parents, teachers, other professionals and schools related to exceptionalities;

5.01(6)(h)(v) issues, assurances and due process rights related to assessments, eligibility and placement within a continuum of services;

5.01(6)(h)(vi) issues in definition and identification of individuals with exceptionalities, including those from dual language and culturally and linguistically diverse backgrounds, including:

5.01(6)(h)(vi)(A) how diversity is part of families, cultures and schools and that complex human issues can interact with the delivery of special education services;

5.01(6)(h)(vi)(B) historical points of view and contribution of culturally diverse groups; and

5.01(6)(h)(vi)(C) the impact of the dominant culture on shaping school culture and the importance of providing culturally responsive pedagogy;

5.01(6)(h)(vii) issues, assurances and due-process rights related to assessments, eligibility and placement within a continuum of services;

5.01(6)(h)(viii) family systems and the role of families in the educational process;

5.01(6)(h)(ix) personal cultural biases and differences that affect one's teaching, behaviors, evaluation and collaboration; and

5.01(6)(h)(x) the importance of serving as an intentional model of inclusion for individuals with exceptionalities.

5.01(6)(i) The beginning special education professional is knowledgeable about the relationship of education to democracy, the school's role in teaching and perpetuating a democratic system of government; educational governance; careers in teaching; the relationship(s) between the various government entities that create laws, rules, regulations and policies and special education practices, and is able to:

5.01(6)(i)(i) model and articulate democratic ideals to students and other stakeholders, by:

5.01(6)(i)(i)(A) teaching about productive citizenship; and

5.01(6)(i)(i)(B) teaching and perpetuating the principles of a democratic republic;

5.01(6)(i)(ii) model for and develop in students positive and accepted behaviors to accepted standards and respect for the rights of others as necessary for successful personal, family and community involvement and well-being;

5.01(6)(i)(iii) demonstrate respect for and effectively address in planning the influences that affect educational practice, including;

5.01(6)(i)(iii)(A) federal and state constitutional provisions;

5.01(6)(i)(iii)(B) federal and state executive, legislative and legal policies;

5.01(6)(i)(iii)(C) the roles of elected officials in policy-making;

5.01(6)(i)(iii)(D) local boards of education, school district and school administration policies and those of boards of cooperative services;

5.01(6)(i)(iii)(E) the influence of nontraditional and nonpublic schools, including charter, private and home schools, and

5.01(6)(i)(iii)(F) public sector input from business, advocacy groups and the public.

5.01(6)(i)(iv) promote teaching as a worthy career and describe the wide variety of career paths in education; and

5.01(6)(i)(v) participate in professional development options that can improve performance and provide professional development or other learning opportunities to colleagues in school buildings related to best practices in special education. .

5.01(7) **Collaboration and cultural responsiveness:** Beginning special education professionals understand the theory and elements of effective collaboration and serve as a collaborative resource to families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences and demonstrate knowledge of:

5.01(7)(a) promoting the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

5.01(7)(b) models and strategies of consultation and collaboration;

5.01(7)(c) the roles of individuals with exceptionalities, families and school and community personnel in planning of an IEP;

5.01(7)(d) concerns of families of individuals with exceptionalities and strategies to help address these concerns; and

5.01(7)(e) culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel and community members.

5.01(7)(f) Beginning special education professionals demonstrate the skills to:

5.01(7)(f)(i) maintain confidential communication about individuals with exceptionalities;

5.01(7)(f)(ii) collaborate with families and others in assessment of individuals with exceptionalities;

5.01(7)(f)(iii) foster respectful and beneficial relationships between families and professionals;

5.01(7)(f)(iv) assist individuals with exceptionalities and their families in becoming active participants in the educational team;

5.01(7)(f)(v) plan and conduct collaborative conferences with individuals with exceptionalities and their families;

5.01(7)(f)(vi) collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings;

5.01(7)(f)(vii) use group problem-solving skills to develop, implement and evaluate collaborative activities;

5.01(7)(f)(viii) model techniques and provide professional development and coaching to others in the use of instructional methods and accommodations;

5.01(7)(f)(ix) communicate with school personnel about the characteristics and needs of individuals with exceptionalities;

5.01(7)(f)(x) communicate effectively with families of individuals with exceptionalities from diverse backgrounds;

 5.01(7)(f)(xi) assist content-area teachers in adapting curriculum, instruction and strategies utilizing evidence-based practices and technology to support students with exceptionalities in meeting Colorado Academic Standards and extended evidence outcomes;

5.01(7)(f)(xii) assist students in education, behavior and transition services or transitions with family, educators, other professional and relevant community representatives; and

5.01(7)(f)(xiii) strategize with other professionals when a student's medical condition or medication must be considered in terms of its effect on a student's learning or behavior.

5.02   Early Childhood Special Education (Ages Birth-8)

To be endorsed in early childhood special education, for ages birth-8, an applicant must hold a bachelor's or higher degree from a four-year accepted institution of higher education; have completed an approved program in early childhood special education, that includes student teaching and practicum; have demonstrated the foundational knowledge and skills necessary for working with young children found in 4.01 of these rules; and have demonstrated the additional competencies specified below:

These early childhood special education standards are targeted, intensive and specialized for educators working with children with disabilities and exceptional needs.

5.02(1) Learner development and individual learning differences (builds upon rule 4.01(1)): Beginning early childhood special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

5.02(1)(a) Beginning early childhood special education professionals demonstrate knowledge of:

5.02(1)(a)(i) the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention and instruction decisions;

5.02(1)(a)(ii) biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction;

5.02(1)(a)(iii) characteristics, etiologies and individual differences within and across the range of abilities, including development delays and disabilities,and their potential impact on children's early development and learning; and

5.02(1)(a)(iv) normative sequences of early development, individual differences and families' social and cultural linguistic diversity to support each child's development and learning across contexts.

5.02 (1)(b) Beginning early childhood special education professionals demonstrate the skills to:

5.02(1)(b)(i) develop and match learning experiences and strategies to characteristics of infants and young children;

5.02(1)(b)(ii) identify systematic, responsive and intentional evidence-based practices and use these practices with fidelity to support young children's learning and development across all developmental and content domains; and

5.02(1)(b)(iii) establish communication systems for young children that support self-advocacy, including the use of assistive technology for young children who are deaf and/or hard of hearing.

5.02(2) Learning environments and instructional planning and strategies (builds upon rule 4.01(4) and 4.01(8))): Beginning early childhood special education professionals create safe, inclusive, culturally responsive learning environments and select, adapt and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities..

5.02(2)(a) Beginning early childhood special education professionals demonstrate the skills to:

5.02(2)(a)(i) engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions and instruction addressing the development and academic content domains, which are adapted to meet the needs of each child and their family;

5.02(2)(a)(ii) use responsive interactions, interventions and instruction with sufficient intensity and types of support across activities, routines and environments to promote child learning and development and facilitate access, participation and engagement in natural environments and inclusive settings;

5.02(2)(a)(iii) plan for, adapt and improve approaches to interactions, interventions and instruction based on multiple sources of data across a range of natural environments and inclusive settings;

5.02(2)(a)(iv) use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities;

5.02(2)(a)(v) identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and across contexts;

5.02(2)(a)(vi) promote young children's social and emotional competence and communication and proactively plan and implement function-based interventions to prevent and address challenging behaviors;

5.02(2)(a)(iv) structure,; direct and support the activities of para-educators, volunteers and tutors;

5.02(2)(a)(v) intervene safely and appropriately with individuals with exceptionalities in a crisis; and

5.02(2)(a)(vi) use universal precautions.

5.02(3) Curricular content knowledge (builds upon rule 4.01(8)): Beginning early childhood special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

5.09(3)(a)Beginning early childhood special education professionals are knowledgeable of early childhood curriculum frameworks, developmental and academic content knowledge and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate and challenging learning experiences in natural and inclusive environments.

5.02(3)(b) Beginning early childhood special education professionals demonstrate the skills to:

5.02(3)(b)(i) collaborate with families and other professionals to identify an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families; and

5.02(3)(b)(ii) engage in ongoing reflective practice and access evidence-based information to improve their own practices.

5.02(4) Assessment (builds upon rule 4.01(2)): Beginning early childhood special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5.02(4)(a) Beginning early childhood special education professionals are knowledgeable of the:

5.02(4)(a)(i) purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to characteristics of the young child, family and program;

5.02(4)(a)(ii);process for developing and administering informal assessments and/or selecting and using valid, reliable formal assessments that use evidence-based practices, including technology, in partnership with families and other professionals;

5.02(4)(a)(iii) process for exiting children from special education when appropriate; and

5.02(4)(a)(iv) the data collection for federal reporting requirements (entries and exits to early childhood special education) and the need for collaboration with general education early childhood educators to support this data collection.

5.02(4)(b) Beginning early childhood special education professionals demonstrate the skills to:

5.02(4)(b)(i) analyze, interpret, document and share assessment information using a strength-based approach with families and other professionals; and

)5.02(4)(b)(ii) collaborate with families and other team members to use data to determine eligibility, develop child and family-based outcomes and goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

5.02(5) Professional learning and ethical practice (builds upon rule 4.01(6)): Beginning early childhood special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform early childhood special education practice, to engage in lifelong learning and to advance the profession.

5.02(5)(a) Beginning early childhood special education professionals are knowledgeable of trends and issues in early childhood education, early childhood special education and early intervention and practice in accordance with ethical and legal policies and procedures.

5.02(5)(b) Beginning early childhood special education professionals demonstrate the skills to:

5.02(5)(b)(i) advocate for improved outcomes for young children, families and the profession, including the promotion and use of evidence-based practices and decision-making;

5.02(5)(b)(ii) recognize signs of emotional distress, neglect and abuse, and follow reporting procedures;

5.02(5)(b)(iii) implement the level of support needed by the family to achieve the desired outcomes for the child;

5.02(5)(b)(iv) fully understand procedural safeguards and ensure families understand them and are part of the decision-making;

5.02(5)(b)(v) implement family services consistent with due process safeguards;

5.02(5)(b)(vi) serve as a model for individuals with exceptionalities;

5.02(5)(b)(vii) conduct professional activities in compliance with applicable laws and policies; and

5.02(5)(b)(viii) engage with the early intervention/early childhood special education profession by participating in local, regional, national and/or international activities and organizations

5.02(6) Collaboration (builds upon rule 4.01(3)): Beginning early childhood special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

5.02(6)(a) Beginning early childhood special education professionals demonstrate the skills to:

5.02(6)(a)(i) apply teaming models, skills and processes and appropriate uses of technology when collaborating and communicating with families, professionals with varying skills, expertise and roles across multiple disciplines, community partners and agencies;

5.02(6)(a)(ii) use a variety of evidence-based, collaborative strategies when working with adults that are culturally and linguistically responsive and appropriate to the task, the environment and service delivery approach;

5.02(6)(a)(iii) partner with families and other professionals to develop individualized plans and support the various transitions that occur for the child and their family throughout the birth-8 age span;

5.02(6)(a)(iv) apply family-centered practices, family systems theory and knowledge of the changing needs and priorities in families' lives to develop trusting, respectful, affirming and culturally responsive partnerships with all families to allow for the mutual exchange of knowledge and information;

5.02(6)(b)(v) engage in reciprocal partnership with families and other professionals to facilitate responsive adult-child interactions, interventions and instruction in support of child learning and development;

5.02(6)(b)(vi) engage families in identifying their strengths, priorities and concerns; and

5.02(6)(b)(vii) promote families' competence and confidence during assessment, individualized planning, intervention and transition processes to support their goals for their family and young child's development and learning.

5.03   Special Education Specialist: Visually Impaired (Ages Birth-21)

To be endorsed as a special education specialist: visually impaired, an applicant must hold an earned master's or higher degree in special education visual impairment or its equivalent (as determined by the Department) from an accepted institution of higher education; have completed an approved program for the preparation of special education specialists: visually impaired including prescribed field experience requirements; and have demonstrated the competencies specified below:

5.03(1) The special education specialist: visually impaired is knowledgeable about the foundations of special education including, but not limited to, the legal framework, historical precedents, auricular foundation and cultural and socio-economic factors affecting students with visual impairment(s) and other disabilities, and is able to:

5.03(1)(a) articulate to a variety of audiences the models, theories, historical foundation and philosophies that provide the bases for special education practice related to learners who are visually impaired.

5.03(1)(b) articulate to a variety of audiences variations in beliefs, traditions and values across cultures and their effect on attitudes toward and expectations for students with visual impairment(s).

5.03(1)(c) identify and gain access to federal entitlements that provide specialized equipment and materials for students with visual impairment(s).

5.03(1)(d) articulate and explain current educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for students with visual impairment(s) and deaf blindness.

5.03(2) The special education specialist: visually impaired is knowledgeable about the characteristics of learners, human development and the implications of blindness, visual impairment(s) and deaf blindness upon developmental and academic skills acquisition, and is able to articulate and incorporate into the planning for students relevant information about:

5.03(2)(a) the structure, function and normal development of the human visual system.

5.03(2)(b) basic terminology, manifestations and educational implications of diseases and disorders of the human visual system.

5.03(2)(c) effects of medication(s) on the function(s) of the visual system.

5.03(2)(d) the development of other senses when vision is impaired.

5.03(2)(e) the effects of visual impairment(s) on early development of motor skills, cognition, social/emotional interaction, self-help, communication and early literacy.

5.03(2)(f) similarities and differences between the cognitive, physical, cultural, social, emotional, sensory and literacy needs of students with and without visual impairment(s).

5.03(2)(g) differential characteristics of students with visual impairments including levels of severity and the impact of concomitant additional disabilities.

5.03(2)(h) the effects of visual impairment(s) on the family and the reciprocal impact on the individual's self-esteem.

5.03(2)(i) psychosocial aspects of visual impairment(s).

5.03(2)(j) the impact of visual impairment(s) and deaf blindness on formal and incidental learning experiences.

5.03(2)(k) psychosocial aspects of visual impairment(s).

5.03(3) The special education specialist: visually impaired is knowledgeable about visual disorders and is able to:

5.03(3)(a) explain the characteristics of visual disorders to families and to other educational service providers.

5.03(3)(b) describe the effects of visual impairment(s) – with and without additional disabilities – on development, learning and literacy.

5.03(3)(c) provide information regarding the cognitive, communication, physical, medical, cultural, social, emotional, sensory and literacy needs of students with visual impairment(s) to their families and to educational and related service providers.

5.03(3)(d) recommend adaptations within instructional environments to identify and accommodate individual sensory need(s).

5.03(4) The special education specialist: visually impaired is knowledgeable about assessment and evaluation and is able to:

5.03(4)(a) complete accurate assessments of students' developmental and academic performance, apply the information in planning for students and articulate to a variety of audiences regarding:

5.03(4)(a)(i) specialized terminology used in the medical diagnoses and educational assessment(s) of students with visual impairment(s);

5.03(4)(a)(ii) specific assessments that measure functional vision and learning modalities;

5.03(4)(a)(iii) ethical considerations, legal provisions, regulations and guidelines related to the valid and relevant assessment of students with visual impairment(s);

5.03(4)(a)(iv) specialized policies and procedures for screening, pre-referral, referral, classification and placement of students with visual impairment(s);

5.03(4)(a)(v) alternative assessment tools and techniques for students with visual impairment(s) including, but not limited to, state- or district-level alternate assessment practices;

5.03(4)(a)(vi) appropriate interpretation and application of assessment scores for students with visual impairment(s) and deaf blindness; and

5.03(4)(a)(vii) the relationship(s) between assessment, individualized family service plan (IFSP) and individualized education plan (IEP) development, and placements, as each affects the educational services provided to students with visual impairment(s).

5.03(5) The special education specialist: visually impaired is knowledgeable about and able to evaluate the validity of individual tests for use with students with visual impairment(s) and is able to:

5.03(5)(a) use disability-specific assessment instruments.

5.03(5)(b) adapt and implement a variety of assessment procedures in evaluating students with visual impairments and deaf blindness.

5.03(5)(c) interpret eye reports and other information related to the visual impairment(s) including, but not limited to, low-vision evaluation reports to students with visual impairment(s), their families and to other educational and related service providers.

5.03(5)(d) utilize assessment and performance data to develop specific recommendations for modification(s) of and accommodations for the student's learning environment(s) and educational materials.

5.03(5)(e) conduct, interpret and apply the results of formal and informal assessment(s) of functional vision and learning modalities.

5.03(5)(f) create and maintain disability-related records for students with visual impairment(s).

5.03(5)(g) gather background information and family history relevant to the individual student's visual status and instructional needs.

5.03(5)(h) incorporate assessment information into the development of IFSPs and IEPs.

5.03(5)(i) utilize assessment information to develop literacy modality plans for students with visual impairment(s).

5.03(6) The special education specialist: visually impaired is knowledgeable about instructional content and practice, specialized instructional strategies and appropriate accommodation(s), and is able to demonstrate these strategies and/or teach learners with visual impairment(s):

5.03(6)(a) the use of the abacus, slate and stylus, Braille writer, electronic note taker(s), talking calculator, tactile graphics, computers and other types of access and adaptive technology.

5.03(6)(b) basic concepts related to content standards.

5.03(6)(c) increasing visual access to and within learning environments related to instruction, the use of print adaptations and optical and non-optical devices.

5.03(6)(d) increasing non-visual access to learning environments.

5.03(6)(e) alternative reasoning and decision-making skills.

5.03(6)(f) organization and study skills.

5.03(6)(g) structured pre-cane orientation and mobility assessment and instruction.

5.03(6)(h) tactual perceptual skills.

5.03(6)(i) health and health issues.

5.03(6)(j) adapted physical and recreational skills.

5.03(6)(k) social and daily living skills.

5.03(6)(l) developing career awareness and providing them with vocational counseling.

5.03(6)(m) promoting self-advocacy.

5.03(6)(n) identifying sources of and acquiring specialized instructional and other relevant materials.

5.03(6)(o) identifying techniques for the adaptation of instructional methods and materials.

5.03(7) The special education specialist: visually impaired is knowledgeable about planning for the instruction of students with visual impairment(s) and is able to:

5.03(7)(a) develop comprehensive short- and long-range individualized learning programs for students with visual impairment(s) and deaf blindness.

5.03(7)(b) prepare appropriate individual and group lesson plans.

5.03(7)(c) involve the student with visual impairment(s) in setting instructional goals and charting progress.

5.03(7)(d) select, adapt and utilize instructional strategies and materials appropriate to the learning needs of the student with visual impairment(s).

5.03(7)(e) use strategies to help students learn, maintain new skills and be able to generalize those skills across other learning environments.

5.03(7)(f) choose and implement instructional techniques that promote successful transitions for students with visual impairment(s).

5.03(7)(g) evaluate and modify instruction according to student need.

5.03(7)(h) interpret and use multiple sources of assessment data in planning for the instruction of students with visual impairment(s) and deaf blindness.

5.03(7)(i) choose and use appropriate forms of technology to accomplish instructional objectives for students with visual impairment(s) and integrate technology into the instructional process.

5.03(7)(j) sequence, implement and evaluate learning objectives based on standards-based education and the expanded core curriculum for students with visual impairment(s).

5.03(7)(k) teach students with visual impairment(s) to think, solve problems and utilize other cognitive strategies to meet individual learning needs.

5.03(8) The special education specialist: visually impaired is knowledgeable about effective planning for and management of the teaching and learning environment to provide a setting conducive to group and individualized learning, and is able to:

5.03(8)(a) transcribe, proofread and interline materials in contracted literary, Nemeth and foreign language Braille codes.

5.03(8)(b) utilize specialized equipment and software, such as Braille writers, slate and stylus, computerized Braille transcription and tactile image enhancers, to prepare adapted or modified materials in Braille, accessible print, tactile and other formats appropriate to the assessed needs of students with visual impairment(s).

5.03(8)(c) obtain and organize materials intended to implement instructional objectives for students with visual impairment(s).

5.03(8)(d) design multisensory learning environments that engage the active participation of students with visual impairment(s) in group and individual activities.

5.03(8)(e) design and implement strategies and techniques that facilitate the inclusion of students with visual impairment(s) into a wide variety of educational and community settings.

5.03(8)(f) direct the activities of a classroom paraprofessional, volunteer, peer tutor or Braille transcriber.

5.03(8)(g) create learning environments that encourage self-advocacy and independence for students with visual impairment(s).

5.03(9) The special education specialist: visually impaired is knowledgeable about promoting appropriate student behavior and social interaction skills and demonstrates:

5.03(9)(a) effective learning environment management which engenders positive behavior(s) between and among students, such as, but not limited to, strategies that:

5.03(9)(a)(i) identify ways to address attitudes and behaviors that can positively or negatively influence the deportment and achievement of students with visual impairments;

5.03(9)(a)(ii) effectively instruct students in the development of the social skills needed across educational and living environments;

5.03(9)(a)(iii) identify strategies for preparing students with visual impairment(s) to live harmoniously and productively in a diverse world; and

5.03(9)(a)(iv) identify and address inappropriate behaviors attributable to or caused by visual impairment(s).

5.03(10) The special education specialist: visually impaired is knowledgeable about and able to manage student behavior(s) and learning through:

    5.03(10)(a) the modification of the learning environment including, but not limited to, schedule, physical arrangement and/or materials.

    5.03(10)(b) the selection, implementation and evaluation of appropriate and applicable classroom management strategies for students with visual impairment(s).

    5.03(10)(c) the incorporation of social skills training into the curriculum.

    5.03(10)(d) utilization of procedures intended to increase student self-awareness, self- control, self-reliance and self-esteem.

    5.03(10)(e)preparing students with visual impairment(s) to present themselves in a socially appropriate manner, providing information about, but not limited to, that related to grooming, dress and interpersonal skills.

    5.03(10)(f) preparing students to adapt to progressive eye conditions when necessary.

    5.03(10)(g) preparing students with visual impairment(s) to appropriately and effectively utilize the services of support personnel.

    5.03(10)(h) preparing students with visual impairment(s) to gain access to information about services provided in and for the community.

    5.03(10)(i) preparing students with visual impairment(s) to act appropriately in social situations.

    5.03(10)(j) preparing students with visual impairment(s) to respond to societal attitudes and actions with positive behavior(s) and self-advocacy.

5.03(11) The special education specialist: visually impaired is knowledgeable about communication and collaborative partnerships and demonstrates:

    5.03(11)(a) effective communication and the ability to collaborate with students, their families, and school and community personnel in identifying and addressing:

        5.03(11)(a)(i) typical and/or specific concerns of parents of students with visual impairment(s) and appropriate strategies to assist them in resolving concerns;

        5.03(11)(a)(ii) roles of students with visual impairment(s), parents, educational service providers and community personnel in planning individualized programs for students;

        5.03(11)(a)(iii) strategies for assisting families and other team members in planning appropriate transitions for students with visual impairment(s);

        5.03(11)(a)(iv) unique services, networks and organizations that serve as resources to/for students with visual impairment(s);

        5.03(11)(a)(v) roles of paraprofessionals or para-educators who work directly with students with visual impairment(s) and deaf blindness; and

        5.03(11)(a)(vi) the necessity for role models for students with visual impairment(s).

5.03(12) The special education specialist: visually impaired demonstrates the ability to collaborate with others and is able to:

5.03(12)(a) identify and implement strategies for working with students with disabilities, parents, and school and community persons, in a wide variety of learning and learning- related environments.

5.03(12)(b) communicate and consult with students, parents, education service providers and community personnel.

5.03(12)(c) foster respectful and beneficial relationships between and among families and professionals.

5.03(12)(d) encourage and assist families in becoming active participants in the education of their own children.

5.03(12)(e) plan and conduct conferences with families or primary caregivers as required and/or necessary.

5.03(12)(f) collaborate with general education teachers and other school and community personnel regarding the integration of students with disabilities into the general learning environment.

5.03(12)(g) communicate with general education teachers, administrators and other school personnel about the characteristics and needs of students with disabilities.

5.03(12)(h) assist families and other team members in understanding the impact of visual impairment(s) and deaf blindness on learning and experience.

5.03(12)(i) report results of specialized assessments to students with visual impairment(s), their families and pertinent team members in relevant and appropriate ways.

5.03(12)(j) manage and direct the activities of para-educators or peer tutors who work with students with visual impairment(s).

5.03(13) The special education specialist: visually impaired is knowledgeable about professionalism and ethical practices and demonstrates:

5.03(13)(a) appropriate professional practices in contributing to the field of education and to the academic achievement of each individual student including, but not limited to:

5.03(13)(a)(i) decision-making based on the ethical considerations governing the profession of special education, especially as related to the field of the education of the visually impaired learner;

5.03(13)(a)(ii) recognizing cultural bias and how it can affect teaching;

5.03(13)(a)(iii) serving as a role model for students with visual impairment(s);

5.03(13)(a)(iv) participation in consumer and professional organizations and remaining up-to-date with publications and journals relevant to the field of visual impairments; and

5.03(13)(a)(v) the ability to research information related to the learning needs of and outcomes for students with visual impairment(s).

5.03(14) The special education specialist: visually impaired functions in a professional manner by:

    5.03(14)(a) demonstrating professional ethics.

    5.03(14)(b) accepting the personal characteristic(s) of students with and without visual impairment(s).

    5.03(14)(c) remaining up-to-date on literature related to students with visual impairment(s).

    5.03(14)(d) participating in professional organizations representing the field of visual impairment(s), as appropriate.

    5.03(14)(e) engaging in professional-growth activities which may benefit students with visual impairment(s), their families and/or colleagues.

    5.03(14)(f) practicing self-assessment related to instruction, and seeking professional development activities which support the advancement of personal skills and knowledge.

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

To be endorsed as a special education specialist: deaf/hard-of-hearing, an applicant must hold an earned master's or higher degree in special education: deaf/hard-of-hearing or its equivalent – as determined by the Department of Education – from an accepted institution of higher education; have completed an approved program for the preparation of special education specialists: deaf/hard of hearing including prescribed field experience requirements; and have demonstrated the competencies specified below:

5.04(1) The special education specialist: deaf/hard-of-hearing is knowledgeable about the philosophical, historical and legal foundations of special education and is able to articulate and incorporate into planning for students:

    5.04(1)(a) current definitions of students with hearing loss including terminology, identification criteria, labeling issues and current incidence and prevalence figures.

    5.04(1)(b) models, theories and appropriate philosophies that provide the basis for educational practice relevant to students who are deaf or hard-of-hearing.

    5.04(1)(c) variations in beliefs, traditions and values across cultures and within society, and the effect of the relationships between children who are deaf or hard-of-hearing, their families, schools and communities, and can:

        5.04(1)(c)(i) identify resources, model programs, organizations, agencies, research centers and technology that can be of assistance in working with students who are deaf or hard-of-hearing;

        5.04(1)(c)(ii) apply understanding of proven theory, of philosophy and of models of effective practice to the education of students who are deaf or hard-of-hearing; and

        5.04(1)(c)(iii) articulate the pros and cons of current issues and trends in special education and in educating students who are deaf or hard-of-hearing.

5.04(2) The special education specialist: deaf/hard-of-hearing is knowledgeable about factors that impact the learning of students who are deaf or hard-of-hearing and is able to articulate and incorporate into planning for these students:

5.04(2)(a) relevant elements of learning necessary for enhancement of cognitive, emotional and social development.

5.04(2)(b) proven and effective research on communication, socialization and cognition.

5.04(2)(c) cultural dimensions of being deaf or hard-of-hearing.

5.04(2)(d) the specific impact of various etiologies of hearing loss on the sensory, motor and/or learning capability.

5.04(2)(e) knowledge of the effect of family involvement, onset of hearing loss, age of identification, amplification and provision of services.

5.04(2)(f) knowledge of the impact of early and ongoing comprehensible communication.

5.04(2)(g) the effect of sensory input, including both incidental communication and experiences, on the development of language and cognition.

5.04(3) The special education specialist: deaf/hard-of-hearing is knowledgeable about and is able to:

5.04(3)(a) demonstrate effective communication strategies to students who are deaf or hard-of-hearing.

5.04(3)(b) describe how to make incidental learning opportunities accessible.

5.04(3)(c) articulate the interrelationship between communication, socialization and cognition.

5.04(4) The special education specialist: deaf/hard-of-hearing is knowledgeable about the assessment, effective teaching, service and special services provision and the evaluation of students who are deaf or hard-of-hearing, and is able to:

5.04(4)(a) implement formal and informal assessment procedures for eligibility, placement and program planning.

5.04(4)(b) articulate legal provisions, regulations and guidelines regarding unbiased diagnostic assessment(s) and the use of instructional assessment measures.

5.04(4)(c) incorporate into planning the specifics of policies regarding referral and placement procedures.

5.04(4)(d) demonstrate amplification system's parts and articulate function, benefits and limitations of options in group and personal amplification.

5.04(4)(e) administer assessment procedures and instruments for students who are deaf or hard-of-hearing and those with additional disabilities, and utilize appropriate assessment tools and informal assessment and evaluation procedures, utilizing natural/heritage/preferred language.

5.04(4)(f) use assessment data in making informed instructional decisions and for planning individual programs that result in appropriate service delivery and intervention for students who are deaf or hard-of-hearing.

5.04(4)(g) troubleshoot amplification problems and explain the parts and functions of group and personal amplification.

5.04(4)(h) develop and implement effective communication plans.

5.04(4)(i) plan an educational program to address the needs of students who are deaf or hard-of-hearing and who may have additional disabilities or conditions that impact learning.

5.04(5) The special education specialist: deaf/hard-of-hearing is knowledgeable about content standards and practice and is able to:

5.04(5)(a) identify and utilize specialized instructional materials relevant to specific student need and content standards.

5.04(5)(b) incorporate into planning information related but not limited to the syntactic, semantic use of American Sign Language (ASL) and English.

5.04(5)(c) incorporate into planning information related to languages and systems used to communicate with individuals who are deaf or hard-of-hearing.

5.04(5)(d) articulate normal speech development and characteristics of speech development for deaf or hard-of-hearing students.

5.04(5)(e) implement assessment procedures and curricula designed for:

5.04(5)(e)(i) the speech development of students who are deaf or hard-of-hearing and those who may have additional disabilities;

5.04(5)(e)(ii) ASL and English language development;

5.04(5)(e)(iii) stimulating the utilization of residual hearing;

5.04(5)(e)(iv) strategies/techniques related to the promotion of reading development; and

5.04(5)(e)(v) written language development.

5.04(5)(f) design and implement strategies and techniques for positively affecting the speech development of students who are deaf or hard-of-hearing.

5.04(5)(g) design and implement strategies/techniques to effectively instruct students about ASL and English language development.

5.04(5)(h) design and implement strategies/techniques for the stimulation and utilization of residual hearing.

5.04(5)(i) address in planning ways to facilitate cultural identity, linguistic, academic, cognitive, physical and social-emotional development.

5.04(5)(j) plan effective multi-level lessons.

5.04(5)(k) incorporate proven and effective research-supported instructional strategies and practices.

5.04(5)(l) implement strategies and procedures that effectively facilitate the deaf or hard-of-hearing student's transition to new settings and to meeting life challenges.

5.04(5)(m) communicate with advanced proficiency in relevant language(s) (English, ASL) and/or sign systems.

5.04(5)(n) select, modify, design, produce and utilize specialized and appropriate media, instructional materials, resources and technology.

5.04(5)(o) infuse communication skills into academic areas.

5.04(5)(p) apply appropriate and effective first- and second-language teaching strategies to meet student need.

5.04(5)(q) promote and encourage speech development; ASL and English language development; the utilization of residual hearing; reading and written language development to students who are deaf or hard-of-hearing.

5.04(5)(r) implement multi-level lessons for students who are deaf or hard-of-hearing.

5.04(5)(s) develop effective transition plan for students who are deaf or hard-of-hearing.

5.04(6) The special education specialist: deaf/hard-of-hearing is knowledgeable about the learning environment and is able to:

5.04(6)(a) demonstrate the adaptations needed within a variety of learning environments and within the community for students who are deaf or hard-of-hearing.

5.04(6)(b) manage assistive devices appropriate for students who are deaf or hard-of-hearing.

5.04(6)(c) select, implement and evaluate effective classroom management strategies.

5.04(6)(d) adapt learning environments to effectively meet needs of students who are deaf or hard-of-hearing and those who may have additional disabilities or special needs.

5.04(6)(e) plan and effectively implement instruction for students who are deaf or hard-of-hearing and those with additional disabilities or special needs.

5.04(7) The special education specialist: deaf/hard-of-hearing is knowledgeable about promoting student social interaction and independence and is able to:

5.04(7)(a) demonstrate processes for establishing ongoing interactions of students who are deaf or hard-of-hearing with peers and role models who are deaf, hard-of-hearing or hearing.

5.04(7)(b) provide opportunities for interaction with communities of individuals who are deaf, hard-of-hearing or hearing on the local, state and national levels.

5.04(7)(c) provide students with a wide variety of communication strategies which allow effective interaction with people and in places, situations and organizations within the community.

5.04(7)(d) implement strategies for teaching appropriate social skills and behavior in a variety of situations to students who are deaf or hard-of-hearing.

5.04(7)(e) provide appropriate methods of effective self-advocacy to students who are deaf or hard-of-hearing.

5.04(7)(f) articulate social/emotional/psychological developmental and social/emotional issues related to students who are deaf or hard-of-hearing.

5.04(7)(g) promote independence and responsibility to students who are deaf or hard-of-hearing.

5.04(7)(h) effectively teach students who are deaf or hard-of-hearing:

    5.04(7)(h)(i) how to use support personnel and contact resources appropriately and effectively;

    5.04(7)(h)(ii) how to be self-advocates;

    5.04(7)(h)(iii) how to be independent and take responsibility for their own actions;

    5.04(7)(h)(iv) about legal procedures, their rights and how to take appropriate action;

    5.04(7)(h)(v) to express emotions appropriately; and

    5.04(7)(h)(vi) how to use a wide variety of assistive devices.

5.04(8) The special education specialist: deaf/hard-of-hearing is knowledgeable about communication and collaborative partnerships and is able to:

    5.04(8)(a) provide a wide variety of resources to family members and professionals who are deaf or hard-of-hearing; to assist them in dealing with educational concerns and options, utilizing relevant available services and determining appropriate communication modes; and to identify cultural and community opportunities for students who are deaf or hard-of-hearing.

    5.04(8)(b) identify and articulate appropriate roles and responsibilities of educators and support personnel including, but not limited to, interpreters, note-takers and paraprofessionals in the delivery of education and education-related activities and programs to students who are deaf or hard-of-hearing.

    5.04(8)(c) articulate the effects of communication on the development of family relationships and strategies to facilitate communication in families with children who are deaf or hard-of-hearing.

    5.04(8)(d) articulate appropriate strategies to promote partnerships and to overcome barriers between families and professionals to effectively meet the needs of students who are deaf or hard-of-hearing.

    5.04(8)(e) articulate to families and professionals the educational options, communication modes/philosophies, services, cultural issues and community resources available for children who are deaf or hard-of-hearing.

    5.04(8)(f) facilitate communication between the child who is deaf and his or her family and/or other caregivers when, and as, appropriate.

    5.04(8)(g) facilitate/oversee coordination of and supervise support personnel including but not limited to interpreters, note-takers and paraprofessionals, to meet the needs of students who are deaf or hard-of-hearing.

    5.04(8)(h) use collaborative strategies and effective communication skills with individuals who are deaf or hard-of-hearing, parents, school and community personnel in various learning environments.

    5.04(8)(i) advocate for meeting the social-emotional, educational and communication needs of students who are deaf or hard-of-hearing in a wide variety of settings.

5.04(9) The special education specialist: deaf/hard-of-hearing is knowledgeable about professionalism and ethical practice and is able to:

5.04(9)(a) acquire the additional knowledge and skills necessary to effectively educate students who are deaf or hard-of-hearing and to work successfully with their families, other professionals and interested stakeholders.

5.04(9)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students who are deaf or hard-of-hearing.

5.04(9)(c) self-assess, design and implement an ongoing professional development plan relevant to being an effective educator of students who are deaf and hard-of-hearing.

5.05 Gifted Education Core (Ages 4-21)

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

5.05(1) Learner development and individual learning differences: An educator with a gifted education core endorsement understands variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and applies this understanding to provide appropriately meaningful and challenging learning experiences for individuals with exceptionalities. This educator understands that learner differences and development are manifest and monitored via data, bodies of evidence, advanced learning plans (ALPs), academic and affective goals, and multi-tiered system of supports systemic intervention strategies and tools for differentiation, acceleration and enrichment that address advanced learning differences and to support optimal continual development of individual growth and potential. The gifted educator applies knowledge of:

5.56(1)(a) gifted learner development in order to:

5.05(1)(a)(i) apply documented current theories related to intelligence, creativity, brain research, underlying exceptional cognition, asynchronicity and the expression of talent as it applies to all gifted students, including early childhood students, twice-exceptional learners (i.e., gifted and talented students with disabilities), highly gifted students, underachieving high-potential students, culturally and ethnically diverse gifted students, high-potential linguistically diverse students, students with unique affective needs, high-potential economically disadvantaged students and others;

5.05(1)(a)(ii) understand documented theories of human development, ages 4-21, as specifically related to developmentally appropriate strategies for gifted and talented learners;

5.05(1)(a)(iii) recognize the unique characteristics of gifted, talented and creative students, preschool through grade 12, and seek opportunities for enhancing their achievement as well as social-emotional development;

5.05(1)(a)(iv) apply understanding of development and individual academic and affective differences to respond to the needs of individuals with gifts;

5.05(1)(a)(v) identify how families and communities contribute to the development of individuals with gifts and talents and support their roles in the development of individuals with gifts; and

5.05(1)(a)(vi) recognize the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.

5.05(1)(b) learning traits, needs and differences in order to:

5.05(1)(b)(i) evaluate the need for and draw upon multiple, appropriate gifted learner data, advanced learning plans (ALPs), evidence-based practices for differentiation including acceleration strategies, systemic support systems, strategies and specialized support services to assist with meeting the unique learning-related affective, social and cognitive needs of gifted and talented students related but not limited to:

5.05(1)(b)(i)(A)　various types of giftedness and talent, including creativity;

5.05(1)(b)(i)(B) asynchronous development (i.e., the incongruences that may occur between a student's intellectual maturity and his/her social, emotional and physical development);

5.05(1)(b)(i)(C) psychological support;

5.05(1)(b)(i)(D) cognitive development and affective characteristics; and

5.05(1)(b)(i)(E) social and behavioral characteristics and needs, impact of multiple exceptionalities and multi-potentialities on gifted students.

5.05(1)(b)(ii) interpret gifted learner data to develop and monitor advanced learning plans (ALPs) and provide appropriate evidence-based practices for differentiation to support ongoing academic achievement and learning-related affective development of gifted and talented students; and

5.05(1)(b)(iii) apply concepts and interrelationships of giftedness, intelligence, creativity and leadership.

5.05(1)(c) diversity in order to:

5.05(1)(c)(i) recognize how language, culture, economic status, family background and/or area of disability can influence the learning of individuals with gifts and talents;

5.05(1)(c)(ii) appreciate influences of diversity factors, different beliefs, traditions and values across and within diverse groups as cognitive, social, emotional, cultural, linguistic and environmental effects that enhance or inhibit the development of giftedness; and

5.05(1)(c)(iii) seek to understand how language, culture and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values and interests.

5.05(2) Learning environment and structures: An educator with a gifted education core endorsement creates safe, inclusive and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being. The gifted educator applies knowledge of:

5.05(2)(a) social-emotional aspects in order to:

5.05(2)(a)(i) apply strategies for addressing specific social and emotional aspects that are unique to the gifted learner;

5.05(2)(a)(ii) create a safe, nurturing classroom environment that encourages mutual respect and emotional well-being;

5.05(2)(a)(iii) establish an environment in which creativity and giftedness can emerge and where students can feel safe to acknowledge, explore and express their uniqueness;

5.05(2)(a)(iv) acknowledge the value of each gifted student's contributions to the quality of learning; and

5.05(2)(a)(v) demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings, by intentionally modifying classroom environments for different purposes.

5.05(2)(b) diversity in order to create a classroom environment that values diversity and individuality and fosters understanding and features intercultural experiences.

5.05(2)(c) skill development in order to:

5.05(2)(c)(i) plan for the development of coping skills in individuals with gifts and talents to address personal and social issues including discrimination and stereotyping;

5.05(2)(c)(ii) modify learning environments to enhance the independence, self-awareness and self-efficacy of gifted students;

5.05(2)(c)(iii) support students as they adapt to changes in their learning environments; and

5.05(2)(c)(iv) apply strategies for the development in gifted students of habits of mind, attitudes and skills needed for future success, such as the production of knowledge; independent, lifelong learning; self-evaluation; interdependence and goal-setting (realistic, challenging goals for self, academics and school-to-career).

5.05(2)(d) relationships in order to:

5.05(2)(d)(i) establish a nurturing, respectful and caring relationship with each student and encourage relationships among students;

5.05(2)(d)(ii) plan for the development of social interaction that encourages positive relationships among students and that builds collaboration skills; and

5.05(2)(d)(iii) facilitate appropriate flexible grouping practices for educational reasons.

5.05(3) Instructional planning and strategies: An educator with a gifted education core endorsement selects, adapts and uses a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents. The gifted educator applies knowledge of:

5.05(3)(a) curriculum in order to:

5.05(3)(a)(i) develop long-range plans anchored in both general and special curricula;

5.05(3)(a)(ii) apply theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents;

5.05(3)(a)(iii) design and prescribe appropriate differentiated gifted program and curriculum options that are based on research-supported instructional strategies which include conceptual depth, advanced technological skills, accelerated presentation and pace, and creativity;

5.05(3)(a)(iv) apply documented best practices for teaching gifted and talented students, including those practices for the design and delivery of curriculum and the assessment of student learning including varied options and methods for acceleration, modification of content, content extensions (for depth and complexity) and expanded learning opportunities for students in order to meet specialized needs that may include resources beyond the classroom (mentorships, internships, dual enrollment, etc.);

5.05(3)(a)(v) foster the development of leadership skills through structured group processes;

5.05(3)(a)(vi) create environments and communicate high expectations for gifted students through rigorous learning activities; and

5.05(3)(a)(vii) promote active engagement in meaningful and challenging activities that extend learning.

5.05(3)(b) diversity in order to:

5.05(3)(b)(i) demonstrate understanding of cultural and linguistic factors, as well as the implications of being gifted and talented;

5.05(3)(b)(ii) design differentiated learning plans for individuals with gifts and talents including twice-exceptional students and individuals from diverse backgrounds;

5.05(3)(b)(iii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents; and

5.05(3)(b)(iv) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences.

5.05(3)(c) social-emotional aspects in order to plan and implement strategies for addressing the unmet social and emotional strengths and needs facing gifted students that differ from those of the general population.

5.05(3)(d) data-driven decisions in order to:

5.05(3)(d)(i) systematically translate shorter-range ALP academic and affective goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors; and

5.05(3)(d)(ii) evaluate the match between the identified educational needs of the student and appropriate and relevant strategies, programs and services.

5.05(4) Curricular content knowledge: An educator with a gifted education core endorsement demonstrates mastery of and pedagogical expertise in the content taught and uses knowledge of general and specialized curricula to advance learning for individuals with gifts and talents. The gifted educator applies knowledge of:

5.05(4)(a) differentiation in order to:

5.05(4)(a)(i) provide needs-based intensive research-based literacy and numeracy skill development and integrate such skills into lessons and assignments as well as across subject areas;

5.05(4)(a)(ii) implement cognitively engaging instruction intended to enhance student thinking, involve them in their own academic progress and create climates that encourage risk-taking, thinking outside the box and real-life scenarios;

5.05(4)(a)(iii) interpret data in order to supplement or modify assessments to address learning needs of individuals with gifts and talents;

5.05(4)(a)(iv) apply research-based effective differentiation strategies and instructional best practices to address all needs, including affective needs, of gifted learners; and

5.05(4)(a)(v) select, adapt and create appropriate, challenging materials in order to differentiate instructional strategies through general and specialized curricula.

5.05(4)(b) diversity in order to:

5.05(4)(b)(i) apply understanding of diversity and individual learning differences to inform the selection, development and implementation of comprehensive curricula for individuals with exceptionalities; and

5.05(4)(b)(ii) integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.

5.05(4)(c) cross-disciplinary curriculum in order to:

5.05(4)(c)(i) develop lessons that reflect the interconnectedness of content areas/disciplines;

5.05(4)(c)(ii) understand the role of central key concepts and structures of the discipline in order to implement instructional strategies that ensure that instruction articulates content and interdisciplinary connections;

5.05(4)(c)(iii) use understanding of gifted learner needs to organize knowledge, integrate cross-disciplinary skills and apply meaningful learning progressions within and across grade levels; and

5.05(4)(c)(iv) accelerate learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.

5.05(4)(d) thinking skills in order to:

5.05(4)(d)(i) implement tools of inquiry in content areas including higher-level thinking, critical-thinking and reasoning;

5.05(4)(d)(ii) apply strategies of creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and

5.05(4)(d)(iii) facilitate in-depth studies, individual investigations and learner-directed experiences.

5.05(5) Assessment and evaluation: An educator with a gifted education core endorsement is knowledgeable about the identification and assessment of student needs and uses formative and summative information from data to incorporate appropriate planning, methods and processes to meet the needs of gifted and talented students in all domains. Advanced learning plans (ALPs) serve as a "road map" and are collaboratively developed specific to individual gifted learner needs and goals and are used to determine acceleration needs, differentiation of instruction and provisions for affective support. The gifted educator applies knowledge of:

5.05(5)(a) diversity in order to:

5.05(5)(a)(i) understand factors inhibiting the recognition of the potential of students who are gifted from underserved populations (including, but not limited to, students who are female, disabled, racially or ethnically diverse, economically disadvantaged, underachieving, rural and/or highly gifted or twice-exceptional) and use multiple sources, portfolios and other data for a body of evidence when considering students for identification;

5.05(5)(a)(ii) apply defensible methods for screening, identifying and assessing students who are gifted, including under-served populations;

5.05(5)(a)(iii) demonstrate understanding of the unique and sophisticated means by which individuals with gifts and talents including those from culturally diverse backgrounds may demonstrate their learning; and

5.05(5)(a)(iv) use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and other factors related to diversity.

5.05(5)(b) identification in order to:

5.05(5)(b)(i) understand the process of and procedures for identification, legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction and placement for individuals with gifts and talents;

5.05(5)(b)(ii) implement technically sound, valid and reliable qualitative and quantitative instruments that minimize bias in identifying students for gifted education programs and services;

5.05(5)(b)(iii) use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents; and

5.05(5)(b)(iv) assess social-emotional needs of the gifted student in order to develop ALP goals specific to affective needs of the individual.

5.05(5)(c) instruction in order to:

5.05(5)(c)(i) use and interpret qualitative and quantitative assessments and information, aligned with Department of Education identification guidelines and procedures, to develop a profile of the strengths and weaknesses of each student with gifts and talents;

5.05(5)(c)(ii) interpret results of relevant data to diagnose educational needs and align instruction with academic standards and student assessment results;

5.05(5)(c)(iii) monitor and adjust instruction to enhance ongoing learning progress and modify learning plans based on ongoing assessment of individuals progress;

5.05(5)(c)(iv) apply a variety of pre-, formative and summative assessment methods and evaluate student performance based on multiple measures, employing alternative assessments and technologies such as performance-based assessment, portfolios and computer simulations, differentiated product-based assessments and off-level standardized assessments;

5.05(5)(c)(v) use assessment results to select, adapt and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents at appropriate instructional levels. Use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents;

5.05(5)(c)(vi) understand the affective aspects of giftedness that may affect a learner's achievement (perfectionism, self-concept, etc.); and

5.05(5)(c)(vii) use results from technically sound informal assessments (surveys, checklists, screening tools, observations, et.al.) to determine appropriate affective supports.

5.05(5)(d) communication in order to:

5.05(5)(d)(i) provide and implement actionable, timely, specific and individualized feedback for growth, learning and challenge;

5.05(5)(d)(ii) involve students in self-assessment and use formal and informal assessment feedback to monitor their learning;

5.05(5)(d)(iii) engage individuals with gifts and talents in evaluating the quality of their own learning and performance and in setting future goals and objectives; and

5.05(5)(d)(iv) communicate and interpret assessment information to students with gifts and talents and their parents/guardians.

5.05(5)(e) assessment of programming in order to:

5.05(5)(e)(i) provide information and input for evaluation of gifted programming; and

5.05(5)(e)(ii) evaluate implementation and effectiveness of strategies used to ensure delivery of program/service goals and objectives for all gifted learners, including those from diverse cultural and/or linguistic backgrounds.

5.05(6) Professional learning and ethical practice: An educator with a gifted education core endorsement applies foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning and to advance the profession. The gifted educator applies knowledge of:

5.05(6)(a) foundations in order to demonstrate knowledge about the foundations of the education of the gifted and the talented student including, but not limited to, the history of the education of the gifted and talented; proven and documented theories of giftedness; the wide variety of curricular strategies that provide for the effective teaching of gifted and talented students to include the current and evolving discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, and diverse and historical points of view; and human issues.

5.05(6)(b) diversity in order to:

5.05(6)(b)(i) demonstrate understanding of key issues and trends including diversity and inclusion that connect general, special and gifted and talented education;

5.05(6)(b)(ii) respond appropriately to the impact of culture and language as it interacts with an individual's gifts and talents;

5.05(6)(b)(iii) recognize and plan for the many aspects of diversity of individuals with gifts and talents and their families;

5.05(6)(b)(iv) understand that personal and cultural frames of reference affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds and twice-exceptional learners; and

5.05(6)(b)(v) assess and evaluate personal skills and limitations in regard to the impact of the dominant culture's role in shaping schools and recognize how differences in values, languages and customs between school and home may provide opportunities for adjustments.

5.05(6)(c) ethical practice in order to:

5.05(6)(c)(i) maintain confidentiality of student, family and fellow teacher interactions, as well as student data, while using professional ethical principles, ethical practices and specialized program standards with all individuals with exceptionalities by supporting and using linguistically and culturally responsive practices;

5.05(6)(c)(ii) act in compliance with laws, policies and standards of ethical practice by engaging in professional activities that promote growth in individuals with gifts and talents and update him/herself on evidence-based best practices; and

5.05(6)(c)(iii) support positive and productive work environments by creating and maintaining collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

5.05(6)(d) professional growth in order to:

5.05(6)(d)(i) view him/herself as a lifelong learner and regularly reflect on and adjust teaching practices, including self-evaluation of instruction by practice through continuous research-supported professional development;

5.05(6)(d)(ii) reflect on personal practice to improve teaching and guide professional growth by involvement in professional development organizations, conferences, workshops and publications that are relevant to the field of gifted education; and

5.05(6)(d)(iii) continuously broaden and deepen professional knowledge and expand expertise in regard to instructional technologies, curriculum standards, effective teaching strategies and assistive technologies that support access to and learning of challenging content by including current state standards, skills and local and state input.

5.05(7) Collaboration and communication: An educator with a gifted education core endorsement possesses skills in communicating, teaming and collaborating with diverse individuals and across diverse groups; demonstrates competence in interpersonal and technical communication skills as well as advanced oral and written skills; and applies knowledge of regulations and laws regarding confidentiality. The gifted educator applies knowledge of:

5.05(7)(a) ethics in order to maintain confidential communication about individuals with gifts and talents.

5.05(7)(b) cultural responsiveness in order to:

5.05(7)(b)(i) provide guardians/parents with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and information that explains the nature and purpose of gifted programming options;

5.05(7)(b)(ii) understand how the characteristics of one's own culture and use of standard English can differ from other cultures and uses of language;

5.05(7)(b)(iii) adjust and match communication methods to an individual's language proficiency and cultural and linguistic differences; and

5.05(7)(b)(iv) implement ways of behaving and communicating that lead to more accurate interpretation and greater understanding among all cultural and linguistic groups.

5.05(7)(c) effective communication in order to:

5.05(7)(c)(i) recognize the importance of using verbal, nonverbal and written language effectively;

5.05(7)(c)(ii) use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners;

5.05(7)(c)(iii) collaborate with families, professional colleagues and other educators to use data to make identification decisions and select, adapt and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula;

5.05(7)(c)(iv) implement strategies for advocating for students who are gifted and for enhancing community perceptions, interactions and involvement regarding gifted education;

5.05(7)(c)(v) facilitate school to career/life actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues and personnel from other agencies, as appropriate; and

5.05(7)(c)(vi) effect change by establishing a leadership role with parents, colleagues and other stakeholders through planned involvement and collaborative efforts that promote gifted student education.

5.05(8) An educator with a gifted education core endorsement is knowledgeable about professionalism and ethical practice and is able to:

5.05(8)(a) acquire the additional knowledge and skills necessary to effectively educate students with gifts and talents and to work successfully with their families, other professionals and interested stakeholders.

5.05(8)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students with gifts and talents.

5.05(8)(c) self-assess, design and implement an ongoing professional development plan relevant to being an effective educator of students with gifts and talents.

5.06   Gifted Education Specialist (Ages 4-21)

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

5.06(1) Leadership and policy: The gifted education specialist provides leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and is guided by professional ethics and practice standards. In this advanced role, the gifted educator has leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families and colleagues. The gifted education specialist creates supportive environments that safeguard the legal rights of students, families and school personnel through policies and procedures that promote ethical and professional practice. The gifted education specialist applies knowledge of:

5.06(1)(a) accountability in order to:

5.06(1)(a)(i) articulate public policy as it relates to the development and implementation of programs and strategies for gifted and talented students that are consistent with and aligned to adopted policies and objectives of the school district;

5.06(1)(a)(ii) integrate gifted education into the school's and district's educational program design, the delivery of instruction and other educational processes, and the organization of the school day;

5.06(1)(a)(iii) understand legal issues impacting the field of gifted education;

5.06(1)(a)(iv) prepare budgets, grants and reports;

5.06(1)(a)(v) apply knowledge of theories, evidence-based practices, relevant laws and policies to advocate for programs, supports and a continuum of services for individuals with exceptionalities; and

5.06(1)(a)(vi) ensure privacy issues in regard to individual students and record-keeping.

5.06(1)(b) collaboration in order to:

5.06(1)(b)(i) demonstrate effective leadership skills for designing and implementing programs for and delivering instruction to gifted students;

5.06(1)(b)(ii) utilize effective leadership skills for designing and implementing programs for and delivering instruction to gifted students;

5.06(1)(b)(iii) provide leadership to create procedures that respect all individuals and permit professionals to practice ethically;

5.06(1)(b)(iv) create positive and productive work environments by sharing information regarding positive impacts with colleagues;

5.06(1)(b)(v) implement strategies to promote collegial understanding of the academic and affective needs of gifted students among regular classroom teachers, administrators and boards of education; and

5.06(1)(b)(vi) work with professional, governmental and/or community agencies to advocate for curricular, school and instructional improvements.

5.06(1)(c) advocacy in order to:

5.06(1)(c)(i) communicate with policy makers and the general public about issues inherent in the education of gifted and talented students and about how to resolve concerns appropriately, effectively and practically;

5.06(1)(c)(ii) discuss potential improvements to policies and procedures with administrators to better address student, family and school needs;

5.06(1)(c)(iii) contribute to school and/or district committees to improve and align gifted services for students and their families;

5.06(1)(c)(iv) promote appropriate programming regarding the education of gifted and talented students to external agencies and groups;

5.06(1)(c)(v) promote policies and practices that improve programs, services and outcomes for individuals with exceptionalities;

5.06(1)(c)(vi) seek allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities; and

5.06(1)(c)(vii) provide opportunities and support for acceleration for gifted students in content, process and/or product.

5.06(1)(d) professional development in order to:

5.06(1)(d)(i) promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization's mission;

5.06(1)(d)(ii) plan, facilitate and/or provide professional development activities for increasing the knowledge and skills of regular classroom teachers in the areas of gifted identification methods and procedures, specific research-based instructional strategies and curriculum for gifted learners, and assessment methods and data-analysis to enhance the general improvement of the education of gifted and talented students;

5.06(1)(d)(iii) structure, direct and supervise the activities of para-educators, volunteers and tutors; and

5.06(1)(d)(iv) participate in self-evaluation and in organizations and activities that provide professional development opportunities and information that can increase professional competence and contribute to the advancement of the education of the gifted and talented student.

5.06(2) Collaboration, communication and coordination: The gifted education specialist has a deep understanding of the centrality and importance of consultation and collaboration to the roles within gifted education and uses this deep understanding to improve programs, services and outcomes for individuals with exceptional learning needs. The gifted education specialist understands the significance of the role of collaboration and promotes understanding, resolves conflicts and builds consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. The gifted education specialist possesses current knowledge of research on stages and models in both collaboration and consultation, and ethical and legal issues related to consultation and collaboration, and applies knowledge of:

5.06(2)(a) diversity in order to recognize cultural factors that promote effective communication and collaboration and to respond respectfully to individuals, families, school personnel and specific communities/community members in order to enhance or improve opportunities for gifted students.

5.06(2)(b) collaboration in order to:

5.06(2)(b)(i) maximize opportunities to promote understanding, resolve conflicts and build consensus for improving programs, services and outcomes for individuals with exceptionalities;

5.06(2)(b)(ii) identify effective communication, collaboration, consultation and leadership skills and apply these skills to the effective implementation of education for gifted learners;

5.06(2)(b)(iii) apply effective models and strategies for consultation, conferencing and collaboration with families and individuals with gifts and talents;

5.06(2)(b)(iv) coordinate transitions between grade levels and buildings;

5.06(2)(b)(v) implement goals and expectations through the advanced learning plan (ALP) process; and

5.06(2)(b)(vi) identify stakeholders and develop an ongoing plan for including and communicating with all stakeholders including classroom teachers, special services providers, parents, community members and students.

5.06(2)(c) effective problem-solving in order to:

5.06(2)(c)(i) use group problem-solving skills to develop, implement and evaluate collaborative activities;

5.06(2)(c)(ii) identify potential problems or issues, brainstorm possible solutions, evaluate and select best alternatives, develop a plan for implementation, implement and reflect on the process and results; and

5.06(2)(c)(iii) implement strategic planning in collaboration with teachers and district or administrative unit personnel in order to improve gifted student services.

5.06(3) Research and inquiry: The gifted education specialist has a comprehensive knowledge of gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view and issues that have influenced and continue to influence gifted education and the education of and services for individuals with exceptionalities both in school and in society. The gifted education specialist applies knowledge of:

5.06(3)(a) gifted education history and current theories in order to:

5.06(3)(a)(i) demonstrate comprehensive understanding of the foundations of education of the gifted and the talented student including but not limited to the history of the education of the gifted and talented, as well as proven and documented theories of giftedness;

5.06(3)(a)(ii) distinguish between theory and empirically proven research;

5.06(3)(a)(iii) apply understanding of current literature related to gifted education;

5.06(3)(a)(iv) recommend a variety of research-based curricular strategies that provide for the effective teaching of gifted and talented students; and

5.06(3)(a)(v) identify, critique and utilize research and applicable theory of curricular strategies as a basis for decision-making and practice for gifted students.

5.06(3)(b) data-analysis and measurement in order to:

5.06(3)(b)(i) interpret data as a basis for decision-making;

5.06(3)(b)(ii) conduct action research in order to investigate an area of interest/s to effect change at a local level; and

5.06(3)(b)(iii) evaluate identification procedures, curriculum and gifted programming policies and procedures to revise and improve gifted student education and opportunities.

5.06(4) Curriculum content: Curriculum and instructional planning is at the center of gifted and talented education. The gifted education specialist develops long-range plans anchored in both general and special curricula and systematically translates shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and

linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the selection, adaptation and creation of materials and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. The gifted education specialist applies knowledge of:

5.06(4)(a) research in order to:

5.06(4)(a)(i) use information from theories and research to revise and/or differentiate units, lesson plans and strategies for curriculum development and instructional practice for individuals with gifts and talents;

5.06(4)(a))(ii) apply appropriate theoretical models, structures and systems to the development of gifted programs and services; and

5.06(4)(a)(iii) evaluate and recommend program/services prototypes, grouping practices and educational principles that offer appropriate foundations for the development of a defensible program/service for gifted education.

5.06(4)(b) general and specialized curricula in order to:

5.06(4)(b)(i) develop long-range plans anchored in both general and special curricula, and systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment and cultural and linguistic factors;

5.06(4)(b)(ii) improve programs, supports and services at classroom, school, community and educational system levels;

5.06(4)(b)(iii) apply pedagogical content knowledge to instructing learners with gifts and talents;

5.06(4)(b)(iv) emphasize the development, practice and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents;

5.06(4)(b)(v) develop scope and sequence plans for individuals with gifts and talents; and

5.06(4)(b)(vi) provide opportunities for acceleration in content areas.

5.06(4)(c) diversity in order to:

5.06(4)(c)(i) apply understanding of diversity and individual learning differences to inform the selection, development and implementation of comprehensive curricula for individuals with exceptionalities; and

5.06(4)(c)(ii) select curriculum resources, strategies and product options that respond to cultural, linguistic and intellectual differences among individuals with gifts and talents.

5.06(4)(d) differentiation in order to:

5.06(4)(d)(i) recognize features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs;

5.06(4)(d)(ii) align differentiated instructional plans with local, state and national curricular standards;

5.06(4)(d)(iii) select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content; and

5.06(4)(d)(iv) apply models for delivery of appropriately differentiated content, processes, products, affects and learning environments (i.e., unique, complex and abstract) designed to meet the unique cognitive and affective needs of gifted learners.

5.06(4)(e) standards in order to:

5.06(4)(e)(i) use deep understanding of educational standards to help all individuals with exceptional learning needs access challenging curriculum; and

5.06(4)(e)(ii) apply knowledge of common core standards and understand the levels of rigor embedded in the standards.

5.06(4)(f) individual differences in order to:

5.06(4)(f)(i) emphasize curriculum for individuals with gifts and talents within cognitive, affective, aesthetic, social and linguistic domains;

5.06(4)(f)(ii) integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents; and

5.06(4)(f)(iii) provide and/or facilitate social-emotional support to meet specific gifted student affective needs.

5.06(5) Assessment: Assessment is critical to the advanced role of the gifted education specialist. Underlying assessment is the knowledge of systems, theories and standards-related educational assessment, along with skills in examining the technical adequacy of instruments and the implementation of evidence-based practices in assessment. It is critical that assessments that minimize bias are used in the selection of instruments, methods and procedures for both programs and individuals. With respect to assessment of individuals with gifts and talents, the gifted education specialist applies knowledge and skill to all stages and purposes of assessment, including the identification of abilities, strengths and interests, and when monitoring and reporting learning progress in the general education curriculum as well as in the specialized curriculum in their gifted education placement. The gifted education specialist applies knowledge of:

5.06(5)(a) technical aspects in order to understand measurement theory and practices for addressing issues of validity, reliability, norms, bias and limitations as well as interpretation of assessment results.

5.06(5)(b) assessment for identification in order to:

5.06(5)(b)(i) recommend and implement valid and reliable assessment practices and approaches to minimize bias for identifying students with gifts and talents;

5.06(5)(b)(ii) review, select and use multiple psychometrically sound, nonbiased, equitable qualitative and quantitative instruments from a variety of sources to identify individuals with gifts and talents in order to assess their diverse abilities, strengths, talents and interests;

5.06(5)(b)(iii) provide assessment tools in the child's native language or in nonverbal formats.

5.06(5)(b)(iv) interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents; and

5.06(5)(b)(v) inform all parents/guardians about the identification process, obtain parental/ guardian permission for assessments, use culturally sensitive checklists and elicit evidence regarding the child's interests and potential outside of the classroom setting.

5.06(5)(c) assessment of instruction in order to:

5.06(5)(c)(i) monitor the progress of individuals with gifts and talents in the general education and specialized curricula;

5.06(5)(c)(ii) pre-assess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on ongoing, continual assessment;

5.06(5)(c)(iii) analyze student results in order to determine most effective practices and supports;

5.06(5)(c)(iv) provide appropriate assessments that require higher-level thinking and application of skills to a final product or performance; and

5.06(5)(c)(v) monitor and adjust expectations for student goals as stated on the advanced learning plan.

5.06(6) Professional and ethical practice: The gifted education specialist uses foundational knowledge of the field, professional ethical principles and program standards to inform gifted education practice, engage in lifelong learning, advance the profession and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. The gifted education specialist applies knowledge of:

5.06(6)(a) professional development in order to:

5.06(6)(a)(i) lead professional development efforts and facilitate learning communities to increase professional knowledge and expertise focused on addressing gifted student needs;

5.06(6)(a)(ii) align professional development initiatives with school and district initiatives that address gifted education instructional strategies based on current research;

5.06(6)(a)(iii) advocate for professional development that is evidence-based and targeted toward improving gifted student outcomes;

5.06(6)(a)(iv) plan, present and evaluate professional development focusing on effective and ethical practice at all organizational levels; and

5.06(6)(a)(v) collaborate with district personnel and teachers to develop and implement a long-term professional development plan focused on increasing educator knowledge in the area of gifted education.

5.06(6)(b) diversity in order to:

5.06(6)(b)(i) demonstrate high professional expectations and ethical practice and create supportive environments that increase diversity at all levels of gifted and talented education;

5.06(6)(b)(ii) model and promote respect for all individuals and facilitate ethical professional practice; and

5.06(6)(b)(iii) understand and implement district and state policies designed to foster equity in gifted programming and services.

5.06(6)(c) professional responsibility in order to:

5.06(6)(c)(i) actively facilitate and participate in the preparation and induction of prospective gifted educators;

5.06(6)(c)(ii) promote the advancement of the gifted profession;

5.06(6)(c)(iii) implement performance feedback from supervisor and/or colleagues to improve practice;

5.06(6)(c)(iv) advocate for laws based on solid evidence-based knowledge to support high-quality education for individuals with exceptional learning needs;

5.06(6)(c)(v) conduct applied work to contribute to field; and

5.06(6)(c)(vi) ensure confidentiality of student information and records.

5.06(7) Programming services and program evaluation: The gifted education specialist facilitates the continuous improvement of general and gifted education programs, supports and services at the classroom, school and system levels for individuals with exceptionalities. The gifted education specialist applies knowledge of:

5.06(7)(a) programming services in order to:

5.06(7)(a)(i) apply knowledge of cognitive science, learning theory and instructional technologies to improve instructional programs at the school- and system-wide level;

5.06(7)(a)(ii) design and develop systematic program and curriculum models for enhancing talent development in multiple settings; and

5.06(7)(a)(iii) implement knowledge of program strategies, such as acceleration and enrichment, and research regarding effective instructional strategies to services for gifted and/or talented students.

5.06(7)(b) diversity in order to:

5.06(7)(b)(i) apply knowledge of special populations of gifted and talented students in the development of appropriate program and instructional-delivery decisions based on the unique and varied characteristics and needs of such students including, but not limited to, early childhood students; twice-exceptional learners (i.e., gifted and talented students with disabilities); highly gifted students; underachieving, high-potential students; culturally and ethnically diverse students; students with unique affective needs and high-potential, economically disadvantaged students; and

5.06(7)(b)(ii) apply understanding of the effects of cultural, social and economic diversity and variations of individual learners' differences to inform development of programs, supports and services for individuals with exceptional learning needs.

5.67(7)(c) program evaluation in order to:

5.06(7)(c)(i) implement strategies to conduct program/service evaluation for continued improvement;

5.06(7)(c)(ii) design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission and goals of their programs;

5.06(7)(c)(iii) develop procedures for continuous improvement management systems;

5.06(7)(c)(iv) design and implement evaluation activities to improve programs, supports and services for individuals with exceptionalities;

5.06(7)(c)(v) evaluate progress toward achieving the vision, mission and goals of programs, services and supports for individuals with exceptionalities;

5.06(7)(c)(vi) prepare for, participate in and evaluate results from the Colorado Gifted Education Review (CGER) process and develop goals and next steps as reflected in the CGER Timeline and the Unified Improvement Plan, Gifted Addendum (UIP-Gifted); and

5.06(7)(c)(vii) ensure that the district's gifted definition, identification process, programming options based on individual ALPs and assessments are aligned and effective in meeting gifted learner needs.

6.0   Graduate Endorsements

The following shall serve as standards for endorsements requiring the completion of graduate-level academic degrees and/or programs. All endorsement standards must be reviewed as needed for continuing appropriateness, applicability and benefit to Colorado students and schools.

6.01   (Rule number reserved.)

6.02   Teacher-Librarian (grades K-12)

To be endorsed as a teacher-librarian, an applicant must hold an earned bachelor's degree from an accepted institution of higher education; hold a Colorado initial or professional teacher license; have completed an approved program in library science or the equivalent, including field work in diverse K-12 settings and grade levels and a supervised practicum or internship that includes both elementary and secondary school library experience (the practicum or internship may be waived by the accepted institution upon comparable teacher-librarian experience as determined by the educator preparation program); and have demonstrated knowledge and performance competency, including, but not limited to, those listed below:

6.02(1) Quality standard 1: mastery and pedagogical instruction – A teacher demonstrates mastery of and pedagogical expertise in the content area(s) taught. The elementary teacher is an expert in research-based literacy and mathematics and is knowledgeable in all other content areas taught (e.g., science, social studies, the arts, physical education or world languages). The secondary

teacher has knowledge of research-based literacy and mathematics and is an expert in specific content area(s) (CDE Model Teacher Evaluation System). A candidate for a teacher librarian endorsement demonstrates skills to implement the principles of effective teaching and learning that contribute to an active, inquiry- and standards-based approach to learning. The candidate develops lessons that reflect the interconnectedness of content areas/disciplines and makes use of a variety of instructional strategies and assessment tools to design and develop learning experiences in partnership with classroom teachers and other educators (AASL).

6.02(1)(a) Instructional pedagogy – The candidate employs inquiry-based instructional design including differentiated instruction to reach all learners. The candidate is also knowledgeable in designing and delivering learning instruction along with technology literacy, information literacy and digital citizenship that empowers K-12 students to be workforce ready.

6.02(1)(b) Instructional design – The candidate is knowledgeable about leadership techniques for facilitating a standards-based backward design process for authentic, active learning lessons and units. The candidate provides an environment where students can practice and learn new strategies and receive feedback while learning content and demonstrating understanding.

6.02(1)(c) Children's and young adult literature reading promotion – The candidate promotes reading for children, young adults and other education professionals through the use of high-quality, high-interest literature in print and digital formats that reflect diverse developmental, cultural, social and linguistic needs of K-12 students and communities. The candidate is aware of current trends in literature and displays the ability to work within the school-wide culture to foster curiosity in student and staff learners. The candidate is knowledgeable about a variety of innovative formats to teach, enrich and expand critical, creative and independent thinking.

6.02(1)(d) Research-based Literacy strategies – The candidate demonstrates knowledge of research-based reading strategies including reading fluency and reading comprehension to increase students' reading levels, developmental abilities and personal interests. The candidate demonstrates the importance of systematic and explicit reading development tied to the overall school goals for literacy development in students.

6.02(2) Quality standard 2: safe, inclusive, respectful environment – A teacher establishes safe, inclusive and respectful learning environments for a diverse population of students.

6.02(2)(a) Respect for diversity – The candidate demonstrates the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social and linguistic needs of K-12 students and their communities.

6.02(2)(b) Equitable access – The candidate demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. The candidate works with the school administration team to allow for collaboration and flexibility to be able to teach at point of need. The candidate allows for and supports flexibility so that the library is available during and after school hours for students, teachers, parents and the community. The candidate demonstrates the ability to develop and support 24/7 access to learning resources.

6.02(3) Quality standard 3: plan and deliver effective instruction – A teacher plans and delivers effective instruction and creates environments that facilitate learning for students (CDE Model Teacher Evaluation System).

6.02(3)(a) Collaboration in planning and teaching -- The candidate demonstrates the ability to work with other teachers from a variety of disciplines and grade levels to systematically integrate Colorado Academic Standards skills. The candidate develops a collaborative culture and demonstrates the ability to model for students how to work collaboratively with one another and provide evidence of new thinking and learning.

6.02(3)(b) Technology integration – The candidate is knowledgeable in recommending current and meaningful use of technology and is part of school-level technology discussions. The candidate models a classroom that integrates skills from the Colorado Academic Standards (i.e., critical thinking, invention, information literacy and digital citizenship) through the use of innovative technology strategies. The candidate demonstrates the ability to utilize a variety of current technology tools in the classroom and to incorporate emerging tools as they become available, as well as the ability to have a digital presence within their schools and learning communities.

6.02(3)(c) Assessment of learning – The candidate demonstrates the ability to develop consistent means of assessing how well students are acquiring essential skills and knowledge through the use of formative or summative assessments such as rubrics, checklists and journaling.

6.02(3)(d) Learning environment – The candidate demonstrates the ability to create and maintain a flexible, dynamic learning environment with the goal of producing successful learners skilled in multiple literacies.

6.02(3)(e) Collection development – The candidate demonstrates the ability to develop and implement policies in collaboration with district and appropriate school personnel for collection development/selection, weeding criteria and the reconsideration of challenged resources, with procedures used to defend the challenged material, that is consistent with the mission, goals and objectives of the school building and school district, through:

6.02(3)(e)(i) materials acquisition and organization – The candidate demonstrates the ability to select a balanced collection of digital and print resources that meet the diverse curricular, personal and professional needs of students, teachers and administrators. The candidates demonstrates the ability to organize collections for easy access, one that aligns to curriculum, meets independent reading needs and reflects diverse points of view;

6.02(3)(e)(ii) resource review – The candidate identifies and provides support for diverse student information needs. The candidate models multiple strategies for students, other teachers and administrators to locate, evaluate and ethically use information for specific purposes. The candidate collaborates with students, other teachers and administrators to efficiently access, interpret and communicate information; and

6.02(3)(e)(iii) materials deselection – The candidate regularly weeds the collection to create a viable and current collection for an aesthetically pleasing environment designed to meet the diverse curricular, personal and professional needs of students, teachers and administrators.

6.02(3)(f) Program management – The candidate designs strong library programs with resources, services, policies, procedures and programming that are aligned with the school's goals. The candidate demonstrates the ability to practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. The candidate educates the school community on the ethical use of information and ideas.

6.02(3)(g) Supervision – The candidate demonstrates knowledge of the ability to recruit, supervise and evaluate library staff and volunteers.

6.02(3)(h) Budget management – The candidate demonstrates the ability to prepare, justify and maintain the school library program budget to ensure funding for the continuous acquisition of standards-based curriculum materials and services. The candidate displays the knowledge to pursue school-aligned alternative funding sources (such as grants or sponsorships) at the local, state and national level to enhance library funding and general program support.

6.02(3)(i) Program analysis/advocacy – The candidate uses evidence-based action research to collect data. The candidate interprets and uses data to create and share new knowledge to improve practice in school libraries. The candidate shows the ability to manage, organize and evaluate school library physical resources (facilities), fiscal resources (budgets) and human resources (personnel) to ensure the school library program recognizes, celebrates and advocates for the curricular, personal and professional needs of all stakeholders.

6.02(4) Quality standard 4: reflect on practice –A teacher reflects on personal teaching practice (CDE Model Teacher Evaluation System).

6.02(4)(a) Strategic planning – The candidate displays the leadership skills to develop school-aligned yearly goals (growth plans, action plans, etc.) as a guide to creating a library program and instruction that positively impacts student achievement and helps students thrive in today's society. The candidate demonstrates the ability to effectively use feedback and data to measure implementation of yearly growth plan goals. The candidate makes effective use of data and information to assess how the library program addresses the needs of diverse communities.

6.02(4)(b) Lifelong learning – The candidate plans for ongoing professional growth and know-how to articulate a personal learning network:

6.02(4)(b)(i) instructional/digital coach – The candidate displays the ability to work directly and indirectly with teachers, staff and the building principal(s) to improve the effectiveness of classroom instruction and increase student learning, performance and overall achievement especially in the areas of technology skills and digital literacy (information literacy, technology literacy and digital citizenship); and

6.02(4)(b)(ii) professional development – The candidate demonstrates the ability to be an instructional leader who develops and leads a variety of technology professional development opportunities (aligned with school's goals) for staff.

6.02(5) Quality standard 5: leadership and professional learning – A teacher demonstrates leadership (CDE Model Teacher Evaluation System).

6.02(5)(a) Development and/or leading professional learning networks (PLN's) –The teacher-librarian educator shall self-assess effectiveness based on student achievement and pursue continuous professional development in a variety of ways (e.g. digitally, in-person and networking) through appropriate activities, coursework and participation in relevant professional organizations.

6.02(5)(b) Family and community engagement – The candidate understands the importance of partnering with families to coordinate learning between home and school and advocates

for the inclusion of teachers and families in education and government decision-making processes.

6.03 Adapted Physical Education (Ages 3-21)

To be endorsed in adapted physical education, an applicant must hold a Colorado initial or professional license with a physical education endorsement; have completed an approved graduate-level program in adapted physical education for school-aged children, including a 200-hour practicum across elementary and secondary grade levels; and have demonstrated the competencies below:

6.03(1) The adapted physical education educator has a strong foundational knowledge of the major theories, concepts and research pertaining to:

6.03(1)(a) human growth and development and its unique application to students with disabilities including;

6.03(1)(a)(i) the principles behind how motor skills are learned and developed;

6.03(1)(a)(ii) advanced motor development, gross motor skills and patterns, physical and motor fitness, and the physiological and biomechanical applications for students with disabilities; and

6.03(1)(a)(iii) psychomotor, cognitive and affective learning outcomes of physical education;

6.03(1)(b) the disability categories and other impairments and their effect on typical development including;

6.03(1)(b)(i) the specific learning styles, contraindications and medical implications associated with different disabilities;

6.03(1)(b)(ii) communication styles of students with disabilities, including those who are nonverbal or have limited verbal expression, and the use of assistive technology; and

6.03(1)(b)(iii) the unique social-emotional attributes of students with disabilities and their effect on peer interaction and participation;

6.03(1)(c) the needs and characteristics of students with disabilities and the developmental challenges that can prevent them from participating in physical education exercises and activities including;

6.03(1)(c)(i) the use of and safety concerns related to specialized equipment used by students with disabilities;

6.03(1)(c)(ii) the social implications and impact the use of such equipment has on the student, educator and classroom environment; and

6.03(1)(d) creating safe, engaging and inclusive environments for all students to receive services, support and instruction in the least restrictive environment.

6.03(2) The adapted physical education educator is knowledgeable about the importance of student evaluation, and the administration and use of standardized and/or criterion-referenced instruments for assessing and determining the current level of motor performance in students with disabilities via:

6.03(2)(a) fitness and motor skills tests, reflex and perceptual inventories, motor development profiles and direct measures;

6.03(2)(b) the comparison of norm-referenced and criterion-reference assessments;

6.03(2)(c) formal and informal methods for gathering both qualitative and quantitative data on motor performance, physical fitness, play, recreation, leisure and sports concepts and skills; and

6.03(2)(d) effective and appropriate reporting and communication about assessment results to all members of the individualized education program (IEP) team.

6.03(3) The adapted physical education educator is knowledgeable about the professional, legal and ethical practices of adapted physical education and:

6.03(3)(a) understands federal and state special education laws and other regulations that govern adapted physical   education in the state of Colorado, including:

6.03(3)(a)(i) the IEP development process and implementation;

6.03(3)(a)(ii) eligibility requirements for adapted physical education services;

6.03(3)(a)(iii) the adapted physical education educator's role in the IEP process and data collection for progress monitoring; and

6.03(3)(b) conducts themself in an ethical manner when providing programs and services for students with disabilities.

6.03(4) The adapted physical education educator is knowledgeable about the methodology of teaching and engaging students with disabilities and able to:

6.03(4)(a) advocate for and effectively implement appropriate instructional strategies, adaptations and accessibility for attaining individualized, measurable goals for students with disabilities using safe and developmentally appropriate physical education in a variety of settings, related to:

6.03(4)(a)(i) behavior management;

6.03(4)(a)(ii) equipment development and adaptation (e.g., modifications and/or accommodations);

6.03(4)(a)(iii) unified physical education, reverse inclusion and team and/or co-teaching; and

6.03(4)(a)(iv) research- and evidence-based practice;

6.03(4)(b) collaborate and consult with other instructors and service providers, family members and community-based organizations;

6.03(4)(c) develop and implement extracurricular athletic programs and interscholastic adapted sports programs for students with disabilities; and

6.03(4)(d) implement sequential and continuous transition planning for students with disabilities to ensure postsecondary and workforce readiness, successful transition to adulthood, and enhance the student's ability to incorporate appropriate fitness and wellness activities across the student's lifespan.

6.03(5) The adapted physical education educator is knowledgeable about the cultural values of students with disabilities and able to demonstrate and effectively instruct these students about:

6.03(5)(a) the activities specified in section 4.16 of these rules;

6.03(5)(b) movement opportunities and sport and recreation options outside the classroom for lifelong wellness, including intramural and lifetime sports and community-based support services and funding;

6.03(5)(c) emotional regulation; and

6.03(5)(d) social skills, identity, self-advocacy and acceptance of self and peers.

6.03(6) The adapted physical education educator shall self-assess the effectiveness of instruction and practice based on their students with disabilities' achievement and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

6.04   Reading Specialist (Grades K-12)

To be endorsed as a reading specialist, an applicant must hold a Colorado initial or professional teacher license hold a master's or higher degree in reading; have completed an approved graduate program for the preparation of reading specialists at an accepted institution of higher education, including a supervised practicum or internship as a reading specialist; have three or more years of full-time, demonstrated classroom teaching experience; must be knowledgeable about research-based literacy instruction as outlined in rule 4.02(5) – 4.02(13) and the Colorado Academic Standards in reading, writing and communicating, and must demonstrate the competencies below:

6.04(1) The reading specialist is knowledgeable about literacy assessments and evaluation and is able to:

6.04(1)(a) utilize and implement validated screening assessments designed to identify students at risk for reading difficulties, including students who are multi-lingual and English-language learners;

6.04(1)(b) utilize information from screening (interim) assessments, diagnostic surveys, progress monitoring and descriptive data to:

6.04(1)(b)(i) make instructional decisions regarding content, entry point, pace, intensity and student group; and

6.04(1)(b)(ii) determine appropriate methods for literacy instruction and intervention.

6.04(1)(c) support teachers in administering, understanding, interpreting and using the results of formal and informal assessments in reading, spelling, writing and relevant literacy subskills that are targeted for instruction;

6.04(1)(d) administer and interpret diagnostic assessments of:

6.04(1)(d)(i) phonological and phonemic awareness;

6.04(1)(d)(ii) decoding skill, oral reading fluency and comprehension; and

6.04(1)(d)(iii) spelling and writing.

6.04(1)(e) utilize formative and summative assessment data to:

6.04(1)(e)(i) evaluate instructional effectiveness at all levels – student, classroom, grade, school and district – to inform decisions about resources and instruction; and

6.04(1)(e)(ii) set and evaluate specific and measurable short- and long-term goals for the student, classroom and/or school.

6.04(2) The reading specialist is knowledgeable about the nature, manifestations and prevalence of and research-supported treatments for reading and writing difficulties and:

6.04(2)(a) recognizes that dyslexia, dysgraphia and other reading disorders exist along a continuum of severity;

6.04(2)(b) understands how reading difficulties and their characteristics may change over time in response to instruction and development;

6.04(2)(c) understands how both intrinsic and extrinsic factors contribute to reading difficulties, including how certain conditions/exceptionalities can affect reading (e.g., Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder and language processing and comprehension disorders);

6.04(2)(d) recognizes the social-emotional impact reading difficulties may have on students and their families;

6.04(2)(e) has a foundational knowledge of the tenets of National Institute of Child Health and Human Development (NICHD)/International Dyslexia Association's (IDA) definition of dyslexia; and

6.04(2)(f) recognizes the distinguishing characteristics of a person with dyslexia.

6.04(3) The reading specialist is trained to effectively instruct, direct or supervise instruction of students with reading disorders and demonstrates expertise and advanced knowledge and application of:

6.04(3)(a) processes, strategies and approaches to reading;

6.04(3)(b) explicit, systemic and evidence-based learning and instruction addressing:

6.04(3)(b)(i) the five components of scientifically based reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension;

6.04(3)(b)(ii) cognitive skills associated with reading success (e.g., working memory, rapid naming ability, metacognition);

6.04(3)(b)(iii) oral language and writing development; and

6.04(3)(c) targeted, structured multisensory instruction strategies for phonologically based disorders.

6.04(4) The reading specialist shall self-assess the effectiveness of instruction, direction and/or supervision based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

6.05   Director of Special Education (Grades K-12)

The director of special education must hold an earned master's or higher degree in special education or a graduate degree that demonstrates knowledge and application of standards for the specialist (as determined by the Department) from an accepted institution of higher education; have completed a minimum of two years of experience working with students with disabilities; have completed an approved program for the preparation of special education directors, including a supervised field-based experience; and meet the standards for professional competency outlined in rule 1 CCR 301-37 6.11-6.19 for the initial administrator license with a director of special education endorsement.

6.06   Director of Gifted Education (Grades K-12)

The director of gifted education must hold an earned master's or higher degree in gifted education from an accepted institution of higher education or a graduate degree that demonstrates knowledge and application of standards for the specialist (as determined by the Department); have completed a minimum of two years of experience working with students with exceptional academic and talent aptitude (gifted students); have completed an approved program for the preparation of gifted education directors, including a supervised field-based experience; and meet the standards for professional competency outlined in rule 1 CCR 301-37 6.20-29 for the initial administrator license with a director of gifted education endorsement.

7.00   Special services endorsements

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

7.01   School Audiologist (Ages Birth-21)

To be endorsed as a school audiologist, an applicant must hold an earned master's or higher degree from an accepted institution of higher education or, for candidates who graduate after 2007, hold a clinical doctorate from an accepted institution of higher education; have successfully completed an approved program in audiology; have successfully completed a practicum or internship in a school setting equivalent to a minimum of eight weeks, full-time, under the supervision of a professionally licensed or masters-level licensed audiologist; and have passed an approved national audiology exam. The school audiologist is knowledgeable about and able to demonstrate the competencies specified below.

An applicant who holds a license to practice in Colorado pursuant to the Audiologist Practice Act (section 12-210-101, et.seq., C.R.S.) or a valid license in another state and able to practice in Colorado pursuant to the Audiology and Speech-Language Pathology Interstate Compact (section 24-60-4101, C.R.S.), and who fulfills the practicum requirement outlined above, satisfies these requirements.

7.01(1) The school audiologist is knowledgeable about the procedures necessary to identify hearing loss in children/students including, but not limited to, the following and is able to:

    7.01(1)(a) perform identification audiometric procedures including pure tone audiometric screening, immittance measurements, otoacoustic emissions and other electrophysiological measurements;

    7.01(1)(b) establish, administer and coordinate hearing and/or auditory processing disorders (APD) identification programs.;

    7.01(1)(c) train and supervise audiology support or other personnel as appropriate to screening for hearing loss and/or APD; and

    7.01(1)(d) maintain accurate and accountable records for referral and follow-up of hearing screenings.

7.01(2) The school audiologist is knowledgeable about and is able to effectively implement the procedures necessary to assess hearing loss in children/students including but not limited to:

  7.01(2)(a) performing comprehensive audiologic evaluations including pure tone air and bone conduction measures; speech reception and word recognition measures, such as situational functional hearing measures; immittance measures; otoscopy and other tests including interpretation of electrophysiological measures; and differential determination of auditory disorders and/or APD to determine the range, nature and degree of hearing loss and communication function;

  7.01(2)(b) performing comprehensive educationally and developmentally relevant audiologic assessments of children/students ages birth to 21 using bias-free procedures appropriate to receptive and expressive ability and behavioral functioning;

  7.01(2)(c) providing recommendations for appropriate medical, educational and community referral for other services as necessary for the identification and management of children/students with hearing loss and/or APD and their families/guardians;

  7.01(2)(d) interpreting in writing and verbally audiologic assessment results, functional implications and management recommendations to educational personnel, parents/guardians and other appropriate individuals including physicians and professionals, as part of a multidisciplinary process;

  7.01(2)(e)selecting and maintaining audiologic equipment, ensuring it is calibrated in accordance with state standards; and.

  7.01(2)(f) providing access to assessment information through interpreters/translators.

7.01(3) The school audiologist is knowledgeable about procedures of evaluation and provision of amplification instrumentation to children/students in school and is able to:

  7.01(3)(a) determine children's/students' needs for and the appropriateness of hearing aids, cochlear implants and other hearing-assistance technology;

  7.01(3)(b) perform the appropriate selection, verification and maintenance of hearing- assistance technology, including ear mold impressions and modifications;

  7.01(3)(c) evaluate situational functional communication performance to validate amplified or electrically stimulated hearing ability;

  7.01(3)(d) plan and implement orientation and education programs to assure realistic expectations and to improve acceptance of, adjustment to and benefit from hearing aids, cochlear implants and hearing-assistance technology;

  7.01(3)(e) assess whether hearing aids, cochlear implants and other hearing-assistance technology, as used in school, are functioning properly; and

  7.01(3)(f) notify parent/guardian when a repair and/or maintenance of personal hearing-assistance devices is required.

7.01(4) The school audiologist is knowledgeable about and able to:

  7.01(4)(a) identify appropriate intervention methods, necessary levels of service and vocational and work-study programming as part of a multidisciplinary team process that integrates:

7.01(4)(a)(i) auditory skill development, aural rehabilitation and listening-device orientation and training;

7.01(4)(a)(ii) speech skill development including phonology, voice and rhythm;

7.01(4)(a)(iii) visual communication systems and strategies including speech-reading, manual communication and cued speech;

7.01(4)(a)(iv) language development, i.e. expressive and receptive oral, signed, cued and/or written language including pragmatics;

7.01(4)(a)(v) the selection and use of appropriate instructional materials and media;

7.01(4)(a)(vi) the structuring of learning environments including acoustic modifications;

7.01(4)(a)(vii) case management and care coordination with family/parent/guardian, school and medical and community services;

7.01(4)(a)(viii) habilitative and compensatory skill training to reduce academic deficits related but not limited to reading and writing;

7.01(4)(a)(ix) social skills, self-esteem and self-advocacy support and training;

7.01(4)(a)(x) the transition between, but not limited to, levels, schools, programs and agencies; and

7.01(4)(a)(xi) support for a variety of education options for children/students with hearing loss and/or APD.

7.01(4)(b) develop and implement treatment plans that facilitate communication competence and which may include, but need not be limited to, speech-reading, auditory/aural development, communication strategies and visual-communication systems and strategies;

7.01(4)(c) provide and/or make recommendations with regard to assistive technology such as, but not limited to, hearing aids and hearing-assistance technology, to include radio/television, telephone, pager and alerting convenience;

7.01(4)(d) provide developmentally appropriate aural rehabilitation services including, but not limited to, programming in the child's natural environment, if appropriate, in the areas of speech-reading, listening, communication strategies, use and care of hearing aids, cochlear implants, hearing-assistance technology and self-management of hearing needs;

7.01(4)(e) provide information and training to teachers, administrators, children/students, parents/guardians and other appropriate professionals and individuals regarding hearing and auditory development; hearing loss and/or APD and implications for communication, learning, psychosocial development and the setting and meeting of vocational goals; hearing aids, cochlear implants and hearing assistance devices; effective communication strategies; effects of poor classroom acoustics and other environmental barriers to learning; and EHDI (early hearing loss detection and intervention) programs and resources;

7.01(4)(f) apply appropriate instructional modifications and classroom accommodations to curricula delivery and academic methodology, materials and facilities; and

7.01(4)(g) conduct analyses of classroom acoustics and make recommendations for improvement of the listening environment using principles of classroom acoustics, acoustical measurement and acoustical modifications.

7.01(5) The school audiologist is knowledgeable about the parameters of information counseling and advocacy and is able to:

7.01(5)(a) counsel families/guardians and children/students with hearing loss and/or APD to provide emotional support, information about hearing loss and the implications thereof, and strategies to maximize communication, academic success and psycho-social development;7.01(5)(b) assure that parents/guardians receive comprehensive, unbiased information regarding hearing loss, communication options, educational programming and amplification options, including cochlear implants in cases of severe to profound hearing loss;

7.01(5)(c) demonstrate sensitivity to cultural diversity and other differences in characteristics including those found among individuals and within family/guardian systems and deaf culture; and

7.01(5)(d) demonstrate effective interpersonal communication skills in a variety of settings for a variety of circumstances.

7.01(6) The school audiologist is knowledgeable about the parameters associated with hearing conservation and is able to:

7.01(6)(a) develop, implement and/or manage programs for the prevention of hearing loss; and

7.01(6)(b) provide education, when appropriate, as related to and regarding access to hearing protection devices.

7.01(7) The school audiologist is knowledgeable about ethical conduct and is able to:

7.01(7)(a) comply with federal and state laws, regulations and policies including local district and school policies and relevant case law regarding referral, assessment, placement, related processes and the delivery of service(s);

7.01(7)(b) effectively articulate the role of the school audiologist as part of the special education team within the learning community;

7.01(7)(c) incorporate knowledge of school systems, multidisciplinary teams and community, national and professional resources into planning;

7.01(7)(d) effectively collaborate with teachers, parents and related personnel in case management with flexibility and in a professional manner;

7.01(7)(e) utilize a range of interpersonal communication skills such as, but not limited to, consultation, collaboration, counseling, listening, interviewing and teaming, as appropriate, in the identification of, prevention of harm to, assessment of and/or intervention with children/students suspected of or identified as having auditory disabilities;

7.01(7)(f) mentor and supervise audiology support personnel so that the auditory needs of children/students are effectively addressed;

7.01(7)(g) maintain accurate records and data relevant to the planning, management and evaluation of programs;

7.01(7)(h) educate other professionals and the community about implications of hearing loss; and

7.01(7)(i) initiate requests or network to acquire support when needed.

7.02   School Occupational Therapist (Ages Birth-21)

To be endorsed as a school occupational therapist, an applicant must hold an earned bachelor's or higher degree in occupational therapy from an American Occupational Therapy Association-accredited program at an accepted institution of higher education;; have successfully completed a practicum or internship, as required by the school of occupational therapy attended, which may be held in a variety of settings; hold a valid license to practice in Colorado pursuant to the Occupational Therapy Practice Act (section 12- 270-107, C.R.S.) or a valid license issued by another state and able to practice in Colorado pursuant to the Occupational Therapy Licensure Compact (section 24-60-4101, C.R.S.) and have passed the occupational therapy national registration examination administered by the national board for certification in occupational therapy. The school occupational therapist is knowledgeable about and is able to demonstrate the competencies specified below:

7.02(1) The school occupational therapist is knowledgeable about the legal framework of occupational therapy within the public school system and is able to:

7.02(1)(a) articulate the letter and intent of federal, special education and state laws and policies related to school-based occupational therapy, including issues related to potential safety and liability; and

7.02(1)(b) articulate to a variety of audiences the role of school-based occupational therapy for ages birth-21 including, but not limited to, the school occupational therapist's contribution to:

7.02(1)(b)(i) students' individualized education plans and programs (IEP) and individualized family service plan (IFSP);

7.02(1)(b)(ii) students' participation within the general education curriculum including, but not limited to, academic, non-academic and extracurricular activities and in the community including, but not limited to, vocational and independent living training; and

7.02(1)(b)(iii)early intervention for children ages birth-2 and preschoolers ages 3-5, including working with families and caregivers and with consideration for natural environments.

7.02(2) The school occupational therapist is knowledgeable about processes for determining eligibility for special education services, the need for related services and the design and implementation of IEPs. The school occupational therapist, working with other educational professionals and interdisciplinary team members, is able to:

7.02(2)(a) consult with team on pre-referral strategies in support of a student's participation and performance within the educational context;

7.02(2)(b) evaluate student eligibility for early intervention or special education services and to make referrals when pre-referral interventions prove ineffective or inadequate;

7.02(2)(c) adhere to all established confidentiality and due process policies and procedures; and

7.02(2)(d) advocate for student access to and participation in the general curriculum and in the least restrictive environment.

7.02(3) The school occupational therapist is knowledgeable about appropriate and accurate assessment of a student's occupational and physical abilities and how to determine the need for adaptive equipment, and is able to:

7.02(3)(a) complete and evaluate observations and/or screenings of a student's strengths, problems and potential issues within the educational setting;

7.02(3)(b) coordinate data-gathering from record reviews, interviews, checklists, specific observations and/or collaboration or consultation to avoid duplication of service(s) and/or assessment(s), including interpretation of medical records and prescriptions as applied to the educational environment;

7.02(3)(c) identify and select appropriate, valid and reliable assessments to measure contextual factors, activity demands and student factors related to academic achievement;

7.02(3)(d) assess a student's occupational performance during activities of daily living including, but not limited to, hygiene, functional mobility, eating, dressing, toileting, communication and meal preparation;

7.02(3)(e) assess a student's performance skills; motor skills including, but not limited to, posture, mobility, coordination, strength and effort, and energy; process skills, including but not limited to, energy, knowledge, temporal organization, organizing space and objects and adaptation; and communication/interaction skills including, but not limited to, body language, information exchange and relations with others;

7.02(3)(f) assess the student's performance context related to cultural, physical, social, personal, temporal and virtual aspects;

7.02(3)(g)assess factors internal to the student including, but not limited to, those physical, cognitive and psycho-social factors that influence development and performance and those which interact with illness, disease and disability;

7.02(3)(h) identify environmental factors that can either support or hinder a student's academic performance;

7.02(3)(i) interpret assessment data to develop and refine hypotheses about the student's academic performance and effectively communicate, both verbally and in writing, assessment results to a variety of audiences including, but not limited to, educators, paraprofessionals, parents and students, as appropriate;

7.02(3)(j) within the context of an IEP or IFSP team, use clinical experience, clinical observation and professional judgment, as well as assessment data to plan and develop appropriate and targeted student objectives to be measured regularly for systematic comparisons of current and past student performance; and

7.02(3)(k) report regular progress in attainment of the student's goals and objectives and make appropriate modifications, as needed, to the student's IEP or IFSP.

7.02(4) The school occupational therapist is knowledgeable about how to promote student engagement in everyday educational occupations and activities and how to support student participation in education and community contexts, and is able to:

7.02(4)(a) provide appropriate classroom and environmental modifications and accommodations;

7.02(4)(b) adapt curriculum, curriculum materials and presentation style to the unique fine, visual, sensor and gross motor needs of each student;

7.02(4)(c) integrate appropriate equipment and/or devices, including low and high technology, to facilitate functional and independent skills and minimize deficiencies and increased deformity;

7.02(4)(d) participate in program or curriculum development representing the needs of diverse learners to provide building level interventions, as needed and as appropriate;

7.02(4)(e) identify and utilize intervention approaches based on documented evidence of research-based best practices;and

7.02(4)(f) provide school occupational therapy reports to students and families on a regular basis, coinciding with the school district's progress reporting schedule and format.

7.02(5) The school occupational therapist is knowledgeable about how to create, communicate and sustain effective collaborative relationships with relevant individuals, families, schools and communities and is able to:

7.02(5)(a) communicate effectively with students, families, teachers and other professionals including, but not limited to, those in the private sector to appropriately plan for meeting a student's needs and to avoid duplication of service(s);

7.02(5)(b) communicate respectfully and sensitively to students and adults;

7.02(5)(c) teach, facilitate, coordinate, schedule and supervise paraprofessionals, other staff members and family members/guardians to ensure that IEPs are effectively implemented;

7.02(5)(d) facilitate and/or assist in transition of students from one setting to another in collaboration with students, their families, other educational staff, support-related professionals and/or community organization representatives, as appropriate;

7.02(5)(e) identify and utilize resources and strategies that promote effective partnerships with individuals, families, school personnel and appropriate community entities; and

7.02(5)(f) demonstrate the skills needed for the design and application of therapeutic strategies based on the defined needs, motivational levels, interests, preferences and individual backgrounds and characteristics of students.

7.02(6) The school occupational therapist is knowledgeable about ethical and legal standards of the practice of occupational therapy in the state of Colorado and is able to:

7.02(6)(a) address ethical considerations in all student- and occupation-related practices;

7.02(6)(b) recognize cultural and other biases and modify IEPs and IFSPs accordingly;

7.02(6)(c) interpret literature and apply documented, successful, evidence-based research and practice related to school occupational therapy;

7.02(6)(d) deliver occupational therapy services in accordance with the American Occupational Therapy Association's standards and policies and those of the state of Colorado; and

7.02(6)(e) demonstrate compliance with the most current occupational therapy code of ethics for the American Occupational Therapy Association.

7.03   School Orientation and Mobility Specialist (Ages Birth-21)

To be endorsed as a school orientation and mobility specialist, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have successfully completed an approved preparation program for school orientation and mobility specialists; have successfully completed a practicum or internship in a school setting, equivalent to a minimum of 320 hours, full-time, under the supervision of an Academy of Certification of Vision Rehabilitation and Education Professionals (ACVREP)-licensed orientation and mobility specialist; have passed the ACVREP examination and hold a current and valid ACVREP orientation and mobility certificate.

An applicant who holds a valid ACVREP Orientation and Mobility Certificate and who meets the practicum experience requirements specified above satisfies these requirements.

The orientation and mobility specialist must have demonstrated the competencies specified below:

7.03(1) The school orientation and mobility specialist is knowledgeable about the legal framework, historical and auricular foundations and cultural social-economic factors affecting students with visual impairments and other concomitant disabilities, and about systems of orientation and mobility and is able to:

7.03(1)(a) articulate the history and philosophy of instructional practices as related to orientation and mobility instruction for children and youth with visual impairments;

7.03(1)(b) incorporate and address in planning variations in beliefs, traditions and values across cultures and their potential effect on attitudes toward and expectations for individuals with visual impairments;

7.03(1)(c) research, identify and apply for appropriate and relevant federal entitlements that provide specialized equipment and materials for individuals with visual impairments;

7.03(1)(d) communicate effectively with regard to current educational definitions, identification criteria, labeling issues and incidence and prevalence figures for individuals with visual impairments to a variety of audiences, as needed and appropriate;

7.03(1)(e) describe the use of the long cane as a mobility system; the different types of long canes, adapted canes and adaptive mobility devices and their strengths and limitations as travel tools in consideration of individual travel needs and travel environments; and articulate and utilize prescription techniques for canes, adapted canes and adaptive mobility devices;

7.03(1)(f) describe the dog guide as a mobility system; the methods and strategies for providing orientation assistance to a dog guide user; and the process for making referrals to dog guide training centers;

7.03(1)(g) describe the use and application of electronic travel aids (ETAs) as a supplementary mobility system; how ETAs are classified and the basic principles of operating commercially available ETAs;

7.03(1)(h) explain the uses and applications of optical and non-optical devices as a supplementary mobility system; the classification and basic principles of operation of optical and non-optical devices and the various ways in which persons with visual impairments may use these devices in travel environments;

7.03(1)(i) describe the use of ambulatory aids such as, but not limited to, support canes, walkers, crutches and wheelchairs, and the manner in which these devices may be used by individuals who are blind or visually impaired; and

7.03(1)(j) articulate the correlation between and the advantages and disadvantages of mobility systems for persons with a range of visual impairment, including those with concomitant disabilities, and communicate this information effectively to students and their families.

7.03(2) The school orientation and mobility specialist is knowledgeable about human development and the implications of blindness/visual impairment and deaf-blindness upon development, and orientation and mobility skill acquisition. The school orientation and mobility specialist is able to:

7.03(2)(a) explain the structure, function and normal development of the human visual system and the impact on development of other sensory systems when vision is or becomes impaired;

7.03(2)(b) describe and interpret basic terminology, manifestations, movement and travel implications of diseases and disorders of the human visual system;

7.03(2)(c) explain the classification and quantification of hearing loss; the special auditory needs of persons with visual impairments; the use of hearing aids by persons with visual impairments and the uses of audiometric data for traffic interpretation;

7.03(2)(d) describe the role of perception as it pertains to cognition, sensation, attention, memory, cognitive mapping, orientation and the utilization of information as conveyed through sensory means;

7.03(2)(e) articulate the effects of medications on the functioning of the sensory systems and on general mobility;

7.03(2)(f) describe the impact of and needs generated by hearing loss on an individual's modes of communication, movement and travel;

7.03(2)(g) explain the effects of visual impairment, with and without additional disabilities, on early development of motor and cognition abilities, self-esteem, social/emotional interaction, self-help, communication, travel safety and orientation and mobility skill(s) acquisition;

7.03(2)(h) describe the impact of vision loss on the family and the strategies available to family members, caregivers and support systems in encouraging and supporting independence;

7.03(2)(i) describe the similarities and differences between the sensory, cognitive, physical, cultural, social, emotional and travel needs of students with and without visual impairments;

7.03(2)(j) discuss the role and function of incidental learning when vision is impaired as related to concept development and travel skills; and

7.03(2)(k) recommend adaptations across student travel environments that can address and accommodate individual sensory and physical needs.

7.03(3) The school orientation and mobility specialist is knowledgeable about the accurate assessment of students' sensory, developmental and orientation and mobility performance and is able to:

7.03(3)(a) interpret and apply specialized terminology as used in medical diagnoses of eye reports, low vision evaluation reports, orientation and mobility assessment(s) of individuals with visual impairments and those with concomitant disabilities;

7.03(3)(b) articulate the rudimentary practices used for screening hearing function(s) and ensure that hearing is screened prior to assessment of orientation and mobility knowledge and skills;

7.03(3)(c) gather background information and family history relevant to the individual student's visual status and orientation and mobility needs;

7.03(3)(d) utilize in planning data from specific and appropriate orientation and mobility assessments to measure functional vision and orientation and mobility knowledge and skills, including, but not limited to, concept development, sensory-motor function and informal and formal mobility techniques;

7.03(3)(e) address in planning ethical considerations, legal provisions, regulations, policies and guidelines for the valid orientation and mobility assessment of individuals with visual impairments, including those with concomitant disabilities;

7.03(3)(f) adapt and implement a variety of orientation and mobility assessment procedures when evaluating individuals with visual impairments, including those with concomitant disabilities;

7.03(3)(g) incorporate into planning the interpretation and application of assessment results from related professional fields in conjunction with orientation and mobility assessments of individuals with visual impairments, including those with concomitant disabilities;

7.03(3)(h) implement appropriate strategies to assess environments for accessibility and safety;

7.03(3)(i) analyze and utilize assessment information in the development of the individualized family service plans (IFSP) and individualized education programs (IEP) for individuals with visual impairment, including those with concomitant disabilities;

7.03(3)(j) write behaviorally stated goals and objectives that are realistic, measurable, appropriately sequenced and based on assessment findings;

7.03(3)(k) apply strategies and methods for using assessment information to the ongoing evaluation of student progress and implement appropriate program adaptations and remediation strategies, accordingly; and

7.03(3)(l) create and accurately maintain required school records with regard to orientation and mobility assessments for individuals with visual impairments, including those with concomitant disabilities.

7.03(4) The school orientation and mobility specialist is knowledgeable about specialized instruction and appropriate modifications and accommodations for learners with visual impairment and is able to:

7.03(4)(a) establish appropriate and effective communication, interaction and rapport with children/students of all ages and their families or others who may be accountable;

7.03(4)(b) counsel students regarding the setting of high but achievable mobility goals; choosing a mobility system and related matters involving the use of mobility skills in daily living; and recognize and incorporate into planning students' evolving attitudes toward orientation and mobility instruction;

7.03(4)(c) identify resources and/or acquire and utilize and/or design and produce appropriate media and materials that support orientation and mobility instruction including, but not limited to, visual, tactile and auditory maps, models, graphic aids and recorded information;

7.03(4)(d) apply observational techniques appropriate to orientation and mobility instruction;

7.03(4)(e) implement instructional strategies that can enable person(s) with visual impairments to use sensory information in travel environments;

7.03(4)(f) design and implement instructional programs using the optical and non-optical devices recommended by eye care professionals for use in travel environments;

7.03(4)(g) evaluate and select environments for the introduction, development and reinforcement of orientation and mobility knowledge and skills;

7.03(4)(h) demonstrate the construction, assembly and maintenance of the long cane and other adaptive mobility devices; articulate the nomenclature related to the cane and its parts; use appropriate resources for procuring long canes and other devices and demonstrate proficiency in maintaining and repairing canes and other adaptive mobility devices;

7.03(4)(i) provide student instruction and support to address sensory skills, body image concept development, directionality, environmental concepts, address systems, interpretation of traffic patterns and related orientation and mobility concepts;

7.03(4)(j) modify and provide instruction related to techniques of trailing, upper and lower body protection, squaring off, search, room familiarization, use of landmarks and cues, solicitation of assistance and human guides;

7.03(4)(k) modify and provide instruction related to appropriate cane techniques and their applications in indoor and outdoor environments including but not limited to diagonal cane and touch technique; touch technique modifications, including three-point touch, touch and slide, touch and drag; constant contact technique and the use of the cane for shore-lining;

7.03(4)(l) provide instruction on techniques for using adaptive mobility devices in indoor and outdoor environments;

7.03(4)(m) provide instruction with regard to orientation and travel skills including, but not limited to, route planning; direction taking; distance measurement and estimation; utilization of compass directions; recovery techniques; analysis and identification of intersections and traffic patterns; use of traffic control devices; negotiation of public conveyance systems, such as elevators and escalators; techniques for crossing streets; and techniques for travel in indoor, outdoor, residential, small business, business district, mall and rural area environments;

7.03(4)(n) select appropriate distances and positioning relative to the student for safe and effective instruction as the student advances through the orientation and mobility program, which may best facilitate progress as skills relevant to a wide variety and complexity of environments are introduced;

7.03(4)(o) select, design, implement and utilize "drop-off" lessons for the assessment of orientation and mobility skills;

7.03(4)(p) instruct students on how to address travel needs when the distance between the instructor and the student is remote, and develop and facilitate "solo" lessons and independent travel experiences;

7.03(4)(q) articulate the role of regular and special education personnel and related service professionals who may be involved in interdisciplinary, multidisciplinary or trans- disciplinary instruction of the child/student; and

7.03(4)(r) develop appropriate lesson plans and record pertinent anecdotal lesson notes concisely.

7.03(5) The school orientation and mobility specialist is knowledgeable about effective communication and successful collaboration with students, their families and relevant education and community personnel and is able to:

7.03(5)(a) describe and respond to movement and travel-related concerns of parents of individuals with visual impairments with varied and appropriate strategies to assist them in addressing such concerns;

7.03(5)(b) articulate the roles of individuals with visual impairments to parents and other family members, educational service providers and relevant community personnel, in planning for students' individualized orientation and mobility programs;

7.03(5)(c) describe the roles of and be able to provide direction for paraprofessionals or para-educators who assist with the orientation and mobility instruction of students with visual impairments;

7.03(5)(d) utilize appropriate strategies for assisting families and other team members in planning for level-transitioning of students with visual impairments;

7.03(5)(e) provide resources for service, networking and organization specifically oriented to students with visual impairments and deaf-blindness to families, related professionals and other support personnel;

7.03(5)(f) advocate for the necessity of role models for students with visual impairments and deaf-blindness;

7.03(5)(g) utilize appropriate and effective communication, consultation and collaboration skills and strategies in working with students with visual impairment, parents, regular and special education staff and community personnel regarding students' orientation and mobility needs and program(s);

7.03(5)(h) initiate and coordinate respectful and beneficial relationships between and among families and relevant professionals, where appropriate, to encourage and assist families in becoming informed and active participants in students' orientation and mobility programs;

7.03(5)(i) plan and conduct conferences with families or primary caregivers as required and/or necessary; and

7.03(5)(j) manage and direct the activities of para-educators or peer tutors who work with individuals with visual impairments.

7.03(6) The school orientation and mobility specialist is knowledgeable about adhering to ethical and appropriate professional practices in contributing to the orientation and mobility skill development of children/students and is able to:

7.03(6)(a) apply the ethical considerations governing the profession of orientation and mobility to the education of the learner who is visually impaired, recognizing the importance of the orientation and mobility specialist as a role model for students with visual impairment(s);

7.03(6)(b) recognize cultural and other biases to assure that instruction of students is discrimination-free;

7.03(6)(c) articulate and address in planning concerns related to student safety and potential liability and keep current on national and local environmental accessibility standards;

7.03(6)(d) engage in the activities of professional organizations which represent and advocate for the field of visual impairment, whenever relevant;

7.03(6)(e) keep current on literature and documented effective research applicable to individuals with visual impairments and orientation and mobility needs and apply relevant information to planning and objectives setting for students; and

7.03(6)(f) practice professional self-assessment and seek out professional development activities that support the advancement of personal skills and knowledge and which can benefit students with visual impairments, their families and/or colleagues, and to maintain ACVREP certification.

7.04   School Physical Therapist (Ages Birth-21)

To be endorsed as a school physical therapist, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed a physical therapy program accredited by the American Physical Therapy Association's (APTA) Commission on the Accreditation of Physical Therapy Education (CAPTE);; hold a valid license to practice in Colorado pursuant to the Physical Therapists Practice Act (section 12-285-101, et. seq. C.R.S.) or a valid license issued by another state and ale to practice in Colorado pursuant to the Physical Therapy Licensure Compact (section 24-60-3702, C.R.S.) and have demonstrated the competencies specified below:

7.04(1) The school physical therapist is knowledgeable about the legal framework of physical therapy within the public school system and is able to:

7.04(1)(a) articulate the letter and intent of state and federal special education law, rule and policy, including local education agency policy, as related to school-based physical therapy and including, but not limited to, issues related to safety and liability;

7.04(1)(b) describe the etiology of various physical and medical conditions that impact the functional ability of the student within the school, home and community environmentsl

7.04(1)(c) articulate the difference between medically based physical therapy management and general physical therapy management as a related service under IDEA, and adapt physical therapy management strategies from the medical model to the educational model; and

7.04(1)(d) utilize strategies that consider the influence of diversity on assessment, eligibility determination, intervention planning and placement of individuals with exceptional learning needs.

7.04(2) The school physical therapist is knowledgeable about the process of determining eligibility for special education services and/or related services; designing and implementing Individualized Educational Programs (IEPs) and/or Individualized Family Service Plans (IFSPS) and is able to:

7.04(2)(a) implement pre-referral interventions as part of a special education team that supports the student's participation and performance within the educational context;

7.04(2)(b) refer students for special education when the education team determines that pre-referral interventions have been ineffective or inadequate;

7.04(2)(c) participate as needed on an interdisciplinary team to evaluate student eligibility for early intervention or special education services;

7.04(2)(d) adhere to all established confidentiality and due process guidelines and procedures; and

7.04(2)(e) advocate for student access to and participation in the general curriculum and the least restrictive environment.

7.04(3) The school physical therapist is knowledgeable about completing accurate assessments of a student's physical abilities and needs for adaptive equipment, and is able to:

7.04(3)(a) complete and evaluate observations and/or screenings to assess a student's strengths and challenges within the educational setting;

7.04(3)(b) provide gross motor and fine motor screenings to determine if a child is in need of a complete evaluation;

7.04(3)(c) coordinate data-gathering from record reviews, interviews, checklists, specific observations, interpretation of medical records and identification of prescriptions and medications taken, as each applies to the educational environment, and to collaborate or consult with others, when indicated, in order to avoid duplication of services and/or assessment;

7.04(3)(d) identify and select valid and reliable assessment methods to measure contextual factors, activity demands and student factors that may be affecting school performance;

7.04(3)(e) where appropriate, conduct tests and measures of the following areas and evaluate for performance within the educational setting: muscle strength, force, endurance and tone; reflexes and automatic reactions, movement skill and accuracy; joint motion, mobility and stability; sensation and perception; peripheral nerve integrity; locomotor skill, stability and endurance; activities of daily living; cardiac, pulmonary and vascular functions; fit, function and comfort of seating and positioning equipment, prosthetic, orthotic and other assistive devices; posture and body mechanics; limb length, circumference and volume; thoracic excursion and breathing patterns; vital signs and physical home and school environments;

7.04(3)(f) incorporate strategies that consider the influence of diversity on assessment, eligibility, programming and placement of individuals with exceptional learning needs;

7.04(3)(g) identify and address in planning environmental factors that may support or hinder a student's performance;

7.04(3)(h) interpret assessment data to develop and refine hypotheses about the student's performance;

7.04(3)(i) interpret and communicate verbally and in writing the results of the assessment process for a variety of audiences including, but not limited to, teachers, paraprofessionals, related service professionals, students and parents/guardians, as appropriate;

7.04(3)(j) use proven documented evidence of clinical experience, clinical observation, professional judgment, test results and evidence in relevant literature within the context of IEPs or IFSPs to plan and develop appropriate and measurable student-targeted outcomes; and

7.04(3)(k) report progress in the attainment of annual goals and objectives and make appropriate modifications, as needed, to the student's IEP or IFSP.

7.04(4) The school physical therapist is knowledgeable about developing and providing related-service support to special education communities for students with disabilities and is able to:

7.04(4)(a) apply current proven effective practice appearing in the literature related to the practice of physical therapy in the school environment and to the development of strategies that can gain maximum access for and participation in a free and appropriate public education by all students;

7.04(4)(b) provide appropriate classroom and environmental modifications and accommodations to facilitate students' ability to receive and participate in an appropriate public education;

7.04(4)(c) reinforce functional behavior(s) as related to the cognitive, communicative, social/emotional and physical needs of students;

7.04(4)(d) integrate appropriate equipment and/or devices including low and high technology to facilitate more functional and independent skills within the educational environment;

7.04.(4)(e) identify safety concerns and appropriate interventions for both the student and the provider, in the case of providing physical assistance to the student, to prevent injury;

7.04(4)(f) identify appropriate strategies and interventions to assist the student in obtaining improved functional academic performance through consultation and direct and/or indirect intervention(s);

7.04(4)(g) identify and utilize intervention approaches based on established best practices and documented research-based evidence including remediation and/or appropriate adaptations for positioning needs, and adaptive/assistive equipment needs and/or the need for physical or manual assistance to perform functional life skills within the educational environment, home or community;

7.04(4)(h) provide school physical therapy reports to students and families on a regular basis that coincide with the school district's progress reporting schedule and format; and

7.04(4)(i) directly supervise unlicensed persons at school locations, in accordance with Colorado's Physical Therapy Practice Act, to facilitate a student's ability to participate in the educational process.

7.04(5) The school physical therapist is knowledgeable about how to create, communicate in and sustain effective collaborative relationships with relevant individuals, families, schools and communities and is able to:

7.04(5)(a) communicate respectfully and sensitively to students and adults;

7.04(5)(b) communicate effectively with students, families, teachers and other professionals including those from the private sector to appropriately plan for a student's services and to avoid duplication of service(s);

7.04(5)(c) communicate with relevant providers and educators about the functional impact of students' disabilities on the ability to perform within the school environment;

7.04(5)(d) identify resources and strategies that promote effective partnerships with individuals, families, school personnel and community representatives;

7.04(5)(e) teach, facilitate, coordinate, schedule and provide supervision to paraprofessionals, other staff members and family members/guardians, as appropriate, to ensure that the IEP and/or IFSP is effectively implemented;

7.04(5)(f) serve as an advocate for student's right to the least restrictive environment in an appropriate public education;

7.04(5)(g) collaborate with colleagues and the school team to establish, write and measure appropriate and relevant student outcomes that are consistent with the functional skills that must

be acquired by students so that they become as independent as possible within the educational environment, at home and/or in the community; and

7.04(5)(h) facilitate and/or assist in the development of the effective transition of students from one setting to another in collaboration with the students, their families/guardians or other professionals including community representatives to promote a continued level of functional performance at the new setting.

7.04(6) The school physical therapist is knowledgeable about the ethical and legal standards of physical therapy practice in the state of Colorado and is able to:

7.04(6)(a) recognize and address in planning the effect of cultural bias on practice;

7.04(6)(b) evaluate and apply current effective evidence-based practice related to school physical therapy;

7.04(6)(c) practice within the ethical and legal standards of the practice of physical therapy according to Colorado's Physical Therapy Practice Act and the American Physical Therapy Association's standards and policies, and demonstrate compliance with the most current physical therapy code of ethics of the American Physical Therapy Association; and

7.04(6)(d) routinely evaluate and measure personal performance as a physical therapist to ensure therapeutic efficacy and achievement of appropriate outcomes, and participate in professional development and professional organizations which lead to increased knowledge and growth in skills and abilities.

7.05   School Nurse (Ages Birth–21)

To be endorsed as a school nurse, an applicant must hold an earned associate's, bachelor's or higher degree in nursing from an accepted institution of higher education or one recognized by the U.S. Secretary of Education as a specialized accrediting agency; and hold a valid RN license to practice professional nursing in Colorado pursuant to the Nurse Practice Act (section 12-38-101, et. seq., C.R.S.) or a valid multi-state license and able to practice in Colorado pursuant to the Nurse Licensure Compact (section 24-60-3202, C.R.S).

The initially licensed school nurse must participate in an approved induction program that will enable the nurse to be knowledgeable about and able to demonstrate the competencies specified below, which have been endorsed by the American Nurses' Association and the National Association of School Nurses as standards of care and the standards of professional performance for school nurses.

7.05(1) The school nurse is knowledgeable about the standards of care of school nursing practice and is able to:

7.05(1)(a) assess student health status using data collected from the student, parent, school staff and other relevant health care providers;

7.05(1)(b) conduct basic screening programs to identify potential health issues that may affect a child's ability to learn;

7.05(1)(c) conduct physical assessments and specific screening tests, counseling and conferencing to determine the physical, social and mental status of the student;and

7.05(1)(d) assess the school environment and program(s) to determine modifications that are necessary to address student health and safety needs.

7.05(2) The school nurse has the knowledge to make nursing diagnoses and is able to:

      7.05(2)(a) validate student, family and group assessment data;

      7.05(2)(b) interpret health history information, medical reports, nursing observations and test results using educational terminology; and

      7.05(2)(c) establish student and school health care priorities.

7.05(3) The school nurse has the knowledge of how to set health priorities in the school setting and is able to:

      7.05(3)(a) evaluate health outcomes of school environment and program changes and create situation-specific methods of results-measurement;

      7.05(3)(b) assess the cultural health beliefs of students to determine the impact on health care delivery, health care compliance and on education in the classroom; and

      7.05(3)(c) identify resources needed to achieve objectives and establish time frames and criteria to measure results.

7.05(4) The school nurse is knowledgeable about planning and is able to:

      7.05(4)(a) review assessment information and relate findings to functioning levels and needs of students within the school setting;

      7.05(4)(b) develop a school health care plan to meet students' individual health needs within the school setting;

      7.05(4)(c) develop a plan to promote health and wellness and reduce risk factors within the school setting; and

      7.05(4)(d) collaborate with school personnel, community professionals and other resources to plan health-related and informational activities for students, educational staff and relevant others.

7.05(5) The school nurse is knowledgeable about plan implementation and is able to:

      7.05(5)(a) manage health care plans for students with identified special health needs within the school setting;

      7.05(5)(b) provide direct delivery of health services for students, when and if appropriate;

      7.05(5)(c) delegate to, train and supervise appropriate school personnel to implement specific health care procedures;

      7.05(5)(d) help clients to obtain resources and services;

      7.05(5)(e) adhere to professional standards and state regulations; and

      7.05(5)(f) coordinate care to meet the health needs of students, their families and related vulnerable populations.

7.05(6) The school nurse is knowledgeable about evaluation for purposes of plan updating and is able to:

7.05(6)(a) monitor progress toward meeting student health care plan outcomes and revise plans as needed to meet identified ongoing or emerging needs of the student;

7.05(6)(b) evaluate school or district health care policies and procedures, counseling and classroom teaching outcomes;

7.05(6)(c) evaluate health care delivery models; and

7.05(6)(d) monitor health outcomes of school environment and program changes.

7.05(7) The school nurse is knowledgeable about what constitutes quality of care and is able to:

7.05(7)(a) develop recommendations to enhance the school environment and/or to modify a school program to meet student health and safety needs;

7.05(7)(b) evaluate school staff trained to carry out designated health care procedures; and

7.05(7)(c) participate in quality assurance activities, such as the development of relevant policies and procedures.

7.05(8) The school nurse is knowledgeable about performance appraisal and is able to:

7.05(8)(a) effectively appraise performance through constructive comments from peers and supervisors, self-assessment and adherence to relevant regulations; and

7.05(8)(b) develop personal goals for professional development.

7.05(9) The school nurse is knowledgeable about professional development and participates in relevant continuing education programs.

7.05(10) The school nurse is knowledgeable about the necessity for collegiality in the school setting to meet the health needs of students and relevant needs of their families related to student achievement, and is able to:

7.05(10)(a) collaborate with school personnel, students, parents, primary health care providers and relevant others to establish an effective reciprocal referral system;

7.05(10)(b) participate as a member of an interdisciplinary school health and/or relevant education team to positively affect student well-being; and

7.05(10)(c) participate in appropriate and relevant professional and community organizations.

7.05(11) The school nurse is knowledgeable about the ethics of the profession and is able to:

7.05(11)(a) demonstrate through application an understanding and incorporation of professional standards and state regulations in an education and/or health care setting;

7.05(11)(b) recognize the need for and maintain confidentiality; and

7.05(11)(c) recognize and demonstrate respect for students' and families' cultural health care beliefs and student and family autonomy and rights.

7.05(12) The school nurse is knowledgeable about the positive aspects of collaboration and is able to:

7.05(12)(a) articulate clearly the value and role of the nurse in the school setting;

7.05(12)(b) work within the organizational structures that influence the delivery of school health services and be an advocate for the health and well-being of students within the school setting; and

7.05(12)(c) act as liaison between school, community health agencies, care providers, parents and students to meet the objectives of student health care plans.

7.05(13) The school nurse is knowledgeable about applicable research and is able to:

7.05(13)(a) base practice on current knowledge, theory and research on which there is documented evidence of effectiveness; and

7.05(13)(b) participate in ongoing relevant research activities.

7.05(14) The school nurse is knowledgeable about resource utilization and is able to:

7.05(14)(a) assess the economic, legal and political factors that influence health care delivery in schools and communities and constructively address applicable factors within the school setting; and

7.05(14)(b) collaborate with community agencies to reduce duplication and expand resources.

7.05(15) The school nurse is knowledgeable about communication, including non-verbal communication, and its effect, and is able to:

7.05(15)(a) articulate issues clearly to a wide variety of audiences in a wide variety of situations and settings;

7.05(15)(b) interpret health history information, medical reports, nursing observations and test results, and communicate clearly to appropriate staff and/or students and/or their families;

7.05(15)(c) document interventions accurately in a timely way and in a retrievable and understandable format; and

7.05(15)(d) effectively use technology to acquire up-to-date information and to expand skills and resources.

7.05(16) The school nurse is knowledgeable about program management and is able to:

7.05(16)(a) develop effective community partnerships and a wide range of accessible resources;

7.05(16)(b) design disease prevention and health promotion strategies and programs for students, their families, when appropriate, and other relevant staff;

7.05(16)(c) implement and oversee recommended modifications of the school environment and programs to meet identified student health and safety needs and to reduce injuries;

7.05(16)(d) provide health consultation, health education and health promotion for students, families, where appropriate, and staff to improve school attendance;

7.05(16)(e) advise and consult with other relevant health care providers as appropriate to address the needs of students within the school setting; and

7.05(16)(f) evaluate health care delivery models and apply relevant elements within the school setting.

7.05(17) The school nurse is knowledgeable about of health education and is able to:

    7.05(17)(a) develop and effectively implement lesson plans pertinent to identified health education needs;

    7.05(17)(b) assess student and staff education needs for relevant health information and provide staff with health education programs, information, resources and materials, developmentally appropriate for the student population being served, to promote health/wellness and to prevent illness and injury; and

    7.05(17)(c) inform students and parents of patient rights.

7.05(18) The school nurse shall self-assess the effectiveness of practice, direction and/or supervision based on the well-being, needs and achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

7.06   School Psychologist (Ages Birth-21)

To be endorsed as a school psychologist, an applicant must have: completed an approved specialist-level (Ed.S.) program with a minimum of 60 graduate semester hours or a doctoral program for the preparation of school psychologists serving children/students ages 0-21 at an accepted institution of higher education; have successfully completed practicums (consisting of a sequence of closely supervised on-campus or field-based activities, designed to develop and evaluate a candidate's mastery of distinct professional skills, consistent with program and/or course goals); have successfully completed an internship (consisting of a full-time experience over one year or half-time over two consecutive years, with a minimum of 1,200 clock-hours, of which at least 600 must be in a school setting and which requires a candidate to demonstrate, under supervision, the ability to provide a wide range of outcome-based school psychological services, and 600 hours in other acceptable internship experiences including private, state-approved education programs or other appropriate mental health or education-related programs); and have passed the state-approved content exam.

An applicant who holds a valid National Certified School Psychologist (NCSP) credential satisfies these requirements. An applicant who holds a valid license to practice in Colorado pursuant to Part Three of the Mental Health Act (section 12-245-301, et.seq., C.R.S.) or a valid license issued by another state and able to practice in Colorado pursuant to the Psychology Interjurisdictional Compact (section 24-60-3902, et.seq., C.R.S.), or is eligible to sit for licensure examinations to obtain these credentials, may provide an institutional recommendation from an approved school psychology program verifying the applicant's acquisition of the competencies listed in these rules, including completion of an appropriate internship and a passing score on the state-approved content exam, to satisfy these requirements.

7.06(1) The school psychologist is knowledgeable about human learning processes from infancy to young adulthood, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; and is able to:

    7.06(1)(a)apply learning, motivation and developmental theories to improve learning and achievement for all children/student;.

    7.06(1)(b) utilize developmentally appropriate practices that support the education of children/students ages birth-21 with disabilities or delays in development;

    7.06(1)(c) use results from ongoing assessment(s) in the development of appropriate cognitive and academic goals for children/students with differing abilities, disabilities, strengths and needs.;

7.06(1)(d) implement interventions such as consultation, behavioral assessment/intervention and counseling to achieve student goals.; and

7.06(1)(e) evaluate the effectiveness of interventions and modify as necessary and appropriate.

7.06(2) The school psychologist is knowledgeable about a wide variety of models and methods of informal and formal assessment across ages birth-21 that can identify strengths and needs, and measure progress and functioning, in school, home and community environments, and is able to:

7.06(2)(a) select evaluation methods and instruments that are most appropriate and based upon effective up-to-date measurement theory and research.;

7.06(2)(b) implement a systematic process to collect data including, but not limited to, test administration; interviews and observations; behavioral, curriculum- and play- based assessments and ecological or environmental evaluations.

7.06(2)(c) translate assessment results into empirically based decisions about service delivery to promote child/student achievement.

7.06(2)(d) evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics and methodology.

7.06(3) The school psychologist is knowledgeable about typical and atypical human developmental processes from birth to adulthood; the techniques to assess these processes; and the application of direct and indirect services for individuals, groups and families and, in collaboration with others, is able to:

7.06(3)(a) develop appropriate behavioral, affective, adaptive, social and transition goals for students of varying abilities, disabilities, strengths and needs.

7.06(3)(b) implement interventions and services including, but not limited to, consultation, behavioral assessment and intervention, counseling and interagency collaboration based on identified goals; and

7.06(3)(c) evaluate the intervention(s) and modify as needed and appropriate to increase and assure effectiveness.

7.06(4) The school psychologist is knowledgeable about individual diversity, abilities and disabilities, and the influence of social, cultural, ethnic, socio-economic, gender-related and linguistic factors on development, learning and behavior, and is able to:

7.06(4)(a) identify biological, cognitive, affective, developmental, social and cultural bases that contribute to individual differences.;

7.06(4)(b) identify risk and resiliency factors;

7.06(4)(c) recognize psychopathology and articulate its potential influence on school functioning;

7.06(4)(d) demonstrate the sensitivity, skills and respect necessary to work with diverse types of individuals and families;

7.06(4)(e) display respect for diversity in social and cultural backgrounds and linguistic differences when working with families, school personnel and community agencies; and

7.06(4)(f) select and/or adapt prevention and intervention strategies based on individual characteristics, strengths and needs to improve learning, achievement and adaptive functioning for all children/students.

7.06(5) The school psychologist is knowledgeable about general education, special education, other educational and related services, the importance of multiple systems and their interactions, and organizational practices that maximize learning, and is able to:

7.06(5)(a) develop and implement policies and practices that create and maintain safe, supportive and effective learning environments.;

7.06(5)(b) participate in and facilitate school reform efforts; and

7.06(5)(c) translate federal and state law, state rules and regulations and local policy into building- and district-level practice.

7.06(6) The school psychologist is knowledgeable about models of effective evidence-based programs as related to health promotion; school safety; and primary, secondary and tertiary intervention, and is able to:

7.06(6)(a) implement school-wide prevention and intervention programs which may include, but are not limited to, individual and group counseling, affective education and positive behavior interventions and supports to promote the mental health, physical well-being and the achievement of children/students of all ages;

7.06(6)(b) participate in risk assessments and crisis response planning, to promote and maintain school safety; and

7.06(6)(c) respond effectively to crisis situations.

7.06(7) The school psychologist is knowledgeable about collaboration and consultation models and methods and their applications in school, family and community systems, and is able to:

7.06(7)(a) consult and collaborate effectively with children/students, school personnel, families and community professionals to promote and provide comprehensive services to children and families and to advance student achievement;

7.06(7)(b) communicate information that is readily understandable to students, families, educators and community members during meetings, in-services and consultations;

7.06(7)(c) promote family involvement in education and service delivery;

7.06(7)(d) collaborate with families and other service providers to meet the needs of infants, toddlers and preschoolers in home and community settings and

7.06(7)(e) link community resources that serve infants, toddlers, children, adolescents, young adults and their families and facilitate children's/students' transitions across various service delivery systems.

7.06(8) The school psychologist is knowledgeable about the history and foundations of school psychology, standards for legal and ethical practice, evidence-based service models and methods and public policy, and is able to:

7.06(8)(a) demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional and legal standards;

7.06(8)(b) practice in accordance with all applicable federal and state statutes, rules, regulations and local policies, especially those concerning due process, informed consent, privacy rights and confidentiality;

7.06(8)(c) integrate information sources and current technology to enhance quality of service;

7.06(8)(d) utilize data-based decision-making in all aspects of professional practice;

7.06(8)(d) maintain professional preparation, development and supervision as related to the population served; and

7.06(8)(e) contribute professionally to the advancement of school psychology.

7.06(9) The school psychologist shall self-assess the effectiveness of practice, direction and/or supervision based on the well-being and achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

7.07   School Social Worker (Ages Birth-21)

To be endorsed as a school social worker, the candidate must hold an earned master's or higher degree in social work from an accepted institution of higher education; including a supervised, 900 clock-hour practicum in the field of social work, which must have been completed in a school, social service agency, mental health clinic or facility and/or hospital setting and which should enable the social worker to synthesize and apply a broad range of relevant knowledge and skills, include opportunities to analyze, intervene and evaluate in ways that are highly differentiated, discriminating and self-critical, and differentially refine the candidate's communication skills with a variety of client populations, colleagues and members of the community; have successfully completed at least 200 hours working with school-age children/students; and have documented evidence of completion of coursework in the areas of school and special education law, including content covering functional behavior assessment and the development of behavior intervention plans.

An applicant who holds valid Certified School Social Work Specialist (C-SSWS) certification from the National Association of Social Workers satisfies these requirements. An applicant who holds a license to practice in Colorado pursuant to Part Four of the Mental Health Practice Act (12-245-401, et. seq., C.R.S.) may meet endorsement requirements upon completion of coursework in school and special education law, functional behavior assessments and the development of behavior intervention plans.

7.07(1) The school social worker is knowledgeable about the history and foundations of school social work; standards for legal and ethical practice; proven-effective evidenced-based models and methods and public policy; and is able to:

7.07(1)(a) demonstrate professional leadership and ethical practice in accordance with federal, state and local legislation, regulations and policies;

7.07(1)(b) demonstrate personal and professional commitment to the values and ethics of the social work profession through application of the national association of social workers professional standards and code of ethics in ethical decision-making;

7.07(1)(c) remain current regarding effective evidence-based practice;

7.07(1)(d) apply federal, state and local legislation, regulations and policies to ethical and legal interventions;

7.07(1)(e) establish priorities and models for the delivery of school social work services that include individual and group counseling, advocacy, case management, consultation and crisis intervention to meet the needs of all learners;

7.07(1)(f) conduct in-services for faculty and staff on child protection and school attendance issues and develop other training and educational programs in collaboration with local community agencies and other pertinent entities in support of the goals and mission of the educational institution;

7.07(1)(g) counsel parents and students about due process rights, as mandated by special education legislation, and advise school personnel so that they are knowledgeable about and able to meet their legal responsibilities to all students; and

7.07(1)(h) comply with the legal mandates of confidentiality and maintain adequate safeguards to protect the privacy and confidentiality of student and family information.

7.07(2) The school social worker is knowledgeable about systems change and is able to:

7.07(2)(a) acquire or gain access to resources which can eliminate service deficiencies in the local education agency or in the community which negatively affect the ability of children/students to benefit from the educational system;

7.07(2)(b) identify and collaborate with individuals who function as formal or informal leaders in their communities to develop and enhance networks that can complement the services of the local education and community agencies;

7.07(2)(c) identify areas of need not being addressed by the local education agency and community and work to initiate those services;

7.07(2)(d) document problems and recommend solutions to appropriate decision-makers in the local education agency or community;

7.07(2)(e) advocate for appropriate change among educators, other professionals and citizens and provide leadership on committees and advisory boards at local, state, regional and national level to assure that the needs of all learners are met;

7.07(2)(f) use mediation and conflict-resolution strategies to resolve children's/students' educational and parental concerns; and

7.07(2)(g) document the need and advocate for policy change at the local, state, regional and national level that can empower children/students and their families to gain access to and effectively use formal and informal community resources.

7.07(3) The school social worker is knowledgeable about communication, consultation and collaboration and is able to:

7.07(3)(a) act as a consultant to personnel and others in the local education agency, including members of school boards and representatives of the community, to promote understanding and effective utilization of school social work services;

7.07(3)(b) act as a consultant to teachers, parents and others to facilitate understanding of how factors in the home, local education agency and community affect children's/students' educational experience(s);

7.07(3)(c) act as a consultant on policy matters including but not limited to such issues as, discipline, suspension, expulsion, attendance, confidentiality, multicultural factors and child abuse and neglect;

7.07(3)(d) work collaboratively to develop cooperative service arrangements and to mobilize the resources of local education agencies and the community to meet the needs of children/students and families, and to serve as liaison between parents, community and school(s);

7.07(3)(e) as an effective member of an interdisciplinary team, bring unique skills, abilities and a systems perspective to the assessment and diagnosis of children's/students' needs;

7.07(3)(f) initiate and support activities that can assist in overcoming institutional barriers and gaps in service;

7.07(3)(g) demonstrate the professional skills, values and abilities necessary to facilitate the meeting of the objectives set by the interdisciplinary team to ensure student success;

7.07(3)(h) provide appropriate case planning and management services and coordinate service planning with school and/or district and community personnel;

7.07(3)(i) through modeling and coaching teach individuals to be effective group members, in therapeutic groups or in task-oriented work groups; and

7.07(3)(j) effectively advocate for children/students and their families in a variety of circumstances which may have a negative effect on learning including, but not limited to, those related to suspension and expulsion, discrimination, immigration, homelessness, chronic, acute and communicative diseases and other health issues; substance abuse and other at-risk conditions.

7.07(4) The school social worker is knowledgeable about educational planning and is able to:

7.07(4)(a) ensure that children's/students' educational plans are based on assessments relevant to the concerns raised in the referral and include goals, objectives and interventions to achieve desired outcomes, methods of evaluation and outcome criteria;

7.07(4)(b) ensure that plans are designed to enhance children's/students' positive educational experiences and involve the family, other team members and school and community resources, as appropriate;

7.07(4)(c) provide services to children/students that build on individual strengths and maximize opportunities to participate in the planning process and in directing the learning experience;

7.07(4)(d) develop and implement an intervention plan or, when the most suitable types of intervention are not available, design an alternative plan intended to enhance children's/students' ability to benefit from their educational experience;

7.07(4)(e) conduct culturally sensitive assessments and participate in IEP planning for and service delivery to all learners; and

7.07(4)(f) incorporate into the educational planning process appropriate curricula and approaches to teaching and learning acceptable in the context of the local education agency.

7.07(5) The school social worker is knowledgeable about prevention and intervention and is able to:

7.07(5)(a) use basic helping skills including, but not limited to, interviewing, questioning and counseling to assist children/students and/or families in addressing problems they are experiencing with social functioning and the effects of such actions on student achievement, by working with them to develop alternative strategies based on clearly defined, evidence-based treatment modes or models;

7.07(5)(b) counsel students and parents about actions which interfere with effective education and student achievement;

7.07(5)(c) conduct small group activities which can serve as environments for teaching children/students effective daily living skills and as conduits for communicating information intended to enhance social functioning or the facilitation of problem resolution;

7.07(5)(d) conduct classroom programs, when indicated, that can provide students with affective knowledge and skills;

7.07(5)(e) conduct parent groups, as appropriate and indicated, relevant to their support of student achievement;

7.07(5)(f) implement appropriate school intervention and prevention programs in response to demonstrated need to ensure a safe and civil learning environment for all students, which may include, but need not be limited to, crisis intervention, conflict resolution and substance abuse prevention;

7.07(5)(g) complete in-depth psychosocial assessments of children/students and of family functioning as related to planning for the improvement of student achievement;

7.07(5)(h) develop measurable and appropriate behavioral, affective, adaptive, social and academic objectives for students with varying abilities, disabilities, strengths and needs;

7.07(5)(i) treat those in need or in crisis situations with respect, empathy, dignity and a consistently positive approach to problem resolution; and

7.07(5)(j) utilize family strengths and structure(s) to enable families to function as advocates for themselves and for their children's education and well-being.

7.07(6) The school social worker is knowledgeable about social and cultural foundations and is able to:

7.07(6)(a) apply proven theories of human growth and development related to students, ages birth-21 including, but not limited to, learning systems, communications, social learning and behavioral theory in working with children/students;

7.07(6)(b) incorporate diversity factors and the special educational needs of culturally and linguistically different populations into the planning process for students;

7.07(6)(c) ensure that children and their families are provided services within the context of multicultural understanding and with consideration given to addressing the sensitivities that enhance families' support of children's learning experiences;

7.07(6)(d) conduct culturally sensitive assessments of problem learning areas and recommend interventions to meet needs and to promote student achievement;

7.07(6)(e) demonstrate the ability to select and/or adapt strategies based on the needs of at-risk children/students and those with identified disabilities;

7.07(6)(f) address in planning biological and environmental factors which affect children's/students' ability to function effectively and to achieve in school;

7.07(6)(g) identify racial and ethnic barriers within the local education agency and develop strategies to lessen and overcome the negative effects of such barriers on children/students and on the learning climate of the local education agency; and

7.07(6)(h) create opportunities for students and staff to recognize diversity in positive ways and to facilitate the understanding and acceptance of cultural and other influencing differences.

7.07(7) The school social worker is knowledgeable about assessment and is able to:

7.07(7)(a) assist local education agencies in the identification of students needing specialized and or support services;

7.07(7)(b) perform need-assessments as the foundation of effective program planning for children/students and families that include, but are not limited to:

7.07(7)(b)(i) a study of bio-psychosocial factors that may interfere with the children's/students' adjustment to and performance in school and which may involve assessment(s) of the student's physical, cognitive and emotional development and adaptive behavior as manifested in the family's related history;

7.07(7)(b)(ii) assessment of the student's behavior and attitudes in a variety of settings;

7.07(7)(b)(iii) assessment of the patterns of the child's/student's interpersonal relationships as observed in the family, local education agency and community settings;

7.07(7)(b)(iv) assessment of the aspects of the biological, medical, psychological, cultural, sociological, emotional, legal and environmental factors that affect reports on the student's behavior by teachers and other personnel in their roles with/within the local education agency;

7.07(7)(b)(v) identification of formal and informal policies of the local education agency and other institutional factors that may affect the student's behavior;

7.07(7)(b)(vi) assessment of patterns of achievement and adjustment at critical points in the child's/student's growth and development; and

7.07(7)(b)(vii) assessment of the existence of, accessibility to and utilization of community resources for children/students and families.

7.07(7)(c) incorporate students' needs-assessment information into and write a comprehensive, timely and appropriate social-developmental history;

7.07(7)(d) utilize appropriately administered formal and informal objective measures including but not limited to measures of adaptive and functional behavior, self-esteem, social skills, attitudes, emotional health and interests; and

7.07(7)(e) consider placement and service options for students in a variety of contexts.

7.07(8) The school social worker is knowledgeable about current effective research and program evaluation and is able to:

7.07(8)(a) maintain accurate data and records relevant to the planning, management and evaluation of the school social work program;

7.07(8)(b) maintain ongoing assessments of evidenced-based, educationally related social programs implemented in the local education agency, related community and in the region, which address such issues as, but not limited to, students dropping out of school or having poor attendance, advocate for program changes to address such issues and participate in program development and implementation processes, as appropriate;

7.07(8)(c) engage in critical self-evaluation to assess efficacy and to improve skills and service delivery;

7.07(8)(d) collect, analyze and publish data and present technical information to a variety of audiences and in a variety of contexts, including the general public, public officials, elected and appointed, and/or other decision-makers and policymakers responsible for programs and for program changes that can effect public education and related child welfare matters;

7.07(8)(e) assume responsibility for continuing to develop a knowledge base and the skills necessary to remain current in the field and to develop and gain access to support systems that enhance personal growth and professional identity; and

7.07(8)(f) participate in professional and community organizations as relevant and appropriate.

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

To be endorsed as a school speech-language pathologist, an applicant must hold an earned master's or higher degree in communication disorders or speech-language pathology from an American Speech-Language-Hearing Association-approved Council on Academic Accreditation-accredited program at an accepted institution of higher education; have passed the state-approved speech-language pathologist test; have successfully completed a practicum or internship with children/students ages birth-21 in a school setting, equivalent to a minimum of eight weeks full-time, under the supervision of a professionally licensed school speech-language pathologist; and must demonstrate the competencies specified below.

An applicant who holds valid ASHA Clinical Certification of Competence, a valid license to practice in Colorado pursuant to the Speech-language Pathology Practice Act (section 12-305-101, et. seq., C.R.S.) or a valid license issued by another state and able to practice in Colorado pursuant to the Audiology and Speech-language Pathology Interstate Compact (section 24-60-4202, C.R.S.), and who also meets the practicum experience requirement above, satisfies these requirements.

7.08(1) The school speech-language pathologist is knowledgeable about basic human communication, including swallowing processes, and biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases, and must incorporate into planning for students:

7.08(1)(a) the analysis, synthesis and evaluation of information related to basic human communication and its processes;

7.08(1)(b) utilization of knowledge about normal development in the identification of delayed/disordered speech and language skills' and

7.08(1)(c) information about the interrelated and interdependent components of communication as related to its impact on the learner across environments.

7.08(2) The school speech-language pathologist is knowledgeable about the principles and methods of prevention of communication and swallowing disorders for students (ages birth-21), including

consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders, and is able to:

7.08(2)(a) analyze, synthesize and evaluate the nature of speech, language, hearing and communication disorders, including swallowing disorders, and other differences including, but not limited to:

7.08(2)(a)(i) the etiologies, characteristics and anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates, in each of the following:

7.08(2)(a)(i)(A) articulation, fluency, and voice and resonance, including respiration and phonation;

7.08(2)(a)(i)(B) receptive and expressive language including, but not limited to, phonology, morphology, syntax, semantics, and pragmatics, in speaking, listening, reading, writing and manual modalities;

7.08(2)(a)(i)(C) hearing including its impact on speech and language;

7.08(2)(a)(i)(D) swallowing including oral, pharyngeal, esophageal and related functions, and the oral function of feeding;

7.08(2)(a)(i)(E) cognitive aspects of communication, such as attention, memory, sequencing, problem-solving and executive functioning;

7.08(2)(a)(i)(F) the social aspects of communication, such as challenging behavior, ineffective social skills and lack of communication opportunities; and

7.08(2)(a)(i)(G) communication modalities, such as oral, written, manual, augmentative and alternative communication techniques and assistive technologies.

7.08(2)(b) articulate to a variety of stakeholders the role of oral language as a precursor to research-based literacy development, including information related to reciprocal spoken/written language relationships, and reading and writing as acts of communication and as tools of learning;

7.08(2)(c) differentiate between classroom oral language content, form and use, and conversational language;

7.08(2)(d) identify traits of typical reading and writing development in the context of the general education curriculum;

7.08(2)(e) act as a resource to schools, parents and the community regarding all aspects of communication;

7.08(2)(f) model and articulate the overall importance of communication and its relationship to academic achievement;

7.08(2)(g) collaborate with other professionals to identify risk factors related to communication development among students ages birth-21;

7.08(2)(h) conduct screening, prevention and intervention procedures;

7.08(2)(i) identify and monitor added literacy risks for students being treated for spoken language difficulties; and

7.08(2)(j) monitor classroom progress and other factors that justify formal referral for assessment.

7.08(3) The school speech-language pathologist is knowledgeable about principles and methods of evaluation of communication and communication disorders for students ages birth-21, and is able to:

7.08(3)(a) participate on child study teams as an active member of the decision-making process for special education referrals;

7.08(3)(b) collaborate with assessment teams in the utilization of a broad repertoire of formal and informal assessment strategies to help identify students' strengths and challenges with the various aspects of communication;

7.08(3)(c) evaluate the psychometric characteristics of formal and informal assessment instruments;

7.08(3)(d) select developmentally, culturally and linguistically appropriate formal and informal assessment tools and procedures to identify needs of students suspected of having difficulties in communication;

7.08(3)(e) analyze assessment data to determine students' specific communication needs and eligibility for services, and for incorporation into individual educational plans (IEPs);

7.08(3)(f) interpret data clearly in verbal and written form for a wide range of audiences, including educators, related professionals, families and students, where appropriate;

7.08(3)(g) integrate assessment information from other professionals in the eligibility decision-making process;

7.08(3)(h) consult with government agencies, teachers, school administrators and other health professionals on indications, timing, need and use of diagnostic assessments; and

7.08(3)(i) collaborate with assessment teams regarding evaluation strategies to identify whether a language difference or disorder might be at the root of concerns related to difficulty in a student's acquisition of literacy and/or any of its essential skills.

7.08(4) The school speech-language pathologist is knowledgeable about evidence-based and best-practice techniques, procedures and tools for intervention and remediation of communication disorders, including augmentative/alternative/assistive technology, and is able to:

7.08(4)(a) plan and implement an appropriate service-delivery model for each identified student based on assessment results;

7.08(4)(b) comply with federal, state and local laws, rules, policies, guidelines procedures and relevant case law;

7.08(4)(c) model and demonstrate the use of augmentative/alternative/assistive technology;

7.08(4)(d) be accountable through the collection of timely and appropriate data and the maintaining of accurate and timely records;

7.08(4)(e) identify and gain access to sources of, and synthesize and translate common principles of, research and documented evidence-based and proven best practices related to the planning for and the implementation of intervention plans and strategies;

7.08(4)(f) implement current state-of-the-art technology to maximize students' communication skills;

7.08(4)(g) adapt general and special education curriculum to meet the requirements of individual students with regard to Colorado Academic Standards and access skills;

7.08(4)(h) work collaboratively with students, general education teachers, school personnel, families and the community to provide integrated communication services;

7.08(4)(i) provide culturally and developmentally appropriate curriculum-relevant intervention based on identified needs and proven effective research and practice;

7.08(4)(j) develop setting-appropriate intervention plans with measurable and achievable goals to meet identified students' need(s); and

7.08(4)(k) maintain a safe and effective learning environment conducive to student achievement.

7.08(5) The school speech-language pathologist is knowledgeable about ethical conduct and professional development and is able to:

7.08(5)(a) articulate the role of the speech-language pathologist as an integral part of the special education services team and the learning community;

7.08(5)(b) collaborate with teachers, parents and related personnel in case management in a flexible and professional manner;

7.08(5)(c) communicate effectively with families to maintain their involvement with the student's assessment and intervention team;

7.08(5)(d) utilize a range of interpersonal communication skills including, but not limited to, consultation, collaboration, counseling, listening, interviewing and teaming as appropriate to identification, prevention, assessment and/or intervention with students with suspected or identified communication disabilities;

7.08(5)(e) mentor and supervise speech-language pathology assistants, graduate student interns and other support personnel so that the communication needs of students are addressed effectively and confidentially;

7.08(5)(f) participate in professional development opportunities to improve skills, and educate other professionals regarding risk factors to students, involving all means of communication;

7.08(5)(g) conduct research, initiate requests or network with related professionals to acquire support as needed; and

7.08(5)(h) routinely evaluate and measure personal performance as a speech/language pathologist to ensure professional efficacy and achievement of appropriate outcomes and participate in professional development and professional organizations to increase knowledge and growth in skills and abilities.

7.09   School Counselor (PreK-12)

To be endorsed as a school counselor, applicants must hold a master's or higher degree in school counseling from a Council for Accreditation of Counseling and Related Educational Programs-accredited program at a regionally accredited institution of higher education or demonstrate equivalent coursework and training experiences as determined by the department; have completed a minimum of 100 clock-

hours of a practicum, scheduled throughout the program, and a 600 clock-hour internship, supervised by a licensed school counselor in a school setting with multiple grade levels of students that provides opportunities for the candidate, to engage in a variety of activities that an effective school counselor would be expected to perform as identified in the 2016 Council for Accreditation of Counseling and Related Educational Programs Standards;, and have passed the state-approved school counseling assessment.

7.09(1) The school counselor demonstrates mastery of and expertise in all aspects of school counseling and is able to:

> 7.09(1)(a) develop, organize, administer and evaluate school counseling programs;

> 7.09(1)(b) apply appropriate modalities for the school setting;

> 7.09(1)(c) provide social-emotional learning and college, career and academic counseling to students individually and in group settings;

> 7.09(1)(d) support and/or establish safe, inclusive, equitable and respectful environments that recognize the diversity and needs of the student population; and

> 7.09(1)(e) plan, deliver and monitor services and specially designed instruction that facilitate learning for all students.

7.09(2) The school counselor demonstrates leadership through collaboration with educators, administrators, families and community organizations to advocate for students.

7.09(3) The school counselor shall self-assess the effectiveness the school counseling program, reflect on personal practice and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

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Editor's Notes

History
New rule eff. 08/14/2018.
New rule eff. [tbd]