

## 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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#### 2.01 Definitions

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).

#### **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 specified 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.

**Commented [BM1]:** New section will be 4.24 once renumbered by SOS office.

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 knowledge of rigorous content standards, 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 access to rigorous standards-aligned content.

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.

### **6.07 Instructional Technology Specialist (Grades K-12)**

To be endorsed as an instructional technology specialist, an applicant must hold a Colorado initial or professional teacher license endorsed in an approved endorsement area; have completed an approved course of study for the preparation of instructional technology specialists at an accepted institution of higher education, including a supervised practicum or internship as an instructional technology specialist; and have three or more years of teaching experience.

6.07(1) The instructional technology specialist is knowledgeable about technology operations and concepts and is able to assist teachers in:

6.07(1)(a) effectively teaching students about technology concepts and skills at all developmental levels.

6.07(1)(b) utilizing technology and information literacy resources and strategies in teaching students in all content areas.

6.07(2) The instructional technology specialist is able to plan design, organize and implement learning environments and experiences and is able to assist teachers in:

- 6.07(2)(a) identifying and applying instructional technology and information literacy principles associated with the development and implementation of long- and short-term instructional plans.
  - 6.07(2)(b) developing and maintaining engaging learning environments that include hands-on technology experiences for students in individual, small group, classroom and lab settings.
  - 6.07(2)(c) providing guidance as requested regarding the purchasing of school- and district-based technology tools.
  - 6.07(2)(d) identifying, recommending and assisting in the procurement and implementation of appropriate adaptive/assistive hardware and software for learners with special needs.
  - 6.07(2)(e) applying current research with regard to facilities- and technology-planning issues.
- 6.07(3) The instructional technology specialist is knowledgeable about teaching, learning and the curriculum and is able to assist teachers in:
- 6.07(3)(a) designing and delivering a standards-based curriculum enhanced by teacher and student use of technology.
  - 6.07(3)(b) incorporating technology and information literacy resources that enhance higher order thinking skills and creativity in students.
  - 6.07(3)(c) designing instructional technology methods, techniques and instructional materials for learners with diverse backgrounds, characteristics and abilities.
  - 6.07(3)(d) evaluating student progress related to instructional technology and to students' ages and grade levels, content, language and other developmental challenges.
  - 6.07(3)(e) assisting students in overcoming barriers to using technology for learning.
  - 6.07(3)(f) organizing and managing instructional technology.
- 6.07(4) The instructional technology specialist is knowledgeable about assessment and evaluation and is able to assist educators in:
- 6.07(4)(a) selecting and applying data-collection tools to determine the effectiveness of instructional strategies.
  - 6.07(4)(b) using technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
  - 6.07(4)(c) using technology appropriately and effectively to improve learning, based upon evaluation and assessment data.
  - 6.07(4)(d) applying multiple methods of evaluation to improve and increase student use of technology resources, for learning, communication and productivity.
- 6.07(5) The instructional technology specialist is knowledgeable about productivity and professional practice related to technology and is able to assist educators in:

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- 6.07(5)(a) integrating technology-based tools into practice related but not limited to productivity, delivery of instruction, information research, school management and evaluation of computer-based instructional tools into instructional and administrative settings.
  - 6.07(5)(b) applying technology to enhance and improve productivity and professional practice.
  - 6.07(5)(c) using technology resources for ongoing professional development.
  - 6.07(5)(d) reviewing professional practice on an ongoing basis to insure informed decision-making with regard to the use(s) of technology in support of student learning.
  - 6.07(5)(e) professional development, utilizing proven, effective and documented adult learning theory.
- 6.07(6) The instructional technology specialist is knowledgeable about and able to inform teachers about social, ethical, legal and human issues related to technology, and is able to:
- 6.07(6)(a) apply technology resources to enable learners with diverse backgrounds, characteristics and abilities to receive an optimal education.
  - 6.07(6)(b) be an active advocate for providing equitable access to technology resources for all students.
  - 6.07(6)(c) develop and implement strategies to inform school and other relevant personnel about social, ethical and legal issues related to technology and provide support to educators and administrators with regard to the responsible use(s) of technology.
  - 6.07(6)(d) be knowledgeable about current copyright laws and able to assist others in adhering to those laws in the delivery of instruction and in related planning processes.
  - 6.07(6)(e) model and teach legal, ethical and safe practices related to technology use.
- 6.07(7) The instructional technology specialist is knowledgeable about communication and is able to:
- 6.07(7)(a) assist teachers in effectively communicating and collaborating with peers, parents and interested others in developing school/community support for technology and its multiple uses in education settings.
  - 6.07(7)(b) assist teachers in the effective use of telecommunication and media tools and resources for information sharing, remote information access, publishing and related activities.
  - 6.07(7)(c) effectively present information about technology and its issues to a variety of stakeholders including, but not limited to, staff, parents and students and to include effective strategies for increasing the use of technology resources in support of student instruction.

6.07(7)(d) demonstrate strategies to educators about how to incorporate effective research findings in the instructional delivery of required content and in support of technology and information-literacy standards.

6.07(8) The instructional technology 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.

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### 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 regionally accredited institution of higher education; have successfully completed an approved program in school counseling as defined by accreditation by the Council for Accreditation of Counseling & Related Educational Programs or demonstrate equivalent coursework and training experiences; have passed a state-approved assessment in school counseling; 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. The internship must provide opportunities for the candidate, under the supervision of a licensed school counselor, 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 (Colorado School Counseling Standards) effective July 1, 2016 and accessible at [www.cacrep.org](http://www.cacrep.org). The Colorado Department of Education maintains a copy of the standards readily available for public inspection at 6000 E. Evans Avenue, Building #2, Suite 100, Denver, CO 80222, during regular business hours.

A one-year interim license with a school counselor endorsement may be issued to applicants who have not completed a school counseling program and hold a master's or higher degree in a clinical counseling domain, inclusive of social work, from a regionally accredited institution of higher education; have successfully obtained a Colorado Department of Regulatory Authorities counseling license; have successfully completed three or more years of work experience as a licensed clinical counselor; and successfully pass the state-approved content assessment in school counseling within the one year interim license timeline. The interim licensed school counselor must participate in an approved induction program that will enable the counselor to be knowledgeable about and able to demonstrate the competencies specific to a school counselor, including knowledge of academic support and career counseling. Interim licensed school counselors will engage in a variety of activities that an effective school counselor would be expected to perform as identified in the Colorado School Counseling Standards.

The school counselor applicant must demonstrate the competencies listed below:

- 7.09(1) A school counselor demonstrates mastery of and expertise in the domain for which the counselor is responsible.
- 7.09(2) A school counselor supports and/or establishes safe, inclusive and respectful learning environments for a diverse population of students.
- 7.09(3) A school counselor plans, delivers and/or monitors services and/or specially designed instruction and/or creates environments that facilitate learning for students.
- 7.09(4) A school counselor reflects on personal practice.
- 7.09(5) A school counselor demonstrates collaboration, advocacy and leadership.

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**Editor's Notes**

**History**

New rule eff. 08/14/2018.  
Rule 7.09 eff. 11/30/2018.  
Entire rule eff. 05/30/2019.