0361 Committee on Education

Colorado Legislative Council

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To Members of the Fifty-Eighth Colorado General Assembly:

Submitted herewith is the final report of the Committee on Education. The committee was appointed by the Legislative Council pursuant to House Joint Resolution 1033, 1990 session.

At its meeting on October 15, the Legislative Council reviewed this report. A motion to forward four bills, with favorable recommendation, to the Fifty-Eighth General Assembly was approved.

Respectfully submitted,

/s/ Representative Chris Paulson
Chairman, Colorado Legislative Council
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Committee Charge

The Committee on Education was established by House Joint Resolution 90-1033, 1990 session. The resolution directed the committee to study education issues including, but not limited to, the following topics:

(a) Recruiting, compensation, education, and certification of school principals including career ladders and recommendations on how to encourage the development of leadership and other skills in principals;

(b) The rationale and policies used in the allocation of state-funded student financial assistance to state institutions and nonpublic institutions of higher education, including the allocation of merit, work study, and need-based aid, and the effect of recent allocation formula changes on state and nonpublic institutions;

(c) Strategies to unify the state’s educational system from early childhood through postsecondary education including work force training and retraining, which shall focus on means of developing cooperative education policies, opening lines of communication, and improving linkages between the various levels of education; and

(d) Issues of teacher education and certification, testing, master teachers, and other career ladder concepts.

Committee Activities

The majority of committee meetings focused on principal, administrator, and teacher licensing and certification. Testimony was presented by interested citizens, teachers, principals, superintendents, parents, the Colorado Education Association, the Colorado Association of School Executives, the Department of Education, postsecondary education financial aid officers, and the Colorado Commission on Higher Education. Major topics covered in these meetings included:
• the provision of continuing education services to students enrolled in private occupational schools which cease operation;

• the allocation of student financial aid, including work study, merit, and need-based aid;

• the distribution of National Guard Tuition Assistance funds;

• the preparation, training, and skill proficiencies necessary for success as a school principal;

• the Colorado Department of Education task force reports on teacher education and certification policies; and

• the impact of proposed Constitutional Amendment No. 1 on education in Colorado.
I. COMMITTEE RECOMMENDATIONS

As a result of the committee's activities, the following bills are recommended for consideration in the 1991 session of the Colorado General Assembly.

Concerning the Tuition Assistance Program for Members of the National Guard — Bill 1

Bill 1 responds to the auditing problems associated with current administration of the National Guard Tuition Assistance Program. The bill has the following components:

- fiscal administration of the tuition assistance program is transferred from the CCHE to the DMA;
- the department is required to develop criteria for awarding assistance;
- individuals receiving tuition assistance are required to obtain and present certification of satisfactory academic standing to the department at the time of application;
- any person who fails to serve the required two years in the guard must repay to the DMA the tuition assistance allocated under the program; and
- the DMA is authorized to receive any repaid monies and to reallocate such monies under the tuition assistance program.

Concerning the Establishment of a Partnership for an Educated Colorado — Bill 2

The 1989 Interim Committee on Higher Education recommended a bill similar to Bill 2; but the bill failed in the House last session. In response to continued interest in creating a forum to discuss a coordinated approach to education policy, Bill 2 is recommended.

The Partnership for an Educated Colorado will recommend short- and long-term coordinated policy and legislation for the education and vocational training system of the state.

The partnership will consist of a 15-member task force to be comprised of:
six members appointed by the Governor including one ex-officio student member, two members representative of racial or ethnic minorities and two parents of public school students;

• the Commissioner of Education, or his designee, as an ex-officio nonvoting member;

• the Executive Director of the Colorado Commission on Higher Education, or his designee, as an ex-officio nonvoting member;

• the Executive Director of the Department of Labor and Employment, or his designee, as an ex-officio nonvoting member;

• two members of the House of Representatives appointed by the Speaker and two members of the Senate appointed by the President of the Senate (no more than two may be of the same political party); and

• the chairmen of the House and Senate Education Committees.

The members will serve without pay, but will be compensated for necessary expenses and shall meet at least nine times annually.

Concerning the Strengthening of Provisions for the Protection of Students Affected by Private Occupational Schools Ceasing Operation — Bill 3

Due to the financial instability of many private occupational schools, the Division of Private Occupational Schools, Department of Higher Education, was asked to make recommendations to the committee to establish a means of ensuring an opportunity for students enrolled in schools ceasing operation to complete their education. The division responded to that charge by developing the general concept outlined in Bill 3. Bill 3 authorizes the division to provide for the continued training of students affected by private occupational schools ceasing operation. Major provisions of the bill follow.

• Surety bonds or alternate surety methods must provide indemnification to the students and must provide for a possible “trainout” of students.

• The division is authorized to make demand on the surety to implement a “trainout” with other appropriate public or private schools.

• If practicable, the division shall seek federal designation as trustee for student loans, Pell grants, and other financial aid to assist with the cost of a trainout.

• Students may decline the opportunity for trainout and instead have returned to them their prorated prepaid unearned tuition and fees.
Concerning the Licensure of Educators — Bill 4

Bill 4 creates a new Article 60.5 in Title 22, C.R.S., concerning the licensure of educators. Under the proposed four-tiered licensure system, the State Board of Education remains the authority with regard to educator preparation and licensure. The state board is responsible for promulgating rules and regulations in many areas, including the issuance, endorsement, renewal, and revocation of licenses, and the designation of mentors. Four separate professional standards boards are appointed by the state board to study, develop, and make recommendations to the state board regarding revocation, licensure preparation, and other areas. The following summary includes the major components of Bill 4, concerning the licensure of educators. Sections of the law that are unchanged or only slightly modified are not summarized.

PART 1

**Endorsement.** Section 22-60.5-106 authorizes the Department of Education to develop endorsements for licenses and criteria for such endorsements.

**Renewal.** Renewal is allowed for an additional three years for provisional licenses (one-time only), five years for professional licenses, and seven years for those with professional licenses and master certification. Provisional license renewal requires satisfaction of any requirements established by the state board. Professional license renewal requires evidence of satisfactory completion of the applicant’s professional development plan. Professional development plans must be established in accordance with guidelines established by the state board.

**Authorizations.** The state board is allowed to offer authorizations for adjunct teachers, interns, and emergency educators.

**Waivers.** Upon a two-thirds majority, the state board is authorized to waive any requirements imposed by the new article to accomplish the purpose of improving education instructional programs. However, the appropriate professional standards board must review the waiver request and issue a recommendation on such request.

**Phase-in.** Section 22-60.5-117 requires that all licenses issued after July 1, 1994, be issued in accordance with the provisions of the new article. Certificates issued prior to July 1, 1994, will remain valid until the date of expiration at which time the holders may apply for the appropriate professional licenses upon submitting evidence of completion of renewal credit requirements as specified in section 22-60-107, C.R.S. Although certificated persons will not be required to possess a satisfactory level of competency in regard to professional proficiencies in order to receive professional licenses, their professional development plans, which are required for renewal of subsequent licenses, must address the proficiencies established in the law and any required by rule and regulation.
Licensure

There are eight separate licenses offered in the bill excluding the alternative teacher license. There are provisional and professional licenses for administrators, principals, teachers, and special services providers. Master certification in any of the four areas is granted upon meeting criteria established in rule and regulation.

Provisional Licensure (valid for three years)

Generally, the provisional licenses are the entry point to the profession. The requirements for provisional licenses are:

- appropriate degree from an accepted institution of higher education;
- successful completion of an approved preparation program; and
- demonstration of professional competencies.

*Induction programs.* Induction programs are conducted at the school district level but must be approved by the State Board of Education. The programs must include, but are not limited to:

- supervision by a mentor;
- ongoing professional development and training, including ethics; and
- performance evaluations.

Professional Licensure (valid for five years)

A professional license is good for five years; except that if it is held in conjunction with master certification, it is good for seven years. Professional licensure requires:

- possession of the appropriate provisional license; and
- successful completion of an approved induction program.

Master Certification (valid for seven years)

Master certification is established for teacher, principal, administrator, and special services licenses. Master certification is voluntary and requires:

- possession of the appropriate professional license; and
- advanced competencies, expertise, or demonstration of outstanding achievement.
Professional Standards Boards

Four professional standards boards are established (teachers, principals, administrators, and special services providers). Each board is comprised of nine people appointed by the state board. Per diem and expenses are authorized and staff services for the professional standards boards are provided by the Department of Education. The boards have the powers and duties to study, develop, and make recommendations in the following areas:

- the issuance and renewal of licenses;
- the assessment of competencies for licensure applicants;
- criteria for approval and evaluation of preparation programs;
- criteria for approval and evaluation of induction programs;
- standards for endorsements;
- guidelines for the establishment and evaluation of professional development plans; and
- guidelines regarding mentor teachers.

In addition, the state board may appoint the appropriate professional standards board to preside at disciplinary hearings. The professional standards board may decide that the disciplinary hearing should be conducted by an Administrative Law Judge. The final decision of the professional standards board may be appealed to the State Board of Education.

Proficiencies

Bill 4 requires the state board to establish proficiencies for each professional group licensed. The listed proficiencies should not be construed as inclusive or prescriptive.

Teacher Proficiencies:

- basic skills of reading, writing, and mathematics;
- subject matter to be taught;
- communications and human relations;
- assessment of student needs and progress;
- identification and fulfillment of the needs of exceptional children;
- knowledge of human growth and development; and
- classroom management and teaching strategies.
**Principal Proficiencies:**

- leadership;
- communication and human relations;
- instruction, including curriculum design and assessment;
- problem solving and decision making;
- management, including planning, organization and administration;
- personnel administration, including staff development and evaluation; and
- child growth and development.

**Administrator Proficiencies:**

- basic management;
- leadership;
- decision making and problem solving;
- communication and human relations;
- personnel administration;
- resource utilization; and
- child growth and development.

**Special Services Proficiencies:**

- areas of knowledge in each of the special services will be established.
PART 6

Miscellaneous Provisions

*National accreditation.* To the extent possible, the state board shall coordinate the review of approved programs of preparation by the Department of Education and the review of institutions of higher education by nationally recognized accrediting agencies or organizations.

*Programs of excellence.* Between 1992 and 1997, when governing boards of state institutions of higher education are nominating programs of excellence for consideration by the Colorado Commission on Higher Education, they shall give special consideration to undergraduate and graduate programs at schools of education that have responded significantly and innovatively to the educator licensing system established in Bill 4.

*Repeal.* Article 60 of Title 22, C.R.S., concerning teacher certification is repealed, effective July 1, 1999.
II. BACKGROUND AND MAJOR FINDINGS

This section provides an outline of the issues considered in developing legislative recommendations. It is organized into three parts which relate to the committee charge and recommendations:

Part I — Principal and teacher education, training, and certification;
Part II — Student financial assistance; and
Part III — Unification of the State's Educational System.

PART I: EDUCATOR LICENSURE — PRINCIPAL AND TEACHER EDUCATION, TRAINING, AND CERTIFICATION

Administrative leadership in public schools has long been part of the school reform discussion. The nature and quality of school leadership has become one of the flagship issues related to education improvement. Through testimony and research presented in early meetings, the committee recognized the importance of the principal in school reform. One report published by the Education Commission of the States indicates that over 40 percent of current public school principals will leave their jobs over the next five years. A Principal Advisory Group, comprised of school leaders, was appointed by the chairman to assist the committee with its study on the principalship (see Appendix A for group membership). The committee's major findings on the principalship are discussed below.

Principal Preparation Policies

Under current Colorado university entry and state certification requirements, becoming a principal is more a matter of tenacity than it is a rigorous search for talented and committed prospective principals. Testimony suggested that a Type D certificate can be easily obtained in Colorado as long as the applicant has a few years of teaching experience, a master's degree, completes university coursework, and passes a standardized minimum competency examination. Although current Colorado Department of Education rules and regulations reference knowledge and skill areas necessary for approval of a program of preparation, there is no assurance that graduates of the program possess the necessary skill and knowledge in these areas. The committee believes it is important to improve the quality of individuals entering the profession through higher university entrance and exit standards as well as through additional quality control in the certification process.
Practicum/Internship Component of Principal Preparation

Throughout the committee's hearings and research, the importance of the school principal consistently emerged. There seemed to be agreement that strong principal leadership leads to an effective school. Yet for all the agreement on the principal's importance, little prescriptive information exists about the characteristics of a successful principal other than personal leadership and management skills. Members of the Principal Advisory Group stressed the importance of nonacademic training and "life experiences" in their success as school principals. However, program requirements at universities, and state certification standards, do not adequately emphasize success factors such as personal leadership and management skills.

The committee strongly supported the concept of a more practical focus in principal and teacher preparation programs. It was suggested that a year-long practicum be mandatory prior to certification. The committee recommendations include a variation on that idea: successful completion of an internship that would be jointly developed and monitored by school and university professionals. The internship would help to shift the focus of certification from academic success and test-taking skills to skill demonstration, knowledge, and performance.

Whatever the internship model used, most research is in agreement on the basic components of successful principal internship programs. The important components are:

- linkage between clinical research and practical application;
- a structured, supervised, practical experience with appropriate and progressive levels of responsibility;
- sufficient opportunity for professional collegiality with other interning principals;
- ongoing assessment;
- commitment and interest of internship program staff (i.e., school principal, assistant principal, and other staff); and
- significant time spent in the internship, perhaps a two-month minimum.

University Preparation Programs

Other findings resulted in recommended changes to postsecondary education preparation programs:
• rigorous admission standards that include assessment of aptitude, skills, and knowledge;

• courses taught by faculty from throughout the university (not only schools of education), practicing school administrators, and business leaders;

• opportunities for individual candidates to reflect on their long-term commitment to the profession of educational leadership;

• significant opportunities for administrative candidates to participate in prolonged practical internships;

• program content reflective of the actual work of school administrators;

• an emphasis on collaboration between universities, school districts, businesses, and other agencies; and

• the entrance of underrepresented groups into the field of educational leadership.

Development of Licensure Bill

Bill 4 is the result of committee testimony, study, and discussion. Many groups presented recommendations to the committee regarding educator licensure, including the Colorado Department of Education (CDE), seven State Board of Education (SBE) task forces on teacher education and certification, the Colorado Association of School Executives, the Colorado Education Association, the Colorado Federation of Teachers, the Jefferson County Administrator's Association, superintendents, principals, and private individuals. Upon completion of committee testimony, staff summarized the recommendations and developed the chart contained in Appendix B.

The State Board of Education task force reports on teacher education and certification were well received by the committee with its recommended changes, not only to the certification of principals, but for all educators. Some committee members argued that to dramatically change the method of regulating one group of educators, but not others, was poor public policy. Also, many of the recommended changes are appropriate for all educators, not just principals.

For additional background on Bill 4, the following sources may be helpful.
PART II: STUDENT FINANCIAL ASSISTANCE

Discussion surrounding student financial aid uncovered two unique problems, one with the existing National Guard Tuition Assistance Program, and a second with the current provisions regarding tuition reimbursement when a proprietary school ceases operation. Bill 1 consolidates the administrative responsibility for the National Guard Tuition Assistance Program so that the Department of Military Affairs (DMA) becomes solely responsible for the program's administration and funding. Bill 3 addresses the need to change the procedure for refunding tuition or continuing training for proprietary school students.

Private Occupational School Students

Private occupational schools have been regulated in Colorado since 1966. In order to provide financial and educational security to students attending these schools, current law requires the submission of a surety bond as a condition for a school to receive a "certificate of approval" to operate in Colorado. The surety bond is used to provide a pro rata refund of the unused tuition and fees paid by the students if such a school were to cease operation. Students may receive this refund as a result of a violation of a minimum standard or as a result of a holder of a "certificate of approval" ceasing operation.

The ongoing problem of loan default rates for students in private occupational schools was raised in committee discussion. A disproportionately high rate of loan defaults occurs among students who attended private occupational schools that have closed. Upon the committee's encouragement, the Division of Private Occupational Schools, Department of Higher Education, recommended that the state consider
providing a structure to ensure the continued training of occupational school students when such schools close. Completion of training could reduce loan default rates in the long term. Under Bill 3, a student attending a private occupational school that ceases operation would be eligible for a continued training program arranged by the Division of Private Occupational Schools. A pro rata refund of unused tuition and fees would continue to be an option.

**Tuition Assistance for National Guard Members**

As a means of encouraging participation in the National Guard, Colorado law provides degree-seeking members of the Colorado National Guard with a 75 percent reduction in the cost of tuition at public postsecondary education institutions in Colorado (section 23-5-111.4, C.R.S.). In exchange, a national guard commitment of two years is required. Each program participant must obtain certification from his or her commanding officer attesting to satisfactory guard performance. Such certification must be presented at the time of enrollment for each semester or quarter for which free tuition is requested. The reduced tuition is available for 132 semester hours or 198 quarter hours. The benefit is only available while the individual remains a member of the national guard. Recipients that do not fulfill the service requirement must repay the tuition assistance.

A June 1989 performance audit by the State Auditor found that the DMA does not have a procedure to identify tuition assistance recipients who have not fulfilled the service requirement nor to collect the tuition reimbursements owed the state. The auditor recommended that the department develop a system of monitoring recipients to ensure that the service commitment is fulfilled or that the tuition is repaid. The auditor reported that between $12,000 and $79,000 in tuition payments is owed the state annually due to unfulfilled service in the Colorado National Guard. This money is not being collected by the DMA.

One of the problems with the tuition assistance program has been the division of responsibility for the program. While DMA administers the program (processing applications, selecting recipients, and monitoring academic progress), CCHE is the fiscal agent. The CCHE receives approximately $400,000 annually for payments to the participating schools. CCHE does not conduct any follow-up fiscal auditing or student tracking after allocating tuition payments.

The committee recommends Bill 1 to streamline the administration of the tuition assistance program by vesting full administrative responsibility for it with the Department of Military Affairs.
Student Financial Aid

The committee also discussed state financial assistance policies. The Colorado Commission on Higher Education reported that, when Colorado financial aid programs are compared to other states, Colorado has the following national rankings.

<table>
<thead>
<tr>
<th>Program</th>
<th>Rank</th>
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<td>Need-based Grants for Undergraduates</td>
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</tr>
<tr>
<td>Need-based Grants for Graduate Students</td>
<td>7th</td>
</tr>
<tr>
<td>Merit-based Awards for Undergraduates</td>
<td>4th</td>
</tr>
<tr>
<td>Merit-based Aid for Graduate Students</td>
<td>4th</td>
</tr>
<tr>
<td>Work Study</td>
<td>2nd</td>
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</table>

The CCHE emphasized the need for Colorado to improve its need-based grants but stressed the value of Colorado's strength in the merit-based programs. In its view, paying for a college education is a shared responsibility between students, families, federal and state government.

PART III: UNIFICATION OF THE STATE'S EDUCATIONAL SYSTEM

Formal testimony was not taken on the topic of unification of the educational system, but many references were made to the need for coordination among the various levels of education and among the parties concerned with improvement of the educational system. For example, comments were made concerning the need for communication and coordination between higher education, K-12 education, and the various private training efforts. Bill 2 responds to these concerns.

The 1989 interim committee, in recognition of the need for a unified education and training system in Colorado, recommended a bill known as the Partnership for an Educated Colorado (Senate Bill 6, 1990). Bill 2 is a revised version of Senate Bill 6.

A number of states have addressed the need to coordinate policy and legislation affecting their education and training systems. Their actions appear to stem from two factors:

1) the demonstrated decline in America's education system; and

2) the changing demographics and needs of America's workforce.
The means of developing comprehensive plans for education and training are diverse among the states. Following are examples of state created initiatives, ongoing or planned, that focus on the coordination of education and workforce issues.

**Michigan — Governor’s Cabinet Council on Human Investment**

**Membership:**
- Director, Health and Human Services;
- State Treasurer;
- Governor’s Urban Affairs Advisor;
- Director, Governor’s Office for Job Training;
- Interim Superintendent of Public Instruction;
- Director, Department of Labor;
- Chairman, Michigan Job Training Coordinating Council;
- Director, Department of Commerce;
- Director, Department of Management and Budget;
- Director, Department of Mental Health;
- Governor’s Chief of Staff; and
- Acting Director, Department of Public Health.

**Appointing Authority:** Governor

**Goals, Duties:** Develop a strategic plan “to improve the caliber of Michigan’s workforce by offering each resident the real opportunity to maintain and increase quality job skills.”

**Mississippi — Human Capital Strategy Board (Proposed)**

**Membership:** Private sector leaders, members of the JTPA and Mississippi Employment Security Commission, education leaders, economic development leaders and representatives of other state agencies.

**Appointing Authority:** Governor

**Goals, Duties:** Set priorities, provide performance incentives, improve compatibility among service providers, and tie together disparate programs and funding streams.
Maine — Human Resource Development Council

Membership: Representatives from business, labor, education and government, including the commissioners of six state departments and legislative leaders from the House and Senate.

Appointing Authority: Governor

Goals, Duties: Develop recommendations that are submitted to 15 government agencies for review. The agencies develop plans addressing both the short- and long-term needs for better coordination between and among the various agencies and programs.

Missouri — Workplace Education and Training Panel (Proposed)

Membership: A public private partnership including chief executive officers of private companies and representatives from state agencies and the governor’s office.

Appointing Authority: Governor

Goals, Duties: Implement a new path toward future economic security through the coordination of education and training systems.

Other States

Other programs and initiatives seem to focus primarily on the need to improve standards in the school system. Georgia created an “Education Partnership Act” where elementary, secondary, and adult education programs are encouraged to work together to forge partnerships with schools and school systems. Tennessee’s “21st Century Challenge” outlines the initiatives that the Governor would like to pursue as the education system moves into the next century. North Dakota’s “Vision 2000” examines the future of the education system in the state. "A Shift in Focus" is Utah’s plan to revamp the state’s schools.
APPENDICES
PRINCIPAL ADVISORY GROUP

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# OVERVIEW OF RECOMMENDATIONS FOR TRAINING AND CERTIFICATION

## INTERIM COMMITTEE ON EDUCATION

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<thead>
<tr>
<th>COMPONENTS</th>
<th>CDE</th>
<th>AD HOC GROUP</th>
<th>PRINCIPAL ADVISORY GROUP</th>
<th>COMMITTEE RECOMMENDATIONS</th>
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</thead>
</table>
| **AUTHORITY** | The State Board of Education (SBE) develops standards for the approval of educator preparation programs and for the issuance of Colorado licenses for educators and administrators. | Professional Standards Board has authority for:  
- identifying and establishing licensure requirements;  
- reviewing requirements;  
- recommending licensure. | Professional Standards Board  
- agree with standards board concept;  
- limit board authority to recommending and monitoring the proficiencies required of principals;  
- board composition:  
  - 2 or 3 principals (rec. by their colleagues);  
  - 1 rep. - Assn. of Elementary School Principals;  
  - 1 rep. - Assn. of Secondary School Principals;  
  - 1 rep. from CDE.  
- membership should change periodically. | While SBE would have final authority, they would be required to take recommendations from the professional standards boards. |
| **LICENSURE** | A single license bearing all endorsements for which the individual is eligible. | 3 levels for principals:  
- INITIAL - SIMILAR STRUCTURE.  
- 1) ongoing supervision by a qualified mentor;  
- 2) careful performance assessment;  
- 3) professional growth activities. | See above. | SBE recommendations were generally accepted with additions. Provisional license is renewable only once. Criteria for licensure and programs are set by SBE with recommendation from professional standards boards. Competencies established in the bill will drive rules and regulations regarding testing and other licensure requirements. |

## Provisional License

- **PROVISIONAL LICENSE - issued at entry level, 3-year license, renewable two times. Requirements:**  
  - must pass required assessments;  
  - must meet preparation standards;  
  - may be converted to professional license if the one-year induction program is completed satisfactorily, which includes:  
    1) ongoing supervision by a qualified mentor;  
    2) careful performance assessment;  
    3) professional growth activities.
<table>
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<tr>
<th>COMPONENTS</th>
<th>CDE</th>
<th>AD HOC GROUP</th>
<th>PRINCIPAL ADVISORY GROUP</th>
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</tr>
</thead>
</table>
| Provisional Level Induction Program | Induction Program Structure  
  - state approved and district administered  
  - SBE develops rules and regulations (RR) for mentor qualifications  
  - SBE develops RR for approval of local district induction programs  
  - the programs may be designed in collaboration with districts or BOCES and postsecondary institutions  
  - may be extended to a second or third year; and  
  - induction program required for new endorsements. | Supported practical program emphasis. | Generally supported internship concept. | SBE recommendations were accepted. Criteria for induction programs will be set by SBE with recommendations from professional standards boards. Exceptions were allowed under the waiver provision. |
| Professional License             | PROFESSIONAL LICENSE - issued upon successful completion of induction program and other state requirements  
  - valid for three years; and  
  - renewable upon completion of a professional development plan and successful evaluations. | PRACTITIONER - renewable every seven years. | | SBE recommendations were accepted with the exception of a three-year renewal. The committee extended renewal to five years. |
| MASTER CERTIFICATION             | SBE shall set standards for master level certification to recognize advanced competencies and achievements of experienced professionals. | MENTOR - for those with professional skill levels and competency  
  - authorized to recommend ratings for other principals. | See above. | SBE recommendations were accepted. SBE will set standards with recommendations from professional standards boards. Renewal every 7 years. |
<p>| Continuation                     | Continuation of certification would require demonstration of exemplary performance and significant professional development. | | | |
| PREPARATION PROGRAMS             | APPROVAL - SBE approves higher education programs and degrees, including out-of-state programs. | Preparation programs must be approved by standards board and: | Preparation programs might include the topics listed in Attachment A. | Approval of programs and criteria for programs are set by SBE with recommendations from professional standards boards. |
| Program Requirements             | At a minimum, preparation programs must: | | | |</p>
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<thead>
<tr>
<th>COMPONENTS</th>
<th>RECOMMENDATIONS FOR TEACHERS AND ADMINISTRATORS</th>
<th>RECOMMENDATIONS FOR PRINCIPALS</th>
<th>AD HOC GROUP</th>
<th>PRINCIPAL ADVISORY GROUP</th>
<th>COMMITTEE RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPONENTS</strong></td>
<td>- be competency based - outcome</td>
<td>- include competency based curriculum</td>
<td></td>
<td></td>
<td><strong>Cultural sensitivity training is recommended</strong></td>
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<td></td>
<td>- include rigorous admission standards</td>
<td>- allow for theory/practicum opportunities which are developed by districts, universities, and/or professional organizations</td>
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<td></td>
<td>- be research based and designed upon a knowledge base that includes general liberal arts, academic specialty area, pedagogical content knowledge and skills</td>
<td>- practicum should be based upon assessment center practices and be criterion based; and</td>
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<td></td>
<td>- include the development of knowledge and skills in cultural diversity, ethical issues, career exploration, and literacy</td>
<td>- have proactive recruitment of prospective administrators with emphasis on cultural diversity.</td>
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<td>- have early and continuous field experiences, culminating in supervised student teaching, a practicum or an internship; and</td>
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<td>- emphasize cooperative arrangements with higher education, school districts, business and other agencies.</td>
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<td><strong>ENDORSEMENTS</strong></td>
<td>The SBE shall develop RR for programs leading to endorsements. Endorsement programs shall be:</td>
<td></td>
<td></td>
<td></td>
<td>A combination of recommendations were accepted. RR set by SBE with recommendations from professional standards boards. Endorsements are offered in grade level and area of expertise.</td>
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<td></td>
<td>- broad based:</td>
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<td></td>
<td>- accommodate a system of overlapping developmental levels - K-6, 5-9, 8-12; and</td>
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<td></td>
<td>- reviewed every five years by qualified professionals</td>
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<td><strong>ASSESSMENT</strong></td>
<td>SBE is responsible for developing a quality assurance assessment program. Assessments shall:</td>
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<td></td>
<td></td>
<td>A combination of SBE and advisory group recommendations. SBE develops an assessment system with recommendations of the professional standards boards.</td>
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<td>- be required for a Provisional License;</td>
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<td></td>
<td>- use instruments and/or techniques designed to measure competency in the basic skills, general knowledge, specific academic areas and pedagogy;</td>
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<td></td>
<td>- include appraisal of classroom and instructional procedures and practices with the involvement of a mentor when used in the induction program; and</td>
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<td></td>
<td>- when used for those with Professional Licenses they must be accomplished through local district evaluations and successful completion of professional development experiences.</td>
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<tr>
<td>COMPONENTS</td>
<td>CDE</td>
<td>AD HOC GROUP</td>
<td>PRINCIPAL ADVISORY GROUP</td>
<td>COMMITTEE RECOMMENDATIONS</td>
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<td>RENEWAL</td>
<td>SBE develops RR for renewal, based on a professional development plan model following the general guidelines below.</td>
<td>Requires successful demonstration of competency and a Professional Standards Board recommendation.</td>
<td>Assessment of administrative skills and competencies should occur every five to six years.</td>
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<td></td>
<td>SBE develops RR for renewal, based on a professional development plan model following the general guidelines below:</td>
<td></td>
<td>&quot;Professional Growth Plans&quot; should be required for renewal. Plans should be driven by ongoing evaluation, formal assessment and state, district and building level goals. Plan approved by immediate supervisor. The plan might incorporate:</td>
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<td>• required every three years for provisional or professional;</td>
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<td>• higher education courses;</td>
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<td></td>
<td>• based on individual relicensure plan which must reflect state, local, and individual needs;</td>
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<td>• special projects;</td>
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<td>• the plan shall be developed and completed at the local level;</td>
<td></td>
<td>• in-services;</td>
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<td>• evaluation of the plans must be conducted by a supervisor;</td>
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<td>• professional conferences;</td>
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<td>• both employee and supervisor sign plan to ensure satisfactory completion and</td>
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<td>• business programs; and</td>
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<td>• local appeals process implemented.</td>
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<td>• special training opportunities.</td>
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<tr>
<td>OTHER AUTHORIZATIONS</td>
<td>No reference.</td>
<td>No reference</td>
<td>No reference</td>
<td>Incorporated CDE recommendations</td>
<td></td>
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<tr>
<td>Adjunct Teacher</td>
<td>For teachers with special expertise; also for interns and noncertified coaches.</td>
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<tr>
<td>Emergency Teacher</td>
<td>For full- or part-time positions when licensed teachers cannot be hired. (If holding authorization for more than one year, must demonstrate satisfactory performance and evidence toward licensure. School districts must show good cause for continuing authorization.)</td>
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<td>ALTERNATE ROUTES</td>
<td>The same standards of knowledge acquisition and skill demonstration should apply. Such routes should lead to a provisional license.</td>
<td>No reference.</td>
<td>No reference.</td>
<td>Incorporated CDE recommendations</td>
<td></td>
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<tr>
<td>REVOCATION</td>
<td>SBE adopts RR for reporting, investigation and action pertaining to revocation.</td>
<td>No reference.</td>
<td>No reference.</td>
<td>Incorporated CDE recommendations</td>
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<td>The rules shall:</td>
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<td>• provide for mandatory local reporting of dismissal, incompetence, child abuse, habitual impen tence, excessive use of habit forming drugs, mental incompetence, unlawful sexual behavior, sale of controlled substances and felony convictions.</td>
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<tr>
<td>COMPONENTS</td>
<td>Components</td>
<td>CDE</td>
<td>AD HOC GROUP</td>
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</table>
| PROFESSIONAL GROUPS | Operates the Commission on Professional Education and Certification which:  
- is responsible for reviewing educator programs, standards, and policies.  
- advises the SBE concerning approval, revisions and modifications;  
- is composed of seven teachers, three administrators, three higher education representatives, one public member, and the Commissioner of Education. | Professional Standards Board for Administrators | Professional Standards Board for Administrators. | Incorporated Ad Hoc and Advisory recommendations for professional standards boards. |
| PROFESSIONAL PRACTICES COMMITTEE | Professional Practices Committee under SBE:  
- appointed by the SBE to review and make recommendations to SBE regarding denial, annulment, suspension, and revocation of licenses; and  
- comprised of a majority of teachers and shall include other affected constituencies. | See above | See above. | Professional Standards Boards are given authority to hear cases and make recommendations to SBE. |
| RECIPROCITY | Out-of-state applicants are eligible for provisional certificates if they:  
- hold entry-level certificate from home state;  
- graduated from state approved program;  
- successfully completed induction program; and  
- correct any deficiencies in preparation. | No reference. | No reference | Accepted CDE recommendation |
| ROLE OF CDE - CHANGE | See 'Authority' on page 1. | Would be minimized | Should be expanded to become a broker of information and resources pertaining to professional development opportunities. | See page 1 |
| PRINCIPAL'S ACADEMY | No reference. | No reference | A Principal's Academy should be established with a sufficient number of satellite branches strategically located throughout the state. The academy should:  
- provide educational programs for the preparation;  
- be allied with UCD and UNC; and  
- include classes taught by both professors and principals. | Principal's Academies were made a condition for approval of preparation programs. |
A BILL FOR AN ACT
CONCERNING THE TUITION ASSISTANCE PROGRAM FOR MEMBERS OF THE NATIONAL GUARD.

Bill Summary
(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments which may be subsequently adopted.)

Transfers administration of the tuition assistance program for members of the Colorado national guard from the department of higher education to the department of military affairs. Requires individuals receiving such tuition assistance to obtain and present certification of satisfactory academic standing at the designated institution of higher education at the time such tuition assistance is requested. Requires any person who fails to serve the required two-year period in the Colorado national guard to repay to the department of military affairs the tuition assistance granted for each such year. Authorizes the adjutant general of the department of military affairs to promulgate rules for the administration of tuition assistance including criteria for eligibility, procedures for reporting academic standing, and a definition of satisfactory academic standing. Creates the Colorado national guard tuition fund.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. 23-5-111.4 (2), (4), and (5). Colorado Revised Statutes, 1988 Repl. Vol., are amended, and the said 23-5-111.4, as amended, is further amended BY THE ADDITION OF THE FOLLOWING NEW SUBSECTIONS, to read:

23-5-111.4. Tuition for members of the national guard. (2) Any person who is a member of the Colorado national guard, upon being accepted for enrollment at any designated institution of higher education, shall be permitted to pursue studies leading toward a bachelor’s degree, a postgraduate degree, an associate degree, or a certificate of completion with seventy-five percent of the cost of tuition paid by the department of higher-education MILITARY AFFAIRS, subject to available appropriations, for so long as such person remains a member of the Colorado national guard, but such tuition payments shall not be made for more than one hundred thirty-two semester hours or one hundred ninety-eight quarter hours. In addition, in order to qualify for the tuition assistance authorized by this section, such member must MEET THE CRITERIA FOR ELIGIBILITY, AS ESTABLISHED BY RULES AND REGULATIONS PURSUANT TO SUBSECTION (7) OF THIS SECTION, AND agree to serve two years in the Colorado national guard for each year of tuition assistance granted.

(4) If any member of the Colorado national guard is accepted for enrollment at any designated institution of higher education and such member has not been classified as an in-state student for tuition purposes pursuant to article 7 of this title, the amount paid by the department of higher
education MILITARY AFFAIRS to the designated institution of
higher education pursuant to subsection (2) of this section
shall be the amount of in-state tuition for that institution.
(5) Each individual member of the Colorado national
 guard receiving tuition assistance as provided in this section
shall obtain certification on forms to be supplied by the
department from the designated institution of higher education
from his commanding officer attesting to his current
satisfactory guard performance academic standing at such
designated institution of higher education, as determined by
rules and regulations established pursuant to subsection (7)
of this section, and present such certificate to the
designated institution he is attending DEPARTMENT OF MILITARY
AFFAIRS at the time of enrollment for each semester or quarter
for which tuition assistance is requested. No tuition
assistance shall be granted without such certification.
(6) Any person who fails to serve the required two-year
period in the Colorado national guard for each year of tuition
assistance granted, in violation of such person's agreement
under subsection (2) of this section, shall be required to
repay to the department of military affairs the tuition
assistance granted for each such year. Any such repayment of
tuition assistance shall be credited to the Colorado national
guard tuition fund created in subsection (9) of this section.
(7) The department of military affairs shall promulgate
rules and regulations for the administration of tuition
assistance as provided in this section, including, but not
limited to, the following:
(a) Criteria for the eligibility of a member of the
national guard for such tuition assistance. In establishing
this criteria, the department of military affairs shall
include, but not be limited to, consideration of the
following:
(I) The member's past service and record, if any, in the
national guard;
(II) An evaluation of the member's commitment to future
service in the national guard;
(III) The member's military record, if any, including
the member's achievements and whether the member has been
honorably discharged;
(IV) The benefit to the national guard by having such an
individual as a member;
(V) Financial need, merit, or talent.
(b) Procedures to be followed by designated institutions
of higher education in reporting the member's academic
standing to the department of military affairs;
(c) A definition of satisfactory academic standing,
including, but not limited to, consideration of the member's
cumulative grade point average, credit hours completed, and
progress toward a degree.
(b) The department of military affairs shall make an
annual report to the general assembly detailing the number of

applications for tuition assistance made pursuant to this section, the amount of tuition assistance granted per application, and the amount of tuition assistance owed to and collected by the department of military affairs pursuant to subsection (6) of this section.

(9) (a) There is hereby created in the state treasury the Colorado national guard tuition fund, which shall be administered by the department of military affairs and which shall consist of all moneys which may be appropriated thereto by the general assembly or which may be otherwise made available to it by the general assembly. Moneys "otherwise made available" shall include any repayment of tuition assistance made pursuant to subsection (6) of this section. The moneys in the fund are hereby continuously appropriated for the payment of tuition assistance as provided in this section. Any moneys not expended at the end of the fiscal year shall remain in the fund and shall not be transferred to or revert to the general fund of the state. Any interest earned on the investment or deposit of moneys in the fund shall remain in the fund and shall not be credited to the general fund of the state.

(b) An annual audit of the Colorado national guard tuition fund shall be made by an auditor or firm of auditors, having the necessary specialized knowledge and experience, retained by the state auditor. The cost of such audit and examination shall be borne by the fund. Following the state auditor's examination of the audit report, the state auditor shall transmit such report, together with any comments and recommendations, to the governor, the general assembly, and the adjutant general of the department of military affairs.

SECTION 2. 28-3-106 (1), Colorado Revised Statutes, 1989 Repl. Vol., is amended BY THE ADDITION OF A NEW PARAGRAPH to read:

28-3-106. Powers and duties of adjutant general.

(1) (u) He shall prescribe the rules and regulations described in section 23-5-111.4 (7), C.R.S.

SECTION 3. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.
PART 15

PARTNERSHIP FOR AN EDUCATED COLORADO

2-3-1901. Legislative declaration. (1) The general assembly hereby recognizes:
(a) That there needs to be a unified system for the education and training of children and adults who will be the future work force of Colorado;
(b) That such unified education and training system must keep up with the rapidly changing needs of the economy;
(c) That state and local governments have limited resources available for the funding of the education and training system and that those resources need to be used more effectively;
(d) That new ideas for the restructuring of the education and training system of the state need to be explored;
(e) That there needs to be a coordinated policy among all public and private education and training efforts; and
(f) That there needs to be a coordinated state policy, both short-term and long-term, for the education and training system of the state that addresses the educational needs of Coloradans from early childhood through postsecondary education, including the need for basic and remedial education, continuing education, work force training, and vocational education.

(2) It is therefore the intent of the general assembly
that the partnership for an educated Colorado appointed pursuant to this part 15 study and evaluate the education and training needs of the people of Colorado and recommend a coordinated state policy, both short-term and long-term, for the education and training system of the state, including recommendations for legislation to implement such policy.

2-3-1502. Partnership for an educated Colorado - creation - composition - compensation. (1) There is hereby created a partnership for an educated Colorado to be comprised of fifteen members as follows:

(a) The chair of the education committee of the house of representatives or the chair's designee and two members of the house of representatives appointed by the speaker of the house of representatives, with one member from each political party;

(b) The chair of the education committee of the senate or the chair's designee and two members of the senate appointed by the president of the senate, with one member from each political party;

(c) Five members appointed by the governor, two of whom shall be representative of racial and ethnic minorities in Colorado and two of whom shall be parents of children currently attending public school in Colorado;

(d) Three ex officio, nonvoting members as follows:

(I) The commissioner of education or his designee;

(II) The executive director of the commission on higher education or his designee;

(III) The executive director of the department of labor and employment or his designee;

(e) An ex officio, nonvoting student member appointed by the governor from recommendations made by the Colorado commission on higher education. Such member shall be a student enrolled in a Colorado postsecondary education institution.

(2) The chair and vice-chair of the partnership for an educated Colorado shall alternate annually between the chairs of the education committees or their designees, with the chair of the education committee of the senate or the chair's designee acting as chair of the partnership during the first year.

(3) The members first appointed to the partnership for an educated Colorado shall serve for the terms designated in this subsection (3); except that the appointment of a parent member's term and a successor parent member appointed to complete such term, if such parent member no longer has children attending public school in Colorado. Following the expiration of the initial terms, all members appointed to the partnership shall serve for four-year terms commencing on February 1 and shall serve until their successors are appointed; except that the ex officio, nonvoting student member shall serve a one-year term commencing on September 1 of each year. The terms of the members first appointed shall...
be as follows:

(a) The members appointed from the house of representatives shall serve until February 1, 1992, or until their successors are appointed.

(b) Three of the members appointed by the governor shall serve until February 1, 1993, or until their successors are appointed.

(c) The members appointed from the senate shall serve until February 1, 1994, or until their successors are appointed.

(d) The remaining two members appointed by the governor shall serve until February 1, 1995, or until their successors are appointed.

(e) The ex officio, nonvoting student member shall serve until September 1, 1992, or until a successor is appointed.

(4) Members of the partnership for an educated Colorado shall serve without compensation but shall be reimbursed for all necessary expenses incurred in the performance of their duties. Legislative members shall be reimbursed at the legislative interim committee per diem rate when not in session.

(5) The partnership for an educated Colorado shall meet as necessary but no less than nine times a year and shall be assisted by staff from the legislative council and the office of legislative legal services. The partnership may also request staff assistance from the office of the governor, the Colorado commission on higher education, and the department of education.

2-3-1503. Responsibilities of the partnership for an educated Colorado. (1) The partnership for an educated Colorado shall recommend a coordinated state policy, both short-term and long-term, for the education and training system of the state, including recommendations for legislation to implement such policy. The coordinated state policy shall establish coordinated goals and objectives for the system so that the system provides persons with a smooth transition between the various elements of the system and also keeps pace with the changing needs of the economy of this state. In developing the coordinated state policy, the partnership shall consider at least the following:

(a) The education and training of children from early childhood through secondary school including the reduction of the dropout rate, the improvement of academic performance, and the greater involvement of parents and businesses in the education and training of children;

(b) The education and training of students at state-supported postsecondary institutions;

(c) Adult basic education that addresses the illiteracy problem among adults in this state;

(d) Continuing education and work force training for adults;

(e) Vocational education and training for children in
secondary schools and for adults which addresses the current
needs of the economy in this state but is flexible enough to
adapt to the changing needs of the economy;
(f) Education and training needs of persons who are
making career changes;
(g) Accessibility of all citizens in Colorado to all
elements of the education and training system, including
accessibility through the use of telecommunication services,
and other technologies;
(h) Teacher education and employment for all levels of
education;
(i) Education and training needs of minorities, women,
and the hard-to-employ;
(j) The education, services, and activities of private
schools and private postsecondary institutions in Colorado;
(k) Apprenticeship and training programs in the private
sector;
(l) State support of innovative cooperative efforts
between state agencies and the private sector; and
(m) Coordination of education and training efforts of
the private sector with the education and training efforts of
the public sector to avoid the duplication of efforts and to
promote cooperation between the public and private sectors.
(2) The partnership for an educated Colorado shall
submit recommendations for the coordinated state policy, both
short-term and long-term, for the education and training
system of the state, including recommendations for legislation
to implement the policy, to the governor, the general
assembly, and the people of Colorado no later than January 1,
1993, but portions of the recommendations may be submitted to
the governor and the general assembly prior to said date.
Legislation recommended by the partnership shall be treated as
legislation recommended by an interim legislative committee
for purposes of any introduction deadlines or bill limitations
imposed by the joint rules of the general assembly.
Recommendations for the coordinated state policy which can be
implemented without legislation shall be submitted by the
partnership to the commission on school finance, the
department of education and local school districts, the
Colorado commission on higher education and the governing
boards of state-supported postsecondary institutions, and the
private sector.
(3) Following submission of the coordinated state policy
to the governor, the general assembly, and the people of
Colorado, the partnership for an educated Colorado shall
continuously monitor the education and training system of the
state and make recommendations annually to the governor and
the general assembly concerning revisions to the coordinated
state policy.
(4) The partnership for an educated Colorado shall also
submit to the governor and the general assembly a spending
priority list which makes recommendations concerning the
expenditure of state moneys currently available to fund the
education and training system of the state. The partnership
shall also make recommendations concerning the amount of
increased moneys that may be necessary in order to fully
implement the coordinated state policy for the education and
training system of the state.

2-3-1504. Assistance from public and private sector.
(1) In fulfilling its responsibilities under section
2-3-1503, the partnership for an educated Colorado shall be
authorized to conduct hearings in all regions of the state for
the purpose of securing data and information and for the
purpose of soliciting ideas, opinions, and recommendations for
inclusion in the recommendations for the coordinated state
policy for the education and training system of the state.
(2) The department of education and local school
districts, the Colorado commission on higher education and the
postsecondary institutions, the department of labor and
employment, and the governor's office shall provide all data
requested by the partnership for an educated Colorado and
shall cooperate fully with the partnership in its development
of the coordinated state policy.

2-3-1505. Repeal of part. This part 15 is repealed,
effective July 1, 1995.

SECTION 2. Safety clause. The general assembly hereby
finds, determines, and declares that this act is necessary
for the immediate preservation of the public peace, health,
and safety.
A BILL FOR AN ACT

CONCERNING THE STRENGTHENING OF PROVISIONS FOR THE PROTECTION OF STUDENTS AFFECTED BY PRIVATE OCCUPATIONAL SCHOOLS CEASING OPERATION.

Bill Summary

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments which may be subsequently adopted.)

Strengthens provisions for the protection of students enrolled in private occupational schools ceasing operation in the following ways: (1) Increases the amount of the surety bond required of approved private occupational schools; (2) Allows the private occupational school division of the department of higher education to use the surety bond of an approved private occupational school that ceases operation to provide train-out for students currently enrolled in such school; and (3) Designates the division as trustee for all prepaid, unearned tuition and fees, student loans, Pell grants, and other student financial aid assistance when a school ceases operation. Requires the division to determine whether offering the train-out is practicable without federal government designation of the division as trustee for federal student financial aid funds. Defines "ceasing operation" and "train-out." Makes conforming amendments.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. 12-59-102 (1), Colorado Revised Statutes, 1985 Repl. Vol., as amended, is amended to read:

12-59-102. Legislative declaration. (1) It is the purpose of this article to provide standards for and to foster and improve private occupational schools and their educational services and to protect the citizens of this state against fraudulent or substandard private occupational schools by:

(a) Prohibiting the use of false or misleading literature, advertising, or representations by private occupational schools or their agents;
(b) Establishing accountability for private occupational schools and their agents through the setting of standards relative to the quality of educational services, fiscal responsibility, and ethical business practices;
(c) Providing for the preservation of essential records;
(d) Providing certain rights and remedies to the private occupational school division and the consuming public necessary to effectuate the purposes of this article; and
(e) Providing for the authorization of appropriate educational credentials by approved schools including, but not limited to, certificates, diplomas, and associate degrees; AND
(f) PROVIDING TRAIN-OUT FOR STUDENTS OF PRIVATE OCCUPATIONAL SCHOOLS CEASING OPERATION.

SECTION 2. 12-59-103, Colorado Revised Statutes, 1985 Repl. Vol., as amended, is amended BY THE ADDITION OF THE FOLLOWING NEW SUBSECTIONS to read:

-2-
12-59-103. Definitions. (2.7) "Ceasing operation" means the voluntary discontinuation of operation by a private occupational school or the discontinuation of operation by a private occupational school due to the denial, expiration, revocation, or suspension of such school's certificate of approval by the division.

(13) "Train-out" means the opportunity for a student of a private occupational school ceasing operation to meet such student's educational objectives through training provided by another approved private occupational school, a community college, an area vocational school, or any other training arrangement acceptable to the division.

SECTION 3. 12-59-115 (2), (3), (4), (7), (9), and (12), Colorado Revised Statutes, 1985 Repl. Vol., as amended, are amended to read:

12-59-115. Bonds. (2) At the time application is made for a certificate of approval, the division shall require an applicant to file with the division a surety bond in such sum as determined pursuant to SUBSECTION (3) OF this section. Said bond shall be executed by the applicant as principal and by a surety company authorized to do business in this state. The bond shall be conditioned to provide indemnification to any student or enrollee or his TO ANY parent or guardian OF SUCH STUDENT OR ENROLLEE determined by the division to have suffered loss of tuition or any fees as a result of any act or practice which is a violation of any minimum standard as set forth in this article or any criterion established pursuant thereto by a school or its agents or-as-a-result-of-a-holder of-a-certificate-of-approval AND TO PROVIDE TRAIN-OUT FOR STUDENTS ENROLLED IN AN APPROVED SCHOOL ceasing operation AS PROVIDED IN SUBSECTION (7) OF THIS SECTION. "Ceasing operation"--for-the-purpose-of-this-section-is-deemed-to-mean the-date-on-which-the-certificate-of-approval--expires--or--is denied--revoked--or-suspended-by-operation-of-law--Regardless of-the-number-of--years--that--such--bond--is--in-force--the aggregate--liability--of--the-surety--thereon--shall--in--no--event exceed-the--penal--sum--of--the--bond. The bond shall be continuous unless said surety is released as set forth in this section.

(3) The amount of the bond to be submitted with an application for a certificate of approval shall equal the sum of-the-following--but BE EQUAL TO THE MAXIMUM PREPAID, UNEARNED TUITION AND FEES OF THE SCHOOL DURING THE TWELVE-MONTH PERIOD PRECEDING THE DATE OF ISSUANCE OF THE CERTIFICATE OF APPROVAL. FOLLOWING THE INITIAL FILING OF THE SURETY BOND WITH THE DIVISION, THE AMOUNT OF THE BOND SHALL BE RECALCULATED ANNUALLY BASED UPON THE MAXIMUM PREPAID, UNEARNED TUITION AND FEES RECEIVED BY THE SCHOOL DURING THE PRECEDING TWELVE-MONTH PERIOD. In no case SHALL THE AMOUNT OF THE BOND be less than five thousand dollars.

(a)--The-prepaid-tuition-and-fees-received-during-a-given fiscal-year-divided-by-the-number-of-semesters-of-training-for
which such payments are received when students commence training on a semester basis.

(b) The prepaid tuition and fees received during a given fiscal year divided by the number of quarters of training for which such payments are received when students commence training on a quarterly basis.

(c) The prepaid tuition and fees received during a given fiscal year divided by the number of months of training for which such payments are received when students commence training on a monthly basis.

(d) The prepaid tuition and fees received during a given fiscal year divided by the number of classes of training for which such payments are received when students commence training on a class basis.

(4) The amount of the bond to be submitted for correspondence training, correspondence and resident training, and continuous type of training shall be computed as set forth in paragraph (c) of subsection (1) of this section.

(7) (e) In the event that a school is located within this state—cease operation, the division shall proceed to ascertain the names and last known addresses of all students then enrolled and shall request by letter that all such students file a notation on file against said school. If such claim is not filed within sixty days from the date of such request, the division shall thereafter be relieved of further duty or given on behalf of said student, when, by reason of the absence of records or other circumstances, the division is unable to receive through reasonable inquiry the names and addresses of all such students, the division may act on the basis of information then in its possession and thereafter shall not be liable or responsible for claims which may subsequently appear to be discovered. Loss of tuition or any fees suffered as a result of a school ceasing operation shall not exceed the uninsured portion of such tuition and fees paid or liable to be paid.

All claims for loss of tuition or fees of any nature existing at the time of or filed subsequent to the cessation of operation by a school shall be subject to prosecution in the event that the school bond is not sufficient to pay all such claims. A claim may be filed pursuant to this section only when a claimant has a written agreement for completion of training at another school has been entered into between the student and the school ceasing operation. In the event that a private occupational school ceases operation, the division shall be authorized to make demand on the surety of such school upon the demand for a refund by a student or the implementation of a train-out for the students of such school, and the surety shall pay the claim due in a timely manner. To the extent practicable, the division shall use the amount of the bond to provide train-out for students of the private occupational school ceasing operation through a contract with another
APPROVED PRIVATE OCCUPATIONAL SCHOOL, A COMMUNITY COLLEGE, AN
AREA VOCATIONAL SCHOOL, OR ANY OTHER TRAINING ARRANGEMENT
ACCEPTABLE TO THE DIVISION. THE TRAIN-OUT PROVIDED TO A
STUDENT SHALL REPLACE THE ORIGINAL ENROLLMENT AGREEMENT OR
CONTRACT BETWEEN THE STUDENT AND THE PRIVATE OCCUPATIONAL
SCHOOL CEASING OPERATION; EXCEPT THAT TUITION AND FEE PAYMENTS
SHALL BE MADE BY THE STUDENT AS REQUIRED BY THE ORIGINAL
ENROLLMENT AGREEMENT OR CONTRACT.
(b) ANY STUDENT ENROLLED IN A PRIVATE OCCUPATIONAL
SCHOOL CEASING OPERATION WHO DECLINES THE TRAIN-OUT REQUIRED
TO BE OFFERED PURSUANT TO PARAGRAPH (a) OF THIS SUBSECTION (7)
MAY FILE A CLAIM WITH THE DIVISION FOR THE STUDENT'S PRORATED
SHARE OF THE PREPAID, UNEARNED TUITION AND FEES PAID BY SUCH
STUDENT SUBJECT TO THE LIMITATIONS OF PARAGRAPH (c) OF THIS
SUBSECTION (7).
(c) IF THE AMOUNT OF THE BOND IS LESS THAN THE TOTAL
PREPAID, UNEARNED TUITION AND FEES WHICH HAVE BEEN PAID BY
STUDENTS AT THE TIME THE PRIVATE OCCUPATIONAL SCHOOL CEASED
OPERATION, THE AMOUNT OF THE BOND SHALL BE PRORATED AMONG SUCH
STUDENTS.
(d) THE PROVISIONS OF THIS SUBSECTION (7) SHALL BE
APPLICABLE ONLY TO THOSE STUDENTS ENROLLED IN THE PRIVATE
OCCUPATIONAL SCHOOL AT THE TIME IT CEASES OPERATION, AND, ONCE
A SCHOOL CEASES OPERATION, NO NEW STUDENTS SHALL BE ENROLLED
THEREIN.
(e) THE DIVISION SHALL BE DESIGNATED AS THE TRUSTEE FOR
ALL PREPAID, UNEARNED TUITION AND FEES, STUDENT LOANS, PELL
GRANTS, AND OTHER STUDENT FINANCIAL AID ASSISTANCE IN THE
EVENT THAT AN APPROVED PRIVATE OCCUPATIONAL SCHOOL CEASES
OPERATION.
(f) THE DIVISION SHALL DETERMINE WHETHER THE OFFERING OF
A TRAIN-OUT FOR STUDENTS ENROLLED IN AN APPROVED PRIVATE
OCCUPATIONAL SCHOOL CEASING OPERATION IS PRACTICABLE WITHOUT
FEDERAL GOVERNMENT DESIGNATION OF THE DIVISION AS TRUSTEE FOR
STUDENT LOANS, PELL GRANTS, AND OTHER STUDENT FINANCIAL AID
ASSISTANCE PURSUANT TO PARAGRAPH (e) OF THIS SUBSECTION (7).
(g) EXCEPT WITH RESPECT TO A CLAIM FOR TUITION AND FEES
MADE BY A STUDENT ENROLLED IN AN APPROVED PRIVATE OCCUPATIONAL
SCHOOL CEASING OPERATION, the division shall conduct a hearing
for the purpose of determining any loss of tuition or fees,
and, if any claim is found to be correct and due the claimant,
the division shall make demand upon the principal and the
surety on the bond. If the principal or surety fails or
refuses to pay the claim due, the division shall commence an
action on such bond in any court of competent jurisdiction;
except that no such action may be filed more than six years
subsequent to the date of cessation of operation or of any
violation which gives rise to the right to file a claim
pursuant to this section. A CLAIM FOR TUITION AND FEES MADE
BY A STUDENT ENROLLED IN AN APPROVED PRIVATE OCCUPATIONAL
SCHOOL CEASING OPERATION SHALL BE HANDLED IN THE MANNER
PROVIDED IN SUBSECTION (7) OF THIS SECTION.
(12) (a) In the event the division determines that reasonable surety bonds are no longer available to the private occupational schools in this state, the division may allow alternate surety methods in lieu of the existing bonding requirements whereby approved schools may operate until reasonable surety bonds or surety bond alternatives can be obtained in this state of this section. The alternate sureties shall be conditioned to provide indemnification to any student or enrollee or his or her parent or guardian for any loss of tuition or any fees as a result of any act or practice which is a violation of this article or cessation of operation of the school and to provide train-out for students enrolled in an approved school ceasing operation as provided in subsection (7) of this section. In the event that a school covered by an alternate surety ceases operation, the division shall act in the manner provided in subsection (7) of this section.

(b) Prior to September 1, 1991, and each year thereafter, any alternate surety allowed by the division shall be required to contract for an independent financial audit. Such audit shall be included in a report to the division due by January 1, of the following year. The division may disapprove an alternate surety if it deems that such surety is not able to provide students with the indemnification and train-out required by this section.

SECTION 4. 12-59-119 (1) and (2), Colorado Revised Statutes, 1985 Repl. Vol., as amended, are amended to read:

12-59-119. Preservation of records. (1) In the event that the operation of a school located within this state is discontinued ceases operation, the owner or his such owner's authorized designee shall deposit with the division of state archives and public records the original or legible true copies of all educational, financial, or other records of such school.

(2) In the event that it appears to the division that any such records of a school ceasing its operations are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the division, the division may seize and take possession of such records upon making application to any court of competent jurisdiction for an appropriate order. The division shall maintain or cause to be maintained in the division of state archives and public records a permanent file of any such records.

SECTION 5. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.
Interim Committee on Education
Bill No. 4

A BILL FOR AN ACT

CONCERNING THE LICENSURE OF EDUCATORS.

Bill Summary

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments which may be subsequently adopted.)

Creates a new article 60.5 in title 22, C.R.S., concerning the licensure of teachers, principals, administrators, and special services providers. Defines terms. Provides for initial applicants for licenses and authorizations to submit fingerprints as a prerequisite for licensure. Requires such applicants to make specified statements. Authorizes the department of education to determine whether fingerprints should be released to the Colorado bureau of investigation. Allows for applicants for provisional licenses to be required to submit statements regarding completion of approved programs of preparation.

Authorizes the state board of education to endorse licenses in certain manners. Provides for the review of any endorsement. Specifies grounds for the denial, annulment, suspension, and revocation of licenses, certificates, endorsements, and authorizations and sets procedures therefor. Allows the state board of education to appoint the appropriate professional standards board as a hearing board to preside at hearings concerning such denials, annulments, suspensions, and revocations and to issue decisions regarding such proceedings. Allows professional standards boards to appoint administrative law judges to preside at such hearings.

Specifies requirements and procedures for the renewal of licenses. Specifies the types of authorizations which the department of education may issue. Sets forth requirements for the issuance of such authorizations and their terms.

Authorizes the collection of application and renewal fees for licenses, certificates, endorsements, and authorizations. Creates the educator licensure cash fund and specifies that such collected fees be credited to said cash fund. Provides for the transfer of the teacher certification cash fund to the educator licensure cash fund. Provides for the issuance of professional licenses upon the satisfaction of certain requirements to persons holding certificates issued pursuant to article 60 of title 22, C.R.S., which were issued or renewed prior to a specified date.

Authorizes the state board of education to waive any requirement set forth in article 60.5 of title 22, C.R.S., in certain circumstances. Requires professional standards boards to make recommendations regarding certain waivers prior to action taken by the state board of education. Provides for the state board of education to promulgate rules and regulations. Provides for the evaluation of programs of preparation by teachers, principals, and administrators.

Specifies the types of licenses which the department of education may issue to teachers, principals, administrators, and special services providers. Sets forth qualification requirements for the issuance of such licenses and their terms. Authorizes the department of education to issue master certificates to professional licensees with certain qualifications or achievements. Requires the state board of education to establish areas of knowledge in which professional licensees shall be satisfactorily proficient. Sets forth criteria for approved induction programs for provisional licensees provided by school districts and boards of cooperative services. After a specified date, as a condition of approval for programs of preparation for principals, requires accepted institutions of higher education to annually provide principal academies throughout the state. Allows such principal academies to be part of approved induction programs and professional development plans.

Sets forth the duties of the department of education in regard to alternative teacher programs. Provides for the creation of alternative teacher support teams and advisory councils and sets forth their responsibilities in regard to alternative teachers. Specifies terms and conditions which may be included in alternative teacher contracts. Provides for the department of education to award minority alternative teacher fellowships and allows the department to accept gifts and grants to be used for such fellowships. Requires the department of education to submit an annual report to the general assembly regarding alternative teachers and specifies information to be included in such report.

Creates professional standards boards for teachers, principals, administrators, and special services providers within the department of education. Specifies the membership and the powers and duties of said boards. Authorizes the state board of education to coordinate the review of approved programs of preparation with the review of
Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Title 22, Colorado Revised Statutes, 1988 Repl. Vol., as amended, is amended by the addition of a new Article to read:

ARTICLE 60.5
Licensure

PART 1
GENERAL PROVISIONS

22-60.5-101. Short title. This article shall be known and may be cited as the "Colorado Educator Licensure Act of 1991".

22-60.5-102. Definitions. As used in this article, unless the context otherwise requires:

(1) "Accepted institution of higher education" means an institution of higher education that offers at least the standard bachelor's degree, is accredited by a nationally recognized accrediting agency or organization, and is recognized by one of the following regional associations: The western association of schools and colleges, northwest association of secondary and higher schools, 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 secondary schools.

(2) "Accredited independent school" means any independent school which is accredited by the state board of education pursuant to the rules and regulations of said board.

(3) "Administrator" means any person who administers, directs, or supervises the education instructional program, or portion thereof, in any school or school district in the state and who is not the chief executive officer or an assistant chief executive officer of such school.

(4) "Alternative teacher contract" means a one-year contract entered into for an alternative teacher position by any holder of an alternative teacher license and any school district, board of cooperative services, or accredited independent school which has an alternative teacher program.

(5) "Alternative teacher program" means a one-year program of study and training for teacher preparation for persons of demonstrated knowledge and ability who hold an alternative teacher license pursuant to section 22-60.5-201 (1) (a) which meets the standards of and has been approved by the state board of education and that upon completion leads to a recommendation for licensure by the school district or...
districts, the board of cooperative services, or the accredited independent school providing such program.

(6) "Alternative teacher support team" means a team established by the designated agency for each holder of an alternative teacher license employed as an alternative teacher. At a minimum, each alternative teacher support team shall be composed of the alternative teacher's mentor teacher and the principal and a representative of an accepted institution of higher education.

(7) "Approved program of preparation" means a program of study for preparation that meets the standards of the state board of education and that upon completion leads to a recommendation for licensure by an accepted institution of higher education.

(8) "Board of education" means the governing body authorized by law to administer the affairs of any school district in the state except junior and community college districts. "Board of education" includes a board of cooperative services organized pursuant to article 5 of this title.

(9) "Designated agency" means a school district or districts, a board of cooperative services, an accredited independent school, or an accepted institution of higher education, or any combination thereof, which is responsible for the organization, management, and operation of an approved alternative teacher program.

(10) "Endorsement" means the designation on a license or an authorization of grade level, subject matter, or service specialization in accordance with the preparation, training, and experience of the holder of such license or authorization.

(11) "Mentor administrator" means any administrator who is designated by the board of cooperative services providing an approved induction program for provisional administrator licensees and who has demonstrated outstanding administrative skills and school leadership and can provide exemplary modeling and counseling to provisional administrator licensees participating in an approved induction program.

(12) "Mentor principal" means any principal who is designated by the board of cooperative services providing an approved induction program for provisional principal licensees and who has demonstrated outstanding principal skills and school leadership and can provide exemplary modeling and counseling to provisional principal licensees participating in an approved induction program.

(13) "Mentor special services provider" means any special services provider who is designated by the board of cooperative services providing an approved induction program for provisional special services licensees and who has demonstrated outstanding special services provider skills and school
leadership and can provide exemplary modeling and counseling to provisional special services licensees participating in an approved induction program.

(14) "Mentor teacher" means:

(a) Any teacher who is designated by the school district, board of cooperative services, or accredited independent school employing an alternative teacher and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to alternative teachers participating in an alternative teacher program; or

(b) Any teacher who is designated by the school district or districts or the board of cooperative services providing an approved induction program for provisional teacher licensees and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to provisional teacher licensees participating in an approved induction program.

(15) "Principal" means 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 instructional program in such school.

(16) "School" means any of the public schools of the state.

(17) "School district" means any school district organized and existing pursuant to law, but it does not include junior or community college districts. "School district" includes a board of cooperative services organized pursuant to article 5 of this title.

(18) "State board of education" means the state board of education established by section 1 of article IX of the state constitution.

(19) "Teacher" means any person employed to instruct students in any school in the state.

22-60.5-103. Initial applicants - licenses - authorizations - submittal of form and fingerprints - failure to comply constitutes grounds for denial. (1) Any person making initial application for any provisional license specified in section 22-60.5-201, 22-60.5-301, 22-60.5-401, or 22-60.5-501 or for any authorization specified in section 22-60.5-111 shall submit a complete set of fingerprints of such applicant taken by a qualified law enforcement agency and a notarized, completed form as specified in subsection (2) of this section. Said fingerprints and form shall be submitted to the department of education at the time of application. The provisions of this section shall not apply to any person making application for any professional license specified in section 22-60.5-201, 22-60.5-301, 22-60.5-401, or 22-60.5-501, for renewal of a license pursuant to the provisions of section 22-60.5-110, or for renewal of an authorization.

(2) (a) On a form provided by the department of
education, an applicant shall certify, under penalty of perjury, either:

(I) That he has never been convicted of committing any felony or misdemeanor, but not including any misdemeanor traffic offense or traffic infraction; or

(II) That he has been convicted of committing any felony or misdemeanor, but not including any misdemeanor traffic offense or traffic infraction. Such certification shall specify such felony or misdemeanor for which convicted, the date of such conviction, and the court entering the judgment of conviction.

(b) For the purposes of paragraph (a) of this subsection (2), a person is deemed to have been convicted of committing a felony or misdemeanor if such person has been convicted under the laws of any other state, the United States, or any territory subject to the jurisdiction of the United States of an unlawful act which, if committed within this state, would have been a felony or misdemeanor.

(c) For the purposes of this subsection (2), "convicted" means a conviction by a jury or by a court and shall also include the forfeiture of any bail, bond, or other security deposited to secure the appearance by a person charged with having committed a felony or misdemeanor, the payment of a fine, a plea of nolo contendere, and the imposition of a deferred or suspended sentence by the court.

(3) In addition to any other requirements established by law for the issuance of any provisional license specified in section 22-60.5-201, 22-60.5-301, 22-60.5-401, or 27-60.5-501 or for any authorization specified in section 22-60.5-111, the submittal of fingerprints and forms pursuant to the provisions of subsection (1) of this section shall be a prerequisite to the issuance of such license or authorization by the department of education. Said department shall not issue any provisional license specified in section 22-60.5-201, 22-60.5-301, 22-60.5-401, or 22-60.5-501 or any authorization specified in section 22-60.5-111 to any person making initial application who does not comply with the provisions of subsection (1) of this section.

(4) The department of education shall release fingerprints submitted pursuant to subsection (1) of this section to the Colorado bureau of investigation for the purpose of fingerprint processing, utilizing the files and records of the Colorado bureau of investigation and the federal bureau of investigation.

(5) The department of education may issue any provisional license specified in section 22-60.5-201, 22-60.5-301, 22-60.5-401, or 22-60.5-501 or any authorization specified in section 22-60.5-111 prior to receiving the results regarding an applicant's fingerprints from the Colorado bureau of investigation; however, the department of education may annul, pursuant to section 22-60.5-107 (1), any license or authorization so issued if such results are
inconsistent with the information provided by the applicant in
the form submitted pursuant to subsection (1) of this section.

22-60.5-104. Applicants for provisional licensure -
statement of completion of approved program of preparation.

(1) Each applicant for any provisional license issued
pursuant to the provisions of this article may be required to
submit a statement from the designated recommending official
of the accepted institution of higher education. Such
statement shall certify that the applicant has completed the
approved program of preparation appropriate to the provisional
license being applied for in a satisfactory manner and is in
good standing. Such statement shall not be required for the
renewal of such license.

(2) If an applicant for a provisional principal license
or a provisional administrator license is required to submit a
statement from the designated recommending official of an
accepted institution of higher education pursuant to
subsection (1) of this section, he shall be provided with an
opportunity to submit statements from two or more such
designated recommending officials at different accepted
institutions of higher education, each of which statements
certifies partial completion of an approved program of
preparation appropriate to the provisional license being
applied for in a satisfactory manner. Pursuant to the rules
and regulations of the state board of education, the
department of education shall provide a procedure through
which such statements of partial completion of an approved
program may be combined to certify regular completion of an
approved program of preparation. The combination of such
statements shall result in a combined approved program of
preparation when it is, in the judgment of the department of
education, at least the equivalent of the regular approved
program of preparation at any one of the accepted institutions
of higher education of attendance. Any reference in this
article to completion of an approved program shall be deemed
to include reference to partial completion of two or more
approved programs combined pursuant to this subsection (2).

22-60.5-105. Applicants for licensure or authorization -
moral qualifications. In determining the moral qualifications
of applicants for licensure or authorization, the department
of education shall be governed by the provisions of section
24-5-101, C.R.S.

22-60.5-106. Endorsement of license - effect. The
department of education is authorized to cause a license to be
endorsed. Such endorsement identifies the grade level or
levels, subject matter area or areas, or other specialization
appropriate to an applicant’s preparation, training, or
experience. Any endorsement made pursuant to this section
shall be subject to review at the expiration of the license so
endorsed. The state board of education may establish, by rule
and regulation, criteria for such endorsements.

22-60.5-107. Grounds for denying, annulling, suspending,
or revoking license, certificate, endorsement, or authorization. (1) If any person obtains any license, certificate, endorsement, or authorization pursuant to the provisions of this article through misrepresentation or fraud or through misleading information or untruthful statement submitted or offered with the intent to misrepresent or mislead or to conceal the truth, such license, certificate, endorsement, or authorization may be annulled by the department of education in the manner prescribed in section 22-60.5-108.

(2) Any license, certificate, endorsement, or authorization may be denied, annulled, suspended, or revoked in the manner prescribed in section 22-60.5-108, notwithstanding the provisions of subsection (1) of this section:

(a) When the holder has been determined to be mentally incompetent by a court of competent jurisdiction and a court has entered, pursuant to part 3 or part 4 of article 14 of title 15 or section 26-3-104 (4), 27-10-109 (4), or 27-10-125, C.R.S., an order specifically finding that the mental incompetency is of such a degree that the holder is incapable of continuing to perform his job; except that the license, certificate, endorsement, or authorization held by a person who has been determined to be mentally incompetent and for whom such an order has been entered shall be revoked or suspended by operation of law without a hearing, notwithstanding the provisions of section 22-60.5-108.

(b) When the holder is convicted, pleads nolo contendere, or receives a deferred sentence for a violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, section 18-6-301, C.R.S., when the victim is a child who is ten years of age or older and under eighteen years of age, part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.;

(c) When the holder is found guilty of or upon the court's acceptance of a guilty plea or a plea of nolo contendere to a violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 12-22-303 (7), C.R.S.;

(d) When the holder is found guilty of a felony or upon the court's acceptance of a guilty plea or a plea of nolo contendere to a felony in this state or, under the laws of any other state, the United States, or any territory subject to the jurisdiction of the United States, of a crime which, if committed within this state, would be a felony, when the commission of said felony, in the judgment of the state board of education, renders him unfit to perform the services authorized by his license, certificate, endorsement, or authorization.
A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of paragraphs (b) and (c) of subsection (2) of this section. Upon receipt of a certified copy of the judgment, the department of education may take immediate action to deny, annul, or suspend any license, certificate, endorsement, or authorization without a hearing, notwithstanding the provisions of section 22-60.5-108. The department of education may revoke a suspended license based on a violation of paragraph (b) or (c) of subsection (2) of this section, without a hearing and without any further action, after the exhaustion of all appeals, if any, or after the time for seeking an appeal has elapsed, and upon the entry of a final judgment.

The department of education may suspend or revoke any license, certificate, endorsement, or authorization if the state board finds and determines that the holder thereof has become professionally incompetent or guilty of unethical behavior.

The state board of education shall promulgate appropriate rules and regulations defining the standards of unethical behavior and professional incompetency.

Procedures for the denial, suspension, revocation, or annulment of any license, certificate, endorsement, or authorization shall be in accordance with the provisions of sections 24-4-102 to 24-4-107, C.R.S.; except that, where judicial review is pending or the time in which to seek judicial review has not elapsed, the department of education may take emergency action relating to the annulment, suspension, or revocation of any license, certificate, endorsement, or authorization, and the expiration date of any license, certificate, endorsement, or authorization shall not be extended, even though judicial review is pending or the time for seeking such review has not elapsed.

The state board of education is authorized to appoint a hearing board, which shall consist of the professional standards board appropriate to the license, certificate, endorsement, or authorization involved, which may preside at hearings on the denial, annulment, suspension, or revocation of a license, a certificate, an endorsement, or an authorization. When so appointed, the hearing board shall issue a decision which shall be appealable to the state board of education on the record.

When a hearing board is appointed pursuant to subsection (1) of this section, the hearing board may use an administrative law judge who shall perform the functions of the hearing board and who shall reduce his findings to written form and submit them to the hearing board. Upon consideration

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of such findings, the hearing board shall issue a decision which shall be appealable to the state board of education on the record.

(b) The professional standards boards, created pursuant to the provisions of this article, through the department of education, may employ administrative law judges on a full-time or part-time basis to conduct hearings pursuant to paragraph (a) of this subsection (2).

22-60.5-110. Renewal of licenses. (1) Any license shall expire as prescribed in section 22-60.5-201, 22-60.5-301, 22-60.5-401, or 22-60.5-501, subject to the provisions of section 24-4-104(7), C.R.S., when applicable.

(2) Any provisional license may be renewed upon submitting an application for renewal, payment of the statutory fee, and satisfaction of any requirements established by rule and regulation of the state board of education.

(3)(a) Any professional license may be renewed upon submitting an application for renewal, payment of the statutory fee, and evidence of satisfactory completion of the applicant's professional development plan appropriate to the type of professional license.

(b) A professional licensee and his immediate supervisor shall develop and complete a professional development plan within the five-year period prior to the date of application. Such professional development plan shall be developed pursuant to guidelines and criteria established by rule and regulation of the state board of education and may include, but need not be limited to, in-service education; college or university credit from an accepted institution of higher education, an institution within the state system of Colorado community and technical colleges, or a Colorado local junior college; educational travel; involvement in school reform; internships; and ongoing professional development training and experiences. Such professional development plans may be developed in collaboration with accepted institutions of higher education.

(4) Any applicant whose application for renewal of any license has been denied may appeal to the state board of education. If the state board of education finds that the applicant has met the criteria established by this section and by rule and regulation of the state board of education, the renewal of the license shall be approved by said board.

22-60.5-111. Authorization - types - applicants' qualifications. (1) Pursuant to the rules and regulations of the state board of education, the department of education is authorized to issue the following authorizations to persons of good moral character meeting the qualifications prescribed by this section and by the rules and regulations of the state board of education:

(a) A type I authorization, adjunct teacher, certifies that a person possesses outstanding talent in a particular
area of specialization and demonstrates specific abilities and knowledge therein in such area. The teacher's services shall have been requested by a board of education and shall be limited to the area of specialization. A type I authorization is renewable indefinitely upon request by a board of education based upon the documented needs of the program.

(b) A type II authorization, intern, certifies that a person has been awarded at least a bachelor's degree from an accepted institution of higher education but whose program of preparation requires completion of a supervised internship. A type II intern authorization shall be valid only while the holder serves under the supervision of a licensed professional teacher, professional principal, or professional administrator, whichever is appropriate, as an intern in an approved program of preparation offered by an accepted institution of higher education in Colorado.

(c) A type III authorization, emergency, authorizes school districts to employ a person to teach or to perform services as a principal, administrator, or special services provider, at a particular grade level or in a special subject or service area when, in the judgment of the state board of education, an emergency exists due to a demonstrated shortage of licensed teachers, principals, administrators, or special services providers, whichever is appropriate, with appropriate endorsements and such action is essential to the preservation of good instructional programs in the public schools and to the educational well-being of the children enrolled therein.

Except as otherwise provided in this paragraph (c), a type III emergency authorization shall be valid for a period of one school year and may be renewed. A type III emergency authorization for a person to teach shall not be renewed unless the state board of education determines that the establishment of an alternative teacher program by the board of education is not a practicable solution to such demonstrated shortage.

(2) No authorization shall be issued pursuant to the provisions of this section prior to July 1, 1994.

22-60.5-112. Fees. The fee for the examination and review of an application for any license, endorsement, certificate, or authorization, or any renewal thereof, shall be established by the state board of education and shall be nonrefundable. Upon determination of eligibility, such license, endorsement, certificate, or authorization shall be issued without an additional fee. The state board of education shall adjust if necessary all such fees annually so that they generate an amount of revenue that approximates the direct and indirect costs of the state board of education and of the department of education for the administration of this article; however, the state board of education shall establish and adjust such fees for licenses issued pursuant to section 22-60.5-201 (1) (a) so that the fees generate an amount of revenue that approximates the direct and indirect costs of the
state board of education and the department of education for the administration of sections 22-60.5-201 (1) (a) and 22-60.5-205. All fees collected under this section shall be transmitted to the state treasurer and credited to the educator licensure cash fund, which fund is hereby created. All moneys credited to the teacher certification cash fund, as created in section 22-60-106, as of June 30, 1999, shall be transferred to the educator licensure cash fund on July 1, 1999. The general assembly shall make annual appropriations from the educator licensure cash fund for expenditures of the state board of education and of the department of education incurred in the administration of this article. At the end of any fiscal year, all unexpended and unencumbered moneys in the educator licensure cash fund shall remain therein and shall not be credited or transferred to the general fund or any other fund. 22-60.5-113. Issuance of professional licenses to certificate holders. (1) Notwithstanding the provisions of sections 22-60.5-201 (1) (c), 22-60.5-301 (1) (b), 22-60.5-401 (1) (b), and 22-60.5-501 (1) (b), any person who holds any certificate which was issued or renewed pursuant to article 60 of this title prior to July 1, 1994, may, at its expiration, make application for the issuance of a professional teacher license, a professional principal license, a professional administrator license, or a professional special services license, whichever is determined appropriate by the state board of education. Such professional license shall be issued only upon such person submitting an application, payment of the appropriate fee, and evidence of the completion of renewal credit as specified in section 22-60-107. (2) Any applicant whose application for licensure made pursuant to subsection (1) of this section has been denied may appeal to the state board of education. If the state board of education determines that the applicant has met the criteria established by this section, the issuance of the professional license shall be approved by said board. (3) Any application made pursuant to the provisions of this section shall not constitute an initial application for licensure for purposes of section 22-60.5-103. 22-60.5-114. State board of education - waivers. Notwithstanding any law to the contrary, the state board of education is authorized, by a two-thirds vote of the members of said board, to waive any requirement imposed by this article as it deems necessary to accomplish the purposes of improving the quality of education instructional programs in the public schools of this state. However, prior to the state board waiving any licensing, certification, or endorsement requirement specified in this article for any individual applicant, the appropriate professional standards board shall review the request for waiver and issue a recommendation to the state board as to whether such waiver should be granted. 22-60.5-115. Rules and regulations. (1) The state
of education is authorized to adopt and prescribe rules and
regulations not inconsistent with the provisions of this
article for its proper administration.
(2) The state board of education shall promulgate rules
and regulations as necessary to implement sections 22-60.5-201
(1)(a) and 22-60.5-205. Such rules and regulations shall
include, but need not be limited to, the following:
(a) Application procedures to obtain approval by the
state board of education of any proposed alternative teacher
program. Such application for approval shall include, but
shall not be limited to, statements by the designated agency
making such application as to the expectations of what such
program would accomplish, the goals and objectives of such
alternative teacher program, and what benefits alternative
teachers would expect to receive by participating in such
alternative teacher program.
(b) Criteria for the approval by the state board of
education of any proposed alternative teacher program;
(c) Criteria relating to the designation of mentor
teachers by school districts, boards of cooperative services,
and accredited independent schools providing alternative
teacher programs. Such guidelines may include, but shall not
be limited to, consideration of the following factors in
regard to potential mentor teachers:
(I) Educational attainment;
(II) Level of experience;
(d) Procedures and criteria for the evaluation of
approved alternative teacher programs by the department of
education;
(e) Procedures and criteria for performance evaluations
of alternative teachers which shall be in accordance with
section 22-9-106. However, the state board may provide for
such performance evaluations by mentor teachers.
22-60.5-116. Evaluation of approved programs of
preparation for teachers, principals, and administrators.
(1) Every two years, teachers employed by the school
districts of the state who completed their preparation at
accepted institutions of higher education in this state shall
evaluate their program during their first and third years of
teaching. For 1994 and every even year thereafter, a sample
of principals and administrators employed by the school
districts of the state who completed their preparation at
accepted institutions of higher education in this state shall
evaluate their programs. Such sample shall be selected by the
department of education. Such evaluations shall be on forms
prepared and distributed by the department of education. The
completed forms shall be returned to the department of
education for compilation, review by the appropriate
professional standards board and the state board of education,
and dissemination to Colorado teacher, principal, and administrator preparation institutions.

(2) The administrative staff of the school districts of this state shall be provided forms for the evaluation of approved programs of preparation of teachers of graduates of Colorado teacher preparation institutions employed within said school districts. Evaluation shall be completed during the first and third years of teaching as specified in subsection (1) of this section or at such other times as may be deemed appropriate by the state board of education. Such forms shall be returned to the department of education for compilation, review by the teacher professional standards board and the state board of education, and dissemination to Colorado teacher preparation institutions.

22-60.5-117. Prior certificates validated. This article shall not be construed as invalidating any certificate issued or renewed pursuant to article 60 of this title prior to July 1, 1994, and said certificate shall remain valid until the date of expiration, except as provided in sections 22-60-110 to 22-60-112 for the denial, suspension, annulment, or revocation of a certificate.

PART 2

TEACHERS

22-60.5-201. Types of teacher licenses issued - term.

(1) The department of education is designated as the sole agency authorized to issue the following teacher licenses to persons of good moral character:

(a) Alternative teacher license. (1) The department of education may, at its discretion, issue an alternative teacher license to any applicant who:

(A) Holds an earned baccalaureate degree from a fully accredited institution of higher education; and

(B) Has demonstrated basic competency in oral and written English and mathematics; and

(C) Has been recommended by an accepted institution of higher education as having met subject matter requirements, has been confirmed by such accepted institution of higher education as having the subject matter knowledge necessary for teaching in the appropriate endorsement areas, or has otherwise demonstrated to the state board of education the subject matter knowledge necessary for teaching in the appropriate endorsement areas and in a manner prescribed by the state board of education; and

(D) Agrees to participate fully in the alternative teacher program provided by the school district or districts, board of cooperative services, or accredited independent school serving as the employing agent.

(II) Such alternative teacher licensees shall not be used to replace regularly licensed teachers in any action resulting from a contract dispute.

(III) An alternative teacher license shall be valid in any school district, board of cooperative services, or
accredited independent school which provides an alternative teacher program and shall entitle its holder to work exclusively as an alternative teacher pursuant to the terms of an alternative teacher contract. Any alternative teacher license issued pursuant to this paragraph (a) shall be valid for a period of one year after the date of issuance.

(b) Provisional teacher license. (I) The department of education, in its discretion, may issue a provisional teacher license to any applicant who:

(A) Holds an earned baccalaureate degree from an accepted institution of higher education;

(B) Has completed an approved program of preparation for teachers or an alternative teacher program;

(C) Has demonstrated professional competencies in subject areas as specified by rule and regulation of the state board of education pursuant to section 22-60.5-203.

(II) A provisional teacher license shall be valid in any school district or districts or board of cooperative services which provides an approved induction program for teachers. Any provisional license issued pursuant to this paragraph (b) shall be valid for a period of three years after the date of issuance and is renewable only once for an additional period of three years.

(c) Professional teacher license. (I) Except as otherwise provided in section 22-60.5-113, the department of education may, in its discretion, issue a professional teacher license to any applicant who:

(A) Holds a valid provisional teacher license;

(B) Has completed an approved induction program and has been recommended for licensure by the school district or districts or the board of cooperative services which provided such induction program.

(II) (A) Except as otherwise provided in sub-subparagraph (B) of this subparagraph (II), any professional teacher license issued pursuant to this paragraph (c) shall be valid for a period of five years after the date of issuance and is renewable at its expiration as provided in section 22-60.5-110.

(B) Any professional teacher license issued pursuant to this paragraph (c) which is held in conjunction with a master certificate pursuant to section 22-60.5-202 shall be valid for a period of seven years after the date of issuance and is renewable as provided in section 22-60.5-110.

(2) The state board of education is authorized to establish, by rule and regulation, such other requirements for licenses specified in subsection (1) of this section as it deems necessary to maintain and improve the quality of education instructional programs in the public schools of this state.

(3) The department of education may, at its discretion, issue a provisional teacher license provided for in paragraph (b) of subsection (1) of this section to any applicant from
another state or country whose qualifications meet or exceed the standards of the state board of education for the issuance of a provisional teacher license.

(4) The state board of education is authorized to enter into interstate reciprocal agreements in which the department of education agrees to issue provisional teacher licenses to persons licensed to teach in another state.

(5) No license shall be issued pursuant to the provisions of this section prior to July 1, 1994.

22-60.5-202. Professional teacher licensees - master certification. The department of education may, in its discretion, issue a master certificate to any applicant who holds a valid professional teacher license and who meets the criteria for master certification as specified by rule and regulation of the state board of education. Master certification shall recognize those professional teacher licensees who are involved in ongoing professional development and training and who have advanced competencies or expertise or who have demonstrated outstanding achievements. Any master certificate issued pursuant to this section shall be valid for the period of time for which the applicant's professional teacher license is valid and is renewable at its expiration. No master certificate shall be issued pursuant to the provisions of this section prior to July 1, 1994.

22-60.5-203. Assessment of professional competencies.

(1) The state board of education shall, by rule and regulation, establish areas of knowledge in which provisional and professional teacher licensees shall possess a satisfactory level of proficiency.

(2) The following list of areas of knowledge is a guideline to be used by the state board of education and shall not be construed as inclusive or prescriptive:

(a) Basic skills of reading, writing, and mathematics;
(b) The subject matter area to be taught;
(c) Communication and human relations;
(d) Assessment of student needs and progress;
(e) Identification and fulfillment of the needs of exceptional children;
(f) Knowledge of human growth and development; and
(g) Classroom management and teaching strategies.

(3) The department of education shall develop and administer, pursuant to the rules and regulations of the state board of education, a system for the assessment of such professional competencies of applicants for provisional teacher licenses and of professional teacher licensees.

22-60.5-204. Approved induction program - provisional teacher licensee. (1) Any approved induction program of a school district or districts or a board of cooperative services for provisional teacher licensees shall include, but shall not be limited to, supervision by mentor teachers, ongoing professional development and training, including ethics, and performance evaluations. Such school district or
districts or such board of cooperative services may enter into agreements with accepted institutions of higher education in regard to the organization, management, and operation of an approved induction program, or any portion thereof. Performance evaluations shall be conducted in accordance with section 22-9-106; however, the state board of education may provide by rule and regulation for performance evaluations by mentor teachers.

(2) The approved induction program of any individual provisional teacher licensee may be extended if deemed necessary by the school district or districts or the board of cooperative services providing such program; however, such program shall not exceed a maximum of three years.

22-60.5-205. Alternative teacher programs - duties of department of education. (1) Any alternative teacher program shall include, but shall not be limited to, supervision by mentor teachers, performance evaluations, and two hundred twenty-five clock hours of planned instruction and activities, which shall include training in dropout prevention; except that the total amount of hours of planned instruction and activities may be modified by the alternative teacher support team for any alternative teacher based upon the qualifications, knowledge, and experience of such alternative teacher. Performance evaluations shall be conducted in accordance with section 22-9-106; however, the state board of education may provide by rule and regulation for performance evaluations by mentor teachers.

(2) The department of education shall:
(a) Provide technical assistance to all school districts, boards of cooperative services, and accredited independent schools as is necessary to implement the provisions of this section;
(b) Review and submit to the state board of education for approval all applications made by designated agencies to provide alternative teacher programs;
(c) Evaluate approved alternative teacher programs pursuant to criteria established by rule and regulation by the state board of education.
(3) The state board of education shall, at its discretion, approve the application of a designated agency seeking to provide an alternative teacher program. Such applications shall meet the requirements of this section and any rules and regulations established by the state board of education. The state board of education is authorized to resolve, at the request of any designated agency, any differences which may arise between school districts, boards of cooperative services, accredited independent schools, and accepted institutions of higher education in such designated agency. Notwithstanding any law to the contrary, the state board of education is authorized, for good cause, to waive any requirements imposed by law regarding such participation in any designated agency which, in its discretion, it deems
necessary to accomplish the purposes of this section.

(4) School districts, boards of cooperative services, and accredited independent schools may charge alternative teachers in the alternative teacher program of such school district or districts, board of cooperative services, or accredited independent school fees in such amount as to generate a sufficient amount of revenues to approximate the direct and indirect costs of such school district or districts, board of cooperative services, or accredited independent school for the development and administration of such program. Any fees collected pursuant to the provisions of this subsection (4) shall be used for the purposes set forth in this section and shall not be expended for any other purpose.

22-60.5-206. Alternative teacher support teams - duties - advisory councils. (1) An alternative teacher support team shall be established by the designated agency for each holder of an alternative teacher license employed as an alternative teacher. At a minimum, each alternative teacher support team shall be composed of the alternative teacher's mentor teacher and the principal, and a representative of an accepted institution of higher education.

(2) The alternative teacher support team shall:

(a) Establish the content of the required program of planned instruction and activities;

(b) Determine at what point in the program the alternative teacher may have responsibility for classroom instruction;

(c) Assure that a significant portion of the teaching assignment of the alternative teacher is in the subject matter area or areas of the alternative teacher's endorsement;

(d) Evaluate the progress and effectiveness of the alternative teacher; and

(e) Make a recommendation to the school district, board of cooperative services, or accredited independent school which employs the alternative teacher as to the eligibility of the alternative teacher to receive a provisional teacher license.

(3) As a member of an alternative teacher support team, the mentor teacher has primary responsibility for representing the faculty and parents in evaluating and making recommendations regarding the issuance of a provisional teacher license to the alternative teacher. In recognition of the significant duties and responsibilities of mentor teachers, the designating school district, board of cooperative services, or accredited independent school shall make appropriate provision as is necessary to ensure the proper discharge of such duties and responsibilities by such mentor teacher.

(4) In addition, for purposes of carrying out any alternative teacher program approved by the state board of education, any designated agency shall establish an advisory
council which shall include, at a minimum, representatives of each school district, board of cooperative services, or accredited independent school, including at least one mentor teacher, and a representative of any accepted institution of higher education in such designated agency.

22-60.5-207. Alternative teacher contracts. (1) Alternative teacher contracts may include, but are not limited to, terms and conditions which:
   (a) Differ from any terms and conditions of contracts of such school district, board of cooperative services, or accredited independent school for first year employees who are licensed other than as alternative teachers;
   (b) Define those conditions unique to the responsibilities and duties of an alternative teacher and the alternative teacher program of such school district, board of cooperative services, or accredited independent school;
   (c) Establish the right of the employing school district, board of cooperative services, or accredited independent school to terminate such alternative teacher contract at any time during the first three months of employment; however, such action shall be taken only after consideration of a recommendation of the alternative teacher support team for such alternative teacher and shall not be subject to appeal by such alternative teacher.

22-60.5-208. Minority alternative teachers - fellowship program - minority alternative teacher fund - created. (1) The department of education shall award minority alternative teacher fellowships to the most promising new minority alternative teachers who are residents of Colorado and who are participating in alternative teacher programs. Such fellowships are to assist such minority alternative teachers with the costs involved with their participation in alternative teacher programs. The amount of each individual fellowship awarded shall be one thousand five hundred dollars and shall be from moneys in the minority alternative teacher fund created in subsection (2) of this section.

(2) The department of education is authorized to accept any bequests, gifts, and grants received to be used for the purposes of this section and such bequests, gifts, and grants shall be credited to the minority alternative teacher fund, which fund is hereby created. The moneys in said fund shall be subject to annual appropriation by the general assembly to the department of education for the recruitment of minority persons to apply for alternative teacher licenses and to participate in alternative teacher programs and for the awarding of minority alternative teacher fellowships pursuant to subsection (1) of this section.

22-60.5-209. Department of education - report to general assembly. (1) The department of education shall submit an oral and written report to the house and senate education committees of the general assembly in January of each year on the implementation and effectiveness of alternative teacher
licenses and alternative teacher programs. Such annual report shall include, but is not limited to, the following information:

(a) The number of school districts, boards of cooperative services, and accredited independent schools which have alternative teacher programs;

(b) The number of persons who applied for employment as alternative teachers with school districts, boards of cooperative services, and accredited independent schools having alternative teacher programs and the number of such applicants actually employed as alternative teachers in such alternative teacher programs;

(c) The number of alternative teacher licenses issued by the department of education;

(d) The number of alternative teachers who successfully completed alternative teacher programs, who were recommended for licensure by a school district, a board of cooperative services, or an accredited independent school, and to whom a provisional teacher license was issued by the department of education;

(e) The quality of alternative teachers specified in paragraph (d) of this subsection (1), as indicated by performance evaluations conducted pursuant to the rules and regulations of the state board of education;

(f) The rate of attrition of alternative teachers to whom a provisional teacher license has been issued by the department of education as compared to the rate of attrition of teachers who were not alternative teachers to whom a provisional teacher license has been issued;

(g) The costs incurred by the state of Colorado in the preparation of individuals eligible to become alternative teachers and to become qualified for issuance of provisional teacher licenses and the costs incurred by the state of Colorado in the preparation of individuals, other than alternative teachers, to become qualified for issuance of provisional teacher licenses; such costs shall include, but shall not be limited to, the costs incurred in providing curriculum and approved programs of teacher preparation at accepted institutions of higher education;

(h) The results of any recruitment of minority persons to become alternative teachers, including, but not limited to, the manner in which such minority recruitment occurred and the number of persons successfully recruited;

(i) The number of minority alternative teachers who were awarded minority alternative teacher fellowships pursuant to section 22-60.5-208 (1).

(2) The department of education is authorized to request from school districts, boards of cooperative services, accredited independent schools, and accepted institutions of higher education such information and data as may be necessary to make such reports.
creation - membership. (1) There is hereby created, within the department of education, the teacher professional standards board which shall consist of nine members appointed by the state board of education. Members of the board shall be appointed for terms of five years; except that no person shall be appointed to serve more than two consecutive terms.

(2) (a) Four members of the board shall be licensed teachers.

(b) Two members of the board shall be licensed principals.

(c) Two members of the board shall be members of the general public who are not licensed teachers, licensed principals, licensed administrators, or licensed special services providers, one of which shall be the parent of a child currently attending public school in Colorado.

(d) One member of the board shall be a faculty member of the school of education of an accepted institution of higher education with an approved program of preparation for teachers.

(3) Any member of the board may be removed at any time at the pleasure of the state board of education. If any member of the board vacates his office, a vacancy on the board shall exist, and the state board of education shall fill such vacancy by appointment.

(4) Members of the board shall receive the same per diem compensation and reimbursement of expenses as those provided for members of boards and commissions in the division of registrations pursuant to section 24-34-102 (13), C.R.S.

(5) The department of education shall provide such office space, equipment, and staff services to the board as is necessary for the board to carry out its powers and duties as set forth in this article.

(6) (a) The term "licensed", as it appears in this section, shall include any person certificated pursuant to the provisions of article 60 of this title.

(b) This subsection (6) is repealed, effective July 1, 1999.

22-60.5-211. Powers and duties of the teacher professional standards board. (1) In addition to any other powers and duties conferred upon the teacher professional standards board, said board shall have the following powers and duties:

(a) To study, develop, and make recommendations to the state board of education regarding the following:

(I) Criteria for the issuance of alternative teacher licenses;

(II) Criteria for the approval by the state board of education of any proposed alternative teacher program;

(III) Procedures and criteria for the evaluation of approved alternative teacher programs by the department of education;

(IV) Criteria for the issuance and renewal of
provisional teacher licenses;

(V) Standards for a system for the assessment of professional competencies of applicants for provisional teacher licenses;

(VI) Criteria for the approval by the state board of education of any proposed programs of preparation for teachers, including, but not limited to, admission standards and exit requirements for such programs of preparation, field experience, active recruitment of students with diverse backgrounds due to culture, race, ethnicity, and gender, and training for teaching multiethnic and multicultural student populations;

(VII) Procedures and criteria for the evaluation of approved programs of preparation for teachers by the department of education, including, but not limited to, admission standards and exit requirements for such approved programs of preparation, field experience, active recruitment of students with diverse backgrounds due to culture, race, ethnicity, and gender, and training for teaching multiethnic and multicultural student populations;

(VIII) Criteria for the approval by the state board of education of any proposed induction programs for provisional teacher licensees, including, but not limited to, designation of mentor teachers;

(IX) Procedures and criteria for the evaluation of approved induction programs for provisional teacher licensees, including, but not limited to, designation of mentor teachers;

(X) Standards for endorsements of alternative, provisional, and professional teacher licenses;

(XI) Criteria for the issuance and renewal of professional teacher licenses;

(XII) Guidelines and standards for the establishment of professional development plans for professional teacher licensees;

(XIII) Standards for professional teacher licensees to obtain master certification;

(XIV) Criteria for the suspension or revocation of teachers' licenses, certificates, endorsements, or authorizations on the grounds of professional incompetence or unethical behavior;

(b) Upon appointment by the state board of education:

(I) To preside at hearings on the denial, annulment, suspension, or revocation of any license, certificate, endorsement, or authorization for any teacher and to issue decisions regarding such proceedings; or

(II) To appoint, in its discretion, administrative law judges to preside at hearings on the denial, annulment, suspension, or revocation of any license, certificate, endorsement, or authorization for any teacher and to issue decisions regarding such proceedings upon consideration of the written findings of such administrative law judges.

(2) Any recommendations made by the teacher professional
standards board pursuant to paragraph (a) of subsection (1) of this section shall be carefully considered by the state board of education. The state board of education may refer any recommendation back to the teacher professional standards board for further review and discussion.

PART 3

PRINCIPALS

22-60.5-301. Types of principal licenses issued - term.

(1) The department of education is designated as the sole agency authorized to issue the following principal licenses to persons of good moral character:
   (a) Provisional principal license. (I) The department of education, in its discretion, may issue a provisional principal license to any applicant who:
       (A) Holds an earned baccalaureate degree from an accepted institution of higher education;
       (B) Has completed an approved program of preparation for principals;
       (C) Has completed three or more years of successful teaching experience in a public or nonpublic elementary or secondary school;
       (D) Has demonstrated professional competencies in subject areas as specified by rule and regulation of the state board of education pursuant to section 22-60.5-303.
   (II) A provisional principal license shall be valid in any school district or districts or board of cooperative services which provides an approved induction program for principals. Any provisional license issued pursuant to this paragraph (a) shall be valid for a period of three years after the date of issuance and is renewable only once for an additional period of three years.
   (b) Professional principal license. (I) Except as otherwise provided in section 22-60.5-113, the department of education may, in its discretion, issue a professional principal license to any applicant who:
       (A) Holds a valid provisional principal license; and
       (B) Has completed an approved induction program for principals and has been recommended for licensure by the school district or districts or the board of cooperative services which provided such induction program.
   (II) (A) Except as otherwise provided in sub-subparagraph (B) of this subparagraph (II), any professional principal license issued pursuant to this paragraph (b) shall be valid for a period of five years after the date of issuance and is renewable as provided in section 22-60.5-110.
       (B) Any professional principal license issued pursuant to this paragraph (b) which is held in conjunction with a master certificate pursuant to section 22-60.5-302 shall be valid for a period of seven years after the date of issuance and is renewable as provided in section 22-60.5-110.
   (2) The state board of education is authorized to
establish, by rule and regulation, such other requirements for licenses specified in subsection (1) of this section as it deems necessary to maintain and improve the quality of administration and supervision of education instructional programs in this state.

(3) The department of education may, at its discretion, issue a provisional principal license provided for in paragraph (a) of subsection (1) of this section to any applicant from another state or country whose qualifications meet or exceed the standards of the state board of education for the issuance of a provisional principal license.

(4) The state board of education is authorized to enter into interstate reciprocal agreements in which the department of education agrees to issue provisional principal licenses to persons licensed as principals in other states.

(5) No license shall be issued pursuant to the provisions of this section prior to July 1, 1994.

22-60.5-302. Professional principal licensees - master certification. The department of education may, in its discretion, issue a master certificate to any applicant who holds a valid professional principal license and who meets the criteria for master certification as specified by rule and regulation of the state board of education. Master certification shall recognize those professional principal licensees who are involved in on-going professional development and training and who have advanced competencies or expertise or who have demonstrated outstanding achievements.

Any master certificate issued pursuant to this section shall be valid for the period of time for which the applicant's professional principal license is valid and is renewable at its expiration. No master certification shall be issued pursuant to the provisions of this section prior to July 1, 1994.

22-60.5-303. Assessment of professional competencies. (1) The state board of education shall, by rule and regulation, establish areas of knowledge in which provisional and professional principal licensees shall possess a satisfactory level of proficiency.

(2) The following list of areas of knowledge is a guideline to be used by the state board of education and shall not be construed as inclusive or prescriptive:

(a) Leadership;
(b) Communication and human relations;
(c) Instruction, including curriculum, design, and assessment;
(d) Problem solving and decision making;
(e) Management, including planning, organization, and administration;
(f) Personnel administration, including staff development and evaluation; and
(g) Child growth and development.

(3) The department of education shall develop and
administer, pursuant to the rules and regulations of the state board of education, a system for the assessment of such professional competencies of applicants for provisional principal licenses and of professional principal licensees.

22-60.5-304. Approved induction programs - provisional principal licensees. Any approved induction program of a school district or districts or a board of cooperative services for provisional principal licensees shall include, but shall not be limited to, supervision by mentor principals, on-going professional development and training, including ethics, and performance evaluations. Such school district or districts or such board of cooperative services may enter into agreements with accepted institutions of higher education in regard to the organization, management, and operation of an approved induction program, or any portion thereof. Performance evaluations shall be conducted in accordance with section 22-9-106; however, the state board of education may provide by rule and regulation for performance evaluations by mentor principals.

22-60.5-305. Condition for approval of programs of preparation for principals - principal academies. On and after July 1, 1994, as a condition for approval by the state board of education of any program of preparation for principals, the accepted institution of higher education shall develop and provide principal academies at various locations throughout the state during each year. Such principal academies shall be programs of study and training for principal preparation which meet the standards of the state board of education. Approved induction programs for provisional principal licensees and professional development plans of professional principal licensees may include, as part of such program or plan, the satisfactory completion of such principal academies.

22-60.5-306. Licensed principals - occasional teaching. Any principal who holds a valid provisional or professional principal license pursuant to this part 3 and who, on occasion, functions as a teacher shall not be required to hold a valid provisional or professional teacher license pursuant to part 2 of this article. The state board of education shall establish, by rule and regulation, what constitutes occasional teaching for purposes of this section.

22-60.5-307. Principal professional standards board - creation - membership. (1) There is hereby created, within the department of education, the principal professional standards board which shall consist of nine members appointed by the state board of education. Members of the board shall be appointed for terms of five years; except that no person shall be appointed to serve more than two consecutive terms.

(2) (a) Four members of the board shall be licensed principals.

(b) Two members of the board shall be licensed teachers.

(c) Two members of the board shall be members of the general public who are not licensed teachers, licensed
principals, licensed administrators, or licensed special services providers, one of which is the parent of a child currently attending public school in Colorado.

(d) One member of the board shall be a faculty member of the school of education of an accepted institution of higher education with an approved program of preparation for principals.

(3) Any member of the board may be removed at any time at the pleasure of the state board of education. If any member of the board vacates his office, a vacancy on the board shall exist, and the state board of education shall fill such vacancy by appointment.

(4) Members of the board shall receive the same per diem compensation and reimbursement of expenses as those provided for members of boards and commissions in the division of registrations pursuant to section 24-34-102 (13), C.R.S.

(5) The department of education shall provide such office space, equipment, and staff services to the board as is necessary for the board to carry out its powers and duties as set forth in this article.

(6) (a) The term "licensed", as it appears in this section, shall include any person certificated pursuant to the provisions of article 60 of this title.

(b) This subsection (6) is repealed, effective July 1, 1999.

22-60.5-308. Powers and duties of the principal professional standards board. (1) In addition to any other powers and duties conferred upon the principal professional standards board, said board shall have the following powers and duties:

(a) To study, develop, and make recommendations to the state board of education regarding the following:

(i) Criteria for the issuance and renewal of provisional principal licenses;

(ii) Standards for a system for the assessment of professional competencies of applicants for provisional principal licenses;

(iii) Criteria for the approval by the state board of education of any proposed program of preparation for principals, including, but not limited to, admission standards and exit requirements for such programs of preparation, field experience, active recruitment of students with diverse backgrounds due to culture, race, ethnicity, and gender, and training for teaching multiethnic and multicultural student populations;

(iv) Procedures and criteria for the evaluation of approved principal preparation programs by the department of education, including, but not limited to, admission standards and exit requirements for such preparation programs, field experience, active recruitment of students with diverse backgrounds due to culture, race, ethnicity, and gender, and training for teaching multiethnic and multicultural student populations;
populations;
(V) Criteria for the approval by the state board of education of any proposed induction programs for provisional principal licensees, including, but not limited to, designation of mentor principals;
(VI) Procedures and criteria for the evaluation of approved induction programs for provisional principal licensees, including, but not limited to, designation of mentor principals;
(VII) Standards for endorsements of provisional and professional principal licenses;
(VIII) Criteria for the issuance and renewal of professional principal licenses;
(IX) Guidelines and standards for the establishment of professional development plans for professional principal licensees;
(X) Standards for professional principal licensees to obtain master certification;
(XI) Criteria for the suspension or revocation of principals' licenses, certificates, endorsements, or authorizations on the grounds of professional incompetence or unethical behavior;
(b) Upon appointment by the state board of education:
(1) To preside at hearings on the denial, annulment, suspension, or revocation of any license, certificate, endorsement, or authorization for any principal and to issue decisions regarding such proceedings; or
(II) To appoint, in its discretion, administrative law judges to preside at hearings on the denial, annulment, suspension, or revocation of any license, certificate, endorsement, or authorization for any principal and to issue decisions regarding such proceedings upon consideration of the written findings of such administrative law judges.
(2) Any recommendations made by the principal professional standards board pursuant to paragraph (a) of subsection (I) of this section shall be carefully considered by the state board of education. The state board of education may refer any recommendation back to the principal professional standards board for further review and discussion.

PART 4
ADMINISTRATORS

22-60.5-401. Types of administrator licenses issued - term. (1) The department of education is designated as the sole agency authorized to issue the following types of administrator licenses to persons of good moral character:
(a) Provisional administrator license. (1) The department of education, in its discretion, may issue a provisional administrator license to any applicant who:
(A) Holds an earned baccalaureate degree from an accepted institution of higher education;
(B) Has completed an approved program of preparation for
administrators;
(C) Has demonstrated professional competencies in
subject areas as specified by rule and regulation of the state
board of education pursuant to section 22-60.5-403.
(II) A provisional administrator license shall be valid
in any school district or districts or board of cooperative
services which provides an approved induction program for
administrators. Any provisional administrator license issued
pursuant to this paragraph (a) shall be valid for a period of
three years after the date of issuance and is renewable only
once for an additional period of three years.
(b) Professional administrator license. (I) Except as
otherwise provided in section 22-60.5-113, the department of
education may, in its discretion, issue a professional
administrator license to any applicant who:
(A) Holds a valid provisional administrator license; and
(B) Has completed an approved induction program for
administrators and has been recommended for licensure by the
school district or districts or the board of cooperative
services which provided such induction program.
(II) (A) Except as otherwise provided in
sub-subparagraph (B) of this subparagraph (II), any
professional administrator license issued pursuant to this
paragraph (b) shall be valid for a period of five years after
the date of issuance and is renewable as provided in section
22-60.5-110.
discretion, issue a master certificate to any applicant who holds a valid professional administrator license and who meets the criteria for master certification as specified by rule and regulation of the state board of education. Master certification shall recognize those professional administrator licensees who are involved in on-going professional development and training and who have advanced competencies or expertise or who have demonstrated outstanding achievements. Any master certificate issued pursuant to this section shall be valid for the period of time for which the applicant's professional administrator license is valid and is renewable at its expiration. No master certificate shall be issued pursuant to the provisions of this section prior to July 1, 1994.

22-60.5-403. Assessment of professional competencies. (1) The state board of education shall, by rule and regulation, establish areas of knowledge in which provisional and professional administrator licensees shall possess a satisfactory level of proficiency.

(2) The following list of areas of knowledge is a guideline to be used by the state board of education and shall not be construed as inclusive or prescriptive:

(a) Basic management;
(b) Leadership;
(c) Decision making and problem solving;
(d) Communication and human relations;
(e) Personnel administration;
(f) Resource utilization; and
(g) Child growth and development.

(3) The department of education shall develop and administer, pursuant to the rules and regulations of the state board of education, a system for the assessment of such professional competencies of applicants for provisional administrator licenses and of professional administrator licensees.

22-60.5-404. Approved induction programs - provisional administrator licensees. (1) Any approved induction program of a school district or districts or a board of cooperative services for provisional principal licensees shall include, but shall not be limited to, supervision by mentor administrators, on-going professional development and training, including ethics, and performance evaluations. Such school district or districts or such board of cooperative services may enter into agreements with accepted institutions of higher education in regard to the organization, management, and operation of an approved induction program, or any portion thereof. Performance evaluations shall be conducted in accordance with section 22-9-106; however, the state board of education may provide by rule and regulation for performance evaluations by mentor administrators.

(2) The approved induction program of any provisional administrator licensee may be extended if deemed necessary by...
the school district or districts or the board of cooperative services providing such program; however, such program shall not be extended so that such program exceeds three years.

22-60.5-405. Administrator professional standards board - creation - membership. (1) There is hereby created, within the department of education, the administrator professional standards board which shall consist of nine members appointed by the state board of education. Members of the board shall be appointed for terms of five years; except that no person shall be appointed to serve more than two consecutive terms.

(2) (a) Four members of the board shall be licensed administrators.

(b) One member of the board shall be a licensed teacher.

(c) One member of the board shall be a licensed principal.

(d) Two members of the board shall be members of the general public who are not licensed teachers, licensed principals, licensed administrators, or licensed special services providers, one of which shall be the parent of a child currently attending public school in Colorado.

(e) One member of the board shall be a faculty member of the school of education of an accepted institution of higher education with an approved program of preparation for administrators.

(3) Any member of the board may be removed at any time at the pleasure of the state board of education. If any member of the board vacates his office, a vacancy on the board shall exist, and the state board of education shall fill such vacancy by appointment.

(4) Members of the board shall receive the same per diem compensation and reimbursement of expenses as those provided for members of boards and commissions in the division of registrations pursuant to section 24-34-102 (13), C.R.S.

(5) The department of education shall provide such office space, equipment, and staff services to the board as is necessary for the board to carry out its powers and duties as set forth in this article.

(6) (a) The term "licensed", as it appears in this section, shall include any person certificated pursuant to the provisions of article 60 of this title.

(b) This subsection (6) is repealed, effective July 1, 1999.

22-60.5-406. Powers and duties of the administrator professional standards board. (1) In addition to any other powers and duties conferred upon the administrator professional standards board, said board shall have the following powers and duties:

(a) To study, develop, and make recommendations to the state board of education regarding the following:

(1) Criteria for the issuance and renewal of provisional administrator licenses;

(11) Standards for a system for the assessment of
professional competencies of applicants for provisional administrator licenses;

(III) Criteria for the approval by the state board of education of any proposed preparation programs for administrators, including, but not limited to, admission standards and exit requirements for such preparation programs, field experience, active recruitment of students with diverse backgrounds due to culture, race, ethnicity, and gender, and training for teaching multiethnic and multicultural student populations;

(IV) Procedures and criteria for the evaluation of approved administrator preparation programs by the department of education, including, but not limited to, admission standards and exit requirements for such preparation programs, field experience, active recruitment of students with diverse backgrounds due to culture, race, ethnicity, and gender, and training for teaching multiethnic and multicultural student populations;

(V) Criteria for the approval by the state board of education of any proposed induction programs for provisional administrator licensees, including, but not limited to, designation of mentor administrators;

(VI) Procedures and criteria for the evaluation of approved induction programs for provisional administrator licensees, including, but not limited to, designation of mentor administrators;

(VII) Standards for endorsements of provisional and professional administrator licenses;

(VIII) Criteria for the issuance and renewal of professional administrator licenses;

(IX) Guidelines and standards for the establishment of professional development plans for professional administrator licensees;

(X) Standards for professional administrator licensees to obtain master certification;

(XI) Criteria for the suspension or revocation of administrators’ licenses, certificates, endorsements, or authorizations on the grounds of professional incompetence or unethical behavior;

(b) Upon appointment by the state board of education:

(I) To preside at hearings on the denial, annulment, suspension, or revocation of any license, certificate, endorsement, or authorization for any administrator and to issue decisions regarding such proceedings; or

(II) To appoint, in its discretion, administrative law judges to preside at hearings on the denial, annulment, suspension, or revocation of any license, certificate, endorsement, or authorization for any administrator and to issue decisions regarding such proceedings upon consideration of the written findings of such administrative law judges.

(2) Any recommendations made by the administrator professional standards board pursuant to paragraph (a) of
subsection (1) of this section shall be carefully considered by the state board of education. The state board of education may refer any recommendation back to the administrator professional standards board for further review and discussion.

PART 5
SPECIAL SERVICES PROVIDERS

22-60.5-501. Types of special services licenses issued - term. (1) The department of education is designated as the sole agency authorized to issue the following types of special services licenses to persons of good moral character:

(a) Provisional special services license. (I) The department of education, in its discretion, may issue a provisional special services license to any applicant who:

(A) Has been awarded an appropriate degree from an institution of higher education;

(B) Has met the standards of the state board of education concerning academic and professional preparation and experience and performance in one of the following special service areas in the public schools: School audiologist, occupational therapist, physical therapist, school nurse, speech correctionist, school psychologist, guidance counselor, school social worker, or peripatologist and such other special service areas as the state board of education may deem to be necessary. However, a guidance counselor shall be required to have two years' teaching experience or recent comparable work experience employing counseling skills as a major work assignment in a professional work setting, including, but not limited to, a school setting, and which may be substantiated by evidence of such work experience completed under the supervision of a person competent to evaluate such professional performance or by any other relevant competencies.

(C) Has demonstrated professional competencies in subject areas as specified by rule and regulation of the state board of education pursuant to section 22-60.5-503.

(II) A provisional special services license shall be valid in any school district or districts or board of cooperative services which provides an approved induction program for special services providers. Any provisional special services license issued pursuant to this paragraph (a) shall be valid for a period of three years after the date of issuance and is renewable only once for an additional period of three years.

(b) Professional special services license. (I) Except as otherwise provided in section 22-60.5-113, the department of education may, in its discretion, issue a professional special services license to any applicant who:

(A) Holds a valid provisional special services license; and

(B) Has completed an approved induction program for special services providers and has been recommended for
licensure by the school district or districts or the board of cooperative services which provided such induction program.

(II)(A) Except as otherwise provided in sub-subparagraph (B) of this subparagraph (II), any professional special services license issued pursuant to this paragraph (b) shall be valid for a period of five years after the date of issuance and is renewable as provided in section 22-60.5-110.

(2) Any professional special services license issued pursuant to this paragraph (b) which is held in conjunction with a master certificate pursuant to section 22-60.5-502 shall be valid for a period of seven years after the date of issuance and is renewable as provided in section 22-60.5-110.

The state board of education is authorized to establish, by rule and regulation, such other requirements for licenses specified in subsection (1) of this section as it deems necessary to maintain and improve the quality of administration and supervision of education instructional programs.

(3) The department of education may, at its discretion, issue a provisional special services license provided for in paragraph (a) of subsection (1) of this section to any applicant from another state or country whose qualifications meet or exceed the standards of the state board of education for the issuance of a provisional special services license.

(4) The state board of education is authorized to enter into interstate reciprocal agreements in which the department of education agrees to issue provisional special services licenses to persons licensed as special services providers in another state.

(5) No license shall be issued pursuant to the provisions of this section prior to July 1, 1994.

22-60.5-502. Professional special services licensees - master certification. The department of education may, in its discretion, issue a master certificate to any applicant who holds a valid professional special services license and who meets the criteria for master certification as specified by rule and regulation of the state board of education. Master certification shall recognize those professional special services licensees who are involved in on-going professional development and training and who have advanced competencies or expertise or who have demonstrated outstanding achievements.

Any master certificate issued pursuant to this section shall be valid for the period of time for which the applicant's professional special services license is valid and is renewable at its expiration. No master certificate shall be issued pursuant to the provisions of this section prior to July 1, 1994.

22-60.5-503. Assessment of professional competencies.

(1) The state board of education shall, by rule and regulation, establish areas of knowledge in which provisional and professional special services licensees shall possess a
satisfactory level of proficiency.

(2) The department of education shall develop and administer, pursuant to the rules and regulations of the state board of education, a system for the assessment of such professional competencies of applicants for provisional special services licenses and of professional special services licensees.

22-60.5-504. Approved induction programs - provisional special services licensees. (1) Any approved induction program of a school district or districts or a board of cooperative services for provisional special services licensees shall include, but shall not be limited to, supervision by mentor special services providers, on-going professional development and training, including ethics, and performance evaluations. Such school district or districts or such board of cooperative services may enter into agreements with accepted institutions of higher education in regard to the organization, management, and operation of an approved induction program, or any portion thereof. Performance evaluations shall be conducted in accordance with section 22-9-106; however, the state board of education may provide by rule and regulation for performance evaluations by mentor special services providers.

(2) The approved induction program of any provisional special services licensee may be extended if deemed necessary by the school district or districts or the board of cooperative services providing such program; however, such program shall not be extended so that such program exceeds three years.

22-60.5-505. Special services professional standards board - creation - membership. (1) There is hereby created, within the department of education, the special services professional standards board which shall consist of nine members appointed by the state board of education. Members of the board shall be appointed for terms of five years; except that no person shall be appointed to serve more than two consecutive terms.

(2) (a) Four members of the board shall be licensed special services providers.

(b) One member of the board shall be a licensed teacher.

(c) One member of the board shall be a licensed principal.

(d) Two members of the board shall be members of the general public who are not licensed teachers, licensed principals, licensed administrators, or licensed special services providers, one of which shall be the parent of a child currently attending public school in Colorado.

(e) One member of the board shall be a faculty member of an institution of higher education which provides educational programs for special services providers.

(3) Any member of the board may be removed at any time at the pleasure of the state board of education. If any
member of the board vacates his office, a vacancy on the board shall exist, and the state board of education shall fill such vacancy by appointment.

(4) Members of the board shall receive the same per diem compensation and reimbursement of expenses as those provided for members of boards and commissions in the division of registrations pursuant to section 24-34-102 (13), C.R.S.

(5) The department of education shall provide such office space, equipment, and staff services to the board as is necessary for the board to carry out its powers and duties as set forth in this article.

(6) (a) The term "licensed", as it appears in this section, shall include any person certificated pursuant to the provisions of article 60 of this title.

(b) This subsection (6) is repealed, effective July 1, 1999.

22-60.5-506. Powers and duties of the special services professional standards board. (1) In addition to any other powers and duties conferred upon the special services professional standards board, said board shall have the following powers and duties:

(a) To study, develop, and make recommendations to the state board of education regarding the following:

(I) Criteria for the issuance and renewal of provisional special services licenses;

(II) Standards for a system for the assessment of professional competencies of applicants for provisional special services licenses;

(III) Criteria for the approval by the state board of education of any proposed induction programs for provisional special services licensees, including, but not limited to, designation of mentor special services providers;

(IV) Procedures and criteria for the evaluation of approved induction programs for provisional special services licensees, including, but not limited to, designation of mentor special services providers;

(V) Standards for endorsements of provisional and professional special services licenses;

(VI) Criteria for the issuance and renewal of professional special services licenses;

(VII) Guidelines and standards for the establishment of professional development plans for professional special services licensees;

(VIII) Standards for professional special services licensees to obtain master certification;

(IX) Criteria for the suspension or revocation of special services licenses, certificates, endorsements, or authorizations on the grounds of professional incompetence or unethical behavior;

(b) Upon appointment by the state board of education:

(I) To preside at hearings on the denial, annulment, suspension, or revocation of any license, certificate,
endorsement, or authorization for any special services provider and to issue decisions regarding such proceedings; or
(11) To appoint, in its discretion, administrative law judges to preside at hearings on the denial, annulment, suspension, or revocation of any license, certificate, endorsement, or authorization for any special services provider and to issue decisions regarding such proceedings upon consideration of the written findings of such administrative law judges.

PART 6
MISCELLANEOUS PROVISIONS

22-60.5-601. Use of term "certificated". (1) The term "certificated", as it appears in articles 9, 27, 28, 32, and 63 of this title, shall include any person licensed pursuant to the provisions of this article.
(2) This section is repealed, effective July 1, 1999.

22-60.5-602. Change of term - direction to revisor. On and after July 1, 1999, the revisor of statutes is authorized to change all references to certificates and certificated personnel in articles 9, 27, 28, 32, and 63 of this title to licenses and licensed personnel, whichever is appropriate.

SECTION 2. 22-2-109 (1). Colorado Revised Statutes, 1988 Repl. Vol., as amended, is amended BY THE ADDITION OF THE FOLLOWING NEW PARAGRAPHS to read:
(1) (n) Provide for the coordination, to the greatest extent possible, of the review by the department of education of approved programs of preparation and the review of accepted institutions of higher education by nationally recognized accrediting agencies or organizations.
(o) Notify the Colorado commission on higher education of any programs of preparation of accepted institutions of higher education which the state board of education has refused to approve and to recommend the termination of such programs.

SECTION 3. 22-60-104, Colorado Revised Statutes, 1988 Repl. Vol., as amended, is amended BY THE ADDITION OF A NEW SUBSECTION to read:
22-60-104. Types of certificates issued - term. (9) No certificate shall be issued pursuant to the provisions of this section to any initial applicant on or after July 1, 1994.

SECTION 4. 22-60-107, Colorado Revised Statutes, 1988 Repl. Vol., is amended BY THE ADDITION OF A NEW SUBSECTION to read:
22-60-107. Renewal of a certificate. (9) No certificate issued pursuant to this article shall be renewed pursuant to the provisions of this section on or after July 1, 1994.

SECTION 5. Article 60 of title 24, Colorado Revised Statutes, 1988 Repl. Vol., as amended, is amended BY THE ADDITION OF A NEW SECTION to read:
22-60-118. Repeal of article. This article is repealed, effective July 1, 1999.
SECTION 6. 23-1-118 (1), Colorado Revised Statutes, 1988
Repl. Vol., as amended, is amended to read:

(1) The governing boards of state institutions of higher
education may nominate, in order of importance, selected
programs at their institutions to be designated as programs of
GOVERNING BOARDS SHALL GIVE SPECIAL CONSIDERATION TO BOTH
UNDERGRADUATE AND GRADUATE PROGRAMS IN SCHOOLS OF EDUCATION
THAT REPRESENT SIGNIFICANT AND INNOVATIVE RESPONSES TO THE
MAJOR REFORM OF THE COLORADO EDUCATOR LICENSING SYSTEM AS SET
FORTH IN ARTICLE 60.5 OF TITLE 22, C.R.S. Program nominations
by the governing boards shall be submitted to the commission
at a time to be prescribed by the commission. As used in this
section, "programs of excellence" means any academic program
or consortium of programs of a state-supported institution of
higher education that directly enrolls students and is
distinguished by the quality of the educational experience
that it offers and by the quality of the faculty and students
it can attract.

SECTION 7. Effective date. This act shall take effect
upon passage; except that section 2 shall take effect July 1,
1994.

SECTION 8. Safety clause. The general assembly hereby
finds, determines, and declares that this act is necessary