Authorization, Adding an Endorsement, and Reauthorization Guidance Document

for Educator Preparation Programs

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Introduction and Overview
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The Colorado Department of Education (CDE) has authority in the authorization and reauthorization of educator preparation programs (EPPs) to include both alternative pathways at designated agencies (DAs) and traditional pathways at institutions of higher education (IHEs). Educator preparation programs are charged with preparing the breadth and depth of licensed educators who serve Colorado's children. Completion of preparation programs leads to an array of licensure endorsement possibilities for candidates.

Educator preparation programs offered through DAs and IHEs provide a pathway for developing educators in Colorado. Each EPP has a unique teaching and learning mission that guides the way that they serve educator candidates across the state. These guidelines apply to DAs and IHEs looking to develop educator preparation programs or that have existing alternative or traditional educator preparation programs that wish to add a new endorsement area or are due for an upcoming reauthorization. This document, together with the information and links provided, offers everything necessary for EPPs to submit for authorization or the reauthorization of their programs. In addition, content is included about adding a new endorsement and principal licensure.

EDUCATOR PREPARATION PROGRAM CONTENT APPROVAL AND STATUTE

The Colorado Department of Education must evaluate the quality and depth of candidate experience to ensure that statutory performance measures and the Colorado State Board of Education rules are met within the educator preparation program. The CDE is tasked with reviewing the content of educator preparation programs. The review must ensure that each program's content is designed and implemented to enable a candidate to meet the requirements for licensure endorsement (C.R.S. §22-2-109, C.R.S. §22-60.5-205).

> ## The Goals of State Review of EPPs are to:
>
> - evaluate the alignment of educator preparation programs to statutory performance standards
> - evaluate the alignment of educator preparation program content to the CDE rules and regulations
> - provide opportunities for reflection about the educator preparation program and support a process of continuous improvement

Additional statutory references (C R S § 22- 2-109(3), C R S §22-60.5-121) regarding educator preparation program content approval and the evaluation of endorsement standards and initial licensure requirements include the following:

- Coursework that teaches teacher candidates the science of reading, including the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension, and the skills and strategies to apply to ensure that every student learns to read. Reading coursework and field practice opportunities must be a significant focus for teachers preparing for endorsement in elementary, early childhood, or special education.
- A requirement that each teacher candidate in an initial licensure program complete at least one semester or quarter-length course in behavioral health training using culturally responsive and trauma- and evidence-informed practices.
- A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education in the manner specified by rule of the state board.
- The ability to demonstrate a high level of content area knowledge and professional competencies in the areas identified by rule of the state board.

CORE PRINCIPLES OF HIGH-QUALITY EDUCATOR PREPARATION PROGRAMS

In 2019, the Colorado Legislature enacted Senate Bill 19-190, the *Growing Great Teachers Act*. The legislation declared that "high-quality teaching is the linchpin for effective, high-quality education in the schools of the state. To be an excellent, effective educator, an individual must receive comprehensive, rigorous, and effective training in the art and science of teaching and in the skills and subjects that the individual will teach."

The *Growing Great Teachers Act* directed the Colorado Department of Higher Education (CDHE) and the Colorado Department of Education (CDE) to review research and identify best practices for teacher preparation programs. The resulting report, *Best in Class: Five Principles of Effective Educator Preparation*, synthesized current research and identified a set of five principles for teacher preparation programs and several best practices under each principle. Taken together, the five principles demonstrate that teaching is a profession requiring specialized knowledge, clinical preparation, and ongoing candidate development and learning. Educator preparation programs that employ these five principles establish the foundation for teacher candidates as emerging professionals.

The Core Principles of High-Quality Educator Preparation Programs include these five principles:

- **Principle 1:** Teacher preparation programs foster candidates' deep understanding of content knowledge for teaching and general pedagogical knowledge.
- **Principle 2:** Teacher preparation programs foster candidates' deep understanding of P-12 learners, including their cognitive and socio-emotional development.
- **Principle 3:** Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.
- **Principle 4:** Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine the best steps with candidates.
- **Principle 5:** Teacher preparation programs engage in robust continuous improvement efforts.

These principles derived the performance-based standards for evaluating EPPs, which were codified in Colorado Revised Statute C.R.S. §23-1-121 (SB20-158). The performance-based standards are captured in categories or domains used to review all educator preparation programs. These domains are detailed in this document and include program design, educator knowledge, and competencies, candidate support team/clinical experiences for teachers or program experience for principals, and program impact and continuous improvement.

INSTITUTIONS OF HIGHER EDUCATION AND TRADITIONAL EDUCATOR PREPARATION PROGRAMS

Traditional preparation programs offered through institutions of higher education (IHEs) provide a pathway for developing educators in Colorado. IHEs that offer traditional educator preparation programs are charged with preparing the breadth and depth of licensed personnel who serve Colorado's children. Each IHE has a unique teaching and learning mission that guides the way that they serve educator candidates across the state.

Completion of approved preparation programs at IHEs leads to an array of licensure endorsement possibilities for candidates. An institution of higher education may be eligible to apply for educator licensure through the Colorado Department of Higher Education if the institution is authorized to operate in Colorado pursuant to the Degree Authorization Act (23-2-101 C.R.S.) or a participant in good standing under the State Authorization Reciprocity Agreement (SARA). Questions pertaining to degree requirements or information on becoming a new institute of higher education in Colorado require outreach and inquiry directly with the Colorado Department of Higher Education (CDHE). This information in this guide applies only to IHEs looking to create educator preparation programs or IHEs that have existing traditional educator preparation programs that wish to add a new endorsement to a program or are preparing for reauthorization. Rules for the Administration of the Colorado Educator Licensing Act of 1991 (1 CCR 301-37) can be found here. Rules for the Administration of Educator License Endorsements (1 CCR 301-101) can be found here.

DESIGNATED AGENCIES AND ALTERNATIVE EDUCATOR PREPARATION PROGRAMS

A designated agency (DA) is a school district, an accredited non-public school, a board of cooperative services (BOCES), an accepted institution of higher education (IHE), or a non-profit organization, responsible for the organization, management, and operation of an approved alternative teacher program (C.R.S. 22-60.5-102 [10] and 22-60.5-205 [2]). Any of these entities may partner or collaborate for the operation of an approved alternative teacher program. For example, a district or BOCES may choose to contract with an institution of higher education already providing an approved teacher preparation program. An individual's successful completion of an alternative teacher preparation program leads to a recommendation for initial licensure by the designated agency providing the program.

The Colorado State Board of Education has the authority to approve designated agencies for the purposes of operating one- and two-year alternative teacher programs to assist districts and BOCES that face a shortage of teachers and often struggle to find qualified persons to teach their students (C.R.S. 22-60.5-205 and the Colorado Educator Licensing Act). Such programs shall:

- decrease the use of emergency authorizations to hire individuals who do not have teacher licenses and, in some cases, have not received any form of teacher preparation, thus jeopardizing a school district's goal of providing high-quality education for each student; and

- identify individuals with experience in areas other than education to help alleviate the teacher shortage faced by many school districts, so long as these individuals receive adequate supervision and education in teaching methods and practices.

C.R.S. 22-60.5-205 was intended to address teacher shortages in public schools. Thus, designated agencies must serve an identified need(s) of a Colorado school district(s) or BOCES. Designated agencies can create alternative preparation programs in numerous teacher endorsement areas. State statute does not allow alternative licensure pathways for specialized service professionals (SSPs).

Alternative teacher preparation programs offered via designated agencies must also meet standards defined in statutes, rules, and policies. The approval process is carried out solely by the Colorado Department of Education and includes initial authorization and reauthorization not more than once every five years. Rules for the Administration of the Colorado Educator Licensing Act of 1991 (1 CCR 301-37) can be found here. Rules for the Administration of Educator License Endorsements (1 CCR 301-101) can be found here.

Purpose of Alternative Educator Preparation Programs

In Colorado, designated agencies are allowed to create alternative educator preparation programs to:
- alleviate the educator shortage faced by many school districts
- decrease the issuance of emergency educator authorizations
- provide alternative candidates with adequate supervision and education in teaching methods and practices
- assist in recruiting and employing non-traditional candidates
- provide educator pathways to alternative candidates with experience in areas other than education

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Quality Performance Indicators by Domain

To evaluate the quality and alignment of an educator preparation program's operationalization of each domain, desired performance indicators measuring subcomponents of the domains were identified. These domains and their respective performance indicators are used to shape the EPP's self-study during the reauthorization cycle as well as the Educator Preparation Program Authorization Proposal which is submitted before initial authorization. Additionally, they guide the authorization check-in and reauthorization visit and process. Questions for consideration and possible evidence sources were identified when determining how each EPP might meet the performance indicators. EPPs are encouraged to use this information in the preparation of their materials as it serves as a resource and framework for authorization, reauthorization, and continuous improvement efforts. The following section provides an explanation of each domain and corresponding performance indicators.

DOMAIN 1: PROGRAM DESIGN

PROGRAM DESIGN	Education is a profession requiring specialized knowledge and skills. Educator preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners, and education across coursework and clinical experiences—tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is, the context, and the decisions for those choices.

Performance Indicators	Questions for Considerations	Possible Evidence Sources
1-1 Program has a shared vision and value.	What are the core values and shared vision of the program? How is the program designed? How are these reflected in the program map and narrative? How do candidates experience the program? How do candidates experience the core values and shared vision of the program? What shortage areas exist and how is the program creating partnerships to help minimize these shortage areas?	- Program vision/values and how they shape program design. - Formal program description provided to students (i.e., degree plans, advising materials, handbooks, etc.) - Description of program sequence describing developmental progression across each pathway (program map and/or narrative), such as: - Major candidate outcomes and associated performance expectations - Description of aligned evidence sources - Examples of measures (e.g., key assessments, dispositional measures, observation/feedback protocols, rubrics, tracking systems) - Protocols to support candidates who struggle - Description of partnerships, how they are structured and the purpose for each. - Other
1-2 Program design demonstrates developmental sequence and progression across all program pathways.		
1-3 Program identifies candidate thresholds or developmental benchmarks track candidates' development and progression across learning experience, including critical checkpoints and aligned evidence.		
1-4 Program includes intentional partnership with a clear purpose and structure that benefits the candidates, the program and/or the local education agency, including attending to local, regional, or state needs.		

DOMAIN 2: EDUCATOR KNOWLEDGE AND COMPETENCIES

EDUCATOR KNOWLEDGE AND COMPETENCIES	Educator candidates' knowledge and competencies include deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful. Educator preparation programs map, plan, develop, assess and support candidate development of these competencies.

Performance Indicators	Questions for Considerations	Possible Evidence Sources
2-1 Systems and procedures are in place to ensure alignment of content and pedagogy with state standards (educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth.	How does each program address: ● content knowledge, ● knowledge of pedagogy, and ● pedagogical content knowledge? How do program leaders/faculty make decisions about content (what, when, why)? How do content and pedagogy interweave the issues of diversity, equity and inclusion embedded in the educator quality standards? How do candidates engage with student academic standards in courses and clinical experiences?	● Endorsement Standard Matrices ● Description of Content Revisions (e.g., provide updates/revisions made in content areas based upon previous re/authorization) ● Aligned syllabi/course descriptions ● Examples of assessments, assignments, performance tasks, disposition rubrics, or screening tools ● Stakeholder feedback (surveys) ● Content assessment data ● Observation trend data ● Faculty/instructor professional learning ● Other
2-2 Dispositional and professional candidate qualities are embedded and woven throughout the program.		

DOMAIN 3: CANDIDATE SUPPORT TEAM (TEACHERS) - DESIGNATED AGENCIES

CANDIDATE SUPPORT TEAM	As teacher of record, candidates have support from a mentor, their principal, and from the program. Together, at a minimum, these stakeholders comprise the candidate support team. In addition, alternative licensure programs support mentors through guidance and ongoing training from the program.

Performance Indicators	Questions for Considerations	Possible Evidence Sources
3-1 Candidate support teams exist to support each candidate across the program.	What strategies/ philosophies impact how candidates in all pathways are supported in their experiences? What supports are in place to ensure quality experiences? How are mentors selected/ trained? How are candidates receiving feedback, from multiple observers, as they implement theory into practice? What systems are in place to support struggling candidates?	• Program handbooks • Observation and feedback forms/ protocols • Candidate, mentor teacher, principal, coach, feedback surveys. • Process for identifying quality mentors • Mentor training and developing guides • Other
3-2 Mentor teachers participate in ongoing training and support from the program.		

DOMAIN 3: CLINICAL EXPERIENCES - INSTITUTIONS OF HIGHER EDUCATION TRADITIONAL TEACHER PATHWAYS

CLINICAL EXPERIENCES	Through clinical experiences, candidates experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework and field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation.

Performance Indicators	Questions for Considerations	Possible Evidence Sources
3-1 All candidates have opportunities for intentional, diverse clinical experiences throughout their preparation experience. .	What strategies/ philosophies impact how candidates in all pathways are placed in field experiences? In what ways do candidates participate in each field experience? What supports are in place to ensure quality field experiences? How are mentors selected/trained? How are candidates receiving feedback, from multiple observers, as they implement theory into practice? What systems are in place to support struggling candidates? How do field experiences build on prior field and coursework?	• Program handbooks • Observation and feedback forms/ protocols • Candidate, mentor teacher, principal, coach, feedback surveys. • Process for identifying quality mentors • Mentor training and developing guides • Other
3-2 All candidates have opportunities for clinical experiences that align with educator licensure and state standards.		

DOMAIN 3: CANDIDATE SUPPORT TEAM PRINCIPAL PATHWAYS

CANDIDATE SUPPORT TEAM	Through principal authorization experiences, principals experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework. The plan/program is aligned with program curricula so that candidates develop leadership knowledge and skills.

Performance Indicators	Questions for Considerations	Possible Evidence Sources
3-1P Candidate support teams exist to support each candidate across the program.	What supports are in place to ensure quality experiences? How are mentors selected/ trained? How are candidates receiving feedback, from multiple observers, as they implement theory into practice? What systems are in place to support struggling candidates? How do field experiences build on prior field and coursework?	● Program handbooks ● Observation and feedback forms/ protocols ● Candidate, mentor teacher, mentor principal, coach, feedback surveys. ● Process for identifying quality mentors ● Mentor training and developing guides ● Other
3-2P All candidates have opportunities for experiences that align with educator licensure and state standards.		

PROGRAM IMPACT AND CONTINUOUS IMPROVEMENT	Preparation program impact is determined by the goals and measures established by the program. Continuous improvement is driven by the program engaging in ongoing cycles of self-reflection and reviewing program impact to improve its work. These cycles include data on current candidates throughout the program and available data on program completers.

Performance Indicators	Questions for Considerations	Possible Evidence Sources
4-1 Program regularly engages in processes to evaluate program strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection.	What is the impact of the program in producing effective educators and how does the program determine effectiveness? How are workforce needs considered and what is the program's impact on meeting the needs of Colorado schools? How do program faculty use feedback from candidate performance (during and after the program) to influence program improvement?	• Trend data from perception surveys (candidates, faculty, partners) • Trend data from common assessments • Trend data from observation protocols • EPP report data: enrollment/ completion trends, placement rates, and contexts, effectiveness ratings (standards & MSL/ MSOs), retention • Content exams • Process and outcomes from stakeholder gatherings, such as data retreats, that focus on program impact and continuous improvement • Other
4-2 Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners, and others.		

Program Authorization
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BECOMING A NEW EDUCATOR PREPARATION PROGRAM

In order to become a new designated agency or offer a new education program at an institution of higher education, the proposed program will need to complete a Needs Assessment for Potential Educator Preparation Programs. The Colorado Department of Education will review the submission and follow up directly with the submitter with any additional questions and/or next steps. Effective 2024, the request to become an approved program in Colorado happens during the pre-submission stage between June 1-September 1. Please note that if you are an institution of higher education seeking to offer a new degree option, the Colorado Department of Higher Education must be involved in all new degree offerings. An institution of higher education may be eligible to apply for educator licensure through the Colorado Department of Higher Education if the institution is authorized to operate in Colorado pursuant to the Degree Authorization Act (23-2-101 C.R.S.) or a participant in good standing under the State Authorization Reciprocity Agreement (SARA). Please reach out to CDHE directly with any questions or concerns.

Following the Needs Assessment, the program will prepare an application as well as submission of Educator Preparation Standard Matrices. These materials are due by October 1 and will be reviewed by CDE and then forwarded for a decision by the Colorado State Board of Education. The authorization timeline is broken down below and grouped into stages to include pre-submissions, submission and review, decision, and post decision. The chart below details items at each stage and includes a checklist to help EPPs ensure they are on track with key authorization steps.

AUTHORIZATION OVERVIEW BY STAGE AND RESPONSIBILITY (*New educator preparation programs*)

	Educator Preparation Program	Colorado Department of Education
1. Pre - Submission Stage *Deadline: June 1-September 1*	☐ Email **Educator_Preparation@cde.state.co.us** your intent on becoming an approved educator preparation program. The Educator Preparation Team will walk you through the next steps and timeline. ☐ Complete a **Needs Assessment for EPPs** and send via email to **Educator_Preparation@cde.state.co.us**	☐ Review needs assessment to determine if it meets qualifications ☐ Schedule a CDE Authorization meeting to notify the EPP of the next steps in the authorization process
2. Submission & Review Stage *Deadline: October 1*	☐ Attend and participate in the CDE Authorization meeting ☐ Complete and submit the **Authorization Proposal** ☐ Make updates to the **Authorization Proposal**, if requested ☐ Submit materials for review such as **matrices**, syllabi/course descriptions, course sequences, etc. as appropriate	☐ Facilitate CDE Authorization meeting ☐ State review team members review submitted the EPP Authorization proposal and provide feedback ☐ Facilitate peer review of matrices and syllabi as appropriate and synthesize feedback ☐ Submit recommendation to the State Board of Education, once the EPP meets all components
3. Decision Stage	☐ Wait for the State Board of Education's decision	☐ Communicate State Board of Education decision
4. Post Decision Stage	☐ Admission of candidates to the program, data tracking, and program development ☐ Participate in CDE meetings ☐ Work with CDE to schedule and participate in the authorization check-in, 12-24 months after the initial authorization	☐ Follow-up and confirm the initial authorization check-in, 12-24 months after authorization ☐ Convene and facilitate CDE meetings ☐ Communicate upcoming reauthorization deadlines

	☐ Engage in program improvements and standards alliance for reauthorization (not more than 5 years from initial authorization) ☐ Serve as a team member for an upcoming reauthorization visit	

ADDING A NEW ENDORSEMENT OR PATHWAY

Approved educator preparation programs can be authorized by the CDE to add new endorsement areas or pathways. Effective Spring 2024, the deadlines to add a new endorsement to an existing program are June 1 or October 1 and require matrix submissions, required documents, syllabi, and any related course materials. The materials will be peer reviewed during the corresponding peer review cycle and a request to authorize a new endorsement will be reviewed at a subsequent Colorado State Board of Education meeting. To seek authorization for a new endorsement, the educator preparation program is required to:

1. Send a written request to add an endorsement/pathway by emailing educator_preparation@cde.state.co.us
2. Submit a Needs Assessment and email per instructions to educator_preparation@cde.state.co.us
3. Complete the appropriate content matrix and supply related materials
    a. Note: You will receive an email with instructions to upload your appropriate content matrix and related materials after your Needs Assessment is received and reviewed by the Educator Preparation Unit.

Please note, that additional endorsements can also be added or authorized when a program is up for its scheduled reauthorization. Please communicate the desire to add endorsements during the reauthorization process directly to Educator Preparation at the CDE via email at educator_preparation@cde.state.co.us.

PRINCIPAL AUTHORIZATION - ALTERNATIVE PATHWAYS

Colorado has two alternative pathways for principal preparation which include Individualized Principal Preparation Plans and Approved Alternative Programs. Alternative principal preparation in Colorado or principal authorization allows individuals from outside the educational community to develop the skills and experiences necessary to successfully lead a public school and ultimately qualify for an initial Colorado principal license *(C.R.S 22-60.5-305.5)*. A principal authorization shall be valid for three years and may not be renewed. The qualifying candidate must:

- be required to hold a principal license to fulfill the job duties;
- hold a bachelor's degree or higher from a regionally accredited college or university;
- participate in one of Colorado's two alternative pathways for principal preparation; and
- hold a valid Colorado principal authorization while serving as a principal or assistant principal in a Colorado public school

Please note that if a license is not required for the position, the individual wishing to pursue principal preparation may do so through an approved traditional principal preparation program.

Individualized Principal Preparation Plans
One alternative pathway for principal authorization is the individualized principal preparation plan. This process involves a school district and candidate collaborating together to meet CDE requirements for principal authorization. The school district may work with a governmental, non-profit, or for-profit entity in designing and implementing the individualized principal preparation plan. The individualized principal preparation plan shall be subject to approval by the Colorado State Board of Education. A school district may employ a person who holds a principal authorization to perform the duties of a principal or assistant principal in a school only when the person who holds the authorization is under the supervision of a Colorado professional principal license-holder. To receive a principal authorization, an applicant collaborates with a school district to submit documentation to CDE that includes:

- a letter from the collaborating school district stating the school district's intention to employ the applicant as a principal or assistant principal upon issuance of the principal authorization;
- coursework, practicum, and other educational requirements identified by the school district that will comprise the individualized alternative principal plan and which will be completed while the candidate is employed under the principal authorization; and
- a completed individualized plan template.

The Alternative Principal/Principal Authorization Guide fully outlines a step-by-step guide to obtaining principal authorization via an individual plan.

Approved Alternative Principal Programs

On March 9, 2022, the Colorado State Board of Education approved Colorado organizations as designated agencies for alternative principal preparation. These non-traditional licensure programs offer an alternative pathway for principal preparation for the education leader who would like to become a licensed principal in Colorado but has not completed a traditional principal licensure program through a university. It is important to note that the individual is not licensed to serve as a principal or assistant principal until the candidate is issued a principal authorization by the CDE. Please follow the Adding a New Endorsement steps above or the steps to become an authorized EPP if your program wishes to offer alternative principal preparation.

MATRICES FOR AUTHORIZATION

To show alignment with the standards, programs seeking authorization for endorsements must complete the matrices provided by the CDE and submit them for review. Content matrices allow programs to reflect on the level of implementation of each standard. The program will identify which course(s) address the standard and course outcomes/evidence within the matrix or through the submission of syllabi that define the outcomes/evidence. Along with the matrices, programs submit associated syllabi and course sequence schedules for each endorsement area they are seeking authorization.

Prior to the authorization, programs submit their matrices and support materials to the CDE for review by October 1. Once the matrices are submitted, the CDE establishes a peer review of the content. The reviewers include representations from Institutes of Higher Education, BOCES, District/School, self-employed/retired content experts, and/or CDE staff. Peer reviewers calibrate as a team prior to reviewing the endorsement content independently. The content review is the start of the authorization process and allows programs to share how their program content aligns with the state standards and the depth and breadth of that content across courses. The primary outcome of this initial review process is to ensure content of programs is aligned with specific endorsement and educator quality standards. The peer reviewers may:

- Identify any areas where more information is needed
- Note perceived strengths or areas that require adjustments to meet standards
- Provide feedback and/or questions that arose from the review of course content for state review

The matrix submissions are a large piece of showing the program's inputs for candidates. Concluding the review, if more information is needed, the CDE will engage with the program for additional information. The information gathered from this initial peer review process of course content builds a baseline foundation for the authorization check-in that occurs 12-24 months after the Colorado State Board of Education review. The peer reviewer's findings are used by the CDE along with the program's other application materials to inform the program's approval for initial authorization as well as the subsequent authorization check-in.

AUTHORIZATION FOLLOW-UP MEETING (Newly approved educator preparation programs)

Newly approved educator preparation programs are required to have a follow-up meeting or check-in after the Colorado State Board of Education approves the new program. The Colorado Department of Education conducts this authorization check-in 12-24 months following initial program authorization. The focus of this check-in is to connect with the program in regard to the domains and performance indicators as well as learn about program successes and any changes since the initial authorization.

Programs may be asked to provide a narrative that updates their initial submission and data. The format of the site visit will be determined with the EPP and may be virtual, in-person, or hybrid. Any expenses associated with in-person or hybrid formats will be the responsibility of the EPP (i.e. lodging, parking, meals, and possibly mileage for non-CDE members). The team usually consists of CDE staff but may include other partners. The charts below outline the involvement in a site visit as well as a sample schedule and ideas for planning the initial visit for newly approved EPPs.

Authorization Site Visit Involvement

EPP PARTNER GROUPS	STATE REVIEW TEAM MEMBERS
● EPP Leadership ● Faculty/instructors including adjunct/affiliate faculty ● Additional participants as determined by the CDE	● CDE (2) ● Additional content team members as determined by the CDE based on initial peer review and/or state initiatives or educational acts

Authorization Check-in Sample Schedule and Ideas for Planning Initial Visit

TIME	CONTENT	PARTICIPANTS
1 hour	Program presentation - context setting and data	● State Review Team Members ● EPP Leadership
1 hour	Faculty/instructor conversation	● State Review Team Members ● Program faculty/instructors including adjunct/affiliate faculty, as determined by EPP
1 hour	If available, based on program duration and timing of authorization, or if the program deems it appropriate: ● Candidate or recent completer conversation	● State Review Team Members ● Candidates/recent completers
30 minutes	Debrief and Q&A	● State Review Team Members ● EPP Leadership

Program Reauthorization

The CDE reviews programs regularly for reauthorization per C.R.S. 22-60.5-206. Each educator preparation program may not be reauthorized more frequently than once every five years. Please check the reauthorization schedule on the CDE website to ensure timing. Reauthorization comprises all endorsement areas leading to licensure that are located within the educator preparation program regardless if some endorsements were authorized at a different time. The overall reauthorization goals include the following: (a) evaluate the alignment of educator preparation program content to the CDE rules and regulations; (b) evaluate quality and depth of candidate experience so as to ensure the CDE rules and regulations are met within the educator preparation program; (c) evaluate the impact of completers/educator candidates on student learning; and (d) provide opportunities for reflection about the educator preparation program and support a process of continuous improvement.

TIMELINE

The following chart depicts the major activities and timeframes for submitting reauthorization materials and acts as an overall timeline for the reauthorization process for approved educator preparation programs.

Reauthorization Timeline

|	**Educator Preparation Program**	**CDE**
Ongoing	Self-study	
~24 months prior to reauthorization site visit		Letter to EPP announcing reauthorization including list of endorsement areas
~12-18 months prior	Preliminary confirmation of endorsement areas to be included in review/site visit	Planning meeting with resources and working with EPP on a calendar hold
~6 months prior	Draft site visit schedule and discuss logistics Final confirmation of endorsement areas to be included in review/site visit	Finalize state review team members
June 1st for fall visits or October 1st for spring visits	Submit endorsement matrices and associated materials	
~2 months prior to the site visit	Submit self-study report	Reviews submission, shares with the state review team, and asks for additional information or clarification, as needed Finalizes site visit schedule with the EPP with any edits per peer review process
4-6 weeks prior to site visit	Context presentation given to state review team members	State review team to debrief context presentation and plan for site visit
Site Visit	The state review team conducts a reauthorization visit	
~6 weeks after site visit		Reauthorization report sent for review
Within 30 days	Send a rejoinder, if applicable	
SBE Decision		Recommendations provided to the SBE at the regularly scheduled meeting

SELF-STUDY CYCLE

The self-study cycle will be used by educator preparation programs for continuous reflection and program modification. In the self-study report, EPPs will describe how the process was completed and the resulting decisions made. Seven steps are involved, as outlined below, as well as a visual for the cycle of the self-study process.

Self-Study Steps for EPPs:
1. Review the Quality Performance Indicators by Domain (see pages 7-12 in this guidance document)
2. Review against (a) the performance indicators for each domain and (b) the program's actual performance
3. Analyze the strengths and gaps
4. Analyze the cause
5. Set goals for improvement and continuous growth
6. Implement a plan and collect formative data
7. Reflect on the cycle and determine the focus of the next cycle

Figure: Cycle of Self-Study
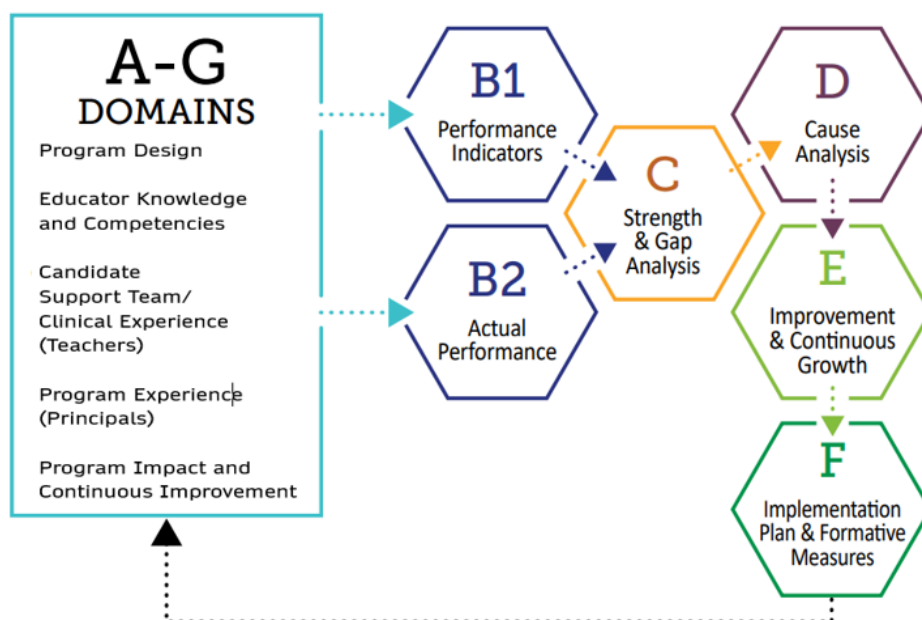
MATRICES FOR REAUTHORIZATION

To show alignment with the standards, programs seeking reauthorization of endorsements must complete the matrices provided by the CDE and submit them for review. Content matrices allow programs to reflect on the level of implementation of each standard. The program will identify which course(s) address the standard and course outcomes/evidence either within the matrix or through the submission of syllabi that define the outcomes/evidence. Along with the matrices, programs submit syllabi and course sequence schedules for each endorsement and pathway seeking reauthorization. Please note, that additional endorsements can also be added or authorized when a program is up for their scheduled reauthorization. Please communicate the desire to add endorsements during the reauthorization process directly to Educator Preparation at the CDE via email at educator_preparation@cde.state.co.us. Adding an endorsement will require the submission of matrices, syllabi, and course sequence schedules during the submission windows detailed below.

Prior to the reauthorization meeting for the EPP, programs submit their matrices to the CDE for review by June

1 for reauthorizations scheduled for the fall and October 1 for spring reauthorizations. Once the matrices are submitted, the CDE establishes a peer review of the content. The peer reviewers include representatives from institutions of higher education, BOCES, District/School, self-employed/retired content experts, and/or the CDE staff. The review of content matrices is the start of the reauthorization process and allows programs to share how their program content aligns with the state standards and the depth and breadth of that content across courses. The primary outcome of this initial review process is to ensure the content of programs is aligned with specific endorsement standards and educator quality standards (i.e. content-based quality assurance). The peer reviewers may:

- Identify any areas where more information is needed
- Note perceived strengths or areas that require adjustments to meet standards
- Provide feedback and/or questions that arose from the review of course content for the state review

The matrix submissions for reauthorization are a large piece of showing the program's inputs for candidates. Concluding the review, if more information is needed, the CDE will engage with the program for additional information. The information gathered from this initial peer review process of course content builds a baseline foundation for the reauthorization of the educator preparation program. The next section in this guidance document details additional components for the reauthorization review.

ADDITIONAL COMPONENTS OF REAUTHORIZATION REVIEW

The peer reviewer's findings are used by the state review team while conducting the site visit to review the data and evidence gathered with the outcomes seen throughout the whole reauthorization process. Initial peer review can require adjustments or additions to the site visit schedule including things such as additional time during EPP partner conversations focused on a specific area of content or targeted course observations. The state review team uses the peer review information as they conduct EPP partner conversations with current and former candidates, program leadership and faculty members, and PK-12 partners. The findings for content alignment in the final reauthorization report are based upon both the inputs (content alignment to state endorsement standards) and impact or outputs triangulated and reviewed throughout the reauthorization process.

Self-Study Report: Approximately 12 weeks prior to the site visit (or 4 weeks prior to the context presentation) the EPP will submit a written report documenting the self-study cycle process, lessons learned, and goals that have been set. EPPs can decide how this information will be presented and what evidence will be shared to support it, however, the domains provide a strong framework for the self-study report (see pages 6-12 in this guidance document). It is important to ensure that uninterpreted data or findings are not merely reported but shared in the context of the resulting decisions that were made. Content considerations for the self-study report can include the following:

- Overview/Introduction
- Historical context
- Who you are and who you serve
- Mission and vision
- Program offerings
- Program structure
- Program staff
- High-level data (enrollment, candidate demographics, etc.)
- Assessment and evaluation
- Reflections on the domains
- Overview and reflections on the self-study process
- Discussion of the program within the framework of the domains
- Program alignment
- Program successes
- Opportunities to grow
- Summary findings, goals, and future implementation areas

Context Presentation: The context presentation is an opportunity for EPPs to share a description of their programs and how they are situated in the institution and community. EPPs will "share their story" through a high-level overview of

the self-study report and discuss the cycle(s) of self-study, what was learned, and celebrated, and what new goals were set. The context presentation will include the full state review team, is recorded and held virtually. Attendees may also include university and program leadership, faculty, advisory group/board members, or other guests that the EPP would like to invite.

Site Visit: Reauthorization site visits are conducted by the CDE with a state review team and include EPP partner group meetings and conversations. The length of the visit and the number of state review team members varies based on the number of endorsement areas and the size of a given program. The site visit will be conducted according to the schedule which should be finalized one month prior to the state review team's arrival. A sample schedule and outline of required partner group meetings will be provided to the EPP program lead for the reauthorization and is also available on the Educator Preparation pages on the CDE website. Please be sure that all program partners such as program leaders, instructors, mentors, principals, and candidates are aware the state review team will be conducting the reauthorization for your program.

PLANNING AND LOGISTICS

Each educator preparation program under review for reauthorization should appoint a contact person who will be the program lead with the CDE to ensure information to coordinate details and logistics is communicated through a single point of contact. Questions and email correspondence should be addressed to the Educator Preparation Specialist at the CDE.

EXPENSES: Each EPP is responsible for the costs associated with their reauthorization to include such items as transportation, lodging, parking, and meals for the state review team. These expenses will be commensurate with the EPP's budget policies and realities and will in no way have any bearing on the review of the educator preparation programs. The expenses below are for in-person reauthorization visits with the exception of meeting rooms and spaces which apply to all EPPs.

- Mileage and Transportation: Mileage will be reimbursed by the EPP for non-CDE state review team members if their organization is not supporting mileage reimbursement for their service and professional development related to the reauthorization site visit. In this situation, reimbursement will go directly to the state team member by the EPP via their reimbursement process as the EPP is not being invoiced by the State of Colorado for reauthorization expenses (effective August 1, 2023). The CDE team members will have mileage reimbursement through the CDE directly. In the rare event that air travel is required, it will be booked along with a rental car or local transit provided by the EPP for the state review team ensuring that these expenses are not incurred by state review team members.

- Lodging and Accommodations: Lodging near the EPP will be reserved for each of the state review team members by the EPP (one room per state review team member). Lodging expenses may be required even if the program is located within the Denver metropolitan area.

- Meeting Rooms and Space: Space for meetings will be required for the reauthorization and arranged by the EPP. In addition to the spaces needed for EPP partner meetings, a private meeting space that can be used as a workspace for the state review team is also required for use in the evenings and throughout the day. All associated costs for these spaces are the responsibility of the EPP.

- Meals: The hosting EPP needs to arrange and pay for working breakfasts, lunches, and dinners during the site visit.

- Parking: The EPP will arrange and cover parking for each state review team member during the site visit.

Educator preparation programs are encouraged to connect with the CDE regarding these expenses and associated logistics for reauthorization by emailing educator_preparation@cde.state.co.us.

DRAFT SITE VISIT SCHEDULE

The CDE values in-person visits that are on-site as well as remote site visits for programs conducted fully online and hybrid formats for EPPs when appropriate. Due to public health or weather conditions, some site visits may need to be conducted virtually. This decision will be made with the EPP and with as much notice as possible. Virtual site visits will follow the schedule and include all required partner meetings. Site visits regardless of format may include virtual meetings with EPP partner groups to allow for a greater participation of K-12 partners, candidates, recent completers, etc. Sample site visit schedules and a meeting summary chart can be found [here](). Please note the following additional considerations:

- A reauthorization visit will last approximately 2-3 days (based on enrollment size and number of endorsement areas)
- The site visit should begin with an in-depth data presentation that includes a program overview, a deep dive into data-gathering methods, and any programmatic goals or changes that occur as a result
- The EPP and the CDE will identify and hold a full week for the site visit and then clarify exact dates and times approximately two months prior to the site visit once the schedule has been confirmed
- The primary focus of site visit is to meet with EPP partner groups (see below)
- Time built throughout the schedule for state review team discussions and EPP reauthorization leadership team members is required (ideally after two or no more than three stakeholder groups)
- Transition time between meetings is needed
- On the final day, time is needed to meet with senior leadership (executive director, provost, president, etc.).

Reauthorization Site Visit Involvement

REQUIRED EPP PARTNER GROUPS	STATE REVIEW TEAM MEMBERS
● EPP Leadership ● Faculty/instructors including adjunct/affiliate faculty* ● Current candidates* ● Recent program completers* ● Advisory Council (DAs only) ● PK-12 partners ○ Hiring managers, superintendents, directors from special education and human resources ● Mentor teachers/ clinical teachers (with recent experience within the past three years) ● Coaches (if applicable) ● Advising/Enrollment and Support staff ● Additional participants as determined by CDE *These meetings will need to be broken up into multiple groups by program/endorsement area*	● CDE (2) ● PK-12 partners (1-2) ● Peer Reviewers (1-2) - preference will be given towards programs that have an upcoming reauthorization ● Additional content team members as determined by CDE based on initial peer review and/or state initiatives or educational acts *Note: Based on needs, this could include partial or full state review team participation and may include onsite or remote participation*

REAUTHORIZATION OUTCOMES

Upon final review, programs can be: 1) fully reauthorized, 2) conditionally reauthorized, 3) placed on probation, or 4) recommended for termination. Programs that are fully reauthorized will receive a confirmation letter from CDE after the Colorado Department of Education State Board of Education review. Programs that are conditionally reauthorized will be reassessed as determined by the CDE. Programs that are placed on probation may not enroll new students into the program and will be reassessed as determined by the CDE. Programs recommended for termination will be notified by CDE regarding the next steps.

EDUCATOR PREPARATION PROGRAMS - HELPFUL LINKS

The following is a list of helpful websites that can help educator preparation programs navigate important forms and resources.

- Administration of Educator License Endorsements (1 CCR 301-101)
- Alternative Licensing Endorsement Areas
- Alternative Principal/Principal Authorization Guide
- Best in Class: Five Principles of Effective Educator Preparation
- Colorado Educator Licensing Act of 1991 (1 CCR 301-37)
- Designated Agencies for Alternative Principal Preparation
- Educator Preparation Program Authorization Proposal
- Educator Preparation Standard Endorsement Matrices
    - Alternative Agency Matrix List
    - IHE or Educator Preparation Standards Matrices
- Individualized Alternative Principal Plan Template
- Needs Assessment for Potential Designated Agencies
- Reauthorization Schedule for EPPs by Semester
- Sample Reauthorization Schedule with Meeting Summary Chart
- Traditional Principal Preparation Programs