

# New Educator Preparation Program Leader Resource Document



Educator Preparation Office

Educator Talent

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# Introduction

Welcome to your role as a new leader in a Colorado-approved Educator Preparation Program (EPP). This document serves as a comprehensive guide to help you navigate the responsibilities and expectations associated with your position as a new program leader at an approved educator preparation program. For any leader of a newly approved program, this information will be essential for both you and the program you are building.

As a New EPP Leader, it will be important to:

- Understand the core responsibilities and compliance requirements.
- Become familiar with the key acronyms and data reporting expectations.
- Build a strong network with other education leaders and agencies.
- Ensure effective communication with the Colorado Department of Education (CDE) and other state agencies, such as the Colorado Department of Higher Education (CDHE) or the Colorado Community College System.

As you embark on your journey as an EPP leader, remember that support is available, and you are encouraged to ask questions whenever needed. Building a network, understanding your responsibilities, and maintaining effective communication will serve you well in your new role. The Educator Preparation Office is available to help you with questions and serve as a resource, and can be reached at [educator\\_preparation@cde.state.co.us](mailto:educator_preparation@cde.state.co.us).

## Program Leader Responsibilities for Colorado Department of Education

Your role will involve collaborating with your organization to understand its internal policies, procedures, and culture within the program. CDE requires one primary contact and allows for secondary contacts and reporting-specific contacts (e.g., Title II or DADC). However, the expectation is that the primary contact serves as the program liaison for key CDE updates and requirements. It also encompasses several important areas outlined below. Some of these responsibilities may be directly tied to your role within the program or may be the responsibility of a colleague. However, they are provided so that you understand the full scope of responsibilities.

- **Compliance:** Adhere to state and federal regulations, including program authorization and reauthorization.
- **Candidate Support:** Provide guidance for candidates on curriculum alignment and licensing requirements.
- **Data Reporting:** Complete necessary reporting for both federal and state agencies.

This resource document provides an overview of the elements that contribute to your role in supporting compliance, candidates, and data. This introduction provides an overview of core components for working with CDE, along with additional links and resources to support further research and a deeper understanding of specific topics, including data and reauthorization.

## Types of Programs

Educator Preparation pathways encompass several areas, including traditional programs, alternative programs and teacher degree apprenticeship programs. The Educator Preparation Office collaborates with approved educator preparation programs (EPPs) that offer these pathways, and the office provides information about these programs on [the Educator Preparation Office website](#).

### Traditional Programs

Programs where a candidate completes the mandated 800 hours of clinical experience under the direct supervision of a mentor/cooperating teacher; coursework may precede or happen concurrently with student teaching experience. A traditional program is hosted by an Institution of Higher Education.

### Alternative Programs

Programs where a candidate is hired as the teacher of record and completes their preparation while serving as the teacher of record. Programs are provided by a designated agency.

### Teacher Degree Apprenticeship Programs

In 2023, Colorado [Senate Bill 23-087](#) was signed into law to increase the number of teachers in classrooms by establishing a Teacher Degree Apprenticeship Program. As a pathway to first-time teacher licensure only, the bill creates a Teacher Degree Apprenticeship Program, which builds on elements of current teacher licensure programs, including a bachelor's degree requirement and structured on-the-job training alongside a mentor teacher. The Teacher Degree Apprenticeship Program is registered with the State Apprenticeship Agency and approved by the Colorado Department of Education and the State Board of Education. The criteria and approval of Teacher Degree Apprenticeship Programs are separate from the authorization of educator

preparation programs and additional information is detailed on the [Teacher Degree Apprenticeship website](#).

Teacher Degree Apprenticeship Chart

TDAP Chart	Teacher Degree Apprenticeship	Alternative Teacher Licensure	Traditional
<b>Candidate</b>	High School students, paraprofessionals, district staff, and community members	Candidates who already hold a bachelor's degree	High school students, candidates seeking a bachelor's and/or master's degree through a (full-time) higher education experience
<b>Degree/ Licensure</b>	Bachelor's degree and teaching license	Teaching license or added endorsement	Bachelor's degree and teaching license; master's degree and teaching license or added endorsement
<b>On-the-Job Learning</b>	Credit for coursework that is embedded into the work experience	Coursework for teacher licensure occurs in addition to serving as a teacher of record	Coursework for teacher licensure and degree attainment occurs in addition to traditional clinical experiences such as student teaching, residency models, internships

## Overview of Government Agencies, Advocacy Groups, and Partnering Organizations

Multiple agencies and groups collaborate on educator preparation in Colorado, and it is important to understand the role of each. This list is not meant to be exhaustive, but rather to provide an introduction to organizations you are likely to encounter and/or hear referenced.

### *State Governance and Agencies:*

- Colorado Legislature: Any updates to the statute must be passed by the legislature
- State Board of Education (SBE): In addition to other duties, makes rules, regulations, and policies that govern CDE and public education
- Colorado Department of Education (CDE): Implements procedures, rules, approved legislation, and SBE approvals; provides guidance and support for educator preparation programs

- Colorado Department of Higher Education (CDHE): Advocates and develops policies to maximize higher education opportunities

*Advocacy Groups:*

- Colorado Council of Deans of Education (CCODE): A collaborative group of deans and directors of university-based programs
- Colorado Board of Cooperative Education Services (BOCES): The executive committee of the regional BOCES
- Colorado Center for Rural Education (CCRE): This group provides financial support for rural-serving educators and advocates for rural-serving Local Education Agencies (LEAs). Although hosted by an IHE, it is not affiliated with any specific IHE.

*Other Partnering Organizations:*

- Colorado Association of School Executives (CASE): The mission of the Colorado Association of School Executives is to empower Colorado education leaders through advocacy, professional learning, and networking to deliver on the promise of public education.
- Colorado Association of School Personnel Administrators (CASPA): The mission of the Colorado Association of School Personnel Administrators (CASPA) is to promote and advance public education in Colorado through the cooperative efforts of public school administrators who are responsible for administering personnel programs involving licensed and/or classified school employees.
- TEACH Colorado: TEACH Colorado supports individuals interested in teaching by providing personalized resources and guidance throughout each stage of the career decision-making process.
- Colorado Rural School Alliance (CRSA): The Colorado Rural Schools Alliance (CRSA) serves as the unified voice for rural education in Colorado, advocating for equitable resources, innovative opportunities, and sustainable growth for rural schools and communities.
- Colorado Education Association (CEA): The CEA is the largest union in the state, proudly representing nearly 40,000 teachers, special service providers, education support professionals, higher education staff, retired educators, and aspiring education professionals.

*Non-Colorado Based Organizations:*

- American Association of Colleges for Teacher Education (AACTE): The American Association of Colleges for Teacher Education (AACTE) is the leading voice on educator preparation. AACTE's member institutions and programs prepare the greatest number of professional educators in the United States and its territories, including teachers, counselors, administrators, and college faculty.
- Association for Advancing Quality in Educator Preparation (AAQEP):

Founded in 2017, the Association for Advancing Quality in Educator Preparation (AAQEP) is a membership association and quality assurance agency that offers accreditation services and formative support to all types of educator preparation providers.

- National Council on Teacher Quality (NCTQ): The NCTQ is a national nonprofit organization dedicated to ensuring that every child has an effective teacher.

## Role of Colorado Department of Education

It is essential to recognize that CDE serves as the administrative arm of the State Board of Education, responsible for implementing state and federal education laws, disbursing state and federal funds, holding schools and districts accountable for their performance, licensing all educators, and ensuring public transparency of performance and financial data. While CDE is a key cooperative partner in all aspects of education in Colorado, it does not advocate for or against educational policy and has no authority to circumvent, alter, or make exceptions to Colorado statute. The Educator Preparation Office at CDE is responsible for collaborating with state-approved educator preparation programs, developing educator preparation endorsement standards, and overseeing the state's authorization and reauthorization of educator preparation programs.

## Networking and Communication

The educator preparation field is dynamic and constantly evolving due to legislative changes, updates to regulations, and advancements in teacher preparation research and national standards. It is essential to actively participate in the offerings provided by the CDE, including quarterly update meetings and the annual convening. These events serve as opportunities to engage with peers and gain valuable information that impacts your program and the candidates it serves. Additionally, program leaders may wish to consider joining advisory committees, participating in peer review opportunities, or serving as a member of the State Review Team during a reauthorization visit. These experiences will not only enhance your understanding of educational preparation but also serve as a valuable professional development opportunity, helping you be better equipped to navigate the complexities of the educational landscape. Examples of core meetings and avenues for updates include:

- The Colorado Department of Education's Educator Preparation Office, in collaboration with the Colorado Department of Higher Education's Educator Pathways and Workforce Policy Office, plans EPP Quarterly Update Meetings.
- The Educator Preparation Program Leader Annual Convening, sponsored and planned by the Colorado Department of Education's Educator Preparation Office

- Designated Agency Sessions planned by the Educator Preparation Office
- The EdTalent Newsletter is sent out by the Educator Talent Division at the Colorado Department of Education

Additional meetings may be scheduled as needed throughout the year to discuss updates to legislation, rules, funding opportunities, licensing, and other relevant matters.

## Data Reporting and Dashboards

Educator preparation programs have several key data reporting responsibilities at the state and federal levels. Below is an overview of the reporting that program leaders need to be aware of and ensure that their program has a primary contact and lead for each. Furthermore, data is an integral part of the program's continuous improvement and is incorporated into the reauthorization process, including the reauthorization self-study and site visit.

### U.S. Department of Education Higher Education Act Title II Program

Title II is federal-level reporting for the US Department of Education. The reporting requires Institutions with teacher preparation programs to report data, including pass rates on state certification exams and other program information. In order to comply with Title II reporting requirements, every educator preparation program (EPP) must engage in two distinct phases of reporting to the U.S. Department of Education. Part I, which spans from September to November, necessitates the collection and submission of pass rates for the PRAXIS examination. Following this, Part II is conducted from February to April and involves preparing individual program report cards that reflect program performance metrics. It is essential for EPPs to ensure accuracy and timeliness in their reporting to maintain compliance and contribute to ongoing improvements in educator preparation. Programs should anticipate receiving an email directly from the U.S. Department of Education and its contractors (ETS: [Title2@ets.org](mailto:Title2@ets.org) /Trewon: [Title2@trewon.com](mailto:Title2@trewon.com)). For more basic information, please refer to the Quick Reference Guide, specifically the Title II section.

Programs have access to their pass rate data and can run several reports specific to their organization utilizing the ETS Data Manager (EDM). For more information, please visit the [ETS Data Manager website](#).

## Designated Agency Data Collection

The Designated Agency Data Collection (DADC) is a critical component of state-level reporting, conducted annually from December through August. This comprehensive data collection encompasses essential information regarding teachers, principals, and candidates. Designated agencies provide a variety of data points to the Colorado Department of Education (CDE) and to the federal government, providing visibility into the state of the educator workforce. CDE utilizes this data to share information with the public, inform authorization and reauthorization processes, and support educator preparation programs across Colorado. [A designated agency data guide](#) has been developed to enable program leaders to anticipate the data that will be collected each year, by whom, and for what purpose.

## Student Unit Record Data Systems

The Colorado Department of Higher Education (CDHE) collects Student Unit Record Data System (SURDS) data from traditional pathways at institutions of higher education. More information is available on the [CDHE website](#).

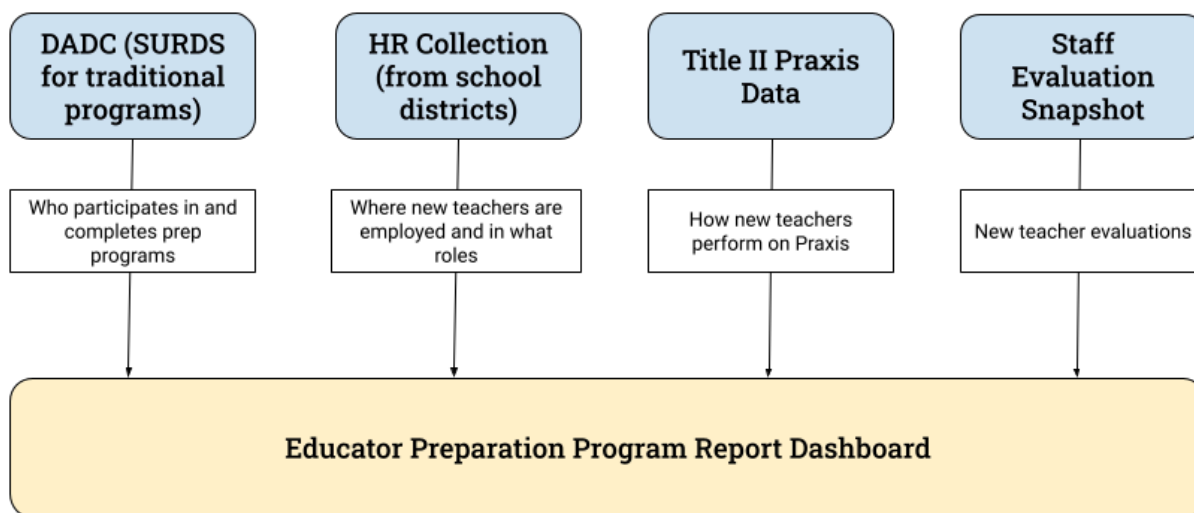
In May 1985, the Commission on Higher Education initiated the development of the Student Unit Record Data System (SURDS) to support the establishment of statewide admission standards. A committee of governing board representatives met with Commission staff, and the final data format was approved by the Commission at the November 1, 1985, Commission meeting. The data collected from Colorado institutions has expanded to include Enrollment, Undergraduate Applicant, Degrees Awarded, Financial Aid, Remediation, Teacher Education, and Verification of Lawful Presence. The data collection year begins with the Summer term and ends with the spring term of the following calendar year. The Department collects data throughout the year, depending on the type of data. For example, Financial Aid is collected once a year, while enrollment is collected up to five times (Summer, Fall, Winter, Spring, Interim), depending on the institution.

## Educator Preparation Report Dashboard

Data collected from DADC and SURDS reporting contributes to the Educator Preparation Report Dashboard. The EPP Report examines the outcomes of preparation programs' contributions to Colorado's new teacher workforce and portrays a talent pipeline from enrollment in a preparation program to retention in the classroom. Metrics for educator preparation enrollment, completion, and licensure test pass rates, as well as authorization and reauthorization activities, are included for all educator endorsement areas. Additionally, job performance outcomes for new teachers in their first three years of teaching are reported. Teacher performance outcomes include employment statistics, contextual information about the districts and schools in which teachers are

employed, teacher effectiveness ratings, and retention and mobility statistics. [The Educator Preparation Report Dashboard](#) is available to programs for use and searching specific program data.

Data Sources in the Educator Preparation Dashboard:



## Educator Preparation Program Search Engine

[The Educator Preparation Program Search](#) is a tool for prospective candidates that includes approved traditional and alternative licensure programs across the State of Colorado. It includes in-person and online options. Candidates can choose the desired criteria from drop-down menus. The data is maintained by program leaders who complete cards to ensure accurate program information in the search. Program leaders can inquire about steps in updating their information by emailing [educator\\_preparation@cde.state.co.us](mailto:educator_preparation@cde.state.co.us).

## TEACH Colorado

Teach Colorado was launched in 2020 as part of a partnership among the Colorado Department of Education, the Colorado Department of Higher Education, the Colorado Education Initiative, the Public Education and Business Coalition, and TEACH.org. TEACH Colorado is a free platform that offers one-on-one coaching, an internal search engine for EPPs, and connects prospective candidates with funding, where available. Programs submit an annual report to TeachColorado to track their effectiveness and reach. To explore programs' landing pages, visit [TEACH Colorado](#)

## Candidate Funding

Internally, your organization may offer funding opportunities for aspiring educators, including grants, scholarships, and donations from various foundations. Additionally, several key websites post funding opportunities in the state. These include CDE, CDHE, and the Colorado Center for Rural Education.

The Colorado Department of Higher Education (CDHE) offers various forms of agency funding designed to support future educators. Key initiatives include the Educator Loan Forgiveness program and several stipend programs, such as the Student Educator/Counselor Stipend Program and the Student Educator Test Stipend Program. Additionally, specific stipends are available for Colorado Educator and Alternative Licensure candidates who are committed to serving rural districts, as well as support for those engaged in student teaching.

Another significant initiative is the Educator Recruitment and Retention Program (ERR) managed by the Colorado Department of Education. This funding program, established by SB21-185, offers one-time financial assistance to eligible individuals pursuing educator preparation programs. Additional resources can be found through the Colorado Center for Rural Education, which provides a comprehensive list of funding opportunities tailored to both rural contexts and broader audiences.

Below are links to key websites that offer funding information.

- [Colorado Department of Education Funding Opportunities](#)
- [Colorado Department of Higher Education Funding Opportunities](#)
- [Colorado Rural Student Teaching Stipend](#)

## Licensing Overview

Colorado issues four licenses and 14 authorizations. A full outline of [CDE Licensure](#) is online. Depending on the endorsement area, there are three ways to demonstrate content competency: Praxis exam(s), degree evaluation and Multiple Measures of Content Competency.

- Praxis exam: View Praxis requirements by endorsement area here: <https://www.cde.state.co.us/cdeprof/endorsementrequirements>
- Degree evaluation: Locate the endorsement area to see degree evaluation requirements by degree or 24 semester-hours. Please note this is not available for special education generalist, elementary education, early childhood education, and early childhood special education. The endorsement worksheets can be found at: <https://www.cde.state.co.us/cdeprof/endorsementrequirements> (scroll to the bottom of the page and expand the 'Endorsement Requirements')

section).

- Multiple Measures of Content Competency: Locate the endorsement area to see Multiple Measures requirements here:  
<https://www.cde.state.co.us/educatortalent/multiplemeasuresworksheets>

## CDE fingerprinting and Background Process

Prior to submitting an application to the Colorado Department of Education, each applicant must for the purpose of obtaining a fingerprint-based national criminal history check. Candidates will have 30 days from the date CDE receives the fingerprint results to submit a complete application for a license or authorization. If candidates do not submit an application within these 30 days, the candidate will need to submit another set of fingerprints for licensure purposes. Candidates do not need to wait for results before applying, and can apply as soon as a fingerprinting appointment is made. More information on the CDE fingerprinting and background process is available on the [CDE Licensing website](#).

## Fingerprinting for Field Experience Educators (Student Teachers)

Fingerprinting for student teachers is available on the [Fingerprinting for Field Experience Educators website](#). The certification or licensing officer at an EPP can use eLicensing to access criminal history information on the fingerprint results submitted by their candidates who are participating in field placements in Colorado schools. The eLicensing verification access requirements are listed on the [Fingerprinting for Field Experience Educators website](#) and require a “User Access” application.

## Alternative Teacher License

To qualify for an alternative teaching license, a person must be hired in the role, have demonstrated their content knowledge, and be enrolled in an approved alternative educator preparation program or designated agency. The candidate’s classroom placement/title must match the endorsement they are seeking. For example, a person must be hired as a music teacher to earn a music endorsement. At the end of the program, the approved program verification form must match the statement of assurance signed by the program. Candidates should be employed in the position for which they are seeking initial licensure for the majority of their working day. Alternative licensure is only available to initial licensure endorsements.

The Alternative Teacher License is only available to applicants who demonstrate content knowledge for the subject area they will be teaching via: a degree in the content area; 24 semester hours of specific coursework in the content area (as verified on an official transcript); or a passing score on the Colorado State Board of

Education-approved Praxis exam. Alternative licensure candidates who have not yet demonstrated their content knowledge may be eligible for an alternative interim authorization (detailed in the next section)

EPP leaders work with candidates to enroll them in their pathway and also assist candidates with the licensing process. Some programs may support candidates in school placements through their network; however, candidates are typically hired by a district and then find an alternative licensure program that meets their needs.

For more information on alternative teacher licensing processes, please visit the [Alternative Teacher License/Alternative Interim Authorization website](#). For an overview of alternative licensure, the [Educator Licensing website](#) provides more information on the Alternative Teacher Pathway.

## Alternative Interim Authorization

In Colorado, an Alternative Interim Authorization from the Colorado Department of Education is a temporary license that allows individuals to teach while they complete the content competency requirements for an alternative teacher license. It expires 1 year from the date of issue, but may be renewed once for an additional year to complete a two-year program. It is specifically designed for those who have not yet fully demonstrated their content knowledge in their subject area but are actively enrolled in an approved Colorado alternative teacher preparation program. Use of interim authorization is monitored by CDE and requires regular monitoring and communication with candidates and districts. An overview of alternative interim authorization is available here. For more information on alternative teacher licensing, please visit the [Alternative Teacher License/Alternative Interim Authorization website](#). For an overview of alternative licensure, the [Educator Licensing website](#) provides more information on the Alternative Teacher Pathway.

## Statement of Assurance Form

Alternative pathways utilize the Statement of Assurance form (SOA) for the Alternative Teacher license. The SOA form confirms that the individual has secured a teaching position in a school and is participating in a state-approved alternative teacher preparation program. The Statement of Assurance form is located [Alternative Teacher License/Alternative Interim Authorization website](#) (scroll down).

## Change of Status Form

A Change of Status form must be submitted by the designated agency when a candidate has ceased participating in the educator preparation program, either resigned or been terminated from their position; has changed placements, either within a

particular district or to a different district; or any other changes to the conditions stated on the Statement of Assurance.

It is important to note that a candidate's alternative license and the initial endorsement that they are seeking must match exactly. For example, a candidate cannot apply for an initial license in special education if they have already been issued an alternative license in elementary education. The Change of Status form is located on the [Designated Agencies website](#) (scroll down until you locate the form at the bottom of the page).

## Teacher of Record License

The Teacher of Record (TOR) License is available only to individuals in a traditional, undergraduate, approved Colorado teacher preparation program. The license allows these individuals to serve as teachers of record in their own classroom while completing up to the remaining 36 hours of the program. It is issued only to applicants whose teacher of record plan has been approved by the CDE in any initial endorsement area except special education. To learn more, please visit [the Teacher of Record Pathway to Licensure website](#).

## Temporary Educator Eligibility

Temporary Educator Eligibility (TEE) is issued to candidates enrolled in a traditional educator preparation program seeking a special education, gifted education, or special services endorsement or completing additional requirements (such as an exam or internship) that will meet Colorado's requirements for a full license/endorsement and employed by a Colorado school district, BOCES or charter/facility school to serve in that area *prior* to program completion. Information on TEE can be found on the [CDE Licensing website](#).

## Initial Licensure

The initial teacher license requires a bachelor's or higher degree from a regionally accredited college or university. It also requires demonstration of content competency and completion of a teacher preparation program. EPPs are encouraged to proactively share initial licensure steps and requirements and serve as resources for their candidates. Best practice from programs includes communication about licensure requirements early and regularly throughout the candidate's experience with your program up until licensure. For more information on licensing, please visit [CDE Licensing](#)

## Approved Verification Form

The Approved Verification Form (APV) is a document that program leaders sign, confirming that a candidate has completed their licensure requirements. Programs cannot sign the APV for a candidate until both program and licensure requirements are fully completed. This includes all Praxis exams or demonstration of competency via degree or Multiple Measures. The APV form can be accessed on the [checklist page](#) (scroll down).

## Public Educator Look Up and eLicensing Verification Access

The Public Educator Look Up can be a helpful tool for checking the status of a candidate's license with CDE. The public search will include all current and expired credentials, including licenses, authorizations, and designations, along with their effective and expiration dates. To search for a candidate, you will need, at a minimum, the correct spelling of their first and last name. The [public search](#) to find an educator's credential(s) is located online.

CDE also has eLicensing Verification Access for clinical experiences (e.g. student teaching). This limited access may be granted for the purpose of viewing criminal history information (including any subsequent arrest reports) for candidates enrolled in their educator preparation program. This information is highly sensitive and confidential; therefore, access is strictly controlled. Access is available for the duration of the candidate's program and can be accessed by the program using the EPP's college or university identification number. Signing up to view a candidate's background clearance status for educator preparation programs is on the [eLicensing Verification Access website](#).

## Professional Teaching License and Induction

Awarded after completion of an educator preparation program, demonstration of all required content knowledge, and completion of a state-approved induction program. EPPs may get questions from candidates and even districts regarding the difference between preparation and induction. Linked below is a helpful resource to learn more about the distinctions and overlap between teacher preparation programs, including alternative licensure programs and teacher induction programs. For more information, please see the [Induction and Alternative Licensure Guidance](#).

## Student Teaching and Clinical Experience for Candidates

Student Teaching and clinical experiences for candidates are in Rule Set 1 CCR 301-37. CDE does not dictate the breakout of these clinical experiences within the program, but

does require that a majority of clinical hours be within a continuous placement.

- Include intentional clinical experiences, early on and through the program, relating to predetermined state content standards that afford candidates multiple, intentional experiences to learn from practice.
- Clinical experiences must be aligned with educator preparation program curricula so that candidates develop pedagogical skills and pedagogical content knowledge; and
- Include a minimum of 800 hours for teacher candidates;
- Include a minimum of 300 hours for principal and administrator candidates; and
- A majority of the clinical experience hours must be completed through a continuous clinical placement.

Candidates' steps before student teaching vary by school/district but will likely include fingerprinting, school/district approval, coordination with the school/district for student teacher placement, and program-specific requirements (e.g., a substitute teacher license may be required by some EPPs). The Code of Colorado Regulations is on the [State Board of Education website](#).

## Added Endorsement and Designations

Additional endorsements that can be added to an existing teaching license. Added endorsements pathways can only be offered by traditional programs, with the exception of Special Education, Early Childhood Special Education and Mentor Teacher. Designations are added to existing teaching licenses through training and/or professional development. Certain roles require designations. Information on added endorsements is on the [Colorado Teacher Endorsement Requirements website](#) and designation information is on the [Add a Designation website](#).

## PRAXIS Exams

A PRAXIS exam is a means by which a candidate can demonstrate their content knowledge via a standardized test. Praxis exams are administered by the Educational Testing Service (ETS). Candidates must indicate where they want their test scores sent. Scores are not automatically sent to any entity. An Approved Program Verification form cannot be signed by the program until all requirements for initial licensure, including any required Praxis exams, have been met. Candidates can register for Praxis exams [via ETS PRAXIS](#).

All endorsements require demonstration of content knowledge prior to being issued an alternative license. Some endorsements also require an exit exam prior to being issued an initial teaching or principal license. Information collected on program passage rates

on the Praxis is collected by ETS and used for the Title II report. Information is available online on content endorsement requirements for [teachers](#) and for [principals](#).

## Multiple Measures

Multiple measures enable candidates completing traditional Colorado teacher preparation programs, first-time teacher applicants who have completed teacher preparation outside of Colorado, and candidates entering or completing alternative Colorado teacher preparation programs to demonstrate content knowledge through coursework or a portfolio of evidence. Please note that candidates must have an official, degree-conferred transcript from a regionally accredited college or university that demonstrates a bachelor's degree or higher is required for initial licensure.

As of Sep. 1, 2025, Colorado Senate Bill 25-154 further expands the option for currently licensed teachers to *add one of four endorsements* (elementary education, early childhood education, early childhood special education, special education generalist) through a Multiple Measures of Content Competency coursework submission. More information is available on the [Multiple Measures of Content Competency website](#).

## Reauthorization, Adding an Endorsement and Authorization

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 its service to educator candidates across the state. These guidelines apply to DAs and IHEs that are developing educator preparation programs or have existing alternative or traditional educator preparation programs, which wish to add a new endorsement area or are due for an upcoming reauthorization.

Below is a link to the Authorization, Adding an Endorsement and Reauthorization Guidance Document for Educator Preparation Programs. The information and links provided within the document offers everything necessary for EPPs to submit for the authorization or the reauthorization of their programs. In addition, content is included

about adding a new endorsement and principal licensure. CDE requires one primary contact for the reauthorization planning period and will work with that program leader on important reauthorization planning steps. To learn more, please visit the [guidance document](#).

## Educator Preparation Standards Matrices and Peer Review

Completed matrices and supporting materials for all endorsement areas must be submitted for peer review by all programs as part of re/authorization. Peer reviews of program matrices and supporting materials are also required to add an endorsement and when there are major changes to program content either due to program initiatives, legislation or whenever there are changes to the educator preparation standards.

All matrices submitted, no matter the purpose, must be accompanied by the corresponding course materials, typically syllabi, course modules. Both the matrices and the support materials should be detailed and complete enough to allow for deep understanding of the program content and alignment to the standards by the peer reviewers.

Matrices will have multiple tabs and programs must align content to all of the standards listed on each tab. The matrices are located on the [Educator Preparation Standards Matrices for Designated Agencies](#) and [the Educator Preparation Standards Matrices website](#).

## Important Timelines

The resource documents hyperlinked in this document (e.g., The Authorization, Adding an Endorsement, and Reauthorization Guidance Document for Educator Preparation Programs) detail important timelines. [The Schedule for Reauthorization website](#) is available to programs to review their scheduled reauthorization by semester.

Additionally, below are some common dates and timeframes that program leaders should be aware of for planning purposes:

- June 1: Matrix submission window for reauthorization, adding and updating endorsements
- July 1: ERR Application opens
- August (end of month): DADC Report due
- September (end of month): Teach Colorado Report due
- September (end of month): SURDS Report due
- September-October: Title II Report opens

- October (end of month): Title II Report due
- October 1: Matrix submission window for reauthorization, adding and updating endorsements
- December: DADC Report opens

## Basic Terms and Acronyms

Each field has its unique terminology, and educator preparation is no exception. Below is a list of some of the common terms and acronyms frequently used within the field for your reference:

- AACTE: American Association of Colleges for Teacher Education
- AAQEP: Association for Advancing Quality in Educator Preparation
- APV: Approved Program Verification Form
- BOCES: Board of Cooperative Educational Services
- CASE: Colorado Association of School Executives
- CASPA: Colorado Association of School Personnel Administrators
- CCRE: Colorado Center for Rural Education:
- CCCS: Colorado Community College System
- CCODE: Colorado Council of Deans of Education
- CDE: Colorado Department of Education
- CDHE: Colorado Department of Higher Education
- CEA: Colorado Education Association
- CRSA: Colorado Rural School Alliance
- DA: Designated Agency
- DAAG: Designated Agency Advisory Group
- DADC: Designated Agency Data Collection
- EL: English Learners
- EPP: Approved Educator Preparation Program
- ERR: Educator Recruitment and Retention Stipend
- IHE: Institution of Higher Education
- LEA: Local Education Agency
- NCTQ: National Council on Teacher Quality
- PD: Professional Development
- SBE: State Board of Education
- SOA: Statement of Assurance
- SURDS: Student Unit Record Data System
- TOR: Teacher of Record
- TEE: Temporary Educator Eligibility

CDE has compiled a list of [common acronyms](#) used across the field.

# Support and Resource Links

This document also contains links throughout in the above text. However, below are some common hyperlinks provided for program leaders in one location. Please reach out to the designated CDE contact for any necessary support.

- [Administration of Educator License Endorsements \(1 CCR 301-101\)](#)
- [Alternative Licensing Endorsement Areas](#)
- [Alternative Principal/Principal Authorization Guide](#)
- [APV - Approved Program Verification form](#) (scroll down to “approved program verification form(APV)”)
- [Authorization, Adding an Endorsement, and Reauthorization Guidance Document for Educator Preparation Programs](#) (scroll down to resources)
- [Colorado Educator Licensing Act of 1991 \(1 CCR 301-37\)](#)
- [Designated Agency EPP Website](#)
- [Designated Agency Data Guide](#) and [Designated Agency Quick Reference Guide for Licensing and Data Reporting](#)
- Educator Preparation Standard Endorsement Matrices
  - [Alternative Agency Matrix List](#)
  - [IHE / Educator Preparation Standards Matrices](#)
- [Individualized Alternative Principal Plan Template](#)
- [Institution of Higher Education EPP Website](#)
- [Licensing](#)
- [Multiple Measures](#) (includes worksheets)
- [SOA - Statement of Assurance form](#) (scroll down to 4. Obtain Position and Find Program section)
- [Student Unit Record Data System \(SURDS\)](#)

## Key Contacts

### Colorado Department of Education

- Educator Preparation Program Office: [educator\\_preparation@cde.state.co.us](mailto:educator_preparation@cde.state.co.us)
- Educator Licensing Office: Call 877-314-1412, [Submit Online Support Form.](#)
- Educator Recruitment and Retention: [educator\\_recruitment@cde.state.co.us](mailto:educator_recruitment@cde.state.co.us)
- Educator Research and Impact Office: [edtalentresearch@cde.state.co.us](mailto:edtalentresearch@cde.state.co.us)
- Multiple Measures: [multiple\\_measures@cde.state.co.us](mailto:multiple_measures@cde.state.co.us)
- Teacher Apprenticeship Program: [teacher\\_apprenticeship@cde.state.co.us](mailto:teacher_apprenticeship@cde.state.co.us)

### Colorado Department of Higher Education

- Educator Preparation: [educator.preparation@dhe.state.co.us](mailto:educator.preparation@dhe.state.co.us)
- Student Success and Academic Affairs: [student.success@dhe.state.co.us](mailto:student.success@dhe.state.co.us)

### Colorado Community College System

- Academic and Student Affairs Division: [cccsasad@cccs.edu](mailto:cccsasad@cccs.edu)