

**2260.5-R-6.14 Standards for Professional Competencies for an Initial Administrator License With a Director of Gifted Education Endorsement.**

6.14(1) The applicant for an administrator license with an endorsement as a director of gifted education shall:

6.14(1)(a) hold a master's or higher degree in gifted education, or demonstrate knowledge and application of standards for the specialist, from an accepted institution of higher education.

6.14(1)(b) have a minimum of two years' full-time experience working with students with exceptional academic and talent aptitude.

6.14(1)(c) have completed an approved program for the preparation of directors of gifted education which includes a supervised field-based experience.

6.14(1)(d) meet the professional competencies outlined below:

The following standards shall be addressed by the director of gifted education initial preparation program offered by accepted institutions of higher education and as standards for the ongoing professional development of these educators. The director of gifted education shall demonstrate the performance indicators specific to gifted education and the "Performance Indicators for Professional Competency Standards" issued by the Colorado Department of Education.

6.14(2) Foundations for Leadership: The director of gifted education demonstrates knowledge about professional leadership and the responsibilities of ethical leadership, and provides support for educators, students, family and community members to effectively address outcomes for gifted learners. The director is able to demonstrate comprehensive knowledge of gifted education organization, programs, laws and best practices and the ability to set high standards and a positive direction for gifted education consistent with values, mission and vision of the state and administrative unit. The director of gifted education is able to:

6.14(2)(a) demonstrate methods to develop vision, mission, goals and design for gifted education programs.

6.14(2)(b) demonstrate the ability to bring together stakeholders to implement general program and gifted-student goals and best practices in gifted education.

6.14(2)(c) implement collaborative decision-making strategies, as appropriate.

6.14(2)(d) apply knowledge of models and practices in change theory for improvement efforts.

6.14(2)(e) demonstrate ability to define, advocate and make changes with regard to issues in gifted education.

6.14(3) Gifted Education and School Systems: The director of gifted education shall demonstrate knowledge of organizational culture, apply a systems approach to the development of gifted-education programs and implement processes in order to facilitate effective system change. The director of gifted education is able to:

6.14(3)(a) demonstrate understanding of how systems within a district or administrative unit influence gifted-student instruction and performance.

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- 6.14(3)(b) demonstrate knowledge and provide evidence of fostering a school and community culture that supports gifted-student programming within and outside the school setting.
- 6.14(3)(c) apply a systems approach for developing gifted programs to enhance integrated support and service to gifted students and their families.
- 6.14(4) Law and Policy: The director of gifted education shall have comprehensive knowledge and the ability to apply state and federal laws, regulations, case law and policies that impact all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:
- 6.14(4)(a) demonstrate proficiency in gifted-education policy, regulations, case law and federal programs supporting key instructional needs of gifted students.
- 6.14(4)(b) identify needs and recommend and promote new guidelines or regulations through the district or state system of policy development.
- 6.14(4)(c) clarify law and regulations for all stakeholders.
- 6.14(4)(d) ensure implementation of privacy laws and district policy regarding confidentiality of advanced learning plans, student records and data.
- 6.14(4)(e) develop, revise and/or make recommendations to amend school board or administrative unit policy to match reformed laws and regulations.
- 6.14(5) Instructional Leadership: The director of gifted education shall be able to blend the resources of general and gifted education for the positive benefit of gifted students. The director shall be knowledgeable about best practices for gifted learners including specialized curriculum, effective instructional strategies, assessments, social-emotional/affective support and individualized instruction that most effectively address outcomes for individual gifted students. The director of gifted education is able to:
- 6.14(5)(a) demonstrate knowledge of and support for current required identification methods and procedures.
- 6.14(5)(b) interpret and share data to increase the identification of under-identified, underserved populations and align professional development initiatives to need.
- 6.14(5)(c) understand models of differentiation, acceleration and research-based instructional practices that support rigor, challenge, depth and complexity in instruction and assessment for gifted students.
- 6.14(5)(d) provide evidence of methods to establish high expectations for all gifted students and families, including underserved populations and twice-exceptional learners.
- 6.14(5)(e) monitor standards-based advanced learning plans (ALPs) in order to ensure alignment of programming options to gifted student needs.
- 6.14(5)(f) demonstrate knowledge of the importance and ways of blending affective and instructional needs of gifted students within a school system.
- 6.14(5)(g) support and defend gifted-education initiatives within the general education setting in order to extend and individualize learning opportunities for exceptional learners.

6.14(6) Program Planning and Organization: The director of gifted education is able to evaluate the efficacy and efficiency of gifted-education programming, delivery settings, services and monitoring systems and use evaluation data to improve the programs and services for all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:

6.14(6)(a) design and implement needs-assessments and use data to inform restructuring or adjustments to gifted programs.

6.14(6)(b) develop and implement action plans for gifted education based upon student outcomes, challenges, root causes, improvement strategies and benchmarks.

6.14(6)(c) demonstrate knowledge of effective, research-based gifted-education models and practices that have positive impacts on gifted students.

6.14(6)(d) support and/or build gifted programs that effectively embed district and alternative pathways to college and career outcomes.

6.14(7) Human resource Functions: The director of gifted education shall have the knowledge and ability to recruit, retain, supervise and evaluate qualified personnel in order to effectively implement programs and services for all children, including those with exceptional academic and talent aptitude. The director of gifted education is able to:

6.14(7)(a) demonstrate understanding of educator effectiveness standards to observe, reflect upon and evaluate teachers of gifted students.

6.14(7)(b) design ongoing professional development that increases the capacity of educators to understand and address the learning and affective needs of gifted students.

6.14(7)(c) promote an understanding and sensitivity toward culture, ethnicity and diversity of language within staff and student body.

6.14(7)(d) demonstrate understanding of skills and knowledge necessary for educators to provide for specific needs of gifted and talented students through alignment of programming options and expectations to address individual gifts and talents.

6.14(8) Parent, Family and Community Partnership: The director of gifted education is knowledgeable about effective communication, decision-making, problem-solving and conflict-resolution strategies. The director shall have the knowledge and ability to facilitate partnerships and engage parents, families, educators, administrators, students and communities in the implementation of gifted-education programs and the delivery of gifted-education programming services. The director of gifted education is able to:

6.14(8)(a) promote understanding, resolve conflicts and build consensus for improving gifted programs and services for gifted students.

6.14(8)(b) develop the infrastructure to include parent, family and community in gifted-education program elements.

6.14(8)(c) apply methods and systems to maximize parent and family involvement in advanced learning plans and gifted school/district engagement.

6.14(8)(d) implement family partnership practices that support gifted student achievement and school involvement.

- 6.14(8)(e) cooperatively develop and share a vision for the district or administrative unit that supports and promotes gifted education.
- 6.14(9) Budget and Resources: The director of gifted education shall be knowledgeable about and able to budget and allocate resources related to gifted education. The director of gifted education is able to:
  - 6.14(9)(a) develop and manage a gifted education budget including the facilitation of stakeholders in a collaborative budget development process.
  - 6.14(9)(b) leverage resources for gifted education within school systems.
  - 6.14(9)(c) provide evidence of district budgeting procedures that address state requirements.
  - 6.14(9)(d) conduct research and needs assessments in order to accurately identify specific budget needs and promote initiatives for gifted education funding through grants and other funding opportunities.

**2260.5.-R-7.00 Endorsement of Licenses or Authorization.**

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

**7.01 Initial Endorsements.**

7.01(1) Initial endorsements shall be based upon:

- 7.01(1)(a) recommendation by a Colorado accepted institution of higher education verifying the satisfactory completion of an approved program for the endorsement; or
- 7.01(1)(b) recommendation by an accepted out-of-state institution of higher education and compliance with section 2.03(3)(a) and 2.03(3)(c); or
- 7.01(1)(c) evaluation of licenses issued upon foreign degree programs for comparability to Colorado's standards; and
- 7.01(1)(d) fulfilling the requirements outlined below:
  - 7.01(1)(d)(i) for an elementary education endorsement (grades K-6), passage of a Colorado State Board of Education-approved elementary education content test.
  - 7.01(1)(d)(ii) for a special education generalist endorsement (ages 5 -21):
    - 7.01(1)(d)(ii)(A) verification of 24 semester hours of specific coursework completed at an accepted institution of higher education or the equivalent as determined by the Department of Education through a transcript or portfolio review. The portfolio may include, but is not limited to, verification of teaching experience in the requested endorsement area, experiences outside of schools, in-service or continuing education, standardized assessments and recommendations from experts in the endorsement/specialty area to be taught. Such academic credit and portfolio experiences shall be consistent with the content preparation requirements in the appropriate endorsement area found in section 8.00 of these rules; and