

Teacher Credentialing Models Colorado

Name:	Email:
Why did your state decide to develop a teacher credentialing process?	<ul style="list-style-type: none"> • To establish a standard of “highly qualified” in alignment with our state agency’s policy • To establish a baseline of professional qualifications for instructors in our adult education system • To position Colorado Adult Education and Family Literacy to be recognized as an integral part of Colorado’s education system
As you began the development process, how did you involve the field?	<ul style="list-style-type: none"> • A work group was established with representation from around the State and from a variety of adult education provider types, stake holders, and PD experts
What did you use to guide the development of the credentialing process (e.g., K-12 credentialing model, teacher standards/competencies, etc.)?	<ul style="list-style-type: none"> • The work group reviewed, selected, and adapted models from other states’ adult education systems, and national standards such as those provided by TESOL
What are the components and requirements for your teacher credentialing process? Is it mandatory or voluntary? Is it administered through the K-12 teacher credentialing system, or is it a separate entity?	<ul style="list-style-type: none"> • From the State of Colorado’s perspective it is voluntary; from the Adult Education and Family Literacy Office’s perspective it is required • Components are four (4) required and one (1) optional course (or their equivalent in past education and experience) and required number of hours of training and experience • The Literacy Instruction Authorization (LIA) is administered through the K-12 educator licensing system
Once the credentialing process was developed, how did you present it to the field (e.g., piloted it with a select number of teachers first, regional focus groups, statewide meeting, etc.)?	<ul style="list-style-type: none"> • Presented at a state wide meeting of program directors • Two presentations are made each year, one at our annual conference, and then at our annual directors’ meeting
If your process is voluntary, what has the participation rate been? Are there incentives to encourage pursuit of the credential?	<ul style="list-style-type: none"> • Although the process is not voluntary we do award scholarships annually to each program for educators to take a number of the required courses
How are you measuring and tracking the impact of the credentialing process on teacher quality and effectiveness?	<ul style="list-style-type: none"> • We have not yet established impact measures but are working in tandem with our new PD Self-Assessment Advisory Group
What recommendations would you give to a state interested in pursuing teacher credentialing?	<ul style="list-style-type: none"> • Review other states’ systems – deconstruct and reconstruct to fit your state’s adult education system • Judiciously involve stake holders • Recruit a higher education expert to at least advise and assist in developing action steps, identifying and cultivating essential contacts and allies in the college world