

**NCTE STANDING COMMITTEE MINUTES**

**Standing Committee: Certification**

**Date: March 8, 2013**

**Location: Country Inn and Suites – Lincoln Room**

**The meeting was called to order at 10:45 a.m. by Mark Adler.**

**Secretary: Please take attendance and indicate any absences, alternates, or guests.**

District	Name	Present/Absent	Designated Alternate Member Present	Guest	
8	Adler, M.	Present			
5	Bork, R.	Present			
2	Casey, D.	Present			
7	Coe, T.	Present			
1	Cunningham-White, D	Absent			
5	DeHart, Bob	Absent			
3	Freese, D.	Present			
3	Lenihan, M.	Present			
5	Marymee, F.	Present			
1	Peters, K.	Present			
3	Rohwer, K.	Present			
1	Schlieder, M.	Present			
8	Schnabel, B.	Present			
	Schweiger, B.	Present			
1	Stake, S.	Present			
3	Vlach, J.	Present			
1	Wandzilak, T.	Present			
	Jenny Jansky	UNK		Present	
	Patricia Rippe	Peru State			X
	Phyllis Spethman	Wayne State			X

**Business Conducted:**

1. Introductions
  
2. Sign-Up Sheet was distributed -- Nebraska Wesleyan University Offsite and Onsite Visit—  
 Offsite Visit: July 11 and Onsite Visit: November 3-5  
 (Must be able to do both Offsite and Onsite Visits)

- 3a. Discussion regarding English Language Arts endorsements:  
Secondary English (subject)  
Journalism and Media Education (supplemental)  
English Language Arts (field)

The three English Language Arts endorsements were discussed as a whole. Discussion concerning these endorsements centered on changing the endorsement level from grades 7-12 to 6-12. Are we really preparing candidates to teach grade 6 students when given a grade 6-12 endorsement? Are the institutions prepared to train candidates with a 6-12 endorsement? What are the trends—are we moving away from the current middle school concept? School districts need to look at what candidates have done, and what they can do when designating teaching assignments so that teachers are allowed to teach in their trained areas. This may be difficult in a smaller school system.

We recommend that the English Language Arts endorsements be grades 7-12, not 6-12.

- 3b. Discussion regarding Special Education and Early Childhood endorsements:  
Special Education (field)  
Early Childhood Inclusive (field)  
Early Childhood Education (supplemental to Elementary Education)  
Early Childhood Special Education (subject, graduate only)  
Proposal also includes eliminating Preschool Disabilities

The Special Education and three Early Childhood endorsements were discussed as a whole. Will the Special Education endorsement be P-12, K-12, P-6, or K-16? If institutions are going to prepare teachers to work with Pre-K students there is a large amount of content and field experiences that would need to be added. How would teachers be prepared to teach P-12? There is such a diverse set of knowledge needed for a P-12 endorsement. The K-12 grade level is supported as is. There is concern that teachers can teach on a provisional special education certificate, which does not really provide the qualified teachers necessary to meet the students' needs. A K-12 range has such a wide variety of specialties. Could that in the end frustrate teachers who are not fully prepared and result in further difficulty hiring Special Education Teachers? Candidates and teachers need to have easy pathways to pursue the needed content to prepare them for the diverse needs of their students. Some new teachers felt that with the ECE Unified endorsement they were not fully prepared as Special Education teachers. Districts/schools may need to bring in teachers that can meet legal needs. Currently, there are not enough classes for someone looking to take Early Childhood classes that will qualify a teacher to teach Early Childhood Special Education. There is something wrong when there is no career path for experienced teachers or when teachers have to wait several semesters to take a course. Sometimes the additional coursework that can help teachers does not lead to a degree. Can a teacher with a special education endorsement obtain classes to add an early childhood endorsement? Many school districts are seeking early intervention by providing prekindergarten services.

4. Discussion - NCTE Organizational Structure / Policies Revision
5. General discussion was done regarding implementation of Content (Praxis II) Testing for Certification
6. Action Item – Revised Organizational Policies – move for Full Council Action at Second General Session
7. Adjourned unofficially at 12:15 pm.

*Standing Committee Recommendations for presentation to Full Council:*

Recommend the English field endorsement reflect grades 7-12, not 6-12.

Minutes submitted by: Diana Casey, Secretary