



TO: Roger Breed, Ed.D.
Commissioner of Education

FROM: Sharon Katt, Administrator
Adult Program Services

SUBJECT: Proposed revisions to Rule 24 (92 NAC 24), "Regulations for Certificate Endorsements" and the associated "Guidelines Recommended for Use with Rule 24".

Proposed Board Action:

Informational only - Work Session item

Background Information:

The Nebraska Council on Teacher Education (NCTE), with the input of ad hoc committees, has completed revision work on the following 13 endorsements, which, if approved, will become effective August 1, 2012 along with their associated Guidelines.

1. Principal
2. Adapted Physical Education
3. Bilingual Education (new—supplemental endorsement to ESL)
4. Elementary Education
5. English as a Second Language (ESL) (formerly ESL Undergraduate and ESL Beyond Baccalaureate - will be one endorsement)
6. Health and Physical Education
7. Health Education
8. Information Technology
9. Instructional Technology Leadership (new—supplemental endorsement)
10. Physical Education
11. School Counselor (formerly School Guidance Counselor)
12. School Librarian (formerly Library Media Specialist)
13. School Psychologist

The "Guidelines Recommended for Use with Rule 24" are not enforceable except as guidelines. They are intended to provide direction to the educator preparation programs as they implement/revise their programs. Both the Rule and the Guidelines are used to examine endorsement programs when an educator preparation institution is visited by a state review team. These visits generally occur once every five to seven years. In the interim, a copy of each institution's course requirements for each endorsement that they offer is kept on file in the NDE Teacher Education office.

The Guidelines do not go to public hearing.

Estimated Cost:

N/A

The following documents will serve as supporting documentation for both the work session and the Board meeting.
Rule 24 draft
Change Summary
Thirteen proposed Guidelines to accompany proposed endorsement changes in Rule 24

For Additional Information on this item:

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001 Alphabetical List of Endorsements Contained in this Chapter

ADMINISTRATIVE ENDORSEMENTS

Curriculum Supervisor

Principal

Superintendent-

TEACHING ENDORSEMENTS

Adapted Physical Education

Agricultural Education

American Sign Language (Subject)

American Sign Language (Supplemental)

Anthropology

Art

Assessment Leadership

Basic Business

Bilingual Education

Biology

Business, Marketing, and Information Technology (BMIT)

Career Education (formerly Other Trade or Industrial Areas)

Chemistry

Coaching

Cooperative Education – Diversified Occupations

Driver Education

Early Childhood Education

Early Childhood Education Unified

Earth Science

Economics

Elementary Education

English

English As A Second Language –~~Undergraduate~~

~~English As A Second Language – Beyond Baccalaureate~~

Family and Consumer Sciences

General Art

Geography

Health Education

Health and Physical Education

Health Occupations

High Ability Education

History

Horticulture Education

Industrial Technology Education

Information Technology

Instructional Technology Leadership

Instrumental Music

Journalism and Mass Communications

Language Arts

~~Library Media Specialist (moved to School Librarian)~~

Mathematics

Middle Grades Education
 Music
 Natural Science
 Physical Education
 Physical Science
 Physics
 Political Science
 Preschool Disabilities
 Psychology
 Reading and Writing
 Reading Specialist
 Religious Education
 Reserve Officer Training Corps (ROTC)
 School ~~Guidance~~ Counselor
School Librarian (formerly Library Media Specialist)
School Psychologist (formerly a Special Services Endorsement below)
 Skilled and Technical Science Education (~~formerly Trade and Industrial Education~~)
 Social Science
 Sociology
 Special Education
 Behaviorally Disordered
 Deaf or Hard of Hearing/Field
 Deaf or Hard of Hearing/Subject
 Early Childhood Special Education
 ~~Early Childhood Special Education~~
 ~~Deaf or Hard of Hearing/Subject~~
 ~~Deaf or Hard of Hearing/Field~~
 Learning Disabilities
 Mild/Moderate Disabilities
 Severe/Multiple Disabilities
 Visual Impairment
 Speech
 Speech and Theatre
 Speech-Language Pathologist
 Theatre
 Vocal Music
 Vocational Special Needs
 World Language (~~formerly Foreign Language~~)
SPECIAL SERVICES ENDORSEMENTS
 Educational Audiologist
 School Nurse
~~School Psychologist~~ (moved to Teaching Endorsement above)
 School Transition Specialist
 Speech Language Technician
 Coaching

Appendix A

002 General Information.

002.01 Statutory Authority. This chapter is adopted pursuant to Section 79-808 of the Nebraska Revised Statutes (R.R.S.).

002.02 Scope and Application. This chapter contains regulations for obtaining endorsements indicating grade levels and areas of specialization on Nebraska teaching, administrative, and special services certificates.

002.03 Related Chapters. Throughout this chapter, reference is made to other Department regulations relating to teachers, administrators, and special services providers. Regulations for the issuance of certificates to teach, administer, and provide special services in Nebraska schools are contained in Title 92, Nebraska Administrative Code, Chapter 21 (92 NAC 21) Title 92, Nebraska Administrative Code, Chapter 23 (92 NAC 23) contains regulations concerning the basic skills competency testing of teacher education students. Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20) contains the rules for the approval of professional education programs in Nebraska. Copies of these rules are available from the Department.

002.04 Implementation Date. Regardless of the effective date of the approval of this chapter, the implementation date will be August 1, 2010~~2~~. Colleges and persons seeking endorsements must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of ~~June 2, 2008~~ May 11, 2010 shall remain in effect.

003 Definition of Terms. As used in this chapter:

003.01 American Sign Language (ASL) shall mean a natural language indigenous to members of the American Deaf Community, with its own culture, literature, and linguistic structure.

003.02 Approved Endorsement Program shall mean endorsement programs approved pursuant to 92 NAC 20 or any endorsement program approved in any other state or country pursuant to standards comparable and equivalent to 92 NAC 20.

003.03 Board shall mean the Nebraska State Board of Education.

003.04 Certification Officer shall mean ~~one full-time staff member a faculty or staff member~~ designated by the ~~head of the education chief academic officer or~~ unit administrator of each standard institution of higher education with an approved educator preparation program to receive correspondence regarding this Chapter from the Department and to provide

certified records, transcripts, reports and/or recommendations to the Department, as requested required, for the purpose of certification and/or endorsement.

003.05 Clinical experiences shall mean those that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Examples of clinical experiences are microteaching clinics, unit teaching associated with a methodology class, and skill clinics. Activities not meeting the criteria for clinical experiences include general observations, voluntary community service, orientation visits, teacher aiding, and periodic visitations to educational settings.

003.06 Commissioner shall mean the Nebraska State Commissioner of Education.

003.07 Credit hour shall mean the equivalent of 15 instructional class periods of 50 minutes or more. Semester hour has the same meaning as credit hour.

003.08 Department shall mean the State Department of Education, which is comprised of the Board and the Commissioner.

003.09 Endorsement shall mean an area of specialization indicated on a certificate issued pursuant to 92 NAC 21 signifying that the individual has met specific requirements contained in this chapter.

003.10 English as a Second Language (ESL) shall mean a program designed to serve students whose dominant language is not English to become proficient in English through instruction predominantly provided in English to the students.

003.11 Field (used as a descriptor of an endorsement) shall mean two or more subjects which, considered as a single area of study, represent a wider and broader scope than that of a subject.

003.12 Field-based experiences shall mean those that are conducted at a school site, school administration center, school clinic, or community agency, etc. These experiences include classroom observations, tutoring, assisting school administrators or teachers, as well as participation in school and community-wide activities. Planning shall be shared by the professional education unit and the appropriate agency.

003.13 Internship shall mean an experience supervised by a qualified professional who holds a certificate or has qualifications comparable to that of a certificate holder. The internship provides opportunities to practice and demonstrate the knowledge and skills of the specialization area in a setting

that is similar to the setting in which the candidate intends to work. Internship differs from student teaching in that it is only applicable to graduate level and supplemental endorsements.

003.14 Practicum shall mean an extensive experience in which education students practice professional skills and knowledge. Both student teaching and internships are examples of a practicum.

003.15 Regular Certificate shall mean an initial, standard or professional certificate, or a comparable and equivalent certificate as defined in 92 NAC 21.

003.16 Semester Hour shall mean the equivalent of 15 instructional class periods of 50 minutes or more. Credit hour has the same meaning as semester hour.

003.17 Standard Institution of Higher Education means any college or university, the teacher education programs of which are fully approved by the Board or approved in another state pursuant to standards which are comparable and equivalent to those set by the board.

003.18 Student teaching shall mean a full time, directed teaching experience conducted in a school setting that provides supervised opportunities to practice and demonstrate over a continuous, extended time period (as required by 92 NAC 20) the unique knowledge and skills of teaching in the endorsement area(s).

003.19 Subject (used as a descriptor of an endorsement) shall mean a specific course or narrow range of courses taught and offered in a school.

003.20 Supplemental (used as a descriptor of an endorsement) shall mean an endorsement which cannot exist by itself on a certificate but is added to a certificate only in the presence of other endorsements which may or may not be specified.

003.21 Teaching experience shall mean employment as a certified employee for the instruction of students in an approved or accredited school.

004 Application Procedures.

004.01 Initial Endorsement. When an applicant applies for his or her teaching, administrative, or special services certificate pursuant to 92 NAC 21, he or she will be required to file documentation indicating that he or she has met the requirements of this chapter for one or more endorsements (depending upon the requirements of 92 NAC 21 for the type of certificate and the type of endorsements), to file an application and pay the fee provided for

in 92 NAC 21. Such documentation shall be on forms provided by or accepted by the Department and shall show that such requirements were met in approved endorsement programs.

004.02 Additional Endorsements. Additional endorsements may be added to a certificate at any time upon the payment of the fee provided for in 92 NAC 21 and the filing of documentation on forms provided by the Department that clearly show that the endorsement requirements and student teaching experience requirements, if applicable, of this chapter have been met in approved endorsement programs.

004.02A Applicants applying for additional subject or field endorsements have no additional student teaching requirement if the endorsement is for the same grade level as endorsement(s) already held on the certificate. If it is for a different level, the applicant must meet half of the 14 week student teaching requirement through student teaching or internship.

004.03 Provisional Endorsements. ~~Persons with~~ Individuals holding a regular Nebraska certificates may apply to add a one provisional endorsement ~~valid for a period of three (3) years upon~~ as follows:

004.03A Completing an application and payment of the statutory fee as required under 92 NAC 21, and submitting documentation on forms provided by the Department showing that they have completed 50 percent of the endorsement credit hour requirement in an approved endorsement program; and

004.03B Submitting a signed and dated form provided by the Department listing the courses to be completed for the endorsement that is verified by the certification officer of a Nebraska standard institution of high education.

This provisional endorsement can~~not~~ be renewed ~~and will expire on August 31 of the third year following issuance by completing at least three (3) semester hours of approved coursework annually with a total of at least fifteen semester hours completed within the three (3) years for which the endorsement is valid.~~

004.04 Provisional Special Education Endorsement. ~~Persons seeking~~ Individuals holding a regular Nebraska certificate may apply to add a provisional ~~endorsement to teach~~ special education endorsement as follows: ~~may add that endorsement to a regular certificate. The endorsement is valid for a period of three years upon~~

004.04A Completing an application and payment of the statutory fee as required under 92 NAC 21;

004.04B ~~sSubmitting documentation on forms provided by the Department, including a request from the employing Nebraska school system, as defined in 92 NAC 21, and verifying that they have completed at least three (3) semester hours in requesting the issuance of the provisional special education endorsement;~~

004.04C ~~Submitting an official transcript from recognized by a standard institution of higher education that demonstrates at least and they intend to complete a program in an area of special education. This endorsement can be renewed by completing at least three (3) semester hours of approved coursework has already been completed for the provisional special education annually with a total of at least fifteen semester hours within the three (3) years for which the endorsement; and is valid.~~

004.04D Submitting a signed and dated form provided by the Department from a Nebraska standard institution of higher education which documents that the applicant has established a plan for completion of coursework leading to a regular special education endorsement, including completion of a minimum of 18 hours during the three (3) years for which the provisional endorsement is valid.

The provisional special education endorsement shall expire August 31 in the third year following issuance and may be renewed for an additional three (3) years if the individual completes at least 18 credit hours as set forth in Section 004.04D.

004.05 Duration of Endorsements.

004.05A Endorsements, once granted, continue in effect so long as the holder maintains a certificate in force, or until revoked or amended pursuant to state law or regulation.

004.05B Provisional endorsements continue for three (3) years.

004.05C Provisional special education endorsements continue for three (3) years.

004.05D If an endorsement is amended through changes to this Chapter but the title remains the same, current holders of that endorsement will continue to have that endorsement in effect for their current and future certification. If an endorsement is no longer

contained in this chapter because it has been repealed or the title and requirements have changed, the following provisions apply:

004.05D1 If a comparable existing endorsement is listed for such former endorsement in Appendix A of this Chapter, the certificate holder will be considered to hold such comparable endorsement for purposes of determining school or school district compliance with approval or accreditation requirements under Chapters 10 or 14 of this Title, and for purposes of the requirements of any other chapter of this Title. At the time of future recertification, the new certificate will carry the comparable endorsement.

004.05D2 If no comparable endorsement is listed in Appendix A, the endorsement shall be considered non-existent for purposes of Department regulations.

004.06 Revocation of Endorsements. Endorsements shall be revoked for any of the following reasons:

004.06A Revocation of the certificate.

004.06B Fraud, misrepresentation, or error.

004.06C Written request by the endorsed person to the Commissioner and the Commissioner determines that the person has no employment experience and no college credit in the endorsed area within ten (10) years prior to the written request.

004.06D Elimination of the endorsement by the Board as shown in Appendix A.

004.06E Replacement of the endorsement by the Board with another endorsement as shown in Appendix A.

004.07 Hearings and Appeals. All actions taken by the Department under the provisions of this chapter may be subject to appeal under the appeals procedure contained in 92 NAC 21.

004.08 Certification of Completion of Endorsement Requirements. Certification officers shall be required, as a condition of institution approval pursuant to 92 NAC 20, to certify for the Department the completion of endorsement requirements as specified in this chapter as part of endorsement applications.

005 Administrative Endorsements.

005.01 Curriculum Supervisor.

005.01A Grade Levels: ~~Pre-kindergarten through grade 12.~~
PK-12

005.01B Endorsement Type: Field/Administrative.

005.01C Persons with this endorsement may assist in or supervise the development of curriculum programs for students in pre-kindergarten through grade 12.

005.01D Certification Endorsement Requirements: The curriculum supervisor endorsement shall require a minimum of 36 graduate semester hours.

005.01E Additional Requirements: The applicant for admission to the program of studies leading to this endorsement must:

005.01E1 Have a valid regular teaching certificate,

005.01E2 Have completed two (2) ~~successive~~ years of teaching experience in ~~the same an~~ approved or accredited school system or school, and

005.01E3 Be officially admitted to the program following institutional screening to determine the candidate's suitability as a supervisor of curriculum.

005.01F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.02 Principal.

005.02A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12, ~~Pre-kindergarten through grade~~ PK-8, 4-9, or 7-12

005.02B Endorsement Type: Field/Administrative

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement shall require 36 or 45 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required if the principal endorsement is at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching endorsement must complete a minimum of nine (9) additional credit hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 The Applicants for this endorsement shall have ~~the equivalent of~~ two (2) ~~full school~~ years of teaching experience in an approved/accredited elementary, middle, and/or secondary schools.

005.02D2 Internship/Field-Based Experiences: This endorsement requires 250 clock hours of internship/ field-based experiences in approved or accredited elementary, middle, or secondary schools. These hours must be completed at the level(s) for the endorsement(s) being sought.

005.02E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.03 Superintendent.

005.03A Grade Levels: ~~Pre-kindergarten through grade 12~~ PK-12

005.03B Endorsement Type: Field/Administrative

005.03C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as superintendent, principal, or other administrative roles at all levels.

005.03D Certification Endorsement Requirements: This endorsement requires a minimum of 60 graduate semester hours (beyond the baccalaureate degree) in educational administration, completion of a specialist or doctoral program in an education administration program developed for the preparation of a superintendent, and a one-semester practicum in an approved or accredited school system.

005.03D1 The applicant for this endorsement must ~~have~~ qualify for a ~~valid~~ regular teaching certificate ~~or and~~ an administrative ~~and supervisory~~ certificate (~~Principal, Curriculum Supervisor~~) and ~~at least~~ have two (2) years of teaching experience.

005.03E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.03E1 The applicant shall be admitted to the program of studies leading to this endorsement following a screening process which shall include (1) a review of transcripts, (2) three letters of recommendation from people who know of the candidates work, (3) successful completion of a qualifying examination as identified by the standard institution, and (4) a written statement from the candidate outlining her/his goals for seeking a superintendency.

006 Teaching Endorsements.

006.01 Adapted Physical Education.

006.01A Grade Level: ~~Pre-kindergarten through Grade~~ PK-12

006.01B Endorsement Type: Supplemental endorsement only. To qualify for this endorsement, the applicant shall have or earn concurrently, one of the following endorsements: Health and Physical Education, Physical Education, or one of the Special Education ~~E~~endorsements.

006.01C Persons with this endorsement may teach physical education to children and youth in ~~p~~Pre-~~k~~Kindergarten through grade 12 who have unique needs or verified disabilities. Persons with this endorsement may provide consultant services to teachers of students with unique needs or verified disabilities.

006.01D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of coursework. Applicants may apply up to 12 semester hours of coursework completed as part of a subject or field endorsement in Physical Education or Special Education toward requirements of this endorsement. The hours shall include the following:

006.01D1 Coursework in special education – six (6) semester hours;

006.01D2 Coursework in the content areas of physical education instruction – six (6) semester hours;

006.01D3 A minimum of 12 semester hours in adapted physical education courses.

006.01E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.02 Agricultural Education.

006.02A Grade Levels: 6 - 12

006.02B Endorsement Type: Field

006.02C Persons with this endorsement may teach and manage an agricultural education program and will be eligible for the Cooperative Education/Diversified Occupations endorsement.

006.02D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours of agriculture subject matter plus work experience including:

006.02D1 A minimum of 12 semester hours in agricultural education which includes principles/foundations of career education and supervision of work-based learning; and

006.02D2 A minimum of 36 semester hours from the areas of: Agribusiness Systems; Animal Systems; Environmental Service Systems; Food Products and Processing Systems; Natural Resources Systems; Plant Systems; and Power, Structural, and Technical Systems, including leadership, research, applied technology, and policy within the aforementioned systems.

006.02D3 Work Experience: The endorsement is only available to those persons who have (A) 1000 verified hours of work experience in the agriculture food, and natural resources career area, or (B) at least 300 hours of supervised employment in the agriculture food, and natural resources career(s), under

the direction of the college or university recommending the endorsement.

006.02E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.03 American Sign Language. (Subject)

006.03A Grade Levels: K-8, 7-12, or K-12.

006.03B Endorsement Type: Subject.

006.03C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.03D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours of ASL content coursework.

006.03D1 Practicum. Prospective teachers shall be engaged in practicum experience at the level(s) of endorsement.

006.03E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.04 American Sign Language. (Supplemental)

006.04A Grade Levels: K-8, 7-12, or K-12.

006.04B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.04C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.04D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 semester hours of coursework in ASL content.

006.04D1 Practicum. Prospective teachers shall be engaged in practicum experiences at the level(s) of endorsement.

006.04E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.05 Anthropology.

006.05A Grade Levels: 7-12.

006.05B Endorsement Type: Subject.

006.05C Persons with this endorsement may teach anthropology in grades 7 through 12.

006.05D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in anthropology and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Political Science, Psychology, and/or Sociology).

006.05E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in 92 NAC 10 into the curriculum as applicable to the grade level endorsement.

006.06 Art.

006.06A Grade Levels: K-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may organize and teach art learning experiences for students in kindergarten through grade 12.

006.06D Certification Endorsement Requirements: The endorsement shall require 52 semester hours in art. This shall include coursework which addresses preparation for teaching art to kindergarten, elementary, middle school, and secondary-aged students.

006.06E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.07 Assessment Leadership.

006.07A Grade Levels: ~~Pre~~K-12.

006.07B Endorsement Type: Supplemental.

006.07C Persons with this endorsement may assist in or facilitate the development of assessment programs for students in Pre-Kindergarten through grade 12.

006.07D Certification Endorsement Requirements: The endorsement shall require a minimum of 18 graduate semester hours that shall include the following:

006.07D1 Three (3) semester hours in the study of district, state, and national assessment.

006.07D2 Three (3) semester hours in the study of classroom-based assessment.

006.07D3 Three (3) semester hours of field-based experiences related to Sections 006.07D1 and 006.07D2.

006.07D4 Six (6) semester hours in the study of leadership and collecting, analyzing, reporting, and using data for instructional improvement.

006.07D5 Three (3) semester hours of field-based experiences related to all aspects of Section 006.07D4.

006.07D6 The applicant for admission to the program of studies leading to this endorsement must have a valid teaching or administrative certificate and **have completed** two (2) years of **successful** teaching experience.

006.07E Endorsement Program Requirements: Nebraska education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.08 Basic Business.

006.08A Grade Levels: 6-12

006.08B Endorsement Type: Subject.

006.08C Persons with this endorsement may teach basic business education courses in grades 6 through 12.

006.08D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours in business administration and information technology systems of which a minimum of six (6) semester hours must be in information technology systems coursework.

006.08E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.09 Bilingual Education.

006.09A Grade Levels: K-6, 4-9, 7-12

006.09B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently an English as a Second Language (ESL) endorsement in addition to a subject or field endorsement.

006.09C Persons with this endorsement may teach in a bilingual program in the grade levels for which they are prepared.

006.09D Certification Endorsement Requirements: This endorsement shall require a minimum of 12 semester hours of coursework related to methodology, content instruction, and content literacy in bilingual education programs which includes nine (9) credit hours of coursework taught in the target language.

006.09D1 Candidates must also complete a 45 clock hour practicum in a bilingual education program taught in the target language at the grade level(s) of the endorsement being sought.

006.09E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.109 Biology.

006.109A Grade Levels: 7-12

006.109B Endorsement Type: Subject

006.109C Persons with this endorsement may teach any biology course in grades 7 through 12.

006.109D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, earth science, and physics), of which 24 semester hours must be in biology and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.109E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.101 Business, Marketing, and Information Technology.

006.101A Grade Levels: 6-12

006.101B Endorsement Type: Field

006.101C Persons with this endorsement may teach all business, marketing, and information technology education courses and will be

eligible for the Cooperative Education/Diversified Occupations endorsement.

006.101D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours, including:

006.101D1 24 semester hours in business administration;

006.101D2 Nine (9) semester hours in marketing;

006.101D3 12 semester hours in information technology systems;

006.101D4 Three (3) semester hours in the principles of career education and supervision of work-based learning; and

006.101D5 Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of volunteer, internship, or paid work experience; or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.101E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.142 Career Education. ~~(formerly Other Trades or Industrial Areas)~~

006.142A Grade Levels: 9 -12

006.142B Endorsement Type: Subject

006.142C The endorsement shall be valid only for a career education area where no preparation program is offered by an approved teacher training institution in Nebraska or for which a school system submits documentation that it has not found a qualified teacher for the career education teaching certificate.

006.142D This endorsement shall require:

006.142D1 Completion of a prescribed course of study in a career education area at the postsecondary level, or

006.142D2 Completion of an apprenticeship program in the career education area, or

006.142D3 Demonstrated proficiency in the career education area based upon five (5) years of practice in the career area, or

006.142D4 Demonstrated proficiency by passing a competency examination approved by the industry or career education area, or

006.142D5 Current employment by a community college as an instructor to teach the career education area.

006.123 Chemistry.

006.123A Grade Levels: 7-12

006.123B Endorsement Type: Subject

006.123C Persons with this endorsement may teach any chemistry course in grades 7 through 12.

006.123D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, earth science, and physics), of which 24 semester hours must be in chemistry and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.123E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.134 Coaching.

006.134A Grade levels: 7-12

006.134B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, a subject or field endorsement.

006.134C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.134D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of coursework related to coaching athletics, including prevention, care and management of injuries; growth, development and learning; psychology of coaching; and coaching theory. Other courses related to coaching athletics such as legal aspects and responsibilities; training and conditioning; nutrition; and administration of sports shall be used to fulfill any remaining coaching semester hours.

006.134E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.145 Cooperative Education – Diversified Occupations.

006.145A Grade Levels: 9-12

006.145B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.145C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.145D Certification Endorsement Requirements: This endorsement shall require a minimum of six (6) semester hours in principles of career education and supervision of work-based learning.

006.145E Work Experience: This endorsement is available only to those who have either (A) 1,000 verified hours of volunteer, internship, or paid work experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.145F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.156 Driver Education.

006.156A Grade Levels: 7-12

006.156B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.156C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.156D Certification Endorsement Requirements: The endorsement requires a minimum of nine (9) semester credit hours in courses that address traffic safety, general safety, first aid, motor vehicle systems, and alcohol and drug education.

006.156E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.167 Early Childhood Education.

006.167A Grade Levels: Birth through Grade 3

006.167B Endorsement type: Subject

006.167C Persons with this endorsement are prepared to teach children from birth through grade 3 including those with disabilities as defined in Section 79-1118.01 R.R.S.

006.167D Certification Endorsement Requirements: The endorsement shall require 30 semester hours in early childhood education.

006.167E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.178 Early Childhood Education Unified.

006.178A Grade Levels: Birth - Grade 3

006.178B Endorsement type: Field

006.178C Persons with this endorsement may teach infants, toddlers, and children from birth through grade 3 including those with disabilities as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.

006.178D Certification Endorsement Requirements: The endorsement shall require a minimum of 45 semester hours of courses that include knowledge of Early Childhood Education and Special Education.

006.178E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.189 Earth Science.

006.189A Grade Levels: 7-12

006.189B Endorsement Type: Subject

006.189C Persons with this endorsement may teach any earth science course in grades 7 through 12.

006.189D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, earth science, and physics), of which 24 semester hours must be in earth science and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.189E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.1920 Economics.

006.1920A Grade Levels: 7-12.

006.1920B Endorsement Type: Subject.

006.1920C Persons with this endorsement may teach economics in grades 7 through 12.

006.1920D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in economics and six (6) semester hours in one or more of the other social sciences areas (Geography, History, Political Science, Psychology, and/or either Anthropology or Sociology).

006.1920E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in 92 NAC 10 into the curriculum as applicable to the grade level endorsement.

006.201 Elementary Education.

006.201A Grade levels: K-6 (K-8 in self-contained classrooms)

006.201B Endorsement type: Field

006.201C Persons with this endorsement may teach children in all elementary subjects in kindergarten through grade 6 in all schools; and in grades 7 and 8 in self-contained classrooms. Self-contained classrooms exist when students spend more than half the school day with one teacher who provides instruction in more than half of the academic areas of the curriculum.

006.201D Certification Endorsement Requirements: This endorsement shall require professional education coursework related to teaching children from kindergarten through grade eight and academic coursework in all areas of the elementary curriculum.

006.201D1 A minimum of 40 semester hours of professional education coursework shall include the following:

006.201D1a Child growth and development;

006.201D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum;

006.201D1c Instructional strategies that are adapted for diverse students;

006.201D1d Organization and management of the classroom;

006.201D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.201D1f History, trends, and societal and cultural issues which impact elementary education.

006.201D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Coursework in the four core areas includes:

006.201D2a Communication, including literature, composition and speech;

006.201D2b Mathematics;

006.201D2c Natural sciences; and

006.201D2d Social sciences.

006.201D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.201D3a Fine arts and humanities, and;

006.201D3b Health and wellness. ; and

~~006.201D3c Humanities~~

006.201E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.242 English.

006.212A Grade Levels: 7-12

006.212B Endorsement Type: Subject

006.212C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.212D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in writing, language, and literature coursework.

006.212E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.223 English As A Second Language – Undergraduate.

006.223A Grade Levels: PK-12, PK-6, 4-9, 7-12

006.223B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.223C Persons with this endorsement may teach English as a Second Language (ESL) in grades kindergarten through twelfth the grade levels for which they are prepared.

006.223D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 undergraduate semester hours of coursework in the following topics: English as a Second Language, Second Language Acquisition, English Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of Second English Language Learners (ELL). Applicants must present competence in a world language equivalent to two (2) semesters of postsecondary world language coursework or two (2) years of high school world language.

006.22D1—Clinical Experiences.—Prospective teachers shall be engaged in clinical experiences at both the elementary and secondary levels.

006.223D21 Practicum. Prospective teachers shall be engaged in a one semester practicum. Candidates must complete a 45

clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

006.23E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.23 English As A Second Language – Beyond Baccalaureate.

006.23A Grade Levels: K-12

006.23B Endorsement Type: Supplemental endorsement. This endorsement requires an applicant to have a valid regular teaching certificate.

006.23C Persons with this endorsement may teach English as a Second Language in grades K-12.

006.23D Certification—Endorsement—Requirements:— This endorsement shall require a minimum of 12 graduate semester hours of coursework in English as a Second Language, Linguistics, Cross-Cultural Communication, Curriculum Design for English as a Second Language, and Methods in Teaching English as a Second Language.

006.23D1 Clinical Experiences.—Prospective teachers shall be engaged in clinical experiences at elementary and secondary grade levels.

006.23D2 Internship.—Prospective teachers shall be engaged in a one-semester K-12 internship.

006.23E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.24 Family and Consumer Sciences.

006.24A Grade Levels: 6-12

006.24B Endorsement Type: Field

006.24C Persons with this endorsement may teach Family and Consumer Sciences courses.

006.24D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours, including a minimum of three (3) semester hours to include the principles of career education and supervision of work-based learning, and 45 semester hours of Family and Consumer Sciences subject matter with the following minimums:

006.24D1 Three (3) semester hours – Careers, Community and Family Connections

006.24D2 Nine (9) semester hours – Consumer Economics and Family Resources

006.24D3 Nine (9) semester hours – Family and Human Development

006.24D4 Nine (9) semester hours – Nutrition, Wellness and Foods

006.24E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.25 General Art.

006.25A Grade Levels: K-6

006.25B Endorsement Type: Subject

006.25C Persons with this endorsement may organize and teach art learning experiences for students in kindergarten through grade 6.

006.25D Certification Endorsement Requirements: The endorsement shall require 25 semester hours in art.

006.25E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.26 Geography.

006.26A Grade Levels: 7-12-

006.26B Endorsement Type: Subject.

006.26C Persons with this endorsement may teach geography in grades 7 through 12.

006.26D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in geography and six (6) semester hours in one or more of the other social sciences areas (Economics, History, Political Science, Psychology, and/or either Anthropology or Sociology).

006.26E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in 92 NAC 10 into the curriculum as applicable to the grade level endorsement.

006.27 Health ~~Education.~~

006.27A Grade Levels: 7-12

006.27B Endorsement Type: Subject

006.27C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.27D Certification Endorsement Requirements: The health education endorsement program requires a minimum of ~~27~~ 30 semester hours in health courses, ~~including foundations and philosophies of health education; science of health education; injury prevention and safety; substance use and abuse; family life education; emotional and mental health; community and environmental health; prevention and control of disease; nutrition; personal health and physical activity; and consumer decision-making concerning health issues that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education~~

program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

006.27E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.28 Health and Physical Education.

006.28A Grade Levels: PK-12

006.28B Endorsement Type: Field

006.28C Persons with this endorsement may teach health and physical education at the elementary and secondary school levels in grades Pre-Kindergarten through 12.

006.28D Certification Endorsement Requirements: This endorsement requires 48 54 semester hours of preparation in health and physical education courses with; including

006.28D1 a minimum of 24 27 semester hours in scientific foundations of physical education, including; anatomy; kinesiology and biomechanics; exercise physiology; child and adolescent growth and development; motor learning and motor development; skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.28D2 a minimum of 24 27 semester hours in health education, including injury prevention and safety; substance use and abuse; family life education; emotional and mental health; community and environmental health; prevention and control of disease; personal health and physical activity; nutrition and consumer decision-making concerning health issues foundations that: demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and

coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

006.28E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.29 Health Occupations.

006.29A Grade Levels: 7–12

006.29B Endorsement Type: Subject

006.29C Persons with this endorsement may teach and manage a health occupations education program in grades 7 through 12 and function as a resource person in health within the total educational system.

006.29D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of health occupations and vocational education coursework plus work experience.

006.29D1 Health Occupations Experience: Prospective health occupations teachers must complete a minimum of 100 clock hours of observation (shadowing) of health care workers, including persons in an acute care facility, out-patient setting, and community health agency setting, OR have work experience in a health care occupation equivalent to one (1) full year within the last five (5) years.

006.29E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.30 High Ability Education.

006.30A Grade Levels: K-12

006.30B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.30C Persons with this endorsement may teach learners with high ability; facilitate the identification of learners with high ability; develop, coordinate, and evaluate programs for learners with high ability; and act as a resource person in education for students with high ability in kindergarten through grade 12.

006.30D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12) levels.

006.30E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.31 History.

006.31A Grade Levels: 7-12-

006.31B Endorsement Type: Subject.

006.31C Persons with this endorsement may teach history in grades 7 through 12.

006.31D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in history and a minimum of six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, Political Science, Psychology, and/or either Anthropology or Sociology).

006.31E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in 92 NAC 10 into the curriculum as applicable to the grade level endorsement.

006.32 Horticulture Education.

006.32A Grade Levels: 7-12

006.32B Endorsement Type: Subject

006.32C Persons with this endorsement may teach horticultural education programs in grades 7 through 12.

006.32D Certification Endorsement Requirements: This endorsement shall require a minimum of 27 semester hours of horticulture education and work experience in horticulture.

006.32D1 Work Experience: The endorsement is available to those persons who have (A) 1000 verified hours of work experience in horticulture, or (B) at least 300 hours of supervised employment in horticulture under the direction of the college or university recommending the endorsement.

006.32E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.33 Industrial Technology Education.

006.33A Grade Levels: 6-12

006.33B Endorsement Type: Field

006.33C Persons with this endorsement may teach Industrial Technology Education and will be eligible for the Cooperative Education/Diversified Occupations endorsement.

006.33D Certification Endorsement Requirements: This endorsement shall require 48 semester hours of coursework in industrial technology education and professional education, including:

006.33D1 A minimum of six (6) semester hours in each of the following areas: Architecture and Construction; Manufacturing; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics. The career area courses will include career information, occupational and environmental safety.

006.33D2 A minimum of three (3) semester hours in the principles/foundations of career education; and

006.33D3 A minimum of three (3) semester hours in the supervision of work-based learning.

006.33D4 Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of volunteer, internship, or paid work experience; or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.33E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.34 Information Technology.

006.34A Grade Levels: PK-12.

006.34B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.34C Persons with this endorsement may teach information technology courses in grades Pre-Kindergarten through 12.

006.34D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses ~~and a minimum of 40 hours of related clinical experiences at elementary and secondary levels.~~

006.34E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.35 Instructional Technology Leadership.

006.35A Grade Levels: PK-12

006.35B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.35C Persons with this endorsement may assist in or facilitate the development of technology programs for students in grades Pre-Kindergarten through 12.

006.35D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 semester hours that shall include the following:

006.35D1 The study of school and district level technology integration into curriculum areas for instructional improvement;

006.35D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.35D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

006.35E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.356 Instrumental Music.

006.356A Grade Levels: K-8, 7-12.

006.356B Endorsement Type: Subject.

006.356C Persons with this endorsement may teach instrumental music in the grade levels of their endorsement (K-8 and/or 7-12).

006.356D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours for either the K-8 or 7-12 endorsement; or 40 semester hours if the two endorsements are earned at the same time. This coursework shall include theory and composition, music history and literature, conducting, instrumental performing, and techniques and methodologies for the grade levels of the endorsement, and must include proficiency in at least one applied area.

006.356E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.367 Journalism and Mass Communications.

006.367A Grade Levels: 7-12

006.367B Endorsement Type: Subject

006.367C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and cocurricular mass media intended for public consumption.

006.367D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in journalism and mass communications.

006.367E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.378 Language Arts.

006.378A Grade Levels: 7-12

006.378B Endorsement Type: Field

006.378C Persons with this endorsement may teach and direct curricular and cocurricular activities in composition/language, literature, speech, theatre, mass communication, journalism and reading/writing in grades 7 through 12.

006.378D Certification Endorsement Requirements: This endorsement shall require a minimum of 65 semester hours in journalism and mass communications, language, literature, reading, speech, theatre, and writing.

006.378E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the

course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~006.38~~ ~~Library Media Specialist.~~ (moved to School Librarian 006.54)

~~006.38A~~ ~~Grade Levels: K-12~~

~~006.38B~~ ~~Endorsement Type: Field~~

~~006.38C~~ ~~Persons with this endorsement may supervise the development and organization of a library media program and teach or direct the use of the library media resources and services in kindergarten through grade 12.~~

~~006.38D~~ ~~Certificate Endorsement Requirements: This endorsement shall require the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including administration, technology, organization of resources, information access, children and young adult literature, selection, and curriculum and instruction.~~

~~006.38E~~ ~~Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.39 Mathematics.

006.39A Grade Levels: 7-12

006.39B Endorsement Type: Field

006.39C Persons with this endorsement may teach mathematics in grades 7 through 12.

006.39D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours of mathematics.

006.39E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program shall have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.40 Middle Grades Education.

006.40A Grade Levels: 4 - 9

006.40B Endorsement Type: Field

006.40C Persons with this endorsement may teach either: (a) any or all subjects in a self-contained classroom in grades 4 through 9, (classrooms in which students spend more than half the school day with one teacher who provides instruction in more than half of the subject-matter areas of the curriculum) or (b) the content areas of specialization in any organizational pattern in grades 4 through 9.

006.40D Certification Endorsement Requirements: This endorsement shall require a total of 66 semester hours of which 30 semester hours shall be in professional education courses related to middle level education and a minimum of 36 semester hours in two or more Content Areas of Specialization with a minimum of 18 semester hours in each area. An endorsement in any of the Special Education endorsements, which includes any portion of grades 4-9, may be accepted in lieu of one Content Area of Specialization. In addition, persons with this endorsement must complete coursework in all academic areas of the middle grades curriculum.

006.40D1 Content Areas of Specialization include the following:

- 006.40D1a Agricultural Education
- 006.40D1b Art
- 006.40D1c Business Education
- 006.40D1d Family and Consumer Sciences
- 006.40D1e Foreign/World Language
- 006.40D1f Health and Physical Education
- 006.40D1g Industrial Technology
- 006.40D1h Language Arts
- 006.40D1i Mathematics
- 006.40D1j Natural Sciences
- 006.40D1k Social Science

006.40D2 Coursework in all academic areas of the middle grades curriculum includes:

- 006.40D2a communication, including composition and speech,
- 006.40D2b health and wellness,
- 006.40D2c humanities, including literature,

006.40D2d mathematics,
006.40D2e natural sciences,
006.40D2f social sciences, and
006.40D2g fine arts.

006.40D3 Clinical experiences. Prospective teachers shall be engaged in clinical experiences which shall include:

006.40D3a involvement with students at grades 4, 5, or 6 and students at grades 7, 8, or 9,
006.40D3b involvement with students representing special populations, and
006.40D3c teaching experiences in each of the prospective teacher's content areas of specialization.

006.40E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.41 Music.

006.41A Grade Levels: K-12

006.41B Endorsement Type: Field

006.41C Persons with this endorsement may teach vocal and instrumental music in kindergarten through grade 12.

006.41D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in theory and composition, music history and literature, conducting, choral and instrumental performing, techniques, and must include proficiency on at least one applied music area.

006.41E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.42 Natural Science.

006.42A Grade Levels: 7-12

006.42B Endorsement Type: Field

006.42C Persons with this endorsement may teach any natural science course in grades 7 through 12.

006.42D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours of laboratory based courses in the natural sciences (biology, chemistry, earth science, and physics), of which 24 semester hours must be in one of the four areas and 24 semester hours distributed among the other three areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.42E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.43 Physical Education.

006.43A Grade Levels: PK-6, 7-12

006.43B Endorsement Type: Subject

006.43C Persons with this endorsement may teach physical education in grades Pre-K kindergarten through grade 6, or grades 7 through - 12.

006.43D Certification Endorsement Requirement: This endorsement shall require a minimum of 27 30 semester hours in physical education courses for Pre-K kindergarten through grade 6 or 7-12 endorsements.

006.43D1 The PK-6 endorsement shall require a minimum of 15 semester hours in scientific foundations of physical education including; anatomy; kinesiology and biomechanics; and exercise physiology; child-growth motor learning and motor development; motor-development and adapted physical education; and plus a minimum of 12 15 semester hours of coursework in techniques—including the development, implementation and assessment skill and fitness based competencies; curriculum planning and implementation;

instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs.

006.43D2 The 7-12 endorsement shall require a minimum of 15 semester hours in scientific foundations of physical education including: anatomy; kinesiology and biomechanics; and exercise physiology; adolescent growth and development; motor learning and motor development; and adapted physical education; and plus a minimum of ~~12~~ 15 semester hours ~~in techniques including the development, implementation, and assessment of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning~~ in secondary school physical education programs.

006.43D3 Applicants seeking both the PK-6 and 7-12 endorsements are required to earn a minimum of ~~39~~ 42 semester hours of coursework as prescribed above for elementary and secondary school physical education programs.

006.43E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.44 Physical Science.

006.44A Grade Levels: 7-12

006.44B Endorsement Type: Field

006.44C Persons with this endorsement may teach any physical science course in grades 7 through 12.

006.44D Certification Endorsement Requirements: This endorsement shall require a minimum of 40 semester hours of laboratory based courses in the sciences (biology, chemistry, earth science, and physics), of which 36 semester hours are in chemistry, earth science and physics, and four (4) semester hours in biology. A laboratory-based course provides activity based, hands-on experiences for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.44E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.45 Physics.

006.45A Grade Levels: 7-12

006.45B Endorsement Type: Subject

006.45C Persons with this endorsement may teach any physics course in grades 7 through 12.

006.45D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, earth science, and physics), of which 24 semester hours must be in physics, and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.45E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.46 Political Science.

006.46A Grade Levels: 7-12~~+~~

006.46B Endorsement Type: Subject.

006.46C Persons with this endorsement may teach political science in grades 7 through 12.

006.46D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in Political Science and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Psychology, and/or either Anthropology or Sociology).

006.46E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in 92 NAC 10 into the curriculum as applicable to the grade level endorsement.

006.47 Preschool Disabilities.

006.47A Grade Levels: Birth through Kindergarten

006.47B Endorsement Type: Subject

006.47C Persons with this endorsement may provide services to and teach infants, toddlers, and preschool and kindergarten children who have a range of disabilities, and services to families and other personnel with responsibilities for their care and education.

006.47D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours related to preschool disabilities, plus field/clinical experiences.

006.47E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.48 Psychology.

006.48A Grade Levels: 7-12.

006.48B Endorsement Type: Subject.

006.48C Persons with this endorsement may teach psychology in grades 7 through 12.

006.48D Certification Endorsement Requirements: This endorsement requires a minimum of 36 hours including 30 semester hours in Psychology and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Political Science, and/or Anthropology or Sociology).

006.48E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on

file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.49 Reading and Writing.

006.49A Grade Levels: 7-12

006.49B Endorsement Type: Subject

006.49C Persons with this endorsement may teach reading and writing, and be a reading resource teacher to content area teachers in grades 7 through 12.

006.49D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours in courses selected from learning theories, study of the adolescent, reading theories, developmental reading on the secondary level, diagnostic and remedial techniques and materials, adolescent literature, language, and writing.

006.49E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.50 Reading Specialist.

006.50A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12, K-8, and 7-12

006.50B Endorsement Type: Subject

006.50C Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students.

006.50D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level.

006.50D1 Additional Requirements: An applicant for this endorsement shall have a regular teaching certificate and two (2) years of teaching experience.

006.50E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.51 Religious Education.

006.51A Grade Levels: K-12

006.51B Endorsement Type: Subject

006.51C Persons with this endorsement may teach religion in private schools.

006.51D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of religion.

006.51D1 College Limitation: This endorsement may be approved to be offered as part of an approved teacher education program only in nonpublic institutions of higher education.

006.51E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.52 Reserve Officer Training Corps (ROTC).

006.52A Grade Levels: 9 -12

006.52B Endorsement Type: Subject

006.52C The endorsement shall be valid only in the area of ROTC and may appear only on a career education certificate.

006.52C1 Four (4) years of full time or salaried employment in the military.

006.52D A letter of recommendation from an employer or a former supervisor on a form provided by the Department.

006.53 School ~~Guidance~~ Counselor.

006.53A Grade Levels: PK-6, ~~4-9~~, 7-12; PK-12

006.53B Endorsement Type: Subject (PK-6; ~~4-9~~; 7-12); Field (PK-12)

006.53C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-6; ~~4-9~~; 7-12; PK-12).

006.53D Certification Endorsement Requirements: The endorsement shall require the applicant to have ~~had at least~~ two (2) years of teaching experience in an approved or accredited PK-12 district or system, and a Master's Degree in Counseling with a specialization in School Counseling with a minimum of; 36 graduate semester hours ~~and a Master's Degree in School Counseling~~, including;:

006.53D1 At least ~~one hundred~~ 100 clock hours of school related field clinical experiences ~~;~~ prior to internship; and

006.53D2 At least ~~four hundred fifty~~ (450) clock hours of internship at the grade levels of the endorsement.

006.53E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.54 School Librarian. (formerly Library Media Specialist 006.38)

006.~~38A-54~~ Grade Levels: PK-12

006.~~38B54~~ Endorsement Type: Field

006.~~38C54~~ Persons with this endorsement may supervise the development and organization of a library media program and teach or direct the use of the library media resources and services in grades Pre-kKindergarten through grade 12.

006.~~38D54~~ Certificate Endorsement Requirements: This endorsement shall require the applicant to hold a teaching certificate or

concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including leadership, library administration, technology, ~~organization—of resources,~~ information access, children's and young adult literature, ~~selection,~~ resource management, and curriculum and instruction.

~~006.38E54~~ Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~007.03~~ 006.55 School Psychologist. (moved from 007.03)

~~0076.0355A~~ Grade Levels: ~~Pre-kindergarten through Grade~~ PK-12

~~0076.0355B~~ Endorsement Type: ~~Special Services~~ Field

~~0076.0355C~~ Persons with this teaching endorsement may provide school psychological services to students (birth through to age 21), school personnel, parents and other specialists ~~on~~ related to individual student needs or school program considerations.

~~0076.0355D~~ Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 ~~of which~~ are exclusive of credit for the supervised internship.

~~0076.0355D1~~ A minimum of ~~twelve hundred (1,200)~~ clock hours of internship experience, supervised by a Standard Institution of Higher Education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings ~~as part of their school psychology training program~~ prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

~~007.03D2—Alternative requirement for endorsement:—A license to practice psychology in Nebraska issued by the Nebraska Department of Health and Human Services with completion of the academic requirements and field experience including supervised internship (as described in 007.03D1) set forth in the School Psychologist endorsement and as recommended by a Standard Institution of Higher Education.~~

0076.0355E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.546 Skilled and Technical Science Education. (~~formerly Trade and Industrial Education~~)

006.546A Grade Levels: 9-12

006.546B Endorsement Type: Supplemental endorsement available only in the presence of Agricultural Education or Industrial Technology Education endorsements.

006.546C Persons with this endorsement may teach Skilled and Technical Science Education (formerly Trade and Industrial Education).

006.546D Certification Endorsement Requirements: This endorsement requires the following:

006.546D1 A minimum of 12 semester hours in one of the specific career areas listed below:

006.546D1a Architecture and Construction Career Area:

- 006.546D1a(1) Design and Pre-Construction; or
- 006.546D1a(2) Construction; or
- 006.546D1a(3) Maintenance and Operations

006.546D1b Manufacturing Career Area:

- 006.546D1b(1) Health, Safety and Environmental Assurance; or
- 006.546D1b(2) Logistics and Inventory Control; or
- 006.546D1b(3) Maintenance, Installation, and Repair; or
- 006.546D1b(4) Manufacturing Production Process Development; or
- 006.546D1b(5) Production; or
- 006.546D1b(6) Quality Assurance

006.546D1c Science Technology, Engineering, and Mathematics (STEM) Career Area:

006.546D1c(1) Engineering and Technology

006.546D1d Transportation, Distribution and Logistics
Career Area:

006.546D1d(1) Facility and Mobile Equipment
Maintenance; or

006.546D1d(2) Health, Safety and Environmental
Management; or

006.546D1d(3) Logistics Planning and
Management Services; or

006.546D1d(4) Transportation/Systems
Infrastructure; or

006.546D1d(5) Warehousing and Distribution
Center Operations

006.546D2 Work Experience: The endorsement is available
only to those persons who have:

006.546D2a 1000 verified hours of paid employment in
the industry in which the specific career area coursework
is taken; or

006.546D2b 500 hours of verified paid employment in
the industry in which the specific career area coursework
is taken plus a valid nationally recognized trade
certification/licensure in the career area in which the
specific career area coursework is taken.

006.546D3 This endorsement shall require an applicant to
earn, or qualify for, a Cooperative Education/Diversified
Occupations endorsement which includes:

006.546D3a A minimum of three (3) semester hours in
the principles/foundations of career education; and

006.546D3b A minimum of three (3) semester hours in
the supervision of work-based learning.

006.546E Endorsement Program Requirements: Nebraska teacher
education institutions offering this endorsement program must have on
file, within the institution, a plan which identifies the courses and the
course completion requirements which the institution utilizes to grant
credit toward completion of this endorsement.

006.557 Social Science.

006.557A Grade Levels: 7-12.

006.557B Endorsement Type: Field.

006.557C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.557D Certification Endorsement Requirements: This endorsement shall require a minimum of 60 semester hours of coursework in the social sciences (Economics, Geography, History, Political Science, Psychology, and either Anthropology or Sociology). The 60 semester hours include a minimum of 21 semester hours in History, of which nine (9) must be in U.S. History and nine (9) in World History. There must be a minimum of six (6) semester hours in each of the remaining five social sciences areas (Economics, Geography, Political Science, Psychology, and either Anthropology or Sociology).

006.557E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in 92 NAC 10 into the curriculum as applicable to the grade level endorsement.

006.568 Sociology.

006.568A Grade Levels: 7-12.

006.568B Endorsement Type: Subject.

006.568C Persons with this endorsement may teach sociology in grades 7 through 12.

006.568D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in sociology and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Political Science, Psychology, and/or Anthropology).

006.568E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall

incorporate the Nebraska social studies/history content standards found in 92 NAC 10 into the curriculum as applicable to the grade level endorsement.

006.579 Special Education - Behaviorally Disordered.

006.579A Grade Levels: ~~Pre-kindergarten through grade PK-12, pre-kindergarten through grade PK-6, grades 7 through - 12, pre-kindergarten through grade PK-9-~~

006.579B Endorsement Type: Subject

006.579C Persons with this endorsement may teach individuals with behavioral disorders at the grade level (PreK-12; PreK-6; 7-12; or PreK-9) of their endorsement, and consult with teachers, parents, students and other service providers.

006.579D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 graduate semester hours with specific emphasis on individuals with behavioral disorders.

006.579D1 Teaching Experience: Applicants for this endorsement shall have one year of teaching experience.

006.579D2 Additional Requirement: This program shall provide applicants with supervised practicum/clinical experiences. The experience shall consist of a minimum of 250 clock hours with individuals with behavioral disorders. The 250 clock hours may be included in the 30 graduate semester hour requirement.

006.579E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.60 Special Education - Deaf or Hard of Hearing Education/Field.

006.60A Grade Levels: ~~Pre-kindergarten through grade PK-12-~~

006.60B Endorsement Type: Field

006.60C Persons with this endorsement may teach hearing impaired students in self-contained, resource, or itinerant settings.

006.60D Certification Endorsement Requirements: This endorsement shall require completion of a minimum of: 12 semester hours of coursework in general special education and 28 semester hours of course work in communication disorders and hearing impairment.

006.60E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.5961 Special Education - Deaf or Hard of Hearing Education/Subject.

006.5961A Grade Levels: ~~Pre-kindergarten through grade~~ PK-3, K-9, 7-12, K-12, or ~~Pre-kindergarten through grade~~ PK-12 dependent on other certification.

006.5961B Endorsement Type: Subject.

006.5961C Persons with this endorsement may teach students who are deaf or hard of hearing at one of the following levels: Pre-kindergarten through grade 3, K-9, 7-12, K-12, or Pre-kindergarten through grade 12.

006.5961D Certification Endorsement Requirements: This endorsement shall require an applicant to hold, or earn concurrently, a subject or field endorsement and earn a minimum of 30 semester hours in special education courses, including six (6) semester hours in general special education and 24 semester hours in the education of students who are deaf or hard of hearing.

006.5961E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.5862 Special Education - Early Childhood Special Education.

006.5862A Grade Levels: Birth through Grade 3

006.5862B Endorsement Type: Subject

006.5862C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for infants, toddlers, preprimary, and

primary aged children who have a range of disabilities, and services to families and other personnel with responsibilities for their care and education.

006.5862D Certification Endorsement Requirements: This endorsement shall require a minimum of 27 graduate semester hours related to Early Childhood Education and Special Education; and 100 clock hours of related field experiences.

006.5862D1 Field experiences shall consist of a minimum of 100 clock hours (total) working with young children with a range of disabilities. At least 20 clock hours will be spent with each of the following age groups: infants/toddlers, preprimary, and primary.

006.5862E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.613 Special Education--Learning Disabilities.

006.613A Grade levels: ~~Pre-kindergarten through grade PK-12,~~
~~Pre-kindergarten through grade PK-6,~~ ~~Pre-kindergarten through Grade~~
~~PK-9, Grades 7-12~~

006.613B Endorsement type: Subject

006.613C Persons with this endorsement may teach individuals with learning disabilities and consult with teachers, parents, and students.

006.613D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 graduate semester hours of coursework and 150 clock hours of practicum/clinical experiences with specific emphasis on individuals with learning disabilities.

006.613D1 Practicum/Clinical Experiences. This program shall provide applicants with supervised practicum/clinical experiences. The experiences shall consist of a minimum of 150 clock hours.

006.613E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course

completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.624 Special Education - Mild/Moderate Disabilities.

006.624A Grade Levels: K-12, K-6, K-9, 7-12

006.624B Endorsement Type: Field

006.624C Persons with this endorsement may teach children and youth who have mild or moderate disabilities and who are verified as per 92 NAC 51 as students with one or more of the following disabilities: developmental delay, specific learning disabilities, speech language impairment (language verification only), mild or moderate mental handicap, behavior disorders, orthopedic impairments, autism, other health impairments, and traumatic brain injury. Persons with this endorsement may also teach verified children and youth who are placed in multi-categorical programs. In addition, persons with this endorsement may teach the students until the public school educational responsibilities are terminated.

006.624D Certification Endorsement Requirements: This endorsement shall require a minimum of 40 semester hours, including a minimum of 22 semester hours in special education courses and the remaining coursework addressing content areas that include methods and materials of teaching, supervised practicum or internship experiences (not including student teaching) designed to provide the competencies required of a special education professional educator which includes at a minimum, assessment skills, instructional and behavioral intervention skills in the listed disability areas, consultation and collaboration skills, and inclusive education practices.

006.624E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.635 Special Education – Severe/Multiple Disabilities.

006.635A Grade Levels: ~~Pre-kindergarten through Grade~~ PK-12

006.635B Endorsement Type: Supplemental. Candidates for this endorsement shall have, or earn concurrently, the Special Education: Mild/Moderate Disabilities endorsement.

006.635C Persons with this endorsement may teach children and youth who have been verified per 92 NAC 51 as students with severe or multiple disabilities in one or more of the following areas: autism, deaf-blindness, developmental delay, moderate, severe, or profound mental handicap, multiple disabilities, orthopedic impairments, other health impairments, and traumatic brain injury. Persons with this endorsement may teach students ranging in age from pre-kindergarten to the termination of public school educational responsibility.

006.635D Certification Endorsement Requirements: Candidates for this endorsement must hold, or earn concurrently a Special Education: Mild/Moderate Disabilities Endorsement, and complete a minimum of 15 additional semester hours in special education courses related to severe and/or multiple disabilities which includes at a minimum, assessment skills, instructional and behavioral intervention skills in the listed disability areas, consultation and collaboration skills, and inclusive education practices.

006.635E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.646 Special Education - Visual Impairment.

006.646A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12.

006.646B Endorsement Type: Subject.

006.646C Persons with this endorsement may teach students with visual impairments from birth through age 21. "Visual Impairment" includes blindness, low vision (legal blindness and partial sight) and vision loss associated with other impairments.

006.646D Certification Endorsement Requirements: This endorsement shall require an applicant to hold, or earn concurrently, a subject or field endorsement and earn a minimum of 30 semester hours in special education courses including six (6) semester hours in general special education and 24 semester hours in the education of students with visual impairment.

006.646E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the

course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.657 Speech.

006.657A Grade Levels: 7-12

006.657B Endorsement Type: Subject

006.657C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.657D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in speech and communication courses.

006.657E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.668 Speech and Theatre.

006.668A Grade Levels: 7-12

006.668B Endorsement Type: Field

006.668C Persons with this endorsement may teach, direct, or act as a resource person in curricular and cocurricular activities in speech and theatre in grades 7 through 12.

006.668D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in speech, communication, and theatre courses.

006.668E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.679 Speech-Language Pathologist.

006.679A Grade Levels: Birth through grade 12

006.679B Endorsement Type: Subject

006.679C Persons with this teaching endorsement may serve as a speech language pathologist and resource person for programs involving individuals from birth through grade 12.

006.679D Certification Endorsement Requirements: This endorsement requires a minimum of a Master's degree in Speech-Language Pathology which includes at least 36 graduate semester hours in speech-language pathology and coursework in related areas. Applicants must complete a minimum of 250 clock hours of clinical experiences and an internship, supervised by the standard institution, in a school or clinic setting.

006.679E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.6870 Theatre.

006.6870A Grade Levels: 7-12

006.6870B Endorsement Type: Subject

006.6870C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and cocurricular activities in theatre in grades 7 through 12.

006.6870D Certification Endorsement Requirements: This endorsement shall require 30 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management.

006.6870E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.6971 Vocal Music.

006.6971A Grade Levels: K-8; 7-12.

006.6971B Endorsement Type: Subject.

006.6971C Persons with this endorsement may teach vocal music in the grade levels of their endorsements (K-8 and/or 7-12).

006.6971D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours for either the K-8 or 7-12 endorsement, or 40 semester hours if the two endorsements are earned at the same time. Coursework shall include theory and composition, music history and literature, conducting, vocal performing, and techniques and methodologies for the grade levels of the endorsement, and must include proficiency in at least one applied area.

006.6971E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.702 Vocational Special Needs.

006.702A Grade Levels: 7-12

006.702B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have a field or subject endorsement.

006.702C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.702D Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester hours in vocational special needs courses.

006.702E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.713 World Language: Any language other than English, not including computer languages.

006.713A Grade Levels: K-8, 7-12, or K-12.

006.713B Endorsement Type: Subject.

006.713C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.713D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in the world language for either the K-8 or 7-12 endorsement. Those candidates seeking a K-12 endorsement must complete coursework and clinical experiences which address elementary and secondary levels.

006.713D1 Upon successful completion of the Official American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the Official ACTFL Writing Proficiency Test (WPT) at the Advanced-Low level of proficiency in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level for Arabic, Chinese, Japanese, and/or Korean, the Nebraska teacher education institutions may waive up to 15 hours of the 30 hours required in the world language.

006.713E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

007 Special Services Endorsements.

007.01 Educational Audiologist.

007.01A Grade Levels: Birth through grade 12

007.01B Endorsement Type: Special Services

007.01C Persons with this endorsement may serve as an audiologist and resource person for programs involving individuals from birth through grade 12.

007.01D Certification Endorsement Requirements: This endorsement requires a minimum of a master's degree in audiology, which includes at least 36 graduate semester hours in an educational audiology program approved under this chapter. This program also includes 70 clock hours of a school internship in educational audiology supervised by a standard institution faculty member (the internship requirement may be included in the 36 graduate semester hours).

007.01E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

007.02 School Nurse.

007.02A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12

007.02B Endorsement Type: Special Services

007.02C Persons with this endorsement may practice school nursing for students Pre-kindergarten through grade 12.

007.02D Certification Endorsement Requirements: This endorsement shall require a current Nebraska license as a Registered Professional Nurse from the Nebraska Department of Health and Human Services or another state participating in the Nurse Licensure Compact as defined in Section 71-1795 R.R.S..

~~007.03 School Psychologist. (moved to 006.55)~~

~~007.03A Grade Levels: Pre-kindergarten through Grade 12~~

~~007.03B Endorsement Type: Special Services~~

~~007.03C Persons with this endorsement may provide school psychological services to students (birth through age 21), school personnel, parents and other specialists on individual student needs or school program considerations.~~

~~007.03D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, at least 54 of which are exclusive of credit for the supervised internship.~~

~~007.03-D1 A minimum of 1,200 clock hours of internship experience, supervised by a Standard Institution of Higher Education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings as part of their school psychology training program prior to the internship may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.~~

~~007.03 D2~~ Alternative requirement for endorsement: A license to practice psychology in Nebraska issued by the Nebraska Department of Health and Human Services with completion of the academic requirements and field experience including supervised internship (as described in 007.03D1) set forth in the School Psychologist endorsement and as recommended by a Standard Institution of Higher Education.

~~007.03E~~ Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

007.043 School Transition Specialist.

007.043A Grade Levels: 7-12

007.043B Special Services Endorsement

007.043C Persons with this Special Services Endorsement may counsel and provide services for youth with disabilities and consult with teachers, parents, and students in grades 7 through 12.

007.043D Certification Endorsement Requirements: This Special Services Endorsement shall require a minimum of 18 graduate semester hours of coursework and clinical experience with emphasis on children and youth, ages 14 to 21, with disabilities. Candidates for this program will have completed a Master's Degree or be concurrently engaged in a Master's program with the awarding of the endorsement dependent upon successful completion of the Master's program.

007.043E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

007.054 Speech Language Technician.

007.054A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12

007.054B Endorsement Type: Special Services

007.054C Persons with this endorsement may provide speech-language services for students from ~~Ppre-K~~ Pre-K kindergarten through age

21; they may not fulfill the requirement(s) in 92 NAC 51 for membership on a multi-disciplinary team and/or an individual educational plan team.

007.054D Certification Endorsement Requirements: This endorsement will require a baccalaureate degree in speech pathology.

007.054E Limited Purpose: This endorsement may be placed only on the Nebraska Provisional Special Services Certificate with validity, terms and renewal options as described for that certificate in 92 NAC 21.

007.054F No Nebraska Standard Institution of Higher Education will be granted approval to offer a program of study leading to this endorsement.

007.065 Coaching.

007.065A Grade Levels: 9-12

007.065B Endorsement Type: Special Services

007.065C The endorsement shall be valid only in the area of coaching extracurricular activities and may appear only on a special services certificate.

007.065D The endorsement shall be valid only in the Nebraska school system requesting the issuance of such certificate and shall require:

007.065D1 Successful completion of the following content from a college with an approved teacher education program or from other organizations who provide instruction in the same content:

007.065D1a Prevention, care and management of injuries;

007.065D1b Risk management;

007.065D1c Growth, development and learning;

007.065D1d Training, conditioning and nutrition;

007.065D1e Psychology of coaching; and

007.065D1f Coaching theory and methods.

**APPENDIX A
STATUS OF ENDORSEMENTS NO LONGER IN CHAPTER 24**

ENDORSEMENT NO LONGER CONTAINED IN THIS CHAPTER	COMPARABLE REPLACEMENT TO ENDORSEMENT	REVOKED ENDORSEMENT
Aerospace		Revoked
Athletic Training		Revoked
Bilingual Education	English as a Second Language	
Biological Science	Biology	
Business Education	Business, Marketing, and Information Technology <u>(BMIT)</u>	
Chinese/Foreign Language - Chinese	World Language-Chinese	
Communication		Revoked
<u>Computer Science</u>	<u>Information Technology</u>	
Consultant	Curriculum Supervisor	
Coordinator	Curriculum Supervisor	
Culinary Arts		Revoked
Curriculum	Curriculum Supervisor	
Curriculum Director	Curriculum Supervisor	
Dance		Revoked
Director	Curriculum Supervisor	
Director SPED	<u>Special Education:</u> Curriculum Supervisor	
Distributive Education	Marketing Business, Marketing, and Information Technology (BMIT)	
Div Occupations/School To Work	Cooperative Education - Diversified Occupations	
Diversified Occupations	Cooperative Education - Diversified Occupations	
Educational Library Media Specialist	Library Media Specialist School Librarian	
Educable Mentally Handicapped	<u>Special Education:</u> Mild/Moderate Disabilities	
<u>English as a Second Language – Beyond Baccalaureate</u>	<u>English as a Second Language</u>	
<u>English as a Second Language – Undergraduate</u>	<u>English as a Second Language</u>	

Family/Consumer Services	Family and Consumer Sciences	
Family and Consumer Sciences Related Occupations	Cooperative Education - Diversified Occupations	
Fine/Practical Arts		Revoked
Foreign Language	World Language	
French/Foreign Language - French	World Language - French	
General Office Education	Basic Business	
General Science	Natural Science, Middle Grades – Natural Sciences	
German/Foreign Language - German	World Language - German	
Gifted	High Ability Education	
Global Awareness		Revoked
Homemaking	Family and Consumer Sciences	
Home Economics Related Occupations	Family and Consumer Sciences Related Occupations <u>Cooperative Education – Diversified Occupations</u>	
Humanities		Revoked
Italian/Foreign Language – German <u>Italian</u>	World Language - Italian	
Japanese/Foreign Language - Japanese	World Language - Japanese	
Journalism	Journalism and Mass Communications	
Korean/Foreign Language - Korean	World Language - Korean	
Language Arts - Social Science	Middle Grades – Language Arts & Social Science	
Latin/Foreign Language - Latin	World Language - Latin	
Learning Disabled	<u>Special Education:</u> Learning Disabilities	
<u>Library Media Specialist</u>	<u>School Librarian</u>	
Library Science	Library Media Specialist <u>School Librarian</u>	
Marketing Education	Business, Marketing, and Information Technology <u>(BMIT)</u>	

Mentally Retarded	<u>Special Education:</u> Mild/Moderate Disabilities	
Miscellaneous		Revoked
Occupational Home Economics	<u>Family and Consumer Sciences Related Occupations Cooperative Education – Diversified Occupations</u>	
Orthopedically Handicapped	<u>Special Education:</u> Mild/Moderate Disabilities	
Other Endorsement		Revoked
Other Trade or Industrial Areas	Career Education	
Pre-School Handicapped	Pre- Ss chool Disabilities	
Psychological Assistant		Revoked
Reading	Reading and Writing	
Resource Teacher	<u>Special Education:</u> Mild/Moderate Disabilities	
<u>School Guidance Counselor</u>	<u>School Counselor</u>	
School Rehabilitation Counselor	School Transition Specialist	
Sciences	Middle Grades – Natural Science	
Spanish/Foreign Language - Spanish	World Language - Spanish	
Speech and Drama	Speech and Theatre	
Supervisor	Curriculum Supervisor	
Supervisor - Physical Education	Curriculum Supervisor - Physical Education	
Supervisor - Special Education	Curriculum Supervisor - Special Education	
Supervisor - Speech Pathology	Curriculum Supervisor - Speech-Language Pathology	
Trade and Industrial Education	Skilled and Technical Science Education	
Trainable Mentally Retarded	<u>Special Education:</u> Mild/Moderate Disabilities	
T&I Printing		Revoked
Urban Education		Revoked

Vocational Education	Curriculum Supervisor - Vocational Education	
Vocational T&I	Trade and Industrial Education <u>Skilled & Technical Science</u>	
World Civilization		Revoked

Principal

Eliminated grade levels 4-9

Updated to base guidelines on the Educational Leadership Constituent Council (ELCC) standards

Adapted Physical Education

Added guidelines based on the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards

Bilingual Education

New endorsement – Supplemental to ESL

Elementary Education

Updated to base guidelines on the Association for Childhood Education International Standards (ACEI)

English as a Second Language

Combined the current ESL-Beyond Baccalaureate and ESL-Undergraduate into one endorsement

Change grade levels from K-12 to PK-12, PK-6, 4-9, 7-12

Change practicum requirement from one semester to 45 clock hours

Updated to base guidelines on the Teachers of Speakers of Other Languages (TESOL) standards

Health and Physical Education

Changed grade levels from K-12 to PK-12

Increased requirement from 48 to 54 semester hours,

Increased minimum in scientific foundations hours from 24 to 27 semester hours

Increased minimum in health education foundations hours from 24 to 27 semester hours

Updated to base guidelines on the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the American Association for Health Education (AAHE) standards

Health Education

Increased requirement from 27 to 30 semester hours

Updated to base guidelines on the American Association for Health Education (AAHE) standards

Information Technology

Changed grade levels from K-12 to PK-12

Removed 40 hours of clinical experiences requirement

Instructional Technology Leadership

New – Supplemental Endorsement

Physical Education

Changed grade levels from K-6, 7-12 to PK-6, 7-12

Increased requirement from 27 to 30 semester hours for acquiring either level

Increased requirement from 39 to 42 semester hours for acquiring both levels

Updated to base guidelines on the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards

School Counselor (formerly School Guidance Counselor)

Changed grade levels from K-6, 4-9, 7-12, K-12 to PK-6, 7-12, PK-12

Changed clinical experience to school related field experience

School Librarian (formerly Library Media Specialist)

Changed grade levels from K-12 to PK-12

Updated to base guidelines on the American Library Association (ALA), American Association of School Librarians (AASL), and International Society for Technology in Education (ISTE) standards

School Psychologist

Changed from Special Services endorsement to a teaching Field endorsement

Removed alternative requirement for endorsement

Updated to base guidelines on the National Association of School Psychologists (NASP) standards

Defined Teaching Experience – There are 6 endorsements that require “two years of teaching experience”—Curriculum Supervisor, Principal, Superintendent, Assessment Leadership, School Counselor, and Reading Specialist. In an effort to use consistent language across all endorsements, language in those six endorsements has been updated.

Provisional Endorsements – changed Provisional Endorsement and Provisional Special Education Endorsement to increase accountability for the completion of the endorsement requirements.

Other changes throughout the rule are non-substantive and provide consistency to the rule’s format.

005.02 Principal.

005.02A Grade Levels: ~~Pre-kindergarten through grade PK-12, Pre-kindergarten through grade PK-8, 4-9,~~ or 7-12.

005.02B Endorsement Type: Field/Administrative.

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement shall require 36 or 45 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required if the principal endorsement is at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching endorsement must complete a minimum of nine (9) additional credit hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 ~~The A~~pplicants for this endorsement shall have ~~the equivalent of two (2) full-school~~ years ~~of~~ teaching experience in ~~an~~ approved/accredited elementary, middle, and/or secondary schools.

005.02D2 Internship/Field-Based Experiences: This endorsement requires 250 clock hours of internship/field-based experiences in approved or accredited elementary, middle, or secondary schools. These hours must be completed at the level(s) for the endorsement(s) being sought.

005.02E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT**

Through the courses identified in its plan, the institution must provide prospective principals with opportunities to demonstrate the dispositions and competencies required

by the following guidelines, based on Educational Leadership Constituent Council (ELCC) Standards, 2009 draft.

~~A. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.~~

~~Standards for School Building Leadership~~

~~1. Develop a Vision~~

- ~~a. Candidates develop a vision of learning for a school that promotes the success of all students and is reflective of the school's mission statement.~~
- ~~b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.~~

~~2. Articulate a Vision~~

- ~~a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.~~
- ~~b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning.~~
- ~~c. Candidates involve the school community in the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.~~
- ~~d. Candidates demonstrate the ability to communicate the vision and school culture to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.~~

~~3. Implement a Vision~~

- ~~a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.~~
- ~~b. Candidates develop plans and processes for implementing the vision. Some examples may include articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources.~~

~~4. Stewardship of the Vision~~

- ~~a. Candidates demonstrate an understanding of the role that effective communication skills play in maintaining the vision.~~
- ~~b. Candidates demonstrate an understanding of building a shared commitment to the vision.~~
- ~~c. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.~~

~~5. Promote Community Involvement in the Vision~~

- ~~a. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.~~
- ~~b. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.~~

~~B. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective standards-based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs.~~

~~1. Promote Positive School Culture~~

- ~~a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.~~

~~2. Provide Effective Instructional Program~~

- ~~a. Candidates demonstrate the ability to facilitate activities that apply principles of standards-based instruction to improve instructional practices and curricular materials.~~
- ~~b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.~~
- ~~c. Candidates demonstrate the ability to use and promote technology and information systems to analyze and interpret data, to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.~~

~~3. Apply Best Practice to Student Learning~~

- ~~a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.~~

- ~~b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.~~
- ~~c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student.~~

~~4. Design Comprehensive Professional Growth Plans~~

- ~~a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.~~
- ~~b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.~~
- ~~c. Candidates demonstrate personal commitment to the development and implementation of continuous professional growth.~~

~~C. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.~~

~~1. Manage the Organization~~

- ~~a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.~~
- ~~b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.~~
- ~~c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.~~

~~2. Manage Operations~~

- ~~a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.~~
- ~~b. Candidates develop communication skills and plans with staff that include opportunities to develop their family and community collaboration skills.~~

~~c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.~~

~~3. Manage Resources~~

~~a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, technological and material resource allocation and alignment that focuses on teaching and learning.~~

~~b. Candidates creatively seek new resources to facilitate learning.~~

~~c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.~~

~~D. Candidates who complete the program are educational leaders who have the knowledge, ability, and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.~~

~~1. Collaborate with Families and Other Community Members~~

~~a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.~~

~~b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.~~

~~c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.~~

~~d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-base decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.~~

~~e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.~~

~~f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.~~

~~g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.~~

~~h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.~~

~~2. Respond to Community Interests and Needs~~

~~a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.~~

~~b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.~~

~~c. Candidates provide leadership to programs serving students with special and exceptional needs.~~

~~d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.~~

~~3. Mobilize Community Resources~~

~~a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.~~

~~b. Candidates demonstrate how to use school resources and social service agencies to serve the community.~~

~~c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.~~

~~E. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.~~

~~1. Acts with Integrity~~

~~a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.~~

~~2. Acts Fairly~~

~~a. Candidates demonstrate the ability to combine impartiality sensitivity to student diversity, and ethical considerations in their interactions with others.~~

~~3. Acts Ethically~~

~~a. Candidates make and explain decisions based upon ethical and legal principles.~~

~~F. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~

~~1. Understand the Larger Context~~

- ~~a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.~~
- ~~b. Candidates demonstrate the ability to explain how the legal and political systems and the institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.~~
- ~~c. Candidates demonstrate the ability to analyze the complex cause of poverty and other disadvantages and their effects on families, communities, children, and learning.~~
- ~~d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.~~
- ~~e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.~~
- ~~f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.~~
- ~~g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.~~
- ~~h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.~~

~~2. Respond to the Larger Context~~

- ~~a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.~~

~~3. Influence the Larger Context~~

- ~~a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.~~

- ~~b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.~~
- ~~c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.~~

~~G. Internship/Field Based Experiences. The internship/field based experiences provide significant opportunities for candidates to successfully synthesize, apply the knowledge, practices and skills identified in Standards 1-6 through substantial, sustained, standards based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.~~

~~1. Substantial~~

- ~~a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.~~

~~2. Sustained~~

- ~~a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills.~~

~~3. Standards based~~

- ~~a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.~~
- ~~b. Experiences are designed to accommodate candidates' individual needs.~~

~~4. Real Settings~~

- ~~a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.~~
- ~~b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.~~

~~5. Planned and Guided Cooperatively~~

- ~~a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the~~

~~standards. These three individuals work together to meet candidate and program needs.~~

~~b. Site supervisors are provided training to guide the candidate during the intern experience.~~

~~6. Credit~~

~~a. Candidates earn graduate credit for their intern experience.~~

Building leader candidates are prepared to:

Standard 1. Promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. The candidate will:

Element 1. Collaboratively develop and implement a shared vision and mission;

Indicators include, but are not limited to:

- A. Candidates have knowledge about the nature of collaborative school visioning and the impact of vision and the mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building;
- B. Theories and relevant knowledge of visions and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change;
- C. Candidates demonstrate skill abilities to design, articulate, and support a collaborative process for developing and implementing a vision and mission for a school; and
- D. Formulate plans and initiatives to implement the vision and mission statements and communicate the vision and mission to the appropriate constituencies.

Element 2. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;

Indicators include, but are not limited to:

- A. Candidates have knowledge about the purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning;
- B. The design and utilization of assessment data for learning;
- C. Organizational effectiveness and learning;
- D. Candidates demonstrate skill abilities to develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning; and

- E. Involve stakeholders in collecting and utilizing data to assess the effectiveness of the building and to generate building improvement targets that promote learning.

Element 3. Create and implement plans to achieve goals;

Indicators include, but are not limited to:

- A. Candidates have knowledge about strategic, tactical, and operational program planning, implementation, and evaluation;
- B. School improvement planning processes;
- C. Variables that affect student achievement;
- D. Candidates demonstrate skill abilities to create strategic, tactical, and operational goals and collaboratively develop implementation plans to achieve those goals; and
- E. Develop building improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.

Element 4. Promote continuous and sustainable improvement;

Indicators include, but are not limited to:

- A. Candidates have knowledge about the role of professional learning in continuous and sustainable improvement;
- B. Continuous and sustained improvement models and processes;
- C. Change processes, including continuous and sustainable improvement and discontinuous transformational change at the building-level;
- D. Strategic management of human capital and its impact on continuous and sustainable improvement;
- E. Candidates demonstrate skill abilities to identify strategies and practices to build organizational capacity to support continuous and sustainable district improvement;
- F. Identify capacity building strategies for developing school leadership capacity;
- G. Create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building level; and
- H. Design a comprehensive building-level professional development program.

Element 5. Monitor and evaluate progress and revise plans;

Indicators include, but are not limited to:

- A. Candidates have knowledge about effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals;
- B. Program evaluation models;
- C. Candidates demonstrate skill abilities to develop plans to monitor program development and implementation to achieve school goals; and
- D. Construct evaluation processes to assess the effectiveness of school plans and programs.

Standard 2. Promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The candidate will:

Element 1. Nurture and sustain a culture of collaboration, trust, learning, and high expectations;

Indicators include, but are not limited to:

- A. Candidates have knowledge about the elements of school culture and ways it can be influenced to ensure student success;
- B. Candidates demonstrate skill abilities to work collaboratively with others to accomplish school improvement goals;
- C. Incorporate cultural competence in development of programs, curriculum, and instruction;
- D. Monitor school programs and activities to ensure integrated learning opportunities aligned with standards, and consistent with the vision; and
- E. Recognize, celebrate, and incorporate diversity in development of programs, curriculum, and instructional practices.

Element 2. Create a comprehensive, rigorous, and coherent curricular program;

Indicators include, but are not limited to:

- A. Candidates have knowledge about the development of quality curriculum including principles/theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources;
- B. Candidates demonstrate skill abilities to design comprehensive curriculum development plans;
- C. Analyze instructional lessons;
- D. Collaborate with faculty to plan, implement, and evaluate a coordinated and articulated curriculum; and

E. Use technology to design, monitor and/or evaluate instructional programs.

Element 3. Create a personalized and motivating learning environment for students;
Indicators include, but are not limited to:

A. Candidates have knowledge about human development theories, proven learning and motivational theories and how diversity influences the learning process;

B. Candidates demonstrate skill abilities to facilitate the use of appropriate content-based, customized learning materials and learning strategies in the instruction of students;

C. Create and analyze individualized improvement plans, use data to design learning plans, design and/or implement changes in learning environments;

D. Develop school-wide comprehensive programs that meet the diverse learning needs and interests of students and school personnel; and

E. Promote equity, fairness, and respect among students and faculty.

Element 4. Supervise instruction;

Indicators include, but are not limited to:

A. Candidates have knowledge about supervision strategies that ensure teachers are demonstrating research based professional practices;

B. Individual professional development plans and continuous progress;

C. Candidates demonstrate skill abilities to Provide feedback to improve teaching and learning;

D. Work collaboratively at the building-level to improve practice for teaching and learning; and

E. Monitor individual professional development and continuous improvement.

Element 5. Develop assessment and accountability systems to monitor student progress;

Indicators include, but are not limited to:

A. Candidates have knowledge about multiple methods of evaluation, accountability systems, data collection, and analysis of data;

B. Candidates demonstrate skill abilities to Use standards-based accountability data to improve the quality of teaching and learning;

C. Provide feedback using data, assessments, and evaluation methods to improve practice and student achievement;

- D. Design evaluation systems, make plans based on assessment data, and provide feedback based on data; and
- E. Design, develop, and utilize school assessments for instruction and reporting.

Element 6. Develop the instructional and leadership capacity of staff;

Indicators include, but are not limited to:

- A. Candidates have knowledge about principles of quality professional development;
- B. Effective instructional techniques;
- C. Evaluation of professional development;
- D. Candidates demonstrate skill abilities to Participate in activities that apply principles of effective instruction to improve instructional practices and curricular materials;
- E. Design building-level professional growth plans that reflect national and state professional development standards; and
- F. Use a variety of approaches to improve staff performance.

Element 7. Maximize time spent on quality instruction;

Indicators include, but are not limited to:

- A. Candidates have knowledge about school systems that promote efficient practices in the management of people, processes, and resources; and
- B. Candidates demonstrate skill abilities to provide and monitor the use of differentiated strategies, materials, and technologies to maximize instructional time.

Element 8. Promote the use of the most effective and appropriate technologies to support teaching and learning;

Indicators include, but are not limited to:

- A. Candidates have knowledge about technology as pedagogical and administrative tools;
- B. Candidates demonstrate skill abilities to support initiatives that utilize technologies for improved teaching and student achievement; and
- C. Use technology for school improvement.

Element 9. Use technology for school improvement;

Indicators include, but are not limited to:

- A. Candidates have knowledge about program evaluation;

- B. Candidates demonstrate skill abilities to interpret information and communicate progress toward vision and goals for educators, the school community, and other stakeholders;
- C. Use disaggregated data to improve instructional programs;
- D. Use effective technology and performance management systems where appropriate to improve classroom instruction; and
- E. Use technology to monitor, analyze, and evaluate assessment results for accountability reporting and to guide continuous school improvement.

Standard 3. Promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The candidate will:

Element 1. Monitor and evaluate the management and operational systems;

Indicators include, but are not limited to:

- A. Candidates have knowledge about how to assess and manage organizational, operational, and legal resources of the school;
- B. How to manage the marketing and public relations functions of the school;
- C. How to strategically align the operations, mission, vision, and goals of the school with the district's strategic framework;
- D. Candidates demonstrate skill abilities to analyze the school's processes and operations to identify and prioritize daily and long-term challenges for the school;
- E. Write procedures for the school that support board policy; and
- F. Implement and manage long range planning for the school.

Element 2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;

Indicators include, but are not limited to:

- A. Candidates have knowledge about methods and procedures for managing the school's resources, including human resource development;
- B. Methods and procedures for managing the school's operations;
- C. Methods and procedures for managing school facilities;
- D. Methods and procedures for forecasting resource requirements for the school;
- E. Candidates demonstrate skill abilities to identify and appropriate funds for the school using a variety of tools and processes, including collaborating with stakeholders;

- F. Develop multi-year fiscal plans and annual budgets for the school;
- G. Audit the school's budget and financial status;
- H. Develop facility and space utilization plans for the school;
- I. Project short-term, mid-term, and long-term resource needs of the school; and
- J. Use technology to manage school operations.

Element 3. Promote and protect the welfare and safety of students and staff;

Indicators include, but are not limited to:

- A. Candidates have knowledge about strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school; and
- B. Candidates demonstrate skill abilities to create and implement procedures, practices, and strategies to ensure safe and secure building environments.

Element 4. Develop the capacity for distributed leadership;

Indicators include, but are not limited to:

- A. Candidates have knowledge about the meaning of distributed leadership and how to create and sustain it;
- B. Candidates demonstrate skill abilities to identify leadership capabilities of staff at various levels of the school;
- C. Model collaboration skills; and
- D. Authentically involve faculty and staff in decision-making processes.

Element 5. Ensure teacher and organizational time is focused to support quality instruction and student learning;

Indicators include, but are not limited to:

- A. Candidates have knowledge about how to manage personal managerial and leadership responsibilities;
- B. How to manage time and priorities;
- C. How to create and manage school schedules;
- D. Candidates demonstrate skill abilities to use power and political skills in ethical ways;
- E. Serve as a role model for effective management and leadership;
- F. Establish school procedures that protect instructional time and schedules; and
- G. Develop a master schedule for the school.

Standard 4. Promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. The candidate will:

Element 1. Collect and analyze data and information pertinent to the educational environment;

Indicators include, but are not limited to:

- A. Candidates have knowledge about the collection and analysis of data and information pertinent to the school educational environment;
- B. Candidates demonstrate skill abilities to use the appropriate strategies to collect, analyze, and interpret data and information pertinent to the school environment; and
- C. Communicate information about the school to the community.

Element 2. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;

Indicators include, but are not limited to:

- A. Candidates have knowledge about cultural competence;
- B. Diverse cultural, social, and intellectual community resources; and
- C. Candidates demonstrate skill abilities to identify and use diverse community resources to improve school programs and connect traditions to the needs of all students.

Element 3. Build and sustain positive relationships with families and caregivers;

Indicators include, but are not limited to:

- A. Candidates have knowledge about the needs of students, parents or caregivers;
- B. Organizational culture that promotes open communication with families and caregivers;
- C. Strategies for effective oral and written communication and collaboration with families and caregivers;
- D. Candidates demonstrate skill abilities to assess the needs of students, parents, and caregivers;
- E. Articulate a vision of school leadership characterized by respect for children and their families;
- F. Apply oral and written communication and collaboration strategies to develop school relationships with families and caregivers; and
- G. Involve families and caregivers in decision making about their children's education.

Element 4. Build and sustain productive relationships with community partners;

Indicators include, but are not limited to:

- A. Candidates demonstrate knowledge about the needs of school community partners;
- B. School organizational culture that promotes open communication with community partners;
- C. School strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners;
- D. Candidates demonstrate skill abilities to Assess the needs of district community partners;
- E. Articulate a vision of district leadership characterized by respect for community partners; and
- F. Apply oral and written communication and collaboration strategies to develop district relationship with community partners.

Standard 5. Promote the success of every student by acting with integrity, fairness, and in an ethical manner. The candidate will:

- Element 1. Ensure a system of accountability for every student's academic and social success;

Indicators include, but are not limited to:

- A. Candidates have knowledge about federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice; and
- B. Candidates demonstrate skill abilities to plan, implement, and evaluate policies, procedures, and practices within the school that support students' academic and social successes.

- Element 2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior;

Indicators include, but are not limited to:

- A. Candidates have knowledge about legal and professional organizations' information to understand the basic tenants of ethical behavior, the relationship between ethical behavior, building culture, and student achievement;
- B. The effect of ethical behavior on one's own leadership;
- C. Candidates demonstrate skill abilities to formulate a building-level leadership platform grounded in ethical standards and practices; and
- D. Analyze decisions in terms of established ethical standards.

- Element 3. Safeguard the values of democracy, equity, and diversity;

Indicators include, but are not limited to:

- A. Candidates have knowledge about democratic values, equity, and diversity; and
 - B. Candidates demonstrate skill abilities to develop, implement, and evaluate a professional development plan for a school that clearly addresses democratic values, equity, and diversity.
- Element 4. Consider and evaluate the potential moral and legal consequences of decision-making;
Indicators include, but are not limited to:
- A. Candidates have knowledge about current ethical and moral issues facing education, government, and business and their consequences; and
 - B. Candidates demonstrate skill abilities to formulate sound solutions to educational conflicts and dilemmas in educational leadership.
- Element 5. Promote social justice and ensure that individual student needs inform all aspects of schooling;
Indicators include, but are not limited to:
- A. Candidates have knowledge about the relationship between social justice, school culture, and student achievement; and
 - B. Candidates demonstrate skill abilities to develop and evaluate school policies, programs, and practices that ensure social justice, equity, confidentiality, acceptance, and respect between and among students and faculty that support student achievement.
- Standard 6.** Promote the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context. The candidate will:
- Element 1. Advocate for children, families, and caregivers;
Indicators include, but are not limited to:
 - A. Candidates have knowledge about policies, laws and regulations enacted by state, local, and federal authorities that affect schools, especially those targeted to improve educational and social opportunities; and
 - B. Candidates demonstrate skill abilities to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
 - Element 2. Act to influence local, district, state, and national decisions affecting student learning;
Indicators include, but are not limited to:
 - A. Candidates have knowledge about the larger political, social, economic, legal and cultural context;

- B. How to use power and political skills to influence local, state and federal decisions;
- C. Candidates demonstrate skill abilities to advocate for school policies and programs that promote equitable learning opportunities and success for all students; and
- D. Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

Element 3. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies;

Indicators include, but are not limited to:

- A. Candidates have knowledge about anticipating future issues and trends that can affect schools;
- B. Candidates demonstrate skill abilities to identify emerging trends and issues likely to impact the school; and
- C. Adapt leadership strategies and practice to address emerging issues.

Standard 7. Field-based internship experiences in which the candidate will:

- Element 1. Participate in planned and authentic school-based field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor.
- Element 2. Document all field experiences.
- Element 3. Participate in field experiences that occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills.
- Element 4. Work with appropriate community organizations such as social service groups and local businesses.

Standard 8. Standards-based internship experiences in which the candidate will:

- Element 1. Synthesize and apply the knowledge and skill abilities identified in Standards 1 through 6.
- Element 2. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a school.
- Element 3. Experience authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, parents, caregivers, students, and school community leaders.
- Element 4. Apply knowledge and skills articulated by state standards and district policies for educational leaders within a school.

Standard 9. Sustained Experiences in which the candidate is provided an internship experience of at least 250 clock hours in approved or accredited schools:

**Principal
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To Accompany Rule 24
(Adopted by the State Board
of Education on 8/13/04)**

Element 1. Experience need not be consecutive and may include experiences of different lengths. The internship must include an expended capstone experience to maximize the candidate's opportunities to practice and refine their building-level knowledge and skills.

Element 2. Candidates must submit an internship plan that is approved by both the on-site mentor and institution faculty.

Standard 10. Qualified On-Site Mentor:

Element 1. A qualified on-site mentor is selected collaboratively by the intern candidate and institution faculty.

Element 2. Each on-site mentor has demonstrated successful experience as an educational leader within a school.

Element 3. High-quality training of on-site mentors is provided by the supervising institution in order that the on-site mentor may provide the intern candidate with ongoing supervision, guidance, and evaluation.

Standard 11. Candidates take the internship for credit according to the policies of the program.

006.01 Adapted Physical Education

006.01A Grade Level: ~~Pre-kindergarten through~~ PK – Grade 12

006.01B Endorsement Type: Supplemental endorsement only. To qualify for this endorsement, the applicant shall have, or earn concurrently, one of the following endorsements: Health and Physical Education, Physical Education, or one of the Special Education Eendorsements.

006.01C Persons with this endorsement may teach physical education to children and youth in ~~p~~Pre-kKindergarten through grade 12 who have unique needs or verified disabilities. Persons with this endorsement may provide consultant services to teachers of students with unique needs or verified disabilities.

006.01D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of coursework. Applicants may apply up to 12 semester hours of coursework completed as part of a subject or field endorsement in Physical Education or Special Education toward requirements of this endorsement. The hours shall include the following:

006.01D1 Coursework in special education – six (6) semester hours;

006.01D2 Coursework in the content areas of physical education instruction – six (6) semester hours;

006.01D3 A minimum of twelve (12) semester hours in adapted physical education courses.

006.01E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

~~THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR USE WITH THIS ENDORSEMENT.~~

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.

Through the courses identified in its plan, the institution should prepare prospective Adapted Physical Education teachers, according to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards to:

- Standard 1.** Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
- Standard 2.** Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities.
- Standard 3.** Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
- Standard 4.** Design and implement content that is aligned with lesson objectives.
- Standard 5.** Plan for and manage resources to provide active, fair, and equitable learning experiences.
- Standard 6.** Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- Standard 7.** Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- Standard 8.** Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

006.09 Bilingual Education

006.09A Grade Levels: K-6, 4-9, 7-12

006.09B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently an English as a Second Language (ESL) endorsement in addition to a subject or field endorsement.

006.09C Persons with this endorsement may teach in a bilingual program in the grade levels for which they are prepared.

006.09D Certification Endorsement Requirements: This endorsement shall require a minimum of 12 semester hours of coursework related to methodology, content instruction, and content literacy in bilingual education programs which includes nine (9) credit hours of coursework taught in the target language.

006.09D1 Candidates must also complete a 45 clock hour practicum in a bilingual education program taught in the target language at the grade level(s) of the endorsement being sought.

006.09E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.

Through the courses identified in its plan, the institution should prepare prospective teachers to be able to:

- Standard 1. Demonstrate proficiency in the target language at the Advanced Low Level of Proficiency based on criteria identified by the American Council for the Teaching of Foreign Languages (ACTFL).**
- Standard 2. Understand the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.**
- Standard 3. Demonstrate the ability to design and deliver developmentally appropriate instruction aligned to the PK-12 content standards using the target language.**

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of Education on _____)

- Standard 4.** Demonstrate the ability to teach listening, speaking, reading, and writing in the target language across the content areas.
- Standard 5.** Demonstrate the ability to use developmentally appropriate formative and summative assessments in the target language.
- Standard 6.** Understand the role of family and community engagement in bilingual education.

006.2021 Elementary Education

006.2021A Grade levels: K-6 (K-8 in self-contained classrooms)

006.2021B Endorsement type: Field.

006.2021C Persons with this endorsement may teach children in all elementary subjects in kindergarten through grade 6 in all schools; and in grades 7 and 8 in self-contained classrooms. Self-contained classrooms exist when students spend more than half the school day with one teacher who provides instruction in more than half of the academic areas of the curriculum.

006.2021D Certification Endorsement Requirements: This endorsement shall require professional education coursework related to teaching children from kindergarten through grade eight and academic coursework in all areas of the elementary curriculum.

006.2021D1 A minimum of 40 semester hours of professional education coursework shall include the following:

006.2021D1a Child growth and development;

006.2021D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum;

006.2021D1c Instructional strategies that are adapted for diverse students;

006.2021D1d Organization and management of the classroom;

006.2021D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.2021D1f History, trends, and societal and cultural issues which impact elementary education.

006.2021D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Coursework in the four core areas includes:

006.2021D2a Communication, including literature, composition, and speech;

006.2021D2b Mathematics;

006.2021D2c Natural sciences; and
006.2021D2d Social sciences.

006.2021D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.2021D3a Fine arts and humanities, and;
006.2021D3b Health and wellness, ~~and~~
~~006.2021D3c Humanities~~

006.2021E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the professional education course work based on the Association for Childhood Education International Standards (ACEI) the courses identified in its plan, the institution program should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of reading and writing, mathematics, science, and social studies in the content standards through grade eight as defined in by the Nebraska Content Standards through grade eight State Board of Education.
- B. Demonstrate academic background knowledge in all areas of the elementary curriculum and be able to utilize the knowledge, skills, and processes of:
 1. communication, including literature, composition, and speech;
 2. health and wellness;
 - ~~3. humanities~~
 3. mathematics;
 4. natural sciences;
 5. social sciences; and
 6. fine arts.

~~Through the professional education course work, the program should prepare prospective teachers to:~~

- ~~C. Demonstrate an understanding of and be able to apply knowledge and understanding of growth and development of children and young adolescents in physical, social, emotional, language, creative and cognitive areas, giving equal emphasis to the developmental levels, including being able to:~~
- ~~1. recognize typical and atypical patterns in growth and development;~~
 - ~~2. plan, implement, and evaluate environments and activities appropriate to the various developmental levels of children and young adolescents, including students and situations which reflect atypical patterns; and~~
 - ~~3. collect and utilize assessment data to improve instruction and increase academic achievement.~~
- ~~C. Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.~~
- ~~D. Demonstrate methodological skills and strategies for teaching and integrating:~~
- ~~1. Reading, Writing, and other Language Arts; including
 - ~~a. Phonemic awareness;~~
 - ~~b. Phonics;~~
 - ~~c. Vocabulary~~
 - ~~d. Comprehension;~~
 - ~~e. Fluency;~~
 - ~~f. Development of writing skills;~~
 - ~~g. Reading for enjoyment and understanding;~~
 - ~~h. Integration of reading and writing across the curriculum; and~~
 - ~~i. Speaking and listening;~~~~
 - ~~2. Mathematics;~~
 - ~~3. Social Sciences;~~
 - ~~4. Health;~~
 - ~~5. Physical Education;~~
 - ~~6. Natural Science;~~
 - ~~7. Art; and~~
 - ~~8. Music~~
- ~~D. Demonstrate competence in the following curricular areas:~~
- ~~1. Reading, Writing, and Oral Language – Candidates demonstrate a high level~~

of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2. **Science** – Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
3. **Mathematics** – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage in problem solving, reasoning and proof, communication, connections, and representation;
4. **Social studies** – Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
5. **Arts** – Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
6. **Health education** – Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
7. **Physical education** – Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

~~E. Demonstrate an understanding of and be able to apply:~~

- ~~1. a variety of teaching skills, strategies, and technologies for the creation of learning environments and instruction appropriate for all students in grades kindergarten through grade eight;~~
- ~~2. developmental and learning theories, and best practices to the teaching and learning processes;~~
- ~~3. strategies for the identification, design, and adaptation of the curriculum based on the needs of children and young adolescents;~~
- ~~4. skills in preparing, interpreting, and utilizing multiple teacher-made assessments for the purpose of planning instruction and increasing student achievement;~~

- ~~5. standardized, criterion referenced, classroom, and curriculum-based assessment tools for the purpose of improving student learning;~~
 - ~~6. methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples; and~~
 - ~~7. collaborative skills in working with colleagues and others in the educational environment to enhance learning.~~
- E. Demonstrate proficiency in instruction-related competencies, including:
1. **Integrating and applying knowledge for instruction** – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
 2. **Adaptation to diverse students** – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
 3. **Development of critical thinking and problem solving** – Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;
 4. **Active engagement in learning** – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
 5. **Communication to foster collaboration** – Candidates use their knowledge and understanding of effective verbal, nonverbal, and digital communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
 6. **Integration of media and technology** - Candidates know how to use a variety of media communication tools, including audio-visual aids and computer-based technologies, to enrich learning opportunities for all students.
- F. ~~Demonstrate an understanding of and be able to apply theories and procedures for effective organization and management of kindergarten through eighth grade classrooms, including being able to:~~
- ~~1. correlate and organize learning experiences so they are commensurate with the needs, learning styles, interests, and physical and mental abilities of the students;~~
 - ~~2. utilize alternative ways to organize time, materials, activities, and classroom surroundings to maximize learning opportunities for students;~~
 - ~~3. manage student behavior while concurrently promoting self-discipline and positive self-image;~~
 - ~~4. engage students in activities which promote purposeful learning; and~~

- ~~5. implement positive behavior management techniques that promote productive learning.~~
- F. Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
1. Skills in preparing, interpreting, and utilizing multiple teacher-made assessments for the purpose of planning instruction, implementing interventions, and increasing student achievement;
 2. Standardized, criterion referenced, formative, summative, classroom, and curriculum-based assessment tools for the purpose of improving student learning;
- G. ~~Demonstrate an understanding of communication skills and be able to apply them appropriately with parents and other adults, including being able to:~~
1. ~~identify the characteristics and backgrounds of various types of families and communities which would influence the selection of appropriate communication strategies;~~
 2. ~~conduct conferences and communicate with parents and other adults representing varying cultural backgrounds, including, if possible, parents whose first language is other than English; and~~
 3. ~~identify community resources with which to collaborate in order to support students and families.~~
- G. Demonstrate professionalism, with an emphasis in the following areas:
1. **Professional growth, reflection, and evaluation** – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
 2. **Collaboration with families, colleagues, and community agencies** – Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
 3. **Diversity** - Candidates demonstrate an understanding of and are able to apply methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, socio-economic, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples.
- H. Demonstrate an understanding of historical, philosophical, and contemporary backgrounds in elementary education.

**Elementary Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/4/05)**

- I. Participate in cClinical experiences. Prospective teachers should be engaged in clinical experiences interpreting the knowledge and skills in standards C through H and which include interactions with:
 1. students in primary (K-3) and intermediate grades; and
 2. children and young adolescents representing ~~special~~diverse populations.

006.2223 English As A Second Language—**Undergraduate**

006.2223A Grade Levels: PK-12, PK-6, 4-9, 7-12.

006.2223B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.2223C Persons with this endorsement may teach English as a Second Language (**ESL**) in the grade levels for which they are prepared. grades pre-kindergarten through twelfth grade.

006.2223D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 ~~undergraduate~~-semester hours of coursework in the following topics: Second Language Acquisition, English as a Second Language, English Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of Second English Language Learners (ELL). ~~Applicants must present competence in a world language equivalent to two (2) semesters of post secondary world language coursework or two (2) years of high school world language.~~

~~006.22D1 Clinical Experiences. Prospective teachers shall be engaged in clinical experiences at both the elementary and secondary levels.~~

~~006.23D12 Practicum. Prospective teachers shall be engaged in a one semester practicum. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.~~

006.2223E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution should prepare prospective teachers according to the Teachers of Speakers of Other Languages (TESOL) standards, to address the following:

- ~~A. Facilitate students and families' understanding of the new culture, including the educational system;~~
- ~~B. Create linkages with families that enhance the educational experiences of their students;~~
- ~~C. Create a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively in acquiring anti-bias strategies;~~
- ~~D. Demonstrate knowledge of and sensitivity to socio-linguistic requirements as they change across cultures;~~
- ~~E. Demonstrate knowledge of American English syntax, morphology, variations, and spoken and written conventions;~~
- ~~F. Utilize knowledge of language and language development to:
 - ~~1. Understand their students' growth in both their primary and new language.~~
 - ~~2. Develop instructional strategies that promote language development, and~~
 - ~~3. Modify the curriculum to best accommodate the needs of new language learners.~~~~
- ~~G. Demonstrate knowledge of basic federal and state laws related to limited English proficient students;~~
- ~~H. Provide multiple paths to assist students in:
 - ~~1. Developing language proficiency,~~
 - ~~2. Learning the central concepts in each pertinent discipline, and~~
 - ~~3. Building knowledge and strengthening their understanding of the various disciplines.~~~~
- ~~I. Utilize a variety of assessment methods to:
 - ~~1. Obtain useful information about student placement, learning, and development, and~~
 - ~~2. Assist students in reflecting on their own progress.~~~~
- ~~J. Create goals, design curricula and instruction, and facilitate student learning in specific content areas which builds on the student's linguistic and cultural diversity, and prior knowledge;~~
- ~~K. Select from or create a variety of approaches, resources, and instructional strategies that allows students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways;~~

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- ~~L. Engage in reflective thinking that engages them in analyzing, evaluating, and strengthening the quality of their own practice and programs;~~
- ~~M. Consult and collaborate with colleagues in the advancement of knowledge and interpersonal skills, including strategies for modeling and advocating for the civil rights of students;~~
- ~~N. Utilize methodology and strategies for teaching students who have had no or limited school experiences;~~
- ~~O. Utilize methodology and strategies for teaching reading to second language learners, including both students who are literate and those who are non-literate in their first language.~~

Standard 1. Know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners' (ELLs) develop language and literacy and achieve in the content areas.

- Element 1. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.
- Element 2. They understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content area achievement.

Standard 2. Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

- Element 1. They know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Standard 3. Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.

- Element 1. They know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multi-level classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.
- Element 2. They know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. They support ELLs'

access to the core curriculum by teaching language through academic content.

- Element 3. They are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Standard 4. Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

- Element 1. They demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.
- Element 2. They know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.
- Element 3. They know and can use a variety of performance-based assessment tools and techniques to inform instruction for use in the classroom.

Standard 5. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

- Element 1. They demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.
- Element 2. They take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

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~~006.23 English As A Second Language – Beyond Baccalaureate~~

~~006.23A Grade Levels: K-12.~~

~~006.23B Endorsement Type: Supplemental endorsement. This endorsement requires an applicant to have a valid regular teaching certificate.~~

~~006.23C Persons with this endorsement may teach English as a Second Language in grades K-12.~~

~~006.23D Certification Endorsement Requirements: This endorsement shall require a minimum of 12 graduate semester hours of coursework in English as a Second Language, Linguistics, Cross-Cultural Communication, Curriculum Design for English as a Second Language, and Methods in Teaching English as a Second Language.~~

~~006.23D1 Clinical Experiences. Prospective teachers shall be engaged in clinical experiences at elementary and secondary grade levels.~~

~~006.23D2 Internship. Prospective teachers shall be engaged in a one-semester K-12 internship.~~

~~006.23E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

**~~THE FOLLOWING ARE RECOMMENDED GUIDELINES
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UNDER THIS ENDORSEMENT.~~**

~~Through the courses identified in its plan, the institution should prepare prospective teachers to:~~

- ~~A. Facilitate students and families' understanding of the new culture, including the educational system;~~
- ~~B. Create linkages with families that enhance the educational experiences of their students;~~
- ~~C. Create a caring, inclusive, safe and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and~~

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- collaboratively in acquiring anti-bias strategies;
- ~~D. Demonstrate knowledge of and sensitivity to socio-linguistic requirements as they change across cultures;~~
- ~~E. Demonstrate knowledge of American English syntax, morphology, variations, and spoken and written conventions;~~
- ~~F. Utilize knowledge of language and language development to:~~
- ~~1. Understand their students' growth in both their primary and new languages,~~
 - ~~2. Develop instructional strategies that promote language development, and~~
 - ~~3. Modify the curriculum to best accommodate the needs of new language learners.~~
- ~~G. Demonstrate knowledge of basic federal and state laws related to limited English proficient students;~~
- ~~H. Provide multiple paths to assist students in:~~
- ~~1. Developing language proficiency,~~
 - ~~2. Learning the central concepts in each pertinent discipline, and~~
 - ~~3. Building knowledge and strengthening their understanding of the various disciplines.~~
- ~~I. Utilize a variety of assessment methods to:~~
- ~~1. Obtain useful information about student placement, learning and development, and~~
 - ~~2. Assist students in reflecting on their own progress.~~
- ~~J. Create goals, design curricula and instruction, and facilitate student learning in specific content areas which builds on the student's linguistic and cultural diversity, and prior knowledge;~~
- ~~K. Select from or create a variety of approaches, resources, and instructional strategies that allows students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways;~~
- ~~L. Engage in reflective thinking that engages them in analyzing, evaluating, and strengthening the quality of their own practice and programs;~~
- ~~M. Consult and collaborate with colleagues in the advancement of knowledge and interpersonal skills, including strategies for modeling and advocating for the civil rights of students;~~
- ~~N. Utilize methodology and strategies for teaching student who have had no or limited school experience;~~
- ~~O. Utilize methodology and strategies for teaching reading to second language~~

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~~learners, including both students who are literate and those who are non-literate in
their first language.~~

006.28 Health and Physical Education

006.28A Grade Levels: PK-12

006.28B Endorsement Type: Field

006.28C Persons with this endorsement may teach health and physical education in grades Pre-Kindergarten through 12 at the elementary and secondary school levels.

006.28D Certification Endorsement Requirements: This endorsement requires 5448 semester hours of preparation in health and physical education courses with, including

006.28D1 a minimum of 2724 semester hours in scientific foundations of physical education, including: anatomy; kinesiology and biomechanics; exercise physiology; child and adolescent growth and development; motor learning, and motor development; skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.28D2 a minimum of 2724 semester hours in health education foundations that: demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program. including injury prevention and safety; substance use and abuse; family life education; emotional and mental health; community and environmental health; prevention and control of disease; personal health and physical activity; nutrition and consumer decision-making concerning health issues.

006.28E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare Health and Physical Education teachers, according to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the American Association for Health Education (AAHE) standards to:

Standard 1. Demonstrate Scientific and Theoretical Knowledge ~~Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Teacher candidates will be able to:~~

- Element 1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness;
- Element 2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness;
- Element 3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness;
- Element 4. Identify historical, philosophical, and social perspectives of physical education issues and legislation; and
- Element 5. Analyze and correct critical elements of motor skills and performance concepts.

Standard 2. Demonstrate Skill and Fitness Based Competence ~~Know competent movement performance and health-enhancing fitness as delineated in the NASPWE K-12 Standards. Teacher candidates will be able to:~~

- Element 1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns;
- Element 2. Achieve and maintain a health-enhancing level of fitness throughout the program; and
- Element 3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Standard 3. Plan and Implement Curriculum ~~Plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Teacher candidates will be able to:~~

- Element 1. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs;

- Element 2. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities;
- Element 3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards;
- Element 4. Design and implement content that is aligned with lesson objectives;
- Element 5. Plan for and manage resources to provide active, fair, and equitable learning experiences;
- Element 6. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities;
- Element 7. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students; and
- Element 8. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4. Demonstrate Instructional Delivery and Classroom Management ~~Use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Teacher candidates will be able to:~~

- Element 1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats;
- Element 2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;
- Element 3. Provide effective instructional feedback for skill acquisition, student learning, and motivation;
- Element 4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses;
- Element 5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment; and
- Element 6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5. Demonstrate Impact on Student Learning ~~Utilize assessments and reflection to foster student learning and inform instruction decisions. Teacher candidates will be able to:~~

- Element 1. Select or create appropriate assessments that will measure student achievement of goals and objectives;

Element 2. Use appropriate assessments to evaluate student learning before, during, and after instruction; and

Element 3. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6. Demonstrate Professionalism Demonstrate dispositions essential to becoming effective professionals. Teacher candidates will be able to:

Element 1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals;

Element 2. Participate in activities that enhance collaboration and lead to professional growth and development;

Element 3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers; and

Element 4. Communicate in ways that convey respect and sensitivity.

Standard 7. Demonstrate the knowledge and skills of a health literate educator, including:

Element 1. Theoretical foundations of health behaviors and principles of learning;

Element 2. The National Health Education Standards;

Element 3. Practices that promote health and safety;

Element 4. Behaviors that might compromise health and/or safety;

Element 5. Disease etiology and prevention practices; and

Element 6. Health literacy skills of an informed consumer of health products and services.

Standard 8. Demonstrate content knowledge and understanding of:

Element 1. Human anatomy and physiology;

Element 2. Community Health;

Element 3. Consumer Health;

Element 4. Environmental Health;

Element 5. Family Life including sexuality education;

Element 6. Mental/Emotional Health including stress management, depression, and death and dying;

Element 7. Injury Prevention/Safety including violence and suicide;

Element 8. Nutrition;

Element 9. Personal Health including health-related physical activity;

Element 10. Prevention/Control of Disease including STDs/STIs, HIV/AIDS, and emerging public health threats; and

Element 11. Substance Use/Misuse/Abuse.

Standard 9. Assess needs to determine priorities for school health education such as assessing, collecting, and utilizing a variety of health-related data to infer needs for school health education.

Standard 10. Plan effective comprehensive school health education curricula and programs, including:

Element 1. Designing strategies for involving key stakeholders in program planning for School Health Education;

Element 2. Designing a logical scope and sequence of skill-based learning experiences that accommodate all students;

Element 3. Creating appropriate and measurable learner objectives that align with assessments and scoring guides;

Element 4. Selecting developmentally appropriate strategies to meet learning objectives;

Element 5. Aligning health education curricula with needs assessment data and the National Health Education Standards; and

Element 6. Conducting feasibility analysis for implementing selected strategies.

Standard 11. Implement health instruction, including but not limited to:

Element 1. Demonstration of multiple instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for all students;

Element 2. Utilization of technology and resources to provide instruction and engage diverse learners;

Element 3. Exhibition of competency in classroom management; and

Element 4. Reflection on implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.

Standard 12. Assess student learning, including:

Element 1. Develop assessment plans;

Element 2. Analyze available assessment instruments;

Element 3. Develop instruments to assess student learning;

Element 4. Implement plans to assess student learning; and

Element 5. Utilize assessment results to guide future instruction.

Standard 13. Plan and coordinate a school health education program by:

Element 1. Developing a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP);

- Element 2. Explaining how a health education program fits the culture of a school and contributes to the school's mission;
- Element 3. Designing a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and
- Element 4. Implementing health education programs.

Standard 14. Serve as a resource person in health education by:

- Element 1. Using current credible and reliable health information resources;
- Element 2. Responding to requests for health information;
- Element 3. Selecting accurate, current, and reliable educational resource materials for dissemination; and
- Element 4. Describing ways to establish effective consultative and collaborative relationships with others involved in Coordinated School Health Programs.

Standard 15. Communicate and advocate for health and school health education by:

- Element 1. Analyzing and responding to factors that impact current and future needs in comprehensive school health education;
- Element 2. Applying a variety of communication methods and techniques;
- Element 3. Advocating for coordinated school health and comprehensive school health education; and
- Element 4. Demonstrating professionalism.

~~A. Demonstrate knowledge and an understanding of:~~

- ~~1. Injury prevention and safety, including violence prevention,~~
- ~~2. Substance use and abuse,~~
- ~~3. Family life education, including sexuality education, and death and dying,~~
- ~~4. Emotional and mental health, including stress management and bereavement,~~
- ~~5. Community and environmental health,~~
- ~~6. Prevention and control of disease, including STD's, HIV, and AIDS,~~
- ~~7. Personal health and physical activity,~~
- ~~8. Nutrition, and~~

- ~~9. Consumer health;~~
- ~~B. Communicate the essential purposes of school health education;~~
- ~~C. Assess the health behaviors and needs of students;~~
- ~~D. Plan and implement school health education;~~
- ~~E. Evaluate the effectiveness of school health education;~~
- ~~F. Collaborate with other professionals in implementing the coordinated school health program;~~
- ~~G. Act as a resource person in health education;~~
- ~~H. Act as an advocate for school health education;~~
- ~~I. Demonstrate knowledge and an understanding of physical education concepts, disciplinary concepts, and tools of inquiry related to the development of a physically educated person;~~
- ~~J. Use individual and group motivation and behavior theory to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation;~~
- ~~K. Use verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings;~~
- ~~L. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals;~~
- ~~M. Select and use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity;~~
- ~~N. Evaluate one's own actions on others (e.g., learners, parents or guardians, and professionals in the learning community); and~~
- ~~O. Foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being.~~

006.27 Health Education

006.27A Grade Levels: 7-12

006.27B Endorsement Type: Subject

006.27C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.27D Certification Endorsement Requirements: The health education endorsement program requires a minimum of ~~27~~ 30 semester hours in health courses, ~~including foundations and philosophies of health education; science of health education; injury prevention and safety; substance use and abuse; family life education; emotional and mental health; community and environmental health; prevention and control of disease; nutrition; personal health and physical activity; and consumer decision-making concerning health issues. that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.~~

006.27E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective Health teachers, according to the American Association for Health Education (AAHE) standards to be able to:

~~A. Demonstrate knowledge and an understanding of:~~

~~1. Injury prevention and safety, including violence prevention;~~

- ~~2. Substance use and abuse;~~
- ~~3. Family life education, including sexuality education, and death and dying;~~
- ~~4. Emotional and mental health, including stress management and bereavement;~~
- ~~5. Community and environmental health;~~
- ~~6. Prevention and control of disease, including STD's, HIV, and AIDS;~~
- ~~7. Personal health and physical activity;~~
- ~~8. Nutrition; and~~
- ~~9. Consumer health;~~

- ~~B. Communicate the essential purposes of school health education;~~
- ~~C. Assess the health behaviors and needs of students;~~
- ~~D. Plan and implement school health education;~~
- ~~E. Evaluate the effectiveness of school health education;~~
- ~~F. Collaborate with other professionals in implementing a coordinated school health program;~~
- ~~G. Act as a resource person in health education; and~~
- ~~H. Act as an advocate for school health education.~~

Standard 1. Demonstrate the knowledge and skills of a health literate educator, including:

- Element 1. Theoretical foundations of health behavior and principles of learning;
- Element 2. The National Health Education Standards;
- Element 3. Practices that promote health and/or safety;
- Element 4. Behaviors that might compromise health and/or safety;
- Element 5. Disease etiology and prevention practices; and
- Element 6. Health literacy skills of an informed consumer of health products and services.

Standard 2. Demonstrate content knowledge and understanding of:

- Element 1. Human anatomy and physiology;
- Element 2. Community Health;
- Element 3. Consumer Health;
- Element 4. Environmental Health;
- Element 5. Family Life including sexuality education;

- Element 6. Mental/Emotional Health including stress management, depression, and death and dying;
- Element 7. Injury Prevention/Safety including violence and suicide;
- Element 8. Nutrition;
- Element 9. Personal Health including health-related physical activity;
- Element 10. Prevention/Control of Disease including STDs/STIs, HIV/AIDS, and emerging public health threats; and
- Element 11. Substance Use/Misuse/Abuse.

Standard 3. Assess needs to determine priorities for school health education such as assessing, collecting, and utilizing a variety of health-related data to infer needs for school health education.

Standard 4. Plan effective comprehensive school health education curricula and programs, including:

- Element 1. Designing strategies for involving key stakeholders in program planning for School Health Education;
- Element 2. Designing a logical scope and sequence of skill-based learning experiences that accommodate all students;
- Element 3. Creating appropriate and measurable learner objectives that align with assessments and scoring guides;
- Element 4. Selecting developmentally appropriate strategies to meet learning objectives;
- Element 5. Aligning health education curricula with needs assessment data and the National Health Education Standards; and
- Element 6. Conducting feasibility analysis for implementing selected strategies.

Standard 5. Implement health education instruction, including but not limited to:

- Element 1. Demonstration of multiple instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for all students;
- Element 2. Utilization of technology and resources to provide instruction and engage diverse learners;
- Element 3. Exhibition of competency in classroom management; and
- Element 4. Reflection on implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.

Standard 6. Assess student learning, including:

- Element 1. Develop assessment plans;
- Element 2. Analyze available assessment instruments;

- Element 3. Develop instruments to assess student learning;
- Element 4. Implement plans to assess student learning; and
- Element 5. Utilize assessment results to guide future instruction.

Standard 7. Plan and coordinate a school health education program by:

- Element 1. Developing a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP);
- Element 2. Explaining how a health education program fits the culture of a school and contributes to the school's mission;
- Element 3. Designing a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.

Standard 8. Serve as a resource person in health education by:

- Element 1. Using current credible and reliable health information resources;
- Element 2. Responding to requests for health information;
- Element 3. Selecting accurate, current, and reliable educational resource materials for dissemination; and
- Element 4. Describing ways to establish effective consultative and collaborative relationships with others involved in Coordinated School Health Programs.

Standard 9. Communicate and advocate for health and school health education by:

- Element 1. Analyzing and responding to factors that impact current and future needs in comprehensive school health education;
- Element 2. Applying a variety of communication methods and techniques;
- Element 3. Advocating for coordinated school health and comprehensive school health education; and
- Element 4. Demonstrating professionalism.

006.34 Information Technology.

006.34A Grade Levels: ~~PK-12~~.

006.34B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.34C Persons with this endorsement may teach information technology courses in grades ~~Pre-Kindergarten~~ through 12.

006.34D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses ~~and a minimum of 40 hours of related clinical experiences at elementary and secondary levels.~~

006.34E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution ~~should~~ shall prepare prospective teachers to be able to:

Standard 1. ~~A.~~ Demonstrate knowledge of ethical, human, legal and social issues, which may include privacy, accessibility, copyright, intellectual property, plagiarism, and information validity.

Standard 2. ~~B.~~ Demonstrate knowledge of classroom and instructional management methodologies using appropriate materials, methods, resources, and curricula for teaching information technology, which may include:

Element 1. ~~1.~~ Instructional strategies that create authentic and meaningful learning experiences;

Element 2. ~~2.~~ Instructional strategies for dealing with learning styles and diverse populations; and

Element 3. ~~3.~~Effective methods of assessment and evaluation with appropriate feedback techniques.

Standard 3. ~~C.~~Demonstrate knowledge of methods and skills appropriate to planning and designing learning environments, which may include:

Element 1. ~~1.~~Classroom design that includes access to technical resources and tools; and

Element 2. ~~2.~~Management skills and techniques.

Standard 4. ~~D.~~Demonstrate knowledge and application of basic programming concepts, that may include:

Element 1. ~~1.~~Design principles and common programming structures;

Element 2. ~~2.~~Procedural and object-oriented programs;

Element 3. ~~3.~~Application development tools;

Element 4. ~~4.~~Program solutions coded in a common high-level language; and

Element 5. ~~5.~~Strategies for testing and debugging code.

Standard 5. ~~E.~~Demonstrate knowledge in the areas of selection, installation, management, and maintenance of infrastructure for information support and services, which may include:

Element 1. ~~1.~~Operating systems;

Element 2. ~~2.~~Organization and architecture of computer systems and software;

Element 3. ~~3.~~Database design, development, and management;

Element 4. ~~4.~~Technical research and documentation;

Element 5. ~~5.~~Troubleshooting strategies;

Element 6. ~~6.~~Communication skills;

Element 7. ~~7.~~Emerging hardware and software technologies;

Element 8. ~~8.~~Security of hardware, software, and data; and

Element 9. ~~9.~~Ergonomic principles that foster a healthy and productive environment.

Standard 6. ~~F.~~Demonstrate a basic knowledge of interactive media, which may include:

Element 1. ~~1.~~Web-based media and applications;

Element 2. ~~2.~~Multimedia tools; and

Element 3. ~~3.~~Digital media.

Standard 7. ~~G.~~Demonstrate a basic knowledge of network systems, which may include:

Element 1. ~~1.~~Network concepts and operating systems;

Element 2. ~~2.~~Management and security for networked environments; and

Element 3. ~~3.~~Emerging technologies.

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~~H. Optional Practicum:~~

- ~~1. Practica may be substituted for coursework at the discretion of the institution.~~

006.35 Instructional Technology Leadership.

006.35A Grade Levels: PK-12

006.35B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.35C Persons with this endorsement may assist in or facilitate the development of technology programs for students in grades Pre-Kindergarten through 12.

006.35D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 semester hours that shall include the following:

006.35D1 The study of school and district level technology integration into curriculum areas for instructional improvement;

006.35D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.35D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

006.35E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution shall prepare prospective teachers, according to the International Society for Technology in Education (ISTE) standards, to address the following:

Standard 1. Demonstrate leadership in educational technology, which may include:

Element 1. Policy design;

Element 2. Educational application of new techniques and hardware; and

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Element 3. Integrating technology planning in current school improvement planning.

Standard 2. Demonstrate knowledge of ethical, human, legal and social issues when using electronic communications, which may include privacy, accessibility, copyright, intellectual property, plagiarism, and information validity.

Standard 3. Demonstrate knowledge of classroom and instructional management methodologies using appropriate materials, methods, resources, and curricula for integrating technology which may include:

Element 1. Instructional strategies that create authentic and meaningful learning experiences;

Element 2. Instructional strategies for dealing with learning styles and diverse populations; and

Element 3. Instructional strategies for alternative learning opportunities.

Standard 4. Demonstrate knowledge of methods and skills appropriate to planning and designing learning environments, which may include:

Element 1. Classroom design that facilitates access to technical resources and tools;

Element 2. 24/7 learning solutions for students and teachers;

Element 3. Management skills and techniques;

Element 4. Differentiation and personalization of learning; and

Element 5. Use of education technology research and best practices.

Standard 5. Demonstrate knowledge of assessment, which may include:

Element 1. Formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching;

Element 2. Technology based test opportunities;

Element 3. Student skill requirements for technology based tests;

Element 4. Understanding and preparing the test environment; and

Element 5. Accommodations for student access to testing.

Standard 6. Demonstrate knowledge of appropriate professional development, which may include:

Element 1. Modeling and promotion of the effective use of technology for learning;

Element 2. Designing appropriate integration learning opportunities for staff; and

Element 3. Adult learning styles and techniques.

Standard 7. Demonstrate knowledge of integrating interactive media, which may include:

Element 1. Web-based media and applications;

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- Element 2. Multimedia tools;
- Element 3. Games, simulations, augmented reality; and
- Element 4. Digital media.

006.43 Physical Education

006.43A Grade Levels: PK-6, 7-12

006.43B Endorsement Type: Subject

006.43C Persons with this endorsement may teach physical education in grades Pre-K kindergarten through grade 6, or grades 7 through 12.

006.43D Certification Endorsement Requirement: This endorsement shall require a minimum of 3027 semester hours in physical education courses for Pre-K kindergarten through grade 6 or 7-12 endorsements.

006.43D1 The PK-6 endorsement shall require a minimum of 15 semester hours in scientific foundations of physical education, including; anatomy; kinesiology and biomechanics; exercise physiology; child growth and development; motor learning and motor development; and adapted physical education; plus and a minimum of 152 semester hours of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning techniques including the development, implementation and assessment in elementary school physical education programs.

006.43D2 The 7-12 endorsement shall require a minimum of 15 semester hours in scientific foundations of physical education, including; anatomy, kinesiology and biomechanics; exercise physiology; adolescent growth and development; motor learning and motor development; and adapted physical education; and plus a minimum of 152 semester hours of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in techniques including the development, implementation, and assessment in secondary school physical education programs.

006.43D3 Applicants seeking both the PK-6 and 7-12 endorsements are required to earn a minimum of 3942 semester hours of coursework as prescribed above for elementary and secondary school physical education programs.

006.43E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward

completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution should prepare prospective physical education teachers, according to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards to:

~~A. Demonstrate knowledge and an understanding of the basic concepts and principles of physical education, and their application, including being able to:~~

- ~~1. Describe the basic content of a physical education program,~~
- ~~2. Utilizes appropriate tools of inquiry,~~
- ~~3. Describe the growth, development, and learning patterns of children or youth,~~
- ~~4. Create learning opportunities that support physical, cognitive, social, and emotional development,~~
- ~~5. Describe how individuals differ in their approaches to learning,~~
- ~~6. Create and adapt instruction to meet the needs of diverse learners,~~
- ~~7. Use individual and group motivation and behavior theory to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation,~~
- ~~8. Use verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings,~~
- ~~9. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals,~~
- ~~10. Select and use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity,~~
- ~~11. Evaluate one's own actions on others (e.g., learners, parents or guardians, and professionals in the learning community), and~~
- ~~12. Foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being.~~

Standard 1. Demonstrate Scientific and Theoretical Knowledge

- Element 1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- Element 2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- Element 3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- Element 4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.
- Element 5. Analyze and correct critical elements of motor skills and performance concepts.

Standard 2. Demonstrate Skill and Fitness Based Competence

- Element 1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- Element 2. Achieve and maintain a health-enhancing level of fitness throughout the program.
- Element 3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Standard 3. Plan and Implement Curriculum

- Element 1. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
- Element 2. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities.
- Element 3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
- Element 4. Design and implement content that is aligned with lesson objectives.
- Element 5. Plan for and manage resources to provide active, fair, and equitable learning experiences.
- Element 6. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- Element 7. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- Element 8. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4. Demonstrate Instructional Delivery and Classroom Management

- Element 1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- Element 2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- Element 3. Provide effective instructional feedback for skill acquisition, student learning, and motivation.
- Element 4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- Element 5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- Element 6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5. Demonstrate Impact on Student Learning

- Element 1. Select or create appropriate assessments that will measure student achievement of goals and objectives.
- Element 2. Use appropriate assessments to evaluate student learning before, during, and after instruction.
- Element 3. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6. Demonstrate Professionalism

- Element 1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- Element 2. Participate in activities that enhance collaboration and lead to professional growth and development.
- Element 3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- Element 4. Communicate in ways that convey respect and sensitivity.

006.53 School **Guidance** Counselor

006.53A Grade Levels: PK-6, **4-9**,7-12, PK-12.

006.53B Endorsement Type: Subject (PK-6; **4-9**,7-12); Field (PK-12)

006.53C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-6; **4-9**,7-12; PK-12).

006.53D Certification Endorsement Requirements: The endorsement shall require the applicant to have ~~had at least~~ two **(2)** years of teaching experience in an approved or accredited PK-12 district or system, and a Master's Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours, and a Master's Degree in School Counseling including:

006.53D1 At least ~~one hundred~~ **100** clock-hours of school related field clinical experiences prior to internship; and

006.53D2 At least ~~four hundred fifty~~ **(450)** clock-hours of internship at the grade levels of the endorsement.

006.53E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS
ENDORSEMENT.***

Through the courses identified in its plan, the institution ~~should~~shall provide the following content:

SCHOOL COUNSELING PROGRAM:

School counselors shall possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the American School Counseling Association (ASCA) National Model. The competencies required include the following:
content:

Standard 1. School counselors ~~can~~shall articulate and demonstrate an understanding of:

- Element 1. ~~1. Their role as School counselors serve as~~ leaders who collaborate with stakeholders to improve student achievement and who are uniquely positioned to be student advocates and systems change agents.
- Element 2. ~~2.~~ Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate postsecondary education for every student;
- Element 3. ~~3.~~ Educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives;
- Element 4. ~~4.~~ Measurement and assessment literacy;
- Element 5. ~~5.~~ The continuum of mental health services, including prevention, and intervention, and referral strategies to enhance student success.
- Element 6. ~~6.~~ Theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.

~~A.~~ FOUNDATION

Standard 2. School counselors possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program, including:

- Element 1. ~~1.~~ Mission of the school counseling program that aligns with current school improvement and student success initiatives at the school, district and state levels;
- Element 2. ~~2.~~ History and purpose of school counseling, including traditional and transformed roles of school counselors;
- Element 3. ~~3.~~ District, state and national student standards and competencies;
- Element 4. ~~4.~~ Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies;
- Element 5. ~~5.~~ The three domains of academic achievement, career planning, and personal and social development.

~~B.~~ DELIVERY SYSTEM

Standard 3. School counselors shall articulate and demonstrate an understanding of:

- Element 1. ~~1.~~ PK-12 Guidance Curriculum, which includes:
 - A. ~~a.~~ Classroom Instruction;

- B. ~~b.~~ Interdisciplinary curriculum development;
 - C. ~~c.~~ Group Activities; and
 - D. ~~d.~~ Parent workshops and instruction.
- Element 2. ~~2.~~ Individual Student Planning, which includes:
- A. ~~a.~~ Career Guidance; and
 - B. ~~b.~~ Educational Planning.
- Element 3. Responsive Services, which include:
- A. ~~a.~~ Counseling techniques and applications that work in varied school settings;
 - B. ~~b.~~ Crisis counseling and intervention;
 - C. ~~c.~~ Consultation;
 - D. ~~d.~~ Individual and small-group counseling;
 - E. ~~e.~~ Referrals; and
 - F. ~~f.~~ Peer facilitation.
- Element 4. ~~4.~~ Systems Support, which includes:
- A. ~~a.~~ Professional development;
 - B. ~~b.~~ Consultation, collaboration and teaming; and
 - C. ~~c.~~ Program management and operations.

~~C.~~ MANAGEMENT SYSTEM

Standard 4. School counselors shall articulate and demonstrate an understanding of:

- Element 1. ~~1.~~ Data-informed decision making; and
- Element 2. ~~2.~~ Management tools (Calendars, Principal-Counselor Responsibilities Agreements, Action Plans, Advisory Councils, Use of time); and
- Element 3. ~~3.~~ Current and emerging technologies such as use of the Internet, Web-based resources and management information systems.

~~D.~~ ACCOUNTABILITY

Standard 5. School counselors shall articulate and demonstrate an understanding of:

- Element 1. ~~1.~~ Basic concepts of results-based school counseling and accountability issues;
- Element 2. ~~2.~~ Basic research and statistical concepts to read and conduct research;
- Element 3. ~~3.~~ Use of data to evaluate program effectiveness and to determine program needs; and
- Element 4. ~~4.~~ Program audits and student results reports.

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Standard 6. ~~E.~~ School Related Field Experiences for a prospective School Counselor shall include at least 100 clock-hours in school settings at the grade levels of the endorsement in one or more components of the ASCA National Model (i.e., Foundation, Delivery, Management, and/or Accountability).

Standard 7. ~~F.~~ Internship experiences of at least 450 clock-hours under the supervision of a certified school counselor, and demonstration of the competencies in these guidelines. The internship experiences shall take place in a school setting. One hundred eighty (180) of the 450 clock hours shall be in direct service, including but not limited to, individual and group counseling, individual student planning, developmental classroom guidance, and consultation.

006.3854 School Librarian. (formerly Library Media Specialist 006.38)

006.3854A Grade Levels: **PK-12**

006.3854B Endorsement Type: Field

006.3854C Persons with this endorsement may supervise the development and organization of a library media program and teach or direct the use of the library media resources and services in **grades Pre-Kk** kindergarten through **grade 12**.

006.3854D Certificate Endorsement Requirements: This endorsement shall require the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including **leadership, library** administration, technology, **organization of resources**, information access, children's and young adult literature, **resource management, selection**, and curriculum and instruction.

006.3854E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective **school librarians, according to the American Library Association (ALA), American Association of School Librarians (AASL), and International Society for Technology in Education (ISTE) standards, to address the following:**~~library media specialists to:~~

- A. Demonstrate a commitment to personal professional growth, including being able to:**
- 1. Exhibit comprehension of the role of libraries in a democratic society and the interrelationships of all types of libraries and information agencies;**
 - 2. Exhibit an understanding of the role of the school library media program as a central element in the intellectual life of the school;**
 - 3. Advocate and promote opportunities to improve the profession both independently and collectively;**
 - 4. Engage in continuous self-evaluation and self-directed learning for personal professional growth;**

- ~~5. Demonstrate a knowledge of appropriate local, state, regional, and national professional associations, guidelines, and publications;~~
 - ~~6. Demonstrate a knowledge of legal regulations regarding intellectual property rights and educational fair use guidelines of the copyright law;~~
 - ~~7. Demonstrate a knowledge of means for promoting intellectual freedom;~~
 - ~~8. Demonstrate a knowledge of professional ethics;~~
 - ~~9. Exhibit comprehension of the importance of cooperation and networking among libraries and other information agencies;~~
 - ~~10. Identify legislation and policy at the local, state, and national levels that affect the development of the school library media programs and take appropriate action; and,~~
 - ~~11. Use systematic practices for researching existing and emerging applications of technology as they impact the library media program.~~
- ~~B. Demonstrate the ability to communicate effectively with elementary, middle level, and secondary students, faculty, staff, administrators, school boards, parents, and other members of the community, including being able to:~~
- ~~1. Create a positive teaching and learning climate in the school library media center;~~
 - ~~2. Listen and respond to information requests in a manner that encourages further patron inquiry;~~
 - ~~3. Practice effective interpersonal relationships within as well as outside the school community and communicate regularly to further school goals and relate library media program needs and accomplishments;~~
 - ~~4. Exhibit communication skills necessary for collaborative planning of curriculum and lessons with teachers, i.e., the ability to demonstrate an understanding of curriculum objectives, to listen effectively, to use probing and clarifying questions, and to negotiate responsibility for activities;~~
 - ~~5. Develop and implement an effective public relations program that communicates the vital contribution of the school library media program to learning; and,~~
 - ~~6. Use technology to communicate information and ideas.~~
- ~~C. Apply basic principles of evaluating and selecting resources to build and maintain a collection that includes access to internal and external resources to support the educational mission of the district, including being able to:~~
- ~~1. Create and implement selection and collection development policies and procedures that reflect the district's mission;~~
 - ~~2. Develop criteria for evaluating resources at all grade levels;~~
 - ~~3. Use collection management principles and procedures for needs assessment, evaluating, selecting, and discarding resources;~~
 - ~~4. Evaluate internal and external resources; and,~~

- ~~5. Apply systematic techniques in maintaining resources to support personal development, curriculum, multi-cultural, and life-long learning needs of students, faculty, staff, and administration.~~
- ~~D. Develop a library media program that provides access to information and ideas, including being able to:
 - ~~1. Develop and monitor services and policies that ensure equitable and unrestricted access to information and ideas in all formats and for all ability levels;~~
 - ~~2. Develop and monitor a formal process for addressing expressed concerns about library media resources;~~
 - ~~3. Communicate concepts pertinent to information access; and,~~
 - ~~4. Develop and monitor policies and procedures to protect confidentiality and privacy of library media center users.~~~~
- ~~E. Use resources to support the information needs of elementary, middle level, and secondary students, and the instructional development needs of faculty, including being able to:
 - ~~1. Develop a partnership with faculty to ensure that the evaluation and selection process provides curriculum-related resources appropriate to learner characteristics such as abilities, interests, needs, and learning styles;~~
 - ~~2. Ensure that the evaluation and selection process provides curriculum-related resources that reflect instructional strategies, and learning and teaching styles; and,~~
 - ~~3. Recognize the characteristics unique to each information format and select items according to their specific contribution to learning objectives or personal, developmental needs.~~~~
- ~~F. Assist elementary, middle level, and secondary students and faculty to design and produce resources using current technology, including being able to:
 - ~~1. Analyze criteria to determine the appropriateness of producing local resources as opposed to selecting commercially produced resources;~~
 - ~~2. Apply basic principles of instructional design in developing, producing, and implementing technological resources for a specified learning objective; and,~~
 - ~~3. Apply evaluative criteria for locally produced media for inclusion in the collection.~~~~
- ~~G. Implement policies and procedures for the acquisition, cataloging, processing, circulating, and maintaining resources to ensure access, including being able to:
 - ~~1. Coordinate the acquisition process for resources, technology, equipment, and supplies;~~
 - ~~2. Implement standard recognized procedures for classifying, cataloguing, and processing resources which will facilitate computerization and resource sharing;~~
 - ~~3. Organize and maintain current bibliographic records;~~~~

- ~~4. Select appropriate systems for circulation and access;~~
 - ~~5. Implement and evaluate circulation policies and procedures based on needs of users; and,~~
 - ~~6. Implement procedures for ongoing inventory and maintenance of resources.~~
- ~~H. Work with elementary, middle level, and secondary students, faculty, staff, administrators, and members of the community to develop, implement, and evaluate library media programs to meet educational goals, including the management of personnel, resources, services, and facilities, including being able to:~~
- ~~1. Demonstrate an understanding of how to establish library media program goals within district policies;~~
 - ~~2. Develop annual and long-range plans to meet the goals of a library media program and disseminate those plans to individuals and groups;~~
 - ~~3. Interpret and support school and district policies and regulations;~~
 - ~~4. Apply effective management principles to the administration of the school library media program;~~
 - ~~5. Design, establish and communicate policies and procedures for the implementation of an effective library media program;~~
 - ~~6. Prepare, justify and administer the library media program budget based on instructional program needs;~~
 - ~~7. Participate in planning, scheduling (including flexible scheduling), and using library media facilities to support the instructional program;~~
 - ~~8. Supervise, assign, instruct, and assist in the evaluation of support staff, volunteers, and student assistants;~~
 - ~~9. Collaborate with others to provide increased access to information through resource sharing;~~
 - ~~10. Evaluate the instructional effects of the library media program;~~
 - ~~11. Apply appropriate research findings to improve teaching and learning through the library media program;~~
 - ~~12. Conduct action research to assist in the development and implementation of an effective library media program;~~
 - ~~13. Monitor, assess, and employ existing and emerging technologies for management and instructional applications;~~
 - ~~14. Demonstrate a knowledge of how technology is used to connect information sources among users both locally and globally;~~
 - ~~15. Utilize and facilitate the efforts of a library media advisory committee; and,~~
 - ~~16. Participate in school-wide instruction leadership efforts, including being able to train library media staff and faculty in library media programs, processes and procedures, including technology, resources, equipment, and services.~~
- ~~I. Serve as a learning facilitator within schools and as a leader of faculty, administration, and elementary, middle level, and secondary students in the~~

development of effective strategies for teaching and learning, including being able to:

1. Cooperatively plan with other faculty to ensure that information literacy skills are taught and practiced as curriculum integrated learning experiences, including retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas;
2. Demonstrate an understanding of how to participate, as an educational leader, an equal partner, and a change agent in the curriculum development process at both the building and district levels;
3. Work with other faculty to identify appropriate instructional strategies and creative uses of resources;
4. Collaboratively plan with other faculty to provide activities and opportunities for students to assume responsibilities for planning, undertaking, and assuming independent learning;
5. Anticipate the need for specific information and resources in response to information needs identified in the curriculum development process;
6. Share with other faculty the role of teacher, motivator, coach, and guide for students in the development of reading, listening, and viewing competencies, including critical thinking skills, for lifelong learning;
7. Motivate and guide students in appreciating literature;
8. Collaboratively plan with other faculty in designing, evaluating, and modifying teaching and learning activities, and in evaluating student mastery of these activities;
9. Assist students and faculty in developing independence in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas;
10. Design production activities, including adapting resources for new purposes, to assist in the development of skills for analyzing, evaluating, synthesizing, and communicating information; and,
11. Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth.

Standard 1. Teaching for Learning: Candidates are effective teachers who can demonstrate knowledge of learners and learning, model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. Elements of these competencies are:

Element 1. Knowledge of learners and learning;

Element 2. Effective and knowledgeable teachers;

Element 3. Instructional partners; and

Element 4. Integration of 21st-century skills and learning standards.

Standard 2. Literacy and Reading: Candidates promote reading for learning, personal growth, and enjoyment. They are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. Elements of these competencies are:

Element 1. Literature;

Element 2. Reading promotion;

Element 3. Respect for diversity; and

Element 4. Literacy strategies.

Standard 3. Information and Knowledge: Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community and demonstrate the use of a variety of research strategies to generate knowledge to improve practice. Elements of these competencies are:

Element 1. Efficient and ethical information-seeking behavior;

Element 2. Access to information;

Element 3. Information technology; and

Element 4. Research and knowledge creation.

Standard 4. Advocacy and Leadership: Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. They provide leadership by articulating how school libraries contribute to student achievement. Elements of these competencies are:

Element 1. Networking with the library community;

Element 2. Professional development;

Element 3. Leadership; and

Element 4. Advocacy.

Standard 5. Program Management and Administration: Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. Elements of these competencies are:

- Element 1. Collections;
- Element 2. Professional ethics;
- Element 3. Personnel, funding, and facilities; and
- Element 4. Strategic planning and assessment.

007.03006.55 School Psychologist. (moved from 007.03)

007.03006.55A Grade Levels: ~~Pre-kindergarten through Grade~~ PK-12

007.03006.55B Endorsement Type: ~~Special Services Field~~

007.03006.55C Persons with this teaching endorsement may provide school psychological services to students (birth through to age 21), school personnel, parents and other specialists ~~on~~ related to individual student needs or school program considerations.

007.03006.55D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 ~~of which~~ are exclusive of credit for the supervised internship.

007.03006.55D1 A minimum of ~~twelve hundred (1,200)~~ clock hours of internship experience, supervised by a Standard Institution of Higher Education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings ~~as part of their school psychology training program~~ prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

~~007.03 D2 Alternative requirement for endorsement: A license to practice psychology in Nebraska issued by the Nebraska Department of Health and Human Services with completion of the academic requirements and field experience including supervised internship (as described in 007.03D1) set forth in the School Psychologist endorsement and as recommended by a Standard Institution of Higher Education.~~

007.03006.55E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution ~~should~~ shall prepare

prospective teachers to school psychologists according to the standards of the National Association of School Psychologists (NASP). School psychologist candidates will possess the following skills:

- ~~A. Demonstrate an understanding of data-based decision-making and accountability and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Identify varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; and~~
 - ~~2. Use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services.~~~~
- ~~B. Demonstrate an understanding of consultation and collaboration and be able to apply the related concepts, principles, and processes, and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Identify behavioral, mental health, collaborative, and/or other consultation models and methods and be able to apply them to particular situations; and~~
 - ~~2. Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.~~~~
- ~~C. Demonstrate an understanding of effective instruction and development of cognitive/academic skills and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Identify the human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills;~~
 - ~~2. Collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; and~~
 - ~~3. Implement interventions to achieve intervention goals and evaluate the effectiveness of interventions.~~~~
- ~~D. Demonstrate an understanding of socialization and development of life skills and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Demonstrate a knowledge of human developmental processes;~~
 - ~~2. Identify techniques to assess human developmental processes;~~
 - ~~3. Implement direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills;~~
 - ~~4. Collaborate with others to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; and~~~~

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- ~~5. Implement interventions to achieve appropriate behavioral, affective, adaptive, and social goals; and evaluate the effectiveness of interventions.~~
- ~~E. Demonstrate an understanding of student diversity in development and learning and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Exhibit knowledge of individual differences, abilities, and disabilities;~~
 - ~~2. Explain the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; and~~
 - ~~3. Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.~~~~
- ~~F. Demonstrate knowledge of school and systems organization, policy development, and climate and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Exhibit knowledge of general education, special education, and other educational and related services;~~
 - ~~2. Demonstrate understanding of schools and other settings as systems; and~~
 - ~~3. Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.~~~~
- ~~G. Demonstrate an understanding of prevention, crisis intervention, and mental health and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Exhibit knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; and~~
 - ~~2. Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.~~~~
- ~~H. Demonstrate an understanding of home, school, and community collaboration and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Demonstrate a knowledge of family systems, including family strengths and influences on student development, learning, and behavior;~~
 - ~~2. Identify methods to involve families in education and service delivery; and~~
 - ~~3. Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.~~~~
- ~~I. Demonstrate an understanding of research and program evaluation and be able to apply the related concepts, principles, and processes, including being able to:
 - ~~1. Demonstrate a knowledge of research, statistics, and evaluation methods; and~~~~

~~2. Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.~~

~~J. Demonstrate an understanding of school psychology practice and development and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify the history and foundations of the profession;~~

~~2. Identify various service models and methods;~~

~~3. Understand public policy development applicable to services to children and families;~~

~~4. Demonstrate a knowledge of ethical, professional, and legal standards related to the profession;~~

~~5. Identify practices that are consistent with applicable standards of the profession;~~

~~6. Describe methods for involvement in the profession; and~~

~~7. Demonstrate knowledge and skills needed to acquire career-long professional development.~~

~~K. Demonstrate knowledge of information technology and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Demonstrate knowledge of information sources and technology relevant to their work; and~~

~~2. Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.~~

Standard 1. Data- Based Decision Making and Accountability:

Element 1. Have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes; and

Element 2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

Standard 2. Consultation and Collaboration:

Element 1. Have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and use to promote effective implementation of services; and

Element 2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, demonstrate skills to consult, collaborate, and communicate

with others during design, implementation, and evaluation of services and programs.

Standard 3. Interventions and Instructional Support to Develop Academic Skills:

- Element 1. Have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies; and
- Element 2. In collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Standard 4. Interventions and Mental Health Services to Develop Social and Life Skills:

- Element 1. Have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based supported strategies to promote social-emotional functioning and mental health; and
- Element 2. In collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.

Standard 5. Development and Learning:

- Element 1. Have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity; and
- Element 2. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

Standard 6. School-Wide Practices to Promote Learning:

- Element 1. Have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health; and
- Element 2. In collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Standard 7. Preventive and Responsive Services:

- Element 1. Have knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention; and empirically supported strategies for effective crisis response; and
- Element 2. In collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Standard 8. Family-School Collaboration Services:

- Element 1. Have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; and
- Element 2. In collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Standard 9. Research and Program Evaluation:

- Element 1. Have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; and
- Element 2. Demonstrate skills to evaluate and apply research as a foundation for service techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Standard 10. Legal, Ethical, and Professional Practice:

- Element 1. Have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practices at the individual, group, and/or systems levels; and
- Element 2. Demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.