NEBRASKA DEPARTMENT OF EDUCATION

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Sharon Katt, Administrator, Adult Program Services

SUBJECT: Approve revisions to Rule 24 (92 NAC 24), "Regulations for Certificate Endorsements".

Proposed Board Action:

It is recommended that the Board approve the revisions to Rule 24 (92 NAC 24), "Regulations for Certificate Endorsements".

Background Information:

The Nebraska Council on Teacher Education (NCTE), with the input of ad hoc committees, has completed revision work on the following endorsements, which, if approved, will become effective August 1, 2014 along with their associated Guidelines.

1. English Language Arts
2. Secondary English
3. Journalism and Media Education
4. Reading and Writing
5. Reading Specialist
6. Speech
7. Theatre
8. Early Childhood Inclusive
9. Early Childhood Education
10. Special Education: Early Childhood Special Education
11. Special Education
12. Special Services Coaching

In addition, two endorsements are recommended for elimination from the current Rule 24:

1. Speech and Theatre
2. Preschool Disabilities

Changes in Rule 24 have been made to accommodate transition from endorsements contained in the current Rule 24 to the endorsements being proposed. Other changes in the Rule are non-substantive and have been made to enhance consistency throughout the Rule. Support materials attached include a summary of the proposed endorsement changes and the proposed Rule 24. In addition, four non-substantive drafting errors related to the term standard institution of higher education were discovered after the Hearing and will be presented to the Board as corrections prior to Board approval.

Selected pages of the accompanying "Guidelines Recommended for Use with Rule 24" are also included in the support materials. The selected pages relate to the endorsements for which substantive changes are being proposed. The Guidelines are not enforceable except as guidelines; the approval and/or continuation of endorsement programs is based solely on the criteria specified in Rule 24. The Guidelines do not go to public hearing; however, they are formally approved by the Board after the Rule 24 hearing. The Guidelines provide direction to the educator preparation programs as they implement/revise their programs. Both the Rule and the Guidelines are used as a basis for Annual Board Approval and the State Program Review processes. A copy of each institution's course requirements for each endorsement that they offer is kept on file in the NDE Educator Preparation office.

Estimated Cost:

N/A

Supporting Documentation Included:

The following documents will serve as supporting materials for the Work Session and the Board meeting:

1. Summary of Proposed Rule 24 Endorsement Changes
2. Proposed Rule 24
3. Proposed Rule 24 Guidelines--Selected Pages which are associated with proposed revised endorsements and other substantive Rule changes. The full document is available upon request.
4. Hearing Officer Summary for Rule 24

For Additional Information on this item:

Sharon Katt, Administrator, Adult Program Services, sharon.katt@nebraska.gov, 402.471.2405
Pat Madsen, Education Specialist, Adult Program Services, pat.madsen@nebraska.gov, 402.471.4863

Matthew L. Blomstedt, Ph.D. Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

NEBRASKA DEPARTMENT OF EDUCATION

301 Centennial Mall South
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TO: State Board of Education

FROM: Scott Summers, Legal Counsel III – Commissioner's Appointed Staff Person to Conduct a Rule Hearing on revisions to Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

DATE: January 14, 2014

RE: Summary of rulemaking hearing on proposed revisions to 92 NAC 24

On December 6, 2013, the Deputy Commissioner approved a hearing draft and set a hearing date and location to conduct a hearing on the adoption of proposed revisions to Title 92, Nebraska Administrative Code, Chapter 24. By a memorandum dated December 13, 2014, the Deputy Commissioner appointed me to conduct a hearing on this Rule on January 14, 2014, commencing at 10:00 a.m. After the proper legal notice was published, this hearing was held at the Nebraska State Office Building, Nebraska Department of Education, State Board Meeting Room, 301 Centennial Mall South, Sixth Floor, Lincoln, Nebraska. Pursuant to State Board of Education Policy B9, what follows is a written summary of the hearing testimony.

An audio recording of the hearing is available if any members of the Board wish to hear it.

SUMMARY OF TESTIMONY ON THE PROPOSED REVISIONS TO 92 NAC 24
Regulations for Certificate Endorsements

Scott Summers, staff attorney and the hearing official, called this hearing to order, read into the record the name of the newspaper in which a legal notice of the hearing was published and the date the notice appeared, outlined the procedures for the hearing and introduced **Sharon Katt, Senior Administrator, Adult Program Services, Nebraska Department of Education.**

Ms. Katt testified that she approved the proposed revisions to Rule 24 and introduced **Pat Madsen, Education Specialist IV, Adult Program Services, Nebraska Department of Education** to explain the proposed revisions.

Ms. Madsen testified that the Nebraska Council on Teacher Education (NCTE), with the input of ad hoc committees, has approved the revision of 12 endorsements, which, if approved, will become effective August 1, 2014 along with their associated Guidelines. In addition, two endorsements are recommended for elimination from the current Rule 24: 1) Speech and Theatre and 2) Preschool Disabilities. Other changes in Rule 24 have been made to accommodate transition from endorsements contained in the current Rule 24 to the endorsements being proposed. Other changes in the Rule are non-substantive and have been made to enhance consistency throughout the Rule. A copy of **Ms. Madsen's** testimony is attached to this memo.

Ms. Madsen also testified that she has discussed the proposed changes with the Nebraska Catholic Conference and they support the proposed revisions.

Jay Sears, Nebraska State Education Association, Program Director Instructional Advocacy provided written testimony in support of the proposed revisions to Chapter 24. Mr. Sears' written testimony is attached to this memo.

No other oral or written testimony was received.

Matthew L. Blomstedt, Ph.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

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January 13, 2014

My name is Sharon Katt and I serve the Nebraska Department of Education as the Senior Administrator for the Adult Program Services team. In this role I have specific responsibility for all Educator (Teacher) Preparation processes and program approval, as well as oversight for Educator Certification.

As Senior Administrator for Adult Program Services, I have reviewed the Rule 24 being presented today for Public Hearing. It certainly has my approval and further details about the revision will be presented by a member of my staff, Pat Madsen. After her presentation we will be available to answer any questions or address any concerns.

Sharon Katt, Senior Administrator
Adult Program Services

To lead and support the preparation of all Nebraskans for learning, earning, and living.

NEBRASKA
DEPARTMENT OF
EDUCATION

Matthew L. Blomstedt, Ph.D., Commissioner
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My name is Pat Madsen, and I serve the Nebraska Department of Education as an Education Specialist on the Adult Program Services team. In this role I have responsibility for managing the processes related to Rule 24 endorsement revisions.

The proposed revisions to Rule 24 reflect the recommendations of the Nebraska Council on Teacher Education with input of ad hoc committees. Following is a brief summary of the substantive endorsement changes proposed in the Rule and the associated guidelines. The guidelines are not subject to Attorney General or Governor approval; but rather are subject to Board approval and are intended to provide direction to the teacher preparation programs as they implement/revise their programs. They are not enforceable except as guidelines. These revisions, if approved, will become effective on August 1, 2014.

Early Childhood Education – Now a PK-Grade 3 endorsement specific to Early Childhood education, and will now be supplemental to Elementary Education only. Guidelines – revised based on National Association for the Education of Young Children (NAEYC) Standards, 2010.

Early Childhood Inclusive – Name change from Early Childhood Education Unified; credit hours increased from 45 to 51 semester hours and include 12 semester hours in one area of specialization, either Birth-K or PK-Grade 3. Guidelines – revised based on Council for Exceptional Children (CEC) Standards, 2012 and NAEYC Standards, 2010.

Special Education: Early Childhood Special Education – Now a B-K endorsement. Guidelines – revised based on CEC Division of Early Childhood (DEC) Standards, 2012.

Preschool Disabilities – Removed from Rule 24 upon recommendation of the Early Childhood ad hoc committee and the Nebraska Council on Teacher Education.

Special Education – Name change from Special Education: Mild/Moderate Disabilities; K-6 or 7-12 subject endorsement requires a minimum of 30 semester hours of special education coursework; K-12 field endorsement requires a minimum of 36 semester hours of special education coursework. Guidelines – revised based on CEC Standards, 2012.

English Language Arts – Now requires a minimum of 48 semester hours, including reading/literacy skills and strategies. Guidelines – revised based on National Council of Teachers of English (NCTE) Standards, 2012.

Secondary English – New endorsement; requires a minimum of 36 semester hours, including reading/literacy skills and strategies. Guidelines – revised based on NCTE Standards, 2010. Teachers with this endorsement will be allowed to teach English and reading courses only.

Journalism and Media Education – Name change from Journalism and Mass Communications; now becomes a supplemental endorsement, requiring a minimum of 18 semester hours in journalism and digital literacies. Guidelines – revised based on Journalism Education Association Standards for Journalism Educators, 2012.
Reading and Writing – Added PK-6 grade level and will become a supplemental endorsement. Guidelines – revised based on International Reading Association (IRA) Standards for Reading and Writing, 2010.

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Speech – Will become a supplemental endorsement requiring a minimum of 15 semester hours. Guidelines – revised with updated language. (There are no national standards.)

Theatre – Will become a supplemental endorsement requiring a minimum of 18 semester hours. Guidelines – revised with updated language. (There are no national standards.)

Reading Specialist – Now PK-12 only. No other substantive changes. Guidelines – revised based on IRA Standards for Reading Professionals, 2010.

Speech and Theatre (field) – Removed from Rule 24 upon recommendation of the Language Arts ad hoc committee and the Nebraska Council on Teacher Education.

ROTC – Standardized the 5-year experience requirement with the Career Education endorsement 5-year experience requirement.

Special Services Coaching – Name change to alleviate confusion of this endorsement with the Coaching teaching endorsement; language updated to align with Nebraska School Activities Association language.

Changes in Rule 24 have been made to accommodate transition from endorsements contained in the current Rule 24 to the endorsements being proposed, including numbering due to deletion of endorsements and name changes impacting the alphabetical placement. Other changes in the Rule are non-substantive and have been made to enhance consistency throughout the Rule.

Both the Rule and the associated guidelines are used to examine endorsement programs when a teacher preparation program is visited by a state review team. These visits generally occur once every five to seven years. In the interim, all institutions are required to submit for NDE annual review/approval, a copy of the course requirements for each endorsement program. This information is kept on file in the NDE Adult Program Services section.

I will be happy to answer any questions.

Pat Madsen, Education Specialist
Adult Program Services

Nebraska State Education Association
Nancy Fulton, *President* · Craig R. Christiansen, *Executive Director*
A member-directed union representing 28,000 public school teachers, faculty and education support professionals across Nebraska.

January 13, 2014
Sharon Katt, Senior Administrator for Adult Program Services
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-8372

Reference: Revisions to Title 92, NAC, Chapter 24 (Rule 24)

Dear Ms. Katt:

The Nebraska State Education Association supports the adoption of the revisions to Title 92, Nebraska Administrative Code, Chapter 24 (Rule24), Regulations for Certificate Endorsements, as approved by the State Board of Education at its December 6, 2013 meeting.

The representatives from the NSEA on the Nebraska Council for Teacher Education (NCTE) have had the opportunity to provide valuable input on these proposed revisions and have also discussed these changes thoroughly with our colleagues in Higher Education and School Administration. NSEA believes these revisions will improve the content preparation of educators in the state and provide our schools with quality instructional and administrative personnel. The changes to the 16 endorsements, listed in the draft, provide the skills and knowledge education professionals will need to lead the instructional processes for PreK-12 students.

The NSEA applauds the department's staff for their diligence to detail and collaborative spirit as all of the education stakeholders endeavor to improve the preparation of education professionals.

Thank you for the opportunity to be involved in the revisions to Rule 24.

Sincerely,

Jay Sears, Program Director Instructional Advocacy
Nebraska State Education Association

605 South 14 Street • Lincoln, Nebraska 68508-2742 • www.nsea.org • *phone:* (402) 475-7611 • (800) 742-0047 • *fax:* (402) 475-2630

Teaching Certificate Endorsements:

Early Childhood Area:

- **Early Childhood Education** (now supplemental to Elementary Education only) – Grade Level changed from Birth-Grade 3 to PK (age 3)-Grade 3. Requires a minimum of 18 semester hours of coursework specific to Early Childhood Education. Guidelines based on the National Association for the Education of Young Children (NAEYC) Standards (2010).
- **Early Childhood Inclusive** (field): Formerly Early Childhood Education Unified. Now requires 51 semester hours including 39 semester hours of coursework in Birth through Grade 3 Early Childhood Education and Early Childhood Special Education and 12 additional hours of coursework in one area of specialization, either Birth through Kindergarten or Age 3 through Grade 3. Guidelines based on the National Association for the Education of Young Children (NAEYC) Standards (2010) and The Council for Exceptional Children/Division of Early Childhood (2012).
- **Special Education: Early Childhood Special Education** (subject): Grade level changed from Birth-Grade 3 to Birth through Kindergarten. Requires a minimum of 30 graduate semester hours of coursework including a minimum of 12 graduate semester hours in Early Childhood Education and a minimum of 18 graduate semester hours in Early Childhood Special Education, plus 100-clock hours of related field experiences.

Eliminated **Preschool Disabilities** (subject), based on recommendation of Early Childhood Ad Hoc Committee and the Nebraska Council on Teacher Education.

Special Education Area:

- **Special Education** (subject or field): Formerly Special Education: Mild/Moderate Disabilities. Grade levels changed to K-6 or 7-12 (subject) or K-12 (field). Subject endorsement requires a minimum or 42 semester hours, of which 30 semester hours must be special education coursework; field endorsement requires a minimum of 51 semester hours, of which 36 semester hours must be special education coursework. Guidelines based on Council for Exceptional Children (CEC) Initial Standards for Preparation of Special Educators (2012).

NOTE: Additional Special Education endorsements will be presented for Rule 24, effective 8.1.15.

Language Arts area:

- **English Language Arts** (field): Formerly Language Arts. Now requires a minimum of 48 semester hours of content and pedagogical content coursework in literature, writing, language, communication, and reading/literacy skills and strategies. Guidelines based on the National Council of Teachers of English (NCTE)/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012).
- **Secondary English** (subject): New endorsement. Requires a minimum of 36 semester hours of content and pedagogical content coursework in reading/literacy skills and strategies, writing, language, and literature. Guidelines based on the National Council of Teachers of English (NCTE)/NCATE Standards for Initial Preparation of Teachers of

Secondary English Language Arts (2012). The endorsement allows teaching English 7-12 courses only.
The current English endorsement (30 semester hours) will continue to be listed in Rule 24 for those who received their certificate with an English endorsement prior to August 1, 2015. No institutions will be allowed to recommend for the current English endorsement after August 1, 2015.

- **Journalism and Media Education** (now supplemental): Formerly Journalism and Mass Communications (subject). Now requires a minimum of 18 semester hours of coursework in journalism and digital literacies, and includes an approved field experience. Guidelines based on the Journalism Education Association Standards for Journalism Educators (2012).
- **Reading and Writing** (now supplemental, PK-6 or 7-12): Added PK-6 to Grade Levels. Now requires a minimum of 18 semester hours in reading, writing, and language theories, developmental reading and writing at the elementary or secondary level, appropriate strategies and skills, diagnostic and intervention techniques and resources, children's or adolescent literature, language, and writing, and includes an approved field experience. Guidelines based on the International Reading Association (IRA) Standards for Reading and Writing (2010).
- **Speech** (now supplemental): Now requires a minimum of 15 semester hours of coursework in speech and communication courses, including an approved field experience.
- **Theatre** (now supplemental): Now requires a minimum of 18 semester hours of coursework in theatre and related courses, including an approved field experience.
- **Reading Specialist** (subject): Now PK-12 only. Remains a graduate level endorsement. Guidelines revised based on the International Reading Association (IRA) Standards for Reading Professionals (2010).

Eliminated **Speech and Theatre** (field), based on recommendation of Language Arts Ad Hoc Committee and the Nebraska Council on Teacher Education.

ROTC – Standardize the experience requirement in the endorsement with the 5-year experience requirement of the Career Education certificate.

Special Services Certificate Endorsements:

Special Services Coaching: Name change to eliminate confusion with Coaching (supplemental) Teaching Endorsement; language updated to reflect NSAA language changes and alignment with Rule 21.

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Alphabetical List of Endorsements Contained in this Chapter	79-808	001
General Information	79-808	002
Definition of Terms	79-808	003
Application Procedures	79-808	004
Administrative Endorsements	79-808	005
Teaching Endorsements	79-808	006
Special Services Endorsements	79-808	007

Appendix A – Status of Endorsements No Longer in Chapter 24

Appendix B – Affirmation of Eligibility Form

TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 24 – CERTIFICATE ENDORSEMENTS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Administrative Endorsements	79-808	005
Alphabetical List of Endorsements Contained in this Chapter	79-808	001
Application Procedures	79-808	004
Definition of Terms	79-808	003
General Information	79-808	002
Special Services Endorsements	79-808	007
Teaching Endorsements	79-808	006

Appendix A – Status of Endorsements no longer in Chapter 24

Appendix B – Affirmation of Eligibility Form

TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 24 – CERTIFICATE ENDORSEMENTS

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
Chemistry
Coaching
Cooperative Education – Diversified Occupations
Driver Education
Early Childhood Education
Early Childhood Inclusive ~~Education Unified~~
Earth and Space Science
Economics
Elementary Education
English (Issued prior to August 1, 2015)
English As A Second Language
English Language Arts (formerly Language Arts)
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 Media Education ~~Mass Communications~~
~~Language Arts~~
Mathematics
Middle Grades Education

Music
Physical Education
Physics
Political Science
~~Preschool Disabilities~~
Psychology
Reading and Writing
Reading Specialist
Religious Education
Reserve Officer Training Corps (ROTC)
School Counselor
School Librarian
School Psychologist
Science
Secondary English
Skilled and Technical Science Education
Social Science
Sociology
Special Education (formerly Special Education – Mild / Moderate Disabilities)
Special Education Behaviorally Disordered
Special Education Deaf or Hard of Hearing/Field
Special Education Deaf or Hard of Hearing/Subject
Special Education Early Childhood Special Education
Special Education Learning Disabilities
~~Special Education Mild/Moderate Disabilities~~
Special Education Severe/Multiple Disabilities
Special Education Visual Impairment
Speech
~~Speech and Theatre~~
Speech-Language Pathologist
Theatre
Vocal Music
Vocational Special Needs
World Language

SPECIAL SERVICES ENDORSEMENTS

Educational Audiologist
School Nurse
School Transition Specialist
Speech Language Technician
Special Services Coaching

Appendix A
Appendix B

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, 2014~~3~~. 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 23, 2013 ~~May 7, 2012~~ 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 a faculty or staff member designated by the 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 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 Prekindergarten shall mean the preschool years for children beginning at age 3 prior to entering kindergarten.

003.16~~5~~ Regular Certificate shall mean an initial, standard or professional certificate, or a comparable and equivalent certificate as defined in 92 NAC 21.

003.17~~6~~ 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.

003.18~~7~~ 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.

003.19~~8~~ 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).

003.20~~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.

003.21~~0~~ 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.

003.22~~1~~ 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, signed by a certification officer of a standard institution of education, 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~~ A recommended form (Institutional Verification) is available on the Teacher Certification website.

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~~ signed by a certification officer of a standard institution of education, 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. Individuals holding a regular Nebraska certificate may apply to add one provisional endorsement 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 document 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 which verifies that the applicant has completed 50 percent of the endorsement credit hour requirement in an approved endorsement program and lists the remaining courses to be completed. A recommended form (Added Provisional Endorsement) is available on the Teacher certification website.

This provisional endorsement cannot be renewed and will expire on August 31 of the third year following issuance.

004.04 Provisional Special Education Endorsement. Individuals holding a regular Nebraska certificate may apply to add a provisional special education endorsement as follows:

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

004.04B Submitting ~~on forms provided by the Department from the employing Nebraska school system, as defined in 92 NAC 21~~ an Affirmation of Eligibility form, a copy of which is attached as Appendix B and available on the Teacher Certification website, requesting the issuance of the provisional special education endorsement;

004.04C Submitting an official transcript from a standard institution of higher education that demonstrates at least three (3) semester hours of coursework has already been completed for the provisional special education endorsement; and

004.04D Submitting a document signed and dated ~~form provided by the Department~~ by the certification officer from a Nebraska standard institution of higher education which ~~documents~~ verifies 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. A recommended form (Added Provisional Endorsement) is available on the Teacher Certification website.

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 an endorsement that was formerly designated as a subject or field endorsement is reclassified as a supplemental endorsement, the endorsement will continue to be placed on a certificate as a subject or field endorsement if the subject or field endorsement appeared on a certificate prior to the implementation date of the reclassification, or if the individual seeking the endorsement completes a program for which a standard institution of teacher education makes recommendation for a subject or field endorsement within one year of the implementation date of the reclassification.

004.05D3~~2~~ 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: 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 prekindergarten ~~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) years of teaching experience in 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: PK-12, PK-8, 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 applicant for this endorsement shall have two (2) 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: 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 internship in an approved or accredited school system.

005.03D1 The applicant for this endorsement must qualify for a regular teaching certificate and an administrative certificate and 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 includes (1) a review of transcripts, (2) three letters of recommendation from people who know of the candidate's work, (3) successful completion of a qualifying examination as identified by the standard institution, and (4) a written statement from the candidate outlining his/her professional goals.

006 Teaching Endorsements

006.01 Adapted Physical Education

006.01A Grade Level: 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 endorsements.

006.01C Persons with this endorsement may teach physical education to children and youth in prekindergarten ~~Pre-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: PK-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 prekindergarten ~~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 two (2) years of 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.

006.10 Biology

006.10A Grade Levels: 7-12

006.10B Endorsement Type: Subject

006.10C Persons with this endorsement may teach any biology course in grades 7 through 12.

006.10D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space 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.

006.10E 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.

006.11 Business, Marketing, and Information Technology

006.11A Grade Levels: 6-12

006.11B Endorsement Type: Field

006.11C 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.

006.11D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours, including:

006.11D1 24 semester hours in business administration;

006.11D2 Nine (9) semester hours in marketing;

006.11D3 12 semester hours in information technology systems;

006.11D4 Three (3) semester hours in the principles of career education and supervision of work-based learning; and

006.11D5 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.

006.11E 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.

006.12 Career Education

006.12A Grade Levels: 9 -12

006.12B Endorsement Type: Subject

006.12C 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.

006.12D This endorsement shall require:

006.12D1 Completion of a prescribed course of study in a career education area at the postsecondary level, or

006.12D2 Completion of an apprenticeship program in the career education area, or

006.12D3 Demonstrated proficiency in the career education area based upon five (5) years of practice in the career area, or

006.12D4 Demonstrated proficiency by passing a competency examination approved by the industry or career education area, or

006.12D5 Current employment by a community college as an instructor to teach the career education area.

006.13 Chemistry

006.13A Grade Levels: 7-12

006.13B Endorsement Type: Subject

006.13C Persons with this endorsement may teach any chemistry course in grades 7 through 12.

006.13D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space 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.

006.13E 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.

006.14 Coaching

006.14A Grade levels: 7-12

006.14B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, a subject or field endorsement.

006.14C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.14D 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.

006.14E 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.

006.15 Cooperative Education – Diversified Occupations

006.15A Grade Levels: 9-12

006.15B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.15C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.15D 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.

006.15E 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.

006.15F 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.

006.16 Driver Education

006.16A Grade Levels: 7-12

006.16B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.16C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.16D 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.

006.16E 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.

006.17 Early Childhood Education

006.17A Grade Levels: Prekindergarten ~~Birth~~ through Grade 3

006.17B Endorsement Type: Supplemental ~~Subject~~

006.17C Persons with this endorsement may ~~are prepared to~~ teach children from prekindergarten ~~(age 3) birth~~ through grade 3. ~~including those with disabilities as defined in Section 79-1118.01 R.R.S.~~

006.17D Certification Endorsement Requirements: The endorsement shall require a minimum of 18 ~~30~~ semester hours of coursework specific to ~~in~~ early childhood education that address preschool and kindergarten. Candidates for this endorsement must hold, or earn concurrently, an Elementary Education (K-6) endorsement.

006.17D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (prekindergarten) children.

006.17E 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.

006.18 Early Childhood Inclusive ~~Education Unified~~

006.18A Grade Levels: Birth through Grade 3

006.18B Endorsement Type: Field

006.18C Persons with this endorsement may teach and provide services to ~~infants, toddlers, and~~ children from birth through grade 3 including those with special developmental and/or learning needs ~~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.

006.18D Certification Endorsement Requirements: The endorsement shall require a minimum of 51 ~~45~~ semester hours, including 39 semester hours of coursework in ~~birth through grade 3 of courses that include knowledge of~~ Early Childhood Education and Early Childhood Special Education for children birth through grade 3, and 12 additional semester hours of coursework in one area of concentration, either birth through kindergarten or age 3 through grade 3.

006.18E 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.

006.19 Earth and Space Science

006.19A Grade Levels: 7-12

006.19B Endorsement Type: Subject

006.19C Persons with this endorsement may teach any Earth and space science course in grades 7 through 12.

006.19D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in Earth and space 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.

006.19E 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.

006.20 Economics

006.20A Grade Levels: 7-12

006.20B Endorsement Type: Subject

006.20C Persons with this endorsement may teach economics in grades 7 through 12.

006.20D 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).

006.20E 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.

006.21 Elementary Education

006.21A Grade levels: K-6 (K-8 in self-contained classrooms)

006.21B Endorsement Type: Field

006.21C 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.

006.21D 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.

006.21D1 A minimum of 40 semester hours of professional education coursework shall include the following:

006.21D1a Child growth and development;

006.21D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum;

006.21D1c Instructional strategies that are adapted for diverse students;

006.21D1d Organization and management of the classroom;

006.21D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.21D1f History, trends, and societal and cultural issues which impact elementary education.

006.21D2 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:

006.21D2a Communication, including literature, composition and speech;

006.21D2b Mathematics;

006.21D2c Natural sciences; and

006.21D2d Social sciences.

006.21D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.21D3a Fine arts and humanities, and;

006.21D3b Health and wellness.

006.21E 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.

006.22 English

006.22A Grade Levels: 7-12

006.22B Endorsement Type: Subject

006.22C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.22D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in writing, language, and literature coursework.

006.22E 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.

006.22F This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a Standard Institution of Higher Education prior to August 1, 2015. Nebraska institutions will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

006.23 English As A Second Language

006.23A Grade Levels: PK-12, PK-6, 4-9, 7-12

006.23B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.23C Persons with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared.

006.23D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 semester hours of coursework in the following topics: Second Language Acquisition, English Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of English Language Learners (ELL).

006.23D1 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.

006.24~~38~~ English Language Arts

006.24~~38~~A Grade Levels: 7-12

006.24~~38~~B Endorsement Type: Field

006.2438C Persons with this endorsement may teach English Language Arts courses such as literature, writing, language, communications (including speech, theatre, and journalism), and reading/literacy skills and direct curricular and cocurricular activities in composition/language, literature, speech, theatre, mass communication, journalism and reading/writing in grades 7 through 12.

006.2438D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 65 semester hours of content and pedagogical content coursework in journalism and mass communications, language, literature, reading, speech, theatre, and writing, language, communications, and reading/literacy skills and strategies.

006.2438E 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.

006.254 Family and Consumer Sciences

006.254A Grade Levels: 6-12

006.254B Endorsement Type: Field

006.254C Persons with this endorsement may teach Family and Consumer Sciences courses.

006.254D 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:

006.254D1 Three (3) semester hours – Careers, Community and Family Connections

006.254D2 Nine (9) semester hours – Consumer Economics and Family Resources

006.254D3 Nine (9) semester hours – Family and Human Development

006.254D4 Nine (9) semester hours – Nutrition, Wellness and Foods

006.254E 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.

006.265 General Art

006.265A Grade Levels: K-6

006.265B Endorsement Type: Subject

006.265C Persons with this endorsement may organize and teach art learning experiences for students in kindergarten through grade 6.

006.265D Certification Endorsement Requirements: The endorsement shall require 25 semester hours in art.

006.265E 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.

006.276 Geography

006.276A Grade Levels: 7-12

006.276B Endorsement Type: Subject

006.276C Persons with this endorsement may teach geography in grades 7 through 12.

006.276D 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).

006.276E 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.

006.28~~7~~ Health Education

006.28~~7~~A Grade Levels: 7-12

006.28~~7~~B Endorsement Type: Subject

006.28~~7~~C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.28~~7~~D Certification Endorsement Requirements: The health education endorsement program requires a minimum of 30 semester hours in health courses 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.

006.28~~7~~E 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~~8~~ Health and Physical Education

006.29~~8~~A Grade Levels: PK-12

006.29~~8~~B Endorsement Type: Field

006.29~~8~~C Persons with this endorsement may teach health and physical education in ~~grades~~ prekindergarten ~~Pre-Kindergarten~~ through grade12.

006.29~~8~~D Certification Endorsement Requirements: This endorsement requires 54 semester hours of preparation in health and physical education courses with:

006.29~~8~~D1 a minimum of 27 semester hours in foundations of physical education, including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom

management; adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.298D2 a minimum of 27 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.

006.298E 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.

006.3029 Health Occupations

006.3029A Grade Levels: 7–12

006.3029B Endorsement Type: Subject

006.3029C 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.

006.3029D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of health occupations and vocational education coursework plus work experience.

006.3029D1 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.

006.3029E 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~~0~~ High Ability Education

006.31~~0~~A Grade Levels: K-12

006.31~~0~~B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.31~~0~~C 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.

006.31~~0~~D 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.

006.31~~0~~E 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.

006.32~~1~~ History

006.32~~1~~A Grade Levels: 7-12

006.32~~1~~B Endorsement Type: Subject

006.32~~1~~C Persons with this endorsement may teach history in grades 7 through 12.

006.32~~1~~D 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).

006.32~~1~~E 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.

006.33~~2~~ Horticulture Education

006.33~~2~~A Grade Levels: 7-12

006.33~~2~~B Endorsement Type: Subject

006.33~~2~~C Persons with this endorsement may teach horticultural education programs in grades 7 through 12.

006.33~~2~~D Certification Endorsement Requirements: This endorsement shall require a minimum of 27 semester hours of horticulture education and work experience in horticulture.

006.33~~2~~D1 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.

006.33~~2~~E 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~~3~~ Industrial Technology Education

006.34~~3~~A Grade Levels: 6-12

006.34~~3~~B Endorsement Type: Field

006.34~~3~~C Persons with this endorsement may teach Industrial Technology Education and will be eligible for the Cooperative Education/Diversified Occupations endorsement.

006.34~~3~~D Certification Endorsement Requirements: This endorsement shall require 48 semester hours of coursework in industrial technology education and professional education, including:

006.34~~3~~D1 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.

006.343D2 A minimum of three (3) semester hours in the principles/foundations of career education; and

006.343D3 A minimum of three (3) semester hours in the supervision of work-based learning.

006.343D4 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.

006.343E 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.

006.354 Information Technology

006.354A Grade Levels: PK-12

006.354B 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.

006.354C Persons with this endorsement may teach information technology courses in grades prekindergarten Pre-Kindergarten through grade 12.

006.354D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses.

006.354E 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.

006.36~~5~~ Instructional Technology Leadership

006.36~~5~~A Grade Levels: PK-12

006.36~~5~~B 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.

006.36~~5~~C Persons with this endorsement may assist in or facilitate the development of technology programs for students in ~~grades~~ prekindergarten ~~Pre-Kindergarten~~ through grade 12.

006.36~~5~~D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 semester hours that shall include the following:

006.36~~5~~D1 The study of school and district level technology integration into curriculum areas for instructional improvement;

006.36~~5~~D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.36~~5~~D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

006.36~~5~~E 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.

006.37~~6~~ Instrumental Music

006.37~~6~~A Grade Levels: K-8, 7-12

006.37~~6~~B Endorsement Type: Subject

006.37~~6~~C Persons with this endorsement may teach instrumental music in the grade levels of their endorsement (K-8 and/or 7-12).

006.37~~6~~D 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.

006.37~~6~~E 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~~7~~ Journalism and Media Education ~~Mass Communications~~

006.38~~7~~A Grade Levels: 7-12

006.38~~7~~B Endorsement Type: Supplemental ~~Subject~~

006.38~~7~~C 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 in grades 7 through 12.

006.38~~7~~D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 ~~30~~ semester hours in journalism and digital literacies, including an approved field experience. ~~mass communications.~~

006.38~~7~~E 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 Language Arts~~

~~006.38A Grade Levels: 7-12~~

~~006.38B Endorsement Type: Field~~

~~006.38C 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.~~

~~006.38D 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.~~

~~006.38E 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~~8~~ Mathematics

006.39~~8~~A Grade Levels: 6-12

006.39~~8~~B Endorsement Type: Field

006.39~~8~~C Persons with this endorsement may teach mathematics in grades 6 through 12.

006.39~~8~~D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of mathematics.

006.39~~8~~E 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 Physical Education

006.42A Grade Levels: PK-6, 7-12

006.42B Endorsement Type: Subject

006.42C Persons with this endorsement may teach physical education in ~~grades~~ prekindergarten ~~Pre-Kindergarten~~ through grade 6, or grades 7 through 12.

006.42D Certification Endorsement Requirement: This endorsement shall require a minimum of 30 semester hours in physical education courses for prekindergarten ~~Pre-Kindergarten~~ through grade 6 or grades 7-12 endorsements.

006.42D1 The PK-6 endorsement shall require a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 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 elementary school physical education programs.

006.42D2 The 7-12 endorsement shall require a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education;

plus a minimum of 15 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 secondary school physical education programs.

006.42D3 Applicants seeking both the PK-6 and 7-12 endorsements are required to earn a minimum of 42 semester hours of coursework as prescribed above for elementary and secondary school physical education programs.

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 Physics

006.43A Grade Levels: 7-12

006.43B Endorsement Type: Subject

006.43C Persons with this endorsement may teach any physics course in grades 7 through 12.

006.43D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space 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.

006.43E 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 Political Science

006.44A Grade Levels: 7-12

006.44B Endorsement Type: Subject

006.44C Persons with this endorsement may teach political science in grades 7 through 12.

006.44D 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).

006.44E 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. 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.

~~006.45 Preschool Disabilities~~

~~006.45A Grade Levels: Birth through Kindergarten~~

~~006.45B Endorsement Type: Subject~~

~~006.45C 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.~~

~~006.45D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours related to preschool disabilities, plus field/clinical experiences.~~

~~006.45E 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.~~

006.4~~5~~6 Psychology

006.4~~5~~6A Grade Levels: 7-12

006.4~~5~~6B Endorsement Type: Subject

006.456C Persons with this endorsement may teach psychology in grades 7 through 12.

006.456D 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).

006.456E 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.

006.467 Reading and Writing.

006.467A Grade Levels: PK-6, 7-12

006.467B Endorsement Type: Supplemental Subject

006.467C Persons with this endorsement may teach reading and writing, and be a reading resource teacher to content area teachers in grades prekindergarten through grade 6, or in grades 7 through 12.

006.467D Certification Endorsement Requirements: This endorsement requires a minimum of 18 24 semester hours in courses selected from learning theories, study of the adolescent, reading, writing, and language theories, developmental reading and writing on the elementary or secondary level, appropriate strategies and skills, diagnostic and remedial intervention techniques and resources, materials, and children's or adolescent literature, language, and writing, and including an approved field experience.

006.467E 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.

006.478 Reading Specialist

006.478A Grade Levels: PK-12, K-8, and 7-12

006.478B Endorsement Type: Subject

006.478C 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 in prekindergarten through grade 12.

006.478D 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.

006.478D1 Additional Requirements: An applicant for this endorsement shall have a regular teaching certificate and two (2) years of teaching experience.

006.478E 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.

006.489 Religious Education

006.489A Grade Levels: K-12

006.489B Endorsement Type: Subject

006.489C Persons with this endorsement may teach religion in private schools.

006.489D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of religion.

006.489D1 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.

006.489E 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.

006.4950 Reserve Officer Training Corps (ROTC)

006.4950A Grade Levels: 9-12

006.49~~50~~B Endorsement Type: Subject

006.49~~50~~C The endorsement shall be valid only in the area of ROTC and may appear only on a career education certificate.

006.49~~50~~C1 ~~Four (4)~~ Five (5) years of full time or salaried employment in the military.

006.49~~50~~D A letter of recommendation from ~~an employer or a former~~ a military supervisor ~~on a form provided by the Department~~.

006.50~~51~~ School Counselor

006.50~~51~~A Grade Levels: PK-6, 7-12; PK-12

006.50~~51~~B Endorsement Type: Subject (PK-6; 7-12); Field (PK-12)

006.50~~51~~C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-6; 7-12; PK-12).

006.50~~51~~D Certification Endorsement Requirements: The endorsement shall require the applicant to have 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 including:

006.50~~51~~D1 At least 100 clock hours of school related field experiences prior to internship; and

006.50~~51~~D2 At least 450 clock hours of internship at the grade levels of the endorsement.

006.50~~51~~E 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~~2~~ School Librarian

006.51~~2~~A Grade Levels: PK-12

006.51~~2~~B Endorsement Type: Field

006.51~~2~~C 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~~ prekindergarten ~~Pre-Kindergarten~~ through grade 12.

006.51~~2~~D 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, information access, children's and young adult literature, resource management, and curriculum and instruction.

006.51~~2~~E 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~~3~~ School Psychologist

006.52~~3~~A Grade Levels: PK-12

006.52~~3~~B Endorsement Type: Field

006.52~~3~~C Persons with this teaching endorsement may provide school psychological services to students (birth to age 21), school personnel, parents and other specialists related to individual student needs or school program considerations.

006.52~~3~~D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 are exclusive of credit for the supervised internship.

006.52~~3~~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 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.

006.52~~3~~E 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.

006.534 Science

006.534A Grade Levels: 7-12

006.534B Endorsement Type: Field

006.534C Persons with this endorsement may teach any science course in grades 7 through 12.

006.534D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours of laboratory-based courses with a minimum of two (2) laboratory-based courses in each of the four disciplines in the sciences (biology, chemistry, Earth and space, and physics.) 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 concepts to the real lives of students.

006.534E 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.

006.54 Secondary English

006.54A Grade Levels: 7-12

006.54B Endorsement Type: Subject

006.54C Persons with this endorsement may teach secondary English courses such as English I, English II, English III, English IV, and Reading in grades 7 through 12.

006.54D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of content and pedagogical content coursework in reading/literacy skills and strategies, writing, language, and literature.

006.54E 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.

006.55 Skilled and Technical Science Education

006.55A Grade Levels: 9-12

006.55B Endorsement Type: Supplemental endorsement available only in the presence of Agricultural Education or Industrial Technology Education endorsements.

006.55C Persons with this endorsement may teach Skilled and Technical Science Education (formerly Trade and Industrial Education) in grades 9 through 12.

006.55D Certification Endorsement Requirements: This endorsement requires the following:

006.55D1 A minimum of 12 semester hours in one of the specific career areas listed below:

006.55D1a Architecture and Construction Career Area:

006.55D1a(1) Design and Pre-Construction; or
006.55D1a(2) Construction; or
006.55D1a(3) Maintenance and Operations

006.55D1b Manufacturing Career Area:

006.55D1b(1) Health, Safety and Environmental Assurance; or
006.55D1b(2) Logistics and Inventory Control; or
006.55D1b(3) Maintenance, Installation, and Repair; or
006.55D1b(4) Manufacturing Production Process Development; or
006.55D1b(5) Production; or
006.55D1b(6) Quality Assurance

006.55D1c Science Technology, Engineering, and Mathematics (STEM) Career Area:

006.55D1c(1) Engineering and Technology

006.55D1d Transportation, Distribution and Logistics Career Area:

006.55D1d(1) Facility and Mobile Equipment Maintenance; or
006.55D1d(2) Health, Safety and Environmental Management; or
006.55D1d(3) Logistics Planning and Management Services; or
006.55D1d(4) Transportation/Systems Infrastructure; or
006.55D1d(5) Warehousing and Distribution Center Operations

006.55D2 Work Experience: The endorsement is available only to those persons who have:

006.55D2a 1000 verified hours of paid employment in the industry in which the specific career area coursework is taken; or

006.55D2b 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.

006.55D3 This endorsement shall require an applicant to earn, or qualify for, a Cooperative Education/Diversified Occupations endorsement which includes:

006.55D3a A minimum of three (3) semester hours in the principles/foundations of career education; and

006.55D3b A minimum of three (3) semester hours in the supervision of work-based learning.

006.55E 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.

006.56 Social Science

006.56A Grade Levels: 7-12

006.56B Endorsement Type: Field

006.56C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.56D 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).

006.56E 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.

006.57 Sociology

006.57A Grade Levels: 7-12

006.57B Endorsement Type: Subject

006.57C Persons with this endorsement may teach sociology in grades 7 through 12.

006.57D 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).

006.57E 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.

006.58~~63~~ Special Education~~- Mild/Moderate Disabilities~~

006.58~~63~~A Grade Levels: K-6, ~~or~~ 7-12; ~~or~~ K-12~~, K-6, K-9, 7-12~~

006.5863B Endorsement Type: K-6 or 7-12 - Subject
K-12 - Field

006.5863C Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth who have mild or moderate disabilities and who are one or more verified disabilities. 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.

006.5863D Certification Endorsement Requirements: This endorsement shall require:

006.58D1 For a Subject endorsement, kindergarten through grade six (K-6), or grades seven through twelve (7-12), a minimum of 42 semester hours is required, of which 30 semester hours must be special education content coursework; or

006.58D2 For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of 51 semester hours is required, of which 36 semester hours must be special education content coursework.
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.

006.5863E 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.

006.598 Special Education - Behaviorally Disordered

006.598A Grade Levels: PK-12, PK-6, 7-12, PK-9

006.598B Endorsement Type: Subject

006.598C 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.

006.598D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 graduate semester hours with specific emphasis on individuals with behavioral disorders.

006.598D1 Teaching Experience: Applicants for this endorsement shall have one (1) year of teaching experience.

006.598D2 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 hours requirement.

006.598E 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.

006.6059 Special Education - Deaf or Hard of Hearing Education/Field

006.6059A Grade Levels: PK-12

006.6059B Endorsement Type: Field

006.6059C Persons with this endorsement may teach hearing impaired students in self-contained, resource, or itinerant settings.

006.6059D 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.

006.6059E 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.

006.61~~0~~ Special Education - Deaf or Hard of Hearing Education/Subject

006.61~~0~~A Grade Levels: PK-3, K-9, 7-12, K-12, or PK-12 dependent on other certification

006.61~~0~~B Endorsement Type: Subject

006.61~~0~~C Persons with this endorsement may teach students who are deaf or hard of hearing at one of the following levels: prekindergarten ~~Pre-kindergarten~~ through grade 3, K-9, 7-12, K-12, or prekindergarten ~~Pre-kindergarten~~ through grade 12.

006.61~~0~~D 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.

006.61~~0~~E 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.

006.62~~1~~ Special Education - Early Childhood Special Education

006.62~~1~~A Grade Levels: Birth through Kindergarten ~~Grade 3~~

006.62~~1~~B Endorsement Type: Subject

006.62~~1~~C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for ~~infants, toddlers, preprimary, and primary aged~~ children, ages birth through kindergarten, ~~who have a range of disabilities,~~ with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., and ~~services~~ to support families and other personnel with responsibilities for their care and education.

006.62~~1~~D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 ~~27~~ graduate semester hours ~~related to~~ including a minimum of 12 graduate semester hours of coursework in Early Childhood Education ~~and Special Education;~~ and a minimum of 18

graduate semester hours of coursework in Early Childhood Special Education; and 100 clock hours of related field experiences.

006.621D1 Field experiences shall consist of a minimum of 100 clock hours (total) working with young children, with a range of disabilities. ages birth through kindergarten, including those with special developmental and/or learning needs. At least 20 clock hours will be spent with assisting families and children with verified disabilities at each of the following levels: birth up to age three, ages three to five, and ages five to seven. age groups: infant/toddler, preprimary, and primary.

006.621E 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.

006.632 Special Education--Learning Disabilities

006.632A Grade levels: PK-12, PK-6, PK-9, 7-12

006.632B Endorsement Type: Subject

006.632C Persons with this endorsement may teach individuals with learning disabilities and consult with teachers, parents, and students.

006.632D 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.

006.632D1 Practicum/Clinical Experiences. This program shall provide applicants with supervised practicum/clinical experiences. The experiences shall consist of a minimum of 150 clock hours.

006.632E 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.

~~006.63 Special Education - Mild/Moderate Disabilities~~

~~006.63A Grade Levels: K-12, K-6, K-9, 7-12~~

~~006.63B Endorsement Type: Field~~

~~006.63C 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.~~

~~006.63D 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.~~

~~006.63E 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.~~

006.64 Special Education – Severe/Multiple Disabilities

006.64A Grade Levels: PK-12

006.64B Endorsement Type: Supplemental.

006.64C 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 prekindergarten ~~pre-kindergarten~~ to the termination of public school educational responsibility.

006.64D Certification Endorsement Requirements: Candidates for this endorsement must hold, or earn concurrently the ~~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.

006.64E 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.

006.65 Special Education - Visual Impairment

006.65A Grade Levels: PK-12

006.65B Endorsement Type: Subject

006.65C 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.

006.65D 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.

006.65E 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.

006.66 Speech

006.66A Grade Levels: 7-12

006.66B Endorsement Type: Supplemental ~~Subject~~

006.66C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.66D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 ~~30~~ semester hours in speech and communication courses, including an approved field experience.

006.66E 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.

~~006.67 Speech and Theatre~~

~~006.67A Grade Levels: 7-12~~

~~006.67B Endorsement Type: Field~~

~~006.67C 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.~~

~~006.67D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in speech, communication, and theatre courses.~~

~~006.67E 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.~~

006.67~~8~~ Speech-Language Pathologist

006.67~~8~~A Grade Levels: Birth through ~~to~~ age 21

006.67~~8~~B Endorsement Type: Field

006.67~~8~~C Persons with this teaching endorsement may provide speech language pathology services to and consultative services for individuals from birth through ~~to~~ age 21 or completion of their Individualized Education Program.

006.67~~8~~D 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 course work in related areas. Applicants must complete a

minimum of 400 clock hours of clinical experiences and an internship, supervised by the standard institution, in school and clinic settings.

006.678E 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.

006.689 Theatre

006.689A Grade Levels: 7-12

006.689B Endorsement Type: Supplemental Subject

006.689C 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.

006.689D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 30 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

006.689E 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.

006.6970 Vocal Music

006.6970A Grade Levels: K-8; 7-12

006.6970B Endorsement Type: Subject

006.6970C Persons with this endorsement may teach vocal music in the grade levels of their endorsements (K-8 and/or 7-12).

006.6970D 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.

006.6970E 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.

006.7071 Vocational Special Needs

006.7071A Grade Levels: 7-12

006.7071B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have a field or subject endorsement.

006.7071C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.7071D Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester hours in vocational special needs courses.

006.7071E 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.

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

006.712A Grade Levels: K-8, 7-12, or K-12

006.712B Endorsement Type: Subject

006.712C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.712D 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.

006.712D1 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.

006.712E 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: PK-12

007.02B Endorsement Type: Special Services

007.02C Persons with this endorsement may practice school nursing for students prekindergarten ~~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 Transition Specialist

007.03A Grade Levels: 7-12

007.03B Special Services Endorsement

007.03C 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.

007.03D 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.

007.03E 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.

007.04 Speech Language Technician

007.04A Grade Levels: Birth to age 21

007.04B Endorsement Type: Special Services

007.04C Persons with this endorsement may provide speech-language services for individuals from birth to age 21. The person must be supervised by a certified speech-language pathologist. The person may not fulfill the requirement(s) of a speech-language pathologist on a multi-

disciplinary evaluation team or an individualized family service plan (IFSP) team or individual education plan (IEP) team.

007.04D Certification Endorsement Requirements: This endorsement requires the applicant to have completed a baccalaureate degree in communication disorders/speech-language pathology.

007.04E 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.

007.04F No Nebraska Standard Institution of Higher Education will be granted approval to offer a program of study leading to this endorsement.

007.05 Special Services Coaching

007.05A Grade Levels: 7-12

007.05B Endorsement Type: Special Services

007.05C The endorsement shall be valid only in the area of coaching extracurricular activities and may appear only on a special services certificate.

007.05D The endorsement shall be valid only in the Nebraska school system requesting the issuance of such certificate and shall require:

007.05D1 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:

007.05D1a First aid, health and safety for coaches, and ~~Prevention, care and management of injuries;~~

007.05D1b Fundamentals of coaching.~~;~~ ~~Risk management;~~

~~007.05D1c~~ ~~Growth, development and learning;~~

~~007.05D1d~~ ~~Training, conditioning and nutrition;~~

~~007.05D1e~~ ~~Psychology of coaching; and~~

~~007.05D1f~~ ~~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~~
~~Biological Science~~	~~Biology~~	
Business Education	Business, Marketing, and Information Technology (BMIT)	
~~Chinese/Foreign Language - Chinese~~	~~World Language-Chinese~~	
~~Communication~~		~~Revoked~~
Computer Science	Information Technology	
~~Consultant~~	~~Curriculum Supervisor~~	
~~Coordinator~~	~~Curriculum Supervisor~~	
~~Culinary Arts~~		~~Revoked~~
Curriculum	Curriculum Supervisor	
~~Curriculum Director~~	~~Curriculum Supervisor~~	
~~Dance~~		~~Revoked~~
~~Director~~	~~Curriculum Supervisor~~	
~~Director SPED~~	~~Special Education: Curriculum Supervisor~~	
~~Distributive Education~~	~~Business, Marketing, and Information Technology (BMIT)~~	
~~Div Occupations/School To Work~~	~~Cooperative Education - Diversified Occupations~~	
~~Diversified Occupations~~	~~Cooperative Education - Diversified Occupations~~	
Early Childhood Education Unified	Early Childhood Inclusive	
~~Educational Library Media Specialist~~	~~School Librarian~~	
~~Educable Mentally Handicapped~~	~~Special Education: Mild/Moderate Disabilities~~	
~~English as a Second Language – Beyond Baccalaureate~~	~~English as a Second Language~~	
~~English as a Second Language – Undergraduate~~	~~English as a Second Language~~	

~~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~~	~~Cooperative Education – Diversified Occupations~~	
~~Humanities~~		~~Revoked~~
~~Italian/Foreign Language – Italian~~	~~World Language - Italian~~	
~~Japanese/Foreign Language - Japanese~~	~~World Language - Japanese~~	
~~Journalism~~	~~Journalism and Mass Communications~~	
Journalism and Mass Communications	Journalism and Media Education	
~~Korean/Foreign Language - Korean~~	~~World Language - Korean~~	
Language Arts	English Language Arts	
~~Language Arts - Social Science~~	~~Middle Grades – Language Arts & Social Science~~	
~~Latin/Foreign Language - Latin~~	~~World Language - Latin~~	
~~Learning Disabled~~	~~Special Education: Learning Disabilities~~	
~~Library Media Specialist~~	~~School Librarian~~	
~~Library Science~~	~~School Librarian~~	

~~Marketing Education~~	~~Business, Marketing, and Information Technology (BMIT)~~	
~~Mentally Retarded~~	~~Special Education: Mild/Moderate Disabilities~~	
~~Miscellaneous~~		~~Revoked~~
Natural Science	Science	
~~Occupational Home Economics~~	~~Cooperative Education – Diversified Occupations~~	
~~Orthopedically Handicapped~~	~~Special Education: Mild/Moderate Disabilities~~	
~~Other Endorsement~~		~~Revoked~~
~~Other Trade or Industrial Areas~~	~~Career Education~~	
Physical Science	Chemistry, Earth and Space Science, and Physics	
Pre-School Disabilities	Early Childhood Inclusive	
Pre-School Handicapped	Early Childhood Inclusive	
~~Psychological Assistant~~		~~Revoked~~
Reading	Reading and Writing	
~~Resource Teacher~~	~~Special Education: Mild/Moderate Disabilities~~	
~~School Guidance Counselor~~	~~School Counselor~~	
~~School Rehabilitation Counselor~~	~~School Transition Specialist~~	
~~Sciences~~	~~Middle Grades – Natural Science~~	
~~Spanish/Foreign Language - Spanish~~	~~World Language -Spanish~~	
Special Education - Mild/ Moderate Disabilities	Special Education	
~~Speech and Drama~~	~~Speech and Theatre~~	
Speech and Theatre	Speech, 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~~	~~Special Education: Mild/Moderate Disabilities~~	
~~T&I Printing~~		~~Revoked~~
~~Urban Education~~		~~Revoked~~
~~Vocational Education~~	~~Curriculum Supervisor - Vocational Education~~	
~~Vocational T&I~~	~~Skilled & Technical Science~~	
~~World Civilization~~		~~Revoked~~

Teacher Certification
Nebraska Department of Education

Appendix B

NDE 20-020
Revised 9-13

AFFIRMATION OF ELIGIBILITY

PROVISIONAL SPECIAL EDUCATION ENDORSEMENT

This form must be submitted with a completed Application for a Nebraska Educator Certificate, the appropriate fee, and other required documents.
EMPLOYMENT IS REQUIRED IN A NEBRASKA SCHOOL TO SUBMIT THIS FORM.

_____ _____
Printed Name of Applicant Social Security Number*

To be completed by the Superintendent:

I, as Superintendent of the _____ Schools, affirm that this school system has employed the person named above for the 20_____ to 20_____ school year and intend to assign him/her to a teaching position requiring a special education endorsement. I request the issuance of a **Provisional Special Education Endorsement**, which is valid for three years.

_____ _____
Signature of Superintendent Date

To be completed by Applicant:

I affirm by my signature that:

- I have completed at least three (3) semester hours in special education at a state approved teacher education institution (name of institution) _____ _____. The title of the course completed is _____ _____ and is verified by the **attached** transcript.
- I have established an approved program at a state approved teacher education institution (name of institution) _____ that will lead to the following special education endorsement (name of endorsement) _____ at the _____ grade level.
- I have requested the Certification Officer at the approved teacher education institution to submit the appropriate form to the Nebraska Department of Education Teacher Certification Office, verifying the establishment of the approved program in special education.
- **I agree to complete at least eighteen (18) semester hours of approved coursework within the three (3) years for which this endorsement is valid. I understand that my Provisional Special Education Endorsement shall not be renewed if I fail to complete this requirement within the three years allotted.**

_____ _____
Signature of Applicant** Date

***Signature must be the same as on the Application for a Nebraska Certificate form.*

*The requirement that a certificate applicant provide his/her social security number is contained in *Neb. Rev. Stat.* 79-810. The uses that will be made of this number are criminal background checks prior to issuance of a certificate and for purposes of data compilation and statistics concerning employment of graduates of state approved teacher education programs and employment of certificate holders.

NEBRASKA DEPARTMENT OF EDUCATION

GUIDELINES RECOMMENDED FOR USE WITH RULE 24 (ENDORSEMENTS)

Approved by the State Board of Education
~~JANUARY 11, 2013~~

NOTE: Rule 24 governs the provision of endorsements by approved teacher education programs.

The Guidelines Recommended for use with Rule 24 are suggestions only. Teacher education institutions may use them to develop their endorsement programs. The institutions may use them for the review of their endorsements.

However, the approval and/or continuation/ discontinuation of endorsement programs is based solely on the criteria specified in Rule 24.

For reference purposes, the specific State regulation requirements for endorsements in Rule 24 are shown in shaded boxes in this document.

ALPHABETICAL LIST OF ENDORSEMENTS CONTAINED IN THIS GUIDELINE

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
Chemistry
Coaching
Cooperative Education – Diversified Occupations
Driver Education
Early Childhood Education
Early Childhood Inclusive ~~Education Unified~~
Earth and Space Science
Economics
Elementary Education
English (Issued prior to August 1, 2015)
English As A Second Language
English Language Arts (formerly Language Arts)
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 Media Education ~~Mass Communications~~
~~Language Arts~~
Mathematics
Middle Grades Education
Music
Physical Education
Physics

Political Science
~~Preschool Disabilities~~
Psychology
Reading and Writing
Reading Specialist
Religious Education
Reserve Officer Training Corps (ROTC)
School Counselor
School Librarian
School Psychologist
Science
Secondary English
Skilled and Technical Science Education
Social Science
Sociology
Special Education (formerly Special Education – Mild / Moderate Disabilities)
Special Education - Behaviorally Disordered
Special Education - Deaf or Hard of Hearing/Field
Special Education - Deaf or Hard of Hearing/Subject
Special Education - Early Childhood Special Education
Special Education - Learning Disabilities
~~Special Education – Mild/Moderate Disabilities~~
Special Education - Severe/Multiple Disabilities
Special Education - Visual Impairment
Speech
~~Speech and Theatre~~
Speech-Language Pathologist
Theatre
Vocal Music
Vocational Special Needs
World Language

SPECIAL SERVICES ENDORSEMENTS

Educational Audiologist
School Nurse
School Transition Specialist
Speech Language Technician
Special Services Coaching

APPENDIX A

006.17 Early Childhood Education

006.17A Grade Levels: Prekindergarten ~~Birth~~ through Grade 3

006.17B Endorsement type: Supplemental ~~Subject~~

006.17C Persons with this endorsement may ~~are prepared to~~ teach children from prekindergarten ~~(age 3) birth~~ through grade 3. ~~including those with disabilities as defined in Section 79-1118.01 R.R.S.~~

006.17D Certification Endorsement Requirements: The endorsement shall require a minimum of 18 ~~30~~ semester hours of coursework specific to ~~in~~ early childhood education that address preschool and kindergarten. Candidates for this endorsement must hold, or earn concurrently, an Elementary Education (K-6) endorsement.

006.17D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (prekindergarten) children.

006.17E 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 prepare prospective teachers to~~ must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010).

Standard 1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Element 1. Know and understand young children's characteristics and needs, from birth through age 8.

Element 2. Know and understand the multiple influences on early development and learning, and

Element 3. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 2. Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Element 1. Know about and understand diverse family and community characteristics.

Element 2. Support and engage families and communities through respectful, reciprocal relationships, and

Element 3. Involve families and communities in young children's development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Element 1. Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children,

Element 2. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection,

Element 3. Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities, and

Element 4. Know about assessment partnerships with families and with professional colleagues to build effective learning environments.

Standard 4. Using Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Element 1. Understand positive relationships and supportive interactions as the foundation of their work with young children,

Element 2. Know and understand effective strategies and tools for early education, including appropriate uses of technology,

Element 3. Use a broad repertoire of developmentally appropriate teaching/learning approaches, and

Element 4. Reflect on own practice to promote positive outcomes for each child.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Element 1. Understand content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance,

drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies,

Element 2. Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines, and

Element 3. Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6. Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Element 1. Identify and involve oneself with the early childhood field,

Element 2. Know about and uphold ethical standards and other early childhood professional guidelines,

Element 3. Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource,

Element 4. Integrate knowledgeable, reflective, and critical perspectives on early education, and

Element 5. Engage in informed advocacy for young children and the early childhood profession.

Standard 7. Early Childhood Field Experiences

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in the early childhood age groups (ages 3 through 5 and kindergarten) *and* in the variety of settings that offer early education (such as early school grades, child care centers and homes, and Head Start programs.)

Element 1. Opportunities to observe and practice in early childhood age groups (ages 3 through 5 and kindergarten), and

Element 2. Opportunities to observe and practice in early education settings (such as child care centers and homes, preschools, and Head Start programs.)

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

~~A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading/writing, mathematics, science, and social sciences as defined in the Nebraska Student Standards for grades one and four.~~

~~B. Child growth, development, and learning.~~

1. ~~Use knowledge of how children with a range of abilities and disabilities develop and learn in order to provide opportunities that support child growth and development for children from birth through grade 3;~~
2. ~~Use knowledge of how children with a range of abilities and disabilities develop and learn in order to provide opportunities that support individual differences in development and learning;~~
3. ~~Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning; and~~
4. ~~Select and use appropriate tools and resources for the assessment of the development and learning of young children.~~

~~C. Relations with families.~~

1. ~~Describe the role of the family and community in the care and education of young children;~~
2. ~~Facilitate communication and cooperation with families and children with a range of abilities and disabilities; and~~
3. ~~Facilitate school partnerships with family and community.~~

~~D. Curriculum development, content, and implementation.~~

1. ~~Plan and implement developmentally appropriate and integrated learning activities for all young children in the areas of language, literacy, mathematics, science, social studies, the arts, and health and safety;~~

2. ~~Plan and manage developmentally appropriate learning environments that promote physical, cognitive, social and emotional growth in all young children;~~
3. ~~Plan and implement developmentally appropriate methods for young children's learning; and~~
4. ~~Use on-going assessment processes in order to develop and adapt programs for young children with a range of abilities and disabilities.~~

E. ~~Professionalism in early childhood education.~~

1. ~~Describe the historical, philosophical, and social foundations of early childhood education; and~~
2. ~~Describe current issues, legislative and public policy trends, ethics, and advocacy in early childhood education.~~
3. ~~Field and clinical experiences. The program shall provide prospective teachers with opportunities to:~~
   a. ~~Observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, community agencies, and schools) in which young children with a range of abilities and disabilities, who reflect diverse family systems, from birth through age 8 and their families are served; and~~
   b. ~~Have pre-student teaching field and clinical experiences with at least two of the three age groups (infants/toddlers, preprimary, primary school children), for an accumulated ninety (90) clock hours. A minimum of twenty percent (20%) of the hours shall include working with children who have a range of disabilities.~~

006.18 Early Childhood Inclusive ~~Education Unified~~

006.18A **Grade Levels: Birth through Grade 3**

006.18B **Endorsement Type: Field**

006.18C **Persons with this endorsement may teach and provide services to ~~infants, toddlers, and~~ children from birth through grade 3 including those with special developmental and/or learning needs ~~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.**

006.18D **Certification Endorsement Requirements: The endorsement shall require a minimum of 51 ~~45~~ semester hours, including 39 semester hours of coursework in ~~birth through grade 3~~ ~~of courses that include knowledge of~~ Early Childhood Education and Early Childhood Special Education for children birth through grade 3, and 12 additional semester hours of coursework in one area of concentration, either birth through kindergarten or age 3 through grade 3.**

006.18E **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 prepare prospective teachers to~~ must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010) and The Council for Exceptional Children/Division of Early Childhood (2012) and assumes the inclusion of the CEC Common Core Standards in personnel preparation for program accreditation.

A. Early Childhood Inclusive candidates will demonstrate knowledge and understanding of and ability to teach the concepts, skills, and processes of reading/writing, mathematics, science, and social sciences as defined in the Nebraska Student Standards for grades Kindergarten through 3 as per NAC 92 Rule 10.

Standard 1. Promoting Child Development and Learning, and Individual Learning Differences

Candidates prepared in inclusive early childhood degree programs are grounded in a child development knowledge base. They also understand how disabilities and exceptionalities interact with development and learning. They use their knowledge and understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, meaningful, and challenging for each child, including those with disabilities.

Element 1. Know and understand young children's abilities, characteristics, and needs from birth through age 8 based on theories of typical and atypical development, including the etiology, characteristics and classification of common disabilities and how these impact development and learning in the first years of life.

Element 2. Know and understand the multiple influences on early development and learning, including biological and environmental factors that affect pre-, peri-, and postnatal development and learning, mental health and social-emotional development, and the impact of medical conditions on the child's development and the families' concerns, resources, and priorities.

Element 3. Know and understand the impact of social and physical environments on development and learning and recognize the impact of language delays on cognitive, social-emotional, adaptive, play, temperament, motor development, and behavior. Establish communication systems for young children that support self-advocacy.

Element 4. Use developmental knowledge to create healthy, respectful, supportive, meaningful and challenging learning environments for young children, taking into account children's varying developmental and learning rates. Support caregivers to respond to child's cues and preferences, establish predictable routines and turn taking, and facilitate communicative interactions.

Element 5. Use understanding of development and individual differences to respond to the needs of individuals with special needs by considering current research related to development across the five developmental domains, play, and temperament when assessing learning situations, developing learning experiences, and choosing strategies appropriate to each child's needs.

Standard 2. Building Family and Community Relationships

Candidates prepared in inclusive early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, communicate and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. They collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of children with disabilities across a range of learning experiences.

Element 1. Know about and understand diverse family and community characteristics and how language, culture, and family background influence children's learning, and apply that knowledge to develop, implement, and evaluate learning experiences and strategies that respect the diversity of children and their families.

Element 2. Support and engage families and communities through respectful, reciprocal relationships. Recognize that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. Support families' choices and priorities in the development of goals and intervention strategies and implement family-oriented services based on the family's identified resources, priorities, and concerns.

Element 3. Involve families and communities in young children's development and learning. Support and facilitate family and child interactions as primary contexts for development and learning, employ adult learning principles in consulting and training family members and service providers, involve families in the evaluation of services, and assist the family in planning for transition.

Element 4. Use the theory and elements of effective collaboration to serve as a collaborative resource to colleagues and use collaboration to promote the well-being of children and families across a wide range of settings and collaborators. Understand the structures supporting inter-agency collaboration, including interagency agreements, referral, and consultation and apply models of team processes in early childhood to collaborate with caregivers, professionals, and agencies to support children's development and learning. Participate as a team member to identify and enhance team roles, communication, and problem solving, and provide consultation as needed in settings serving infants and young children.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in inclusive early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment and use multiple methods of assessment and data-sources in making educational decisions. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Element 1. Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children and meaningfully connect curriculum to assessment and progress monitoring activities.

Element 2. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

Element 3. Select and use technically sound formal and informal assessments in compliance with established criteria that minimize bias, and apply knowledge of measurement principles and practices to interpret assessment results and guide decisions for children affecting development and learning, particularly for those with disabilities. Know how to apply state guidelines that distinguish among at-risk, developmental delay, and disability.

Element 4. Understand assessment practices that can guide:

a) Development of functional goals/targeted outcomes,

b) Selection of appropriate strategies to support children's learning, including the use of assistive technology, and

c) Positive learning outcomes, as well as guide teachers' reflections on their teaching efforts and modifications as needed.

Element 5. Know about assessment partnerships with families and with professional colleagues, recognize the role of the family in the assessment process, and collaborate with them to use multiple types of assessment information gathered from multiple sources and environments in making decisions about children, including those with disabilities, to build

effective learning environments that align assessment with curriculum, content standards, and local, state, and federal regulations.

Element 6. In developing Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP), assist families in identifying their concerns, resources, and priorities, assess progress in the five developmental domains, play, and temperament and children's engagement and independence in everyday routines, use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process, participate as a team member to integrate assessment results in the development and implementation of IFSPs and IEPs, emphasize the child's strengths and needs in assessment reports, produce reports that focus on developmental domains and functional concerns, and conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

Standard 4. Using Developmentally Effective Approaches
Candidates prepared in inclusive early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They create safe, inclusive, culturally responsive learning environments so that children, with and without disabilities, become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Element 1. Understand positive relationships and supportive interactions as the foundation of their work with young children, use motivational and instructional interventions to teach children with disabilities or other special needs how to adapt to different environments, and intervene safely and appropriately with children in crisis.

Element 2. Know and understand effective strategies and tools for early education to create optimal learning environments. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environment and organize space, time, materials, peers, and adults to maximize children's progress in natural and structured environments. Provide stimulus-rich indoor and outdoor environments that employ

materials, media, and appropriate uses of technology, including adaptive and assistive technology, that are responsive to individual differences.

Element 3. Use a broad repertoire of developmentally appropriate teaching and learning approaches, including the application of universal design for learning, to embed learning opportunities in everyday routines, relationships, activities, and places.

Element 4. Collaborate with other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions and structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.

Element 5. Implement basic health, nutrition and safety management procedures for infants and young children, recognize signs of emotional distress, neglect, and abuse, use and follow recommended reporting and evaluation procedures, and recommend referral with ongoing follow-up to community health and social services.

Element 6. Reflect on own practice to promote positive outcomes for each child.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum
Candidates prepared in inclusive early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child and they apply knowledge of general and specialized curricula to individualize learning, particularly for individuals with disabilities or other special needs.

Element 1. Understand content knowledge and resources in academic disciplines and the theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children in these disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies; use general and specialized content knowledge to teach across these curricular content areas to individualize learning, and modify

general and specialized curricula to make them accessible to children with disabilities.

Element 2. Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines, including both developmental and academic content, to organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for children with and without disabilities.

Element 3. Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6. Instructional Planning and Strategies
Candidates prepared in inclusive early childhood degree programs select, adapt, and use a repertoire of evidence-based instructional strategies to advance the development and learning of children, particularly those with disabilities.

Element 1. Use a child's abilities, interests, learning environments, and cultural and linguistic factors to select, develop, and adapt learning experiences that will enable the child to master and generalize learning, including language development and communication skills, and apply cross-disciplinary knowledge and skills to develop the child's critical thinking and problem solving skills.

Element 2. Use technologies to support instructional assessment, planning, and delivery for children with disabilities, including the use of augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of children with disabilities.

Element 3. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children, use strategies to teach social skills and conflict resolution, and implement and evaluate preventative and reductive strategies to address challenging behaviors.

Element 4. Link development, learning experiences, and instruction to promote educational transitions, and develop and implement education and transition plans for children with disabilities that support transitions among settings for infants and young children and provide different learning experiences in collaboration with individuals, families, and teams.

Element 5. Plan, implement, and evaluate developmentally and individually appropriate curriculum, instruction, and adaptations based on knowledge of the child, family, and community and implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction. Design intervention strategies incorporating information from multiple disciplines, use a continuum of intervention strategies to support access to the general curriculum and daily routines, and make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds. Facilitate child-initiated development and learning and use teacher-scaffolded and initiated instruction to complement child-initiated learning.

Element 6. Develop, implement, and evaluate IFSPs and IEPs with family members and other professionals as members of a team, that support development and learning as well as caregiver responsiveness, align individual goals with developmental and academic content, and support the child's independent functioning in the child's natural environment.

Standard 7. Becoming a Professional

Candidates prepared in inclusive early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice and they use their foundational knowledge of the field and of its Ethical Principles and Practice Standards to inform their practice, engage in life-long learning, and to advance the profession. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Element 1. Identify and become involved with the early childhood field. Understand how foundational knowledge and current issues influence professional practice, understand legal, ethical and policy issues related to educational, developmental, and medical services for infants and young children and their families, and integrate knowledgeable, reflective, and critical perspectives on early education to better serve children and their families.

Element 2. Know about and uphold ethical standards and other early childhood professional guidelines and use professional Ethical Principles and Professional Practice Standards to guide one's practice. Integrate family systems theories and principles into professional practice, respect family choices and goals, and apply evidence-based and recommended

practices for infants and young children, including those from diverse backgrounds.

Element 3. Engage in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource; and show understanding of the significance of lifelong learning by participating in professional activities, professional organizations, and learning communities relevant to the early childhood field, including early childhood education, early childhood special education, and early intervention.

Element 4. Advance the profession by engaging in informed advocacy activities for young children and the early childhood profession, including advocating for infants and young children and their families and for the professional status and working conditions of those who work with them, and by mentoring and providing guidance and direction to para-educators, tutors, and volunteers.

Standard 8. Early Childhood Field Experiences

Inclusive early childhood field experiences and clinical practice are planned and sequenced so all Early Childhood Inclusive candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children, including those with disabilities, across the entire developmental period of early childhood – infants and toddlers (ages birth to 3), preschool-kindergarten (ages 3 through kindergarten), and the primary grades 1-3 *and* in the variety of group education and care settings that offer early childhood education (such as child care centers and family child care homes, school based preschool and/or Head Start programs, public or private child care centers, community agencies, or home visiting programs).

Element 1. Opportunities for candidates to observe and practice under the supervision of fully qualified professionals must include:

a) a minimum of 30-clock hours working with each age group (infants and toddlers, preschool-kindergarten, and the primary grades 1-3);

b) experiences working in at least two early childhood group education and care settings that offer early childhood education (such as child care centers and family child care homes, school based preschool and/or Head Start programs, public or private child care centers, community agencies, or home visiting programs); and

c) experiences working with children who have a range of abilities and disabilities and who reflect diverse family systems.

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

~~A. Child Development and Learning.~~

1. ~~Use knowledge of how children develop and learn to provide opportunities that support child growth and development for infants and toddlers, preprimary and primary school children, with a range of abilities and disabilities, in the intellectual, communicative, physical-motor, social-emotional, aesthetic, and adaptive behavioral areas of development and learning;~~
2. ~~Use knowledge of how children develop and learn to provide opportunities that support individual differences in development and learning, with special attention to risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities;~~
3. ~~Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning;~~
4. ~~Identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning; and~~
5. ~~Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life.~~

~~B. Assessment and Evaluation.~~

1. ~~Use an on-going assessment process in order to develop, monitor, adapt and evaluate programs for young children;~~
   a. ~~Use a wide range of on-going assessment strategies in natural settings to develop a complete description of each child for the purpose of planning developmentally-appropriate programs, environments, interactions, and for seeking necessary consultation from specialists;~~
      (1) ~~Observe, record, and assess young children's development and learning using a variety of informal and formal instruments and processes including observational methods;~~
      (2) ~~Select and administer culturally unbiased assessment instruments and processes based on the purpose of the assessment being conducted, the needs of the child, and in compliance with established criteria and standards;~~

~~(3) Demonstrate understanding and knowledge of cultural/linguistic influences, other environmental influences and various learning styles on assessment practices and results;~~

~~(4) Share assessment results with families in a clear, supportive way, and integrate assessment data in order to make decisions about children's learning and development for the purpose of planning and implementing appropriate programs, including Individual Family Service Plans (IFSP'S) and Individual Education Programs (IEP'S) for infants and young children with disabilities;~~

~~(5) Participate and collaborate with other providers and family members conducting family-centered assessments and make referrals to specialists for consultation as appropriate; and~~

~~b. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.~~

~~C. Curriculum Development and Implementation.~~

~~1. Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge about individual children, groups of children, families, and communities;~~

~~a. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments;~~

~~b. Implement developmentally appropriate individual and group activities using a variety of formats such as, play, environmental routines, parent-child activities, small group projects, flexible grouping, cooperative learning, inquiry experiences, and systematic instruction as needed to help children develop dispositions of independence and curiosity, and problem solving, decision making, and communication skills;~~

~~c. Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally and family valued content, children's home experiences, and language differences;~~

~~d. Demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including communication and~~

~~literacy, mathematics, science, health, safety, nutrition, social sciences, art, music, drama, movement, social and cognitive skills;~~

~~e. Use a variety of instructional strategies and environments for the range of developmental needs of children including those who have unique talents, learning and developmental needs, or specific disabilities;~~

~~f. Develop and implement IFSP's or IEP's for infants and young children with disabilities, incorporating both child and family outcomes, in partnership with family members and other professionals;~~

~~g. Support and facilitate family and child interactions as primary contexts for learning and development;~~

~~h. Demonstrate appropriate use of technology with young children including assistive technologies for children with disabilities;~~

~~i. Plan for and link current learning experiences and teaching strategies with those of the child's next educational setting;~~

~~2. Incorporate knowledge and strategies from multiple disciplines (for example, medical, allied health, social service) into the design of instructional strategies and integrate goals into daily activities and routines at home and in education and care settings;~~

~~a. Integrate basic health, nutrition, feeding, and safety management practices for young children, including procedures regarding childhood illness and communicable diseases;~~

~~b. Integrate aspects of adaptive care for children who have a history of significant low birth weight, or have other complex medical needs, including methods for care of young children dependent on technology with programs focused on overall child development and family resources, concerns, and priorities;~~

~~3. Use environmental assessments, individual and group guidance, and problem-solving techniques to develop positive and supportive relationships with children, to encourage and facilitate positive social skills and social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem;~~

~~a. Demonstrate the understanding of and the ability to assess the influence of the environment, including physical setting, space, time, peers, materials, adults, schedules, routines, and transitions on children's behaviors and use~~

~~these experiences to promote children's overall social skills, development, and learning in education, care, and home settings;~~

~~b. Select and implement methods of behavior support and management appropriate for all young children, such as, a range of strategies from less directive, less intrusive methods (e.g., scaffolding and modeling) to more directive, more structured methods (e.g., applied behavior analysis) that respect and reflect the children's cultural and individual backgrounds and current needs;~~

~~4. Establish and maintain physically and psychologically safe and healthful learning environments that promote development and learning;~~

~~a. Provide an indoor and outdoor environment that employs developmentally appropriate materials, media, and technology, including adaptive and assistive technology;~~

~~b. Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships;~~

~~c. Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services; and~~

~~d. Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.~~

~~D. Family and Community Relationships.~~

~~1. Establish and maintain positive, collaborative relationships with families, community agencies and other professionals to meet the needs of the child;~~

~~2. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families, schools and communities;~~

~~3. Demonstrate knowledge and sensitivity to differences in family structures and cultures in terms of family strengths, expectations, values, and child rearing practices;~~

~~4. Assist families in identifying resources, priorities, and concerns in making decisions related to their child's development;~~

~~5. Link families with a range of family oriented services based on the family's needs, identified resources, priorities, and concerns; and~~

6. ~~Solicit and respect parents' choices and goals for their child and incorporate them to support the development, learning, and well-being of the child.~~

~~E. Professionalism.~~

1. ~~Understand state and federal legislation, public policy and legal issues which affect all young children, with and without disabilities and their families; and identify ethical and policy issues related to care and education, and medical services for young children;~~
2. ~~Understand historical, philosophical and social foundations of comprehensive early childhood care and education;~~
3. ~~Identify current professional trends and issues which inform and improve practices, advocate for quality programs for young children and their families, and enhance the professional status and working conditions of comprehensive early childhood care and education professionals;~~
4. ~~Understand principles of administration, organization and operation of programs for children, birth through age 8, and their families, including staff and program development, supervision, and evaluation of staff, and continuing improvement of programs and services;~~
5. ~~Adhere to professional and ethical codes related to comprehensive early childhood care and education; and~~
6. ~~Reflect upon their own professional practices and identify resources for on-going development as comprehensive early childhood care and education professionals.~~

~~F. Field Experiences.~~

1. ~~Observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, community agencies, and schools) in which young children with a range of abilities and disabilities, who reflect diverse family systems, from birth through age 8 and their families are served; and~~
2. ~~Have pre-student teaching field and clinical experiences with each of the three age groups (infants/toddlers, preprimary, primary school children). The experiences should consist of at least thirty (30) clock hours with each group. A minimum of twenty percent (20%) of the hours in each age group should include working with children who have a range of disabilities.~~

006.22 English

006.22A Grade Levels: 7-12.

006.22B Endorsement Type: Subject.

006.22C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.22D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in writing, language, and literature coursework.

006.22E 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.

006.22F This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a Standard Institution of Higher Education, prior to August 1, 2015. Nebraska institutions will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

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:

A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards as per 92 NAC 10 for eighth and twelfth grades.

B. Demonstrate knowledge and understanding of the English language, including being able to:

   1. demonstrate an understanding of language acquisition and development;
   2. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;

3. recognize the impact of cultural, economic, political, and social environments upon language;
4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
5. demonstrate an understanding of how and why the English language evolves;
6. demonstrate an understanding of English grammars;
7. demonstrate an understanding of syntax and phonology; and
8. demonstrate an understanding of the various purposes for which language is used.

C. Prospective teachers should demonstrate knowledge and understanding of reading processes, including being able to:

1. demonstrate how to respond to and interpret literature in different ways;
2. demonstrate how to discover and create meaning from texts, including non-print media;
3. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts; and
4. demonstrate an understanding of the uses of reading for different purposes, including reading in the workplace.

D. Prospective teachers should demonstrate knowledge and understanding of different composing processes, including being able to:

1. use a wide range of writing strategies to generate meaning and to clarify understanding;
2. produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;
3. demonstrate how written discourse can influence thought and action; and
4. revise, edit, and proofread written text.

E. Prospective teachers should demonstrate knowledge and understanding of an extensive range of literature, including being able to:

1. demonstrate knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:
   a. literature from a range of cultures;
   b. literature from a range of genres;
   c. literature by authors of both genders;
   d. literature by authors of color;

e. literature written specifically for older children and young adults; and

f. works of literary theory, history, and criticism.

F. Prospective teachers should demonstrate knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture, including being able to:

1. recognize the influence of media on culture and on people's actions and communication; and
2. display an understanding of the role of technology in communication.

G. Prospective teachers should demonstrate methods of research in English, such as, use of the library and electronic resources, and field research.

006.~~2438~~ English Language Arts

006.~~2438~~A Grade Levels: 7-12

006.~~2438~~B Endorsement Type: Field

006.~~2438~~C Persons with this endorsement may teach English Language Arts courses such as literature, writing, language, communications (including speech, theatre, and journalism), and reading/literacy skills ~~and direct curricular and cocurricular activities in composition/language, literature, speech, theatre, mass communication, journalism and reading/writing~~ in grades 7 through 12.

006.~~2438~~D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 ~~65~~ semester hours of content and pedagogical content coursework in ~~journalism and mass communications, language,~~ literature, ~~reading, speech, theatre, and~~ writing, language, communications, and reading/literacy skills and strategies.

006.~~2438~~E 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 ~~should prepare prospective teachers to:~~ candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the National Council of Teachers of English (NCTE)/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012).

A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards ~~for grades eight and twelve~~.

Standard 1. Candidates must demonstrate knowledge of English Language Arts (ELA) subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1. Candidates are knowledgeable about texts – print and non-print texts, media texts, classic texts, and contemporary texts, including young adult – that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2. Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

Standard 2. Candidates demonstrate knowledge of English Language Arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1. Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, content, audience, context, and purpose; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3. Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Standard 3. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1. Candidates use their knowledge of theory, research and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and

research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students comprehension and interpretation of print and non-print texts.

Element 6. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Standard 4. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current theory and research. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Element 3. Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

Element 4. Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 5. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English Language Arts, and responds to diverse students' context-based needs.

Element 1. Candidates plan and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Element 2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help all students participate actively in their own learning in English Language Arts.

Element 3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English Language Arts; candidates communicate with students about their performance in ways that actively involve them in their own writing.

Element 4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Standard 6. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1. Candidates plan and implement English Language Arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2. Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English Language Arts.

Standard 7. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1. Candidates model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts.

Element 2. Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Standard 8. Candidates demonstrate basic knowledge in communication, journalism, and theatre.

Element 1. Candidates understand and apply the principles of interpersonal and public communication for a variety of purposes and settings.

Element 2. Candidates model an understanding of the production, range, and influence of responsible journalism and mass communication in contemporary culture, including legal and ethical practices.

Element 3. Candidates articulate the basic principles of creative interpretation including voice control and projection, movement, and acting techniques.

~~B. Demonstrate knowledge and understanding of the English language, including being able to:~~

~~1. demonstrate an understanding of language acquisition and development;~~

~~2. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;~~

~~3. recognize the impact of cultural, economic, political, and social environments upon language;~~

~~4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;~~

~~5. demonstrate an understanding of how and why the English language evolves;~~

~~6. demonstrate an understanding of English grammars;~~

~~7. demonstrate an understanding of syntax and phonology; and~~

~~8. demonstrate an understanding of the various purposes for which language is used.~~

~~C. Demonstrate knowledge and understanding of reading processes, including being able to:~~

~~1. describe reading and writing development;~~

~~2. teach basic skills and strategies in reading and writing;~~

~~3. teach students to use reading and writing as tools for learning;~~

~~4. motivate readers and writers using a wide variety of methods and materials;~~

~~5. match reading materials with students' abilities;~~

~~6. involve parents in cooperative efforts and programs;~~

~~7. demonstrate how to respond to and interpret literature in different ways;~~

~~8. demonstrate how to discover and create meaning from texts, including non-print media;~~

~~9. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary and other texts; and~~

~~10. demonstrate an understanding of the uses of reading for different purposes, including reading in the workplace.~~

~~D. Demonstrate knowledge and understanding of different composing processes, including being able to:~~

~~1. use a wide range of writing strategies to generate meaning and to clarify understanding;~~

~~2. produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;~~

~~3. demonstrate how written discourse can influence thought and action; and~~

~~4. revise, edit, and proofread written text.~~

~~E. Demonstrate knowledge and understanding of an extensive range of literature, including being able to:~~

~~1. demonstrate knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:~~

~~a. literature from a range of cultures;~~

~~b. literature from a range of genres;~~

~~c. literature by authors of both genders;~~

~~d. literature by authors of color;~~

~~e. literature written specifically for older children and young adults; and~~

~~f. works of literary theory, history, and criticism.~~

~~F. Demonstrate knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture, including being able to:~~

~~1. recognize the influence of media on culture and on people's actions and communication;~~

~~2. describe the historical, ethical, and legal issues central to communication; and~~

~~3. demonstrate an understanding of and the ability to use current technologies in communication.~~

~~G. Demonstrate methods for conducting research and analyzing information.~~

~~H. Demonstrate an understanding of management and budgeting skills as they apply to curricular and cocurricular communication activities.~~

~~I. Demonstrate an understanding of and be able to apply the principles of contemporary rhetoric, interpersonal communication, performance theory, and public address.~~

~~J. Demonstrate an understanding of and be able to apply the principles of basic acting; play direction; and theatre design and technology.~~

~~K. Clinical Experiences. The prospective teacher should have clinical experiences in cocurricular activities related to (1) journalism and mass communications, (2) speech, and (3) theatre.~~

006.3~~8~~7 Journalism and Media Education ~~Mass Communications~~

006.3~~8~~7A **Grade Levels: 7-12**

006.3~~8~~7B Endorsement Type: Supplemental ~~Subject~~

006.3~~8~~7C **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 in grades 7 through 12.**

006.3~~8~~7D **Certification Endorsement Requirements: This endorsement shall** require a minimum of 18 ~~30~~ semester hours in journalism and digital literacies, including an approved field experience. ~~mass communciations.~~

006.3~~8~~7E **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~~ must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Journalism Education Association Standards for Journalism Educators (2012).

Standard 1. Candidates demonstrate knowledge of journalism and media principles and history.

Element 1. Candidates understand the history and evolution of media as well as the functions, limitations and influences of media in society.

Element 2. Candidates demonstrate knowledge of legal and ethical issues as they apply to scholastic media, including first Amendment-related rights and responsibilities.

Element 3. Candidates understand the value of news for today's media consumers.

Standard 2. Candidates demonstrate knowledge of communication theory and practice in the context of journalism and media production.

Element 1. Candidates demonstrate understanding of the writing process as it relates to journalism to include brainstorming, questioning, reporting, gathering and synthesizing information, writing, editing, and evaluating the final multimedia product.

Element 2. Candidates promote students' understanding of audience and the importance of matching language use, angle, and style with the writer's intended audience.

Element 3. Candidates demonstrate skill in a variety of forms of journalistic writing, including news, features, opinion and their appropriate style.

Element 4. Candidates understand the value of using audio, video, and still photography to tell stories in compelling ways and package multimedia products effectively using various forms of journalistic design and methods.

Standard 3. Candidates demonstrate knowledge of theories of learning and human behavior, and the impact of students' individual differences, identities, and experiences on their learning and on their perceptions of the world.

Element 1. Candidates understand the interrelationship and concurrent development of various communication skills.

Element 2. Candidates understand the conditions that enhance the development of life-long learning.

Element 3. Candidates understand the influence of students' backgrounds, attitude, interests and expectations on their communication skills, on the ways they learn, and on the ways they use media and communicate.

Element 4. Candidates plan instruction and assessment that accommodates a wide range of learners with different learning needs and experiences, create environments that support respectful approaches to individual differences, and encourage publication staff diversity.

Standard 4. Candidates create classrooms that encourage student engagement, autonomy, and collaboration.

Element 1. Candidates create media-rich atmospheres for students to learn both collaboratively and individually.

Element 2. Candidates use questioning to show understanding, help students articulate their ideas and thinking processes, promote risk-taking and problem-solving, facilitate recall of information, encourage thinking, stimulate curiosity and help students to question on their own.

Element 3. Candidates employ discussion and conferencing for a variety of purposes to suit the needs of students.

Element 4. Candidates emphasize the effective use of research in a mass media setting and help students understand their unique role as disseminators of information and their rights as journalists and media consumers.

Standard 5. Candidates plan instruction and design assessments that promote learning for all students.

Element 1. Candidates understand key principles of journalism curriculum development, instruction, and assessment.

Element 2. Candidates design a journalism curriculum that is student-centered and covers multiple facets of journalistic storytelling and visual communication to help frame journalism as a unique discipline and profession.

Element 3. Candidates select appropriate textbooks and teaching materials for classroom use and implement a variety of effective instructional strategies to help students become active scholastic journalists.

Element 4. Candidates use appropriate professional and scholastic media legal and ethical policies and practices and ensure that students understand media's role in a democracy and their part in its preservation.

Standard 6. Candidates employ classroom and publication staff organizational models that encourage student engagement, creativity, and responsibility.

Element 1. Candidates structure course and publication experiences that emphasize process over product and help students understand their roles as informational gatekeepers in school-based media, and their rights and responsibilities as journalists.

Element 2. Candidates employ a variety of effective instructional strategies in student media production that help students become scholastic journalists, provide leadership training, and offer lessons in fiscal responsibility, conflict resolution and time management.

Element 3. Candidates organize course and publication staff operating principles that are in accordance with law and ethics as they relate to scholastic media, encourage students to take creative risks, and establish production schedules that approximate the practices of professional journalists.

Element 4. Candidates provide students with opportunities to use technology (including computers, mobile media devices, cameras, the Internet, etc.) as production tools; use text, graphics, photography, radio, television,

and new media to emphasize a range of story-telling possibilities; and use creative approaches to information design and packaging for student media.

Standard 7. Candidates employ current, research-based methods of assessing student learning.

Element 1. Candidates employ multiple assessment strategies for reading, writing, speaking, listening, viewing, and designing products.

Element 2. Candidates decide the appropriate time to use each type of assessment, how to interpret assessment results, how to use those results to promote student learning, and how to convey assessment data to students, parents, and administrators.

Element 3. Candidates respond effectively and constructively on an ongoing basis to students' work.

Element 4. Candidates help students learn to assess their own growth through creation of career portfolios of their work, publications, photography, and new media.

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

~~A. Direct and coordinate curricular and cocurricular activities in journalism and mass communications.~~

~~B. Demonstrate an understanding of journalism and mass communications management and budgeting skills.~~

~~C. Demonstrate the skills needed to research and analyze information.~~

~~D. Demonstrate an understanding of the strategies of writing and speaking for journalism and mass communications purposes.~~

~~E. Demonstrate the ability to use current technologies in the preparation and production of newspapers, yearbooks, and magazines, as well as the related forms of mass communications, including:~~

~~1. advertising, sales and marketing;~~

~~2. broadcast journalism;~~

~~3. graphic arts and multimedia design and production;~~

~~4. photojournalism; and~~

~~5. public relations.~~

~~F. Demonstrate knowledge and understanding of the range and influence of journalism and mass communications technology in contemporary culture, including being able to:~~

1. ~~demonstrate knowledge of the history and current trends of journalism and mass communications;~~
2. ~~demonstrate an understanding of the influence of media on culture and on people's actions and communication;~~
3. ~~display an understanding of the role of technology in journalism and mass communications;~~
4. ~~demonstrate knowledge of the law as it applies to journalism and mass communications, including scholastic journalism; and~~
5. ~~demonstrate knowledge of free and responsible journalism and mass communications practices.~~

G. ~~Demonstrate methods of integrating written and spoken communication in career preparation.~~

H. ~~Demonstrate an understanding of and the ability to apply interpersonal and organizational communication skills related to journalism and mass communications.~~

006.4~~6~~7 Reading and Writing

006.4~~6~~7A Grade Levels: PK-6, 7-12

006.4~~6~~7B Endorsement Type: Supplemental ~~Subject~~

006.4~~6~~7C Persons with this endorsement may teach reading and writing, ~~and be a reading resource teacher to content area teachers~~ in ~~grades~~ prekindergarten through grade 6, or in grades 7 through 12.

006.4~~6~~7D Certification Endorsement Requirements: This endorsement requires a minimum of 18 ~~24~~ semester hours in courses selected from ~~learning theories, study of the adolescent,~~ reading, writing, and language theories, developmental reading and writing on the elementary or secondary level, appropriate strategies and skills, diagnostic and ~~remedial~~ intervention techniques and resources, ~~materials,~~ and children's or adolescent literature, language, and writing, and including an approved field experience.

006.4~~6~~7E 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 prepare candidates for this endorsement ~~should prepare prospective teachers to:~~ to demonstrate an understanding of and an ability to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska State Standards for students at all grade levels, and provide opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the International Reading Association (IRA) Standards for Reading and Writing (2010):

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including work recognition, language comprehension, strategic knowledge, and

reading-writing connections. Evidence that demonstrates competence may include, but is not limited to:

Elementary Level Candidates:

A. Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language;

B. Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research;

C. Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components; and

D. Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources).

Secondary Level Candidates:

A. Read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of students;

B. Explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English;

C. Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and research; and

D. Explain the research and theory of learning environments that support individual motivation to read and write.

Element 2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Identify major milestones in reading and interpret them in light of the current social context.

Element 3. Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals; and

B. Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Element 1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Implement the curriculum based on students' prior knowledge, world experiences, and interests;

B. Evaluate the curriculum to ensure that instructional goals and objectives are met.

Elementary Level Candidates:

A. Explain how the reading and writing curriculum is related to local, state, national, and professional standards; and

B. Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts.

Secondary Level Candidates:

A. Explain how reading and writing relates to their content area and the local, state, national, and professional standards; and

B. Work with the team or department to help ensure interdisciplinary connections in traditional print, digital, and online contexts.

Element 2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction;

B. As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners;

Elementary Level Candidates:

A. Differentiate instructional approaches to meet students' reading and writing needs;

B. Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing; and

C. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.

Secondary Level Candidates:

A. Differentiate instructional approaches to meet students' reading and writing needs in the content areas;

B. Implement and evaluate content area instruction in each of the following elements: vocabulary meaning, comprehension, writing, motivation, and critical thinking; and

C. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.

Element 3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Guided by evidence-based rationale, select and use traditional print, digital, and online resources; and

B. Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources.

Secondary Level Candidates:

A. Demonstrate knowledge about various materials, including those specifically for adolescent learners, and their uses.

Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Element 1. Understand types of assessments and their purposes, strengths, and limitations. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes;

B. Describe the strengths and limitations of a range of assessment tools and their appropriate uses;

C. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity); and

D. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

Element 2. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. (These tools may include standardized or more subjective measures, such as rubrics, observations, surveys, and anecdotal records.);

B. Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures;

C. Interpret and use assessment data to analyze individual, group, and classroom performance and progress; and

D. Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.

Secondary Level Candidates:

A. Collaborate with content teachers to monitor student progress and to analyze instructional effectiveness.

Element 3. Use assessment information to plan and evaluate instruction. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources;

B. Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching; and

C. Interpret patterns in classroom and individual students' data.

Elementary Level Candidates:

A. Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.

Secondary Level Candidates:

A. Collaborate with content teachers to use assessment data to modify instruction, evaluate the effectiveness of instruction, and plan content literacy initiatives.

Element 4. Communicate assessment results and implications to a variety of audiences. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).

B. Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction or for the content areas or literacy instruction (e.g., highlight differences in student work samples across a content area).

Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Element 1. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable;

B. Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write;

C. Demonstrate an understanding of the ways in which the various forms of diversity interact with and influence reading and writing development; and

D. Demonstrate an understanding of the relationship between first- and second- language acquisition and literacy development.

Element 2. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Assess the various forms of diversity that exist in students as well as in the surrounding community;

B. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity; and

C. Provide instruction and instructional formats that engage students as agents of their own learning.

Elementary Level Candidates:

A. Provide instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).

Element 3. Develop and implement strategies to advocate for equity. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Provide students with linguistic, academic, and cultural experiences that link their communities with the school;

B. Advocate for change in societal practices and instructional structures that are inherently biased or prejudiced against certain groups; and

C. Demonstrate how issues of inequity and opportunities for social justice, activism, and resiliency can be incorporated into the literacy curriculum.

Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Element 1. Design the physical environment to optimize students' use of traditional print, digital, and online resources as reading and writing instruction. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities; and

B. Modify the arrangements to accommodate students' changing needs.

Element 2. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities to read and write. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments;

B. Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults); and

C. Create supportive environments where English learners are encouraged and given many opportunities to use English.

Element 3. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback.) Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources; and

B. Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to materials read, formats for reporting, and efficient transitions among activities, spaces, and online resources).

Element 4. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary level Candidates:

A. Use evidence-based rationale to make and monitor flexible instructional grouping options for students;

B. Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities; and

C. Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).

Standard 6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning as a career-long effort and responsibility.

Element 1. Demonstrate the foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.

Element 2. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Display positive reading and writing behaviors and serve as a model for students;

B. Understand the families' and community's roles in helping students apply reading and writing skills to content learning;

C. Work collaboratively and respectfully with families, colleagues, and the community to support student learning;

D. Promote student understanding and appreciation of the value of reading traditional print, digital, and online resources in and out of school;

E. Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to those questions;

F. Implement plans and use results for their own professional growth;

G. Participate as active members in professional organizations related to reading and writing; and

H. Demonstrate effective use of technology for improving student learning.

Element 3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Recognize the importance of professional development for improving reading and writing in schools;

B. Participate individually and with colleagues in professional development programs at the school and district levels; and

C. Apply learning from professional development to instructional practices.

Element 4. Understand and influence local, state, or national policy decisions. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

A. Are informed about important professional issues; and

B. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

~~A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards for eighth and twelfth grades.~~

~~B. Demonstrate an understanding of reading and writing development, including being able to:~~

~~1. demonstrate the relationships of cognitive and language development;~~

~~2. apply the theories of reading and writing development in designing, implementing, and evaluating instruction; and~~

~~3. describe the influence of cultural, ethnic, and linguistic backgrounds on the reading and writing process.~~

~~C. Demonstrate the ability to teach basic skills and strategies in reading and writing, including:~~

~~1. use of word level skills to improve decoding and encoding;~~

~~2. use of syntactic skills to improve sentence comprehension and composing;~~

~~3. strategies for improving vocabulary knowledge;~~

~~4. strategies for applying prior knowledge; and~~

~~5. strategies for improving text composing and comprehending.~~

~~D. Demonstrate the ability to teach students to use reading and writing as tools for learning, including:~~

~~1. use of flexible reading rates based on type of material and purpose of reading;~~

~~2. use of effective study strategies, test taking skills, and research skills, including use of current technologies as research tools; and~~

~~3. use of techniques to identify and acquire specialized vocabulary in specific content area courses.~~

~~E. Demonstrate the ability to motivate readers and writers using a wide variety of methods and materials, including being able to:~~

~~1. demonstrate familiarity with a wide variety of genre in reading and writing;~~

~~2. utilize techniques to analyze materials for readability level and interpret the limitation of such formulas on the ability of individual students to comprehend the material;~~

~~3. analyze materials and objectives in relationship to individual learners;~~

~~4. identify and manage independent and guided reading and writing activities; and~~

~~5. demonstrate an ability to use appropriate grouping patterns for delivery of reading and writing instruction, including homogeneous and heterogeneous groupings, interest groups and pairs.~~

~~F. Demonstrate an ability to meet the needs of readers and writers at all levels of skill development, including being able to:~~

~~1. use a variety of assessment tools; and~~

~~2. use diagnostic information to select and apply techniques designed to remediate difficulties in reading and writing.~~

~~G. Demonstrate an ability to use selection criteria for instructional materials to meet the educational goals of a diverse community.~~

~~H. Demonstrate an understanding of how to involve parents in cooperative efforts and programs to assist in their children's reading and writing development.~~

006.~~478~~ Reading Specialist

006.~~478~~A Grade Levels: PK-12~~, K-8, and 7-12~~

006.~~478~~B Endorsement Type: Subject

006.~~478~~C 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 in prekindergarten through grade 12.

006.~~478~~D 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.~~478~~D1 Additional Requirements: An applicant for this endorsement shall have a regular teaching certificate and two (2) years of teaching experience.

006.~~478~~E 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 reading specialists to:~~ must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the International Reading Association (IRA) Standards for Reading Professionals (2010).

A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards as per 92 NAC 10.

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence shall include, but is not limited to:

A. Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts;

B. Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests);

C. Demonstrate a critical stance toward the scholarship of the profession;

D. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical); and

E. Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English;

Element 1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. Evidence that demonstrates competence shall include, but is not limited to:

A. Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers; and

B. Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education;

Element 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. Evidence that demonstrates competence shall include, but is not limited to:

A. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals; and

B. Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing as defined in the Nebraska Language Arts Standards.

Element 2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence shall include, but is not limited to:

A. Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K-12 students;

B. Develop and/or implement the curriculum to meet the specific needs of students who struggle with reading;

C. Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students; and

D. Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment with Nebraska Language Arts Standards.

Element 2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence shall include, but is not limited to:

A. Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing;

B. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing;

C. Support classroom teachers and education support personnel to implement instructional approaches for all students; and

D. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

Element 2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. Evidence that demonstrates competence shall include, but is not limited to:

A. Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources;

B. Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners; and

C. Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Element 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations. Evidence that demonstrates competence shall include, but is not limited to:

A. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses;

B. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes;

C. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity); and

D. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

Element 3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. Evidence that demonstrates competence shall include, but is not limited to:

A. Administer and interpret appropriate assessments for all students, especially those who struggle with reading and writing;

B. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students; and

C. Lead schoolwide or larger scale analyses to select assessment tools that provide a systematic framework for assessing the reading, writing, and language growth of all students.

Element 3.3 Candidates use assessment information to plan and evaluate instruction. Evidence that demonstrates competence shall include, but is not limited to:

A. Use multiple data sources to analyze individual readers' performances and to plan instruction and intervention;

B. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction;

C. Lead teachers in analyzing and using classroom, individual, grade-level, and schoolwide assessment data to make instructional decisions; and

D. Plan and evaluate professional development initiatives using assessment data.

Element 3.4 Candidates communicate results and implications to a variety of audiences. Evidence that demonstrates competence shall include, but is not limited to:

A. Analyze and effectively report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.

Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Element 4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. Evidence that demonstrates competence shall include, but is not limited to:

A. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing;

B. Assist teachers in developing reading and writing instruction that is responsive to diversity;

C. Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development; and

D. Engage the school community in conversations about research on diversity and how diversity impacts reading and writing developments.

Element 4.2 Candidates will use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the dynamics of diversity. Evidence that demonstrates competence shall include, but is not limited to:

A. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity;

B. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning;

C. Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds;

D. Collaborate with others to build strong home-to-school and school-to-home literacy connections; and

E. Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

Element 4.3 Candidates develop and implement strategies to advocate for equity. Evidence that demonstrates competence shall include, but is not limited to:

A. Provide students with linguistic, academic, and cultural experiences that link their communities with the school;

B. Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups;

C. Demonstrate how issues of inequity and opportunities for social justice, activism, and resiliency can be incorporated into the literacy curriculum; and

D. Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Element 5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. Evidence that demonstrates competence shall include, but is not limited to:

A. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same; and

B. Modify the arrangements to accommodate students' changing needs.

Element 5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students'

opportunities for learning to read and write. Evidence that demonstrates competence shall include, but is not limited to:

A. Create supportive social environments for all students, especially those who struggle with reading and writing;

B. Model for and support teachers and other professionals in doing the same for all students; and

C. Create supportive environments where English learners are encouraged and provided with many opportunities to use English.

Element 5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). Evidence that demonstrates competence shall include, but is not limited to:

A. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources;

B. Create effective routines for all students, especially those who struggle with reading and writing; and

C. Support teachers in doing the same for all readers.

Element 5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. Evidence that demonstrates competence shall include, but is not limited to:

A. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing; and

B. Support teachers in doing the same for all students.

Standard 6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Element 6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change. Evidence that demonstrates competence shall include, but is not limited to:

A. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals;

B. Use knowledge of students and teachers to build effective professional development programs; and

C. Use the research base to assist in building an effective, school-wide professional development program.

Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Evidence that demonstrates competence shall include, but is not limited to:

A. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community;

B. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians;

C. Join and participate in professional literacy organizations, symposia, conferences, and workshops;

D. Demonstrate effective interpersonal, communication, and leadership skills; and

E. Demonstrate effective use of technology for improving student learning.

Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Evidence that demonstrates competence shall include, but is not limited to:

A. Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning);

B. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings; and

C. Support teachers in their efforts to use technology in literacy assessment and instruction.

Element 6.4 Candidates will understand and influence local, state, or national policy decisions. Evidence that demonstrates competence shall include, but is not limited to:

A. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction;

B. Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts;

C. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members; and

D. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

~~A. Demonstrate knowledge and understanding of the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards from grade one through grade twelve;~~

~~B. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction, including being able to refer to major theories in the foundational areas as they relate to reading. Candidates can explain, compare, contrast, and critique the theories;~~

~~C. Demonstrate knowledge of reading research and histories of reading, including being able to recognize, summarize, and analyze seminal research studies and the history of reading methods and materials. Candidates are able to articulate how teaching practices relate to reading research;~~

~~D. Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity, including being able to identify, explain, compare, and contrast the theories and research in the areas of language development and cultural and linguistic diversity, as they relate to reading instruction;~~

~~E. Demonstrate knowledge of the major components of reading (including phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in effective reading, including being able to identify students' strengths and needs in integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading. Candidates can articulate the research that grounds their practice and recommendations;~~

~~F. Use instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes, including being able to support classroom teachers and paraprofessionals in the use of instructional grouping options. Candidates are able to help teachers select appropriate options.~~

~~They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students;~~

~~G. Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds, including being able to support classroom teachers and paraprofessionals in these areas. Candidates are able to coach teachers in the selection and use of appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching;~~

~~H. Evaluate and use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds, including being able to:~~

~~1. Support classroom teachers and paraprofessionals in the use of a wide range of appropriate curriculum materials; and~~

~~2. Assist teachers in identifying, selecting, and demonstrating evidence-based practices for use with students at all instructional levels.~~

~~I. Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools, and being able to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Candidates are able to demonstrate appropriate use of assessments in their practice, and they can train certified personnel to administer and interpret these assessments;~~

~~J. Place students along a developmental continuum and identify students' proficiencies and difficulties, including being able to:~~

~~1. Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. Candidates are able to recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services; and~~

~~2. Support the classroom teacher in the assessment of individual students. Candidates are able to extend the assessment to further determine proficiencies and difficulties for appropriate services.~~

K. ~~Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds, including being able to:~~

1. ~~Analyze, compare, contrast and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle; and~~

2. ~~Assist the classroom teacher in using assessment to plan instruction for all students. Candidates are able to use in-depth assessment information to plan individual instruction for diverse readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.~~

L. ~~Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, public officials, community, etc.), including being able to:~~

1. ~~Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.~~

2. ~~Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).~~

M. ~~Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program, including being able to:~~

1. ~~Assist certified personnel and paraprofessionals in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.~~

2. ~~Use technology to gather and to use this information in instructional planning. Candidates can articulate the research base that grounds their practice.~~

N. ~~Select and use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds, including being able to assist certified personnel in their selection and use. Candidates can articulate the research that grounds their practice.~~

O. ~~Model reading and writing as valued lifelong activities, including being able to:~~

1. ~~Read aloud enthusiastically and fluently when reading to students;~~

2. ~~Model and share the use of reading and writing for real purposes in daily life. Candidates are able to use think-alouds to demonstrate good reading and writing strategies; and~~

3. ~~Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Candidates are able to assist teachers and paraprofessionals to model reading and writing as valued lifelong activities and articulate the research that supports this.~~

P. ~~Motivate learners to be lifelong readers, including being able to use methods to effectively revise instructional plans to motivate all students. Candidates are able to assist certified personnel in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.~~

Q. ~~Display positive dispositions related to reading and the teaching of reading, including being able to:~~

1. ~~Articulate the importance of collaborating with families, colleagues, and communities to support students' learning; and~~

2. ~~Articulate the theories related to the connections between the ethical and caring attitudes of teachers' dispositions and student achievement.~~

R. ~~Continue to pursue the development of professional knowledge and dispositions, including being able to:~~

1. ~~Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. Candidates are able to plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policymaking bodies; and~~

2. ~~Conduct professional study groups for certified and paraprofessional personnel along with assisting them in identifying, planning, and implementing professional development. Candidates are advocates for the advancement of the professional research base and the expansion of knowledge-based practices.~~

~~S. Work with colleagues to observe, evaluate, model, and provide feedback collaboratively, including being able to:~~

~~1. Demonstrate interpersonal, consultative, and program management skills for coordination of professional development in literacy education.~~

~~2. Provide positive and constructive assistance to certified personnel and paraprofessionals through observation, modeling, feedback, and resource materials.~~

~~T. Participate in, initiate, implement, and evaluate professional development programs, including being able to exhibit leadership skills in professional development. Candidates are able to plan, implement, and evaluate professional development efforts at the grade, school, and/or district levels. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.~~

006.54 Secondary English

006.54A Grade Levels: 7-12

006.54B Endorsement Type: Subject

006.54C Persons with this endorsement may teach secondary English courses such as English I, English II, English III, English IV, and Reading in grades 7 through 12.

006.54D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of content and pedagogical content coursework in reading/literacy skills and strategies, writing, language, and literature.

006.54E 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 candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the National Council of Teachers of English (NCTE)/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012).

A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards as per 92 NAC 10.

Standard 1. Candidates must demonstrate knowledge of English subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1. Candidates are knowledgeable about texts – print and non-print texts, media texts, classic texts, and contemporary texts, including young adult – that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes;

they are able to use literary theories to interpret and critique a range of texts.

Element 2. Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

Standard 2. Candidates demonstrate knowledge of English subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1. Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English content; and they understand the impact of language on society.

Element 3. Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Standard 3. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1. Candidates use their knowledge of theory, research and practice in English to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize

individual and collaborative approaches and a variety of reading strategies.

Element 4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

Element 6. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Standard 4. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1. Candidates use their knowledge of theory, research, and practice in English to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current theory and research. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Element 3. Candidates plan instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

Element 4. Candidates plan instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 5. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

Element 1. Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Element 2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help all students participate actively in their own learning in English.

Element 3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English.

Standard 6. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English.

Element 1. Candidates plan and implement English and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2. Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English.

Standard 7. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.

Element 1. Candidates model literate and ethical practices in English teaching, and engage in/reflect on a variety of experiences related to English language arts.

Element 2. Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

006.5~~863~~ Special Education ~~- Mild/Moderate Disabilities~~

006.5~~863~~A Grade Levels: K-6, ~~or~~ 7-12; ~~or~~ K-12 ~~K-6, K-9, 7-12~~

006.5~~863~~B Endorsement Type: K-6 or 7-12 – Subject;
K-12 - Field

006.5~~863~~C Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth who have ~~mild or moderate disabilities and who are~~ one or more verified disabilities. ~~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.~~

006.5~~863~~D Certification Endorsement Requirements: This endorsement shall require:

006.58D1 For a Subject endorsement, kindergarten through grade six (K-6), or grades seven through twelve (7-12), a minimum of 42 semester hours is required, of which 30 semester hours must be special education content coursework; or

006.58D2 For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of 51 semester hours is required, or which 36 semester hours must be special education content coursework. ~~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.~~

006.5~~863~~E 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 candidates for this endorsement ~~should prepare prospective teachers to:~~ with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC) Initial Standards for Preparation of Special Educators (2012).

Standard 1. Learner Development and Individual Learning Differences. Special education professionals understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

Element 1.1 Special education professionals understand how language, culture, and family background can influence the learning of individuals with disabilities.

Element 1.2 Special education professionals use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Standard 2. Learning Environments Special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.

Element 2.2 Special education professionals use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.

Element 2.3 Special education professionals know how to intervene safely and appropriately with individuals with disabilities in crisis.

Standard 3. Curricular Content Knowledge. Special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

Element 3.1 Special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.

Element 3.2 Special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.

Element 3.3 Special education professionals modify general and specialized curricula to make them accessible to individuals with disabilities.

Standard 4. Assessment. Special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Element 4.1 Special education professionals select and use technically sound formal and informal assessments that minimize bias.

Element 4.2 Special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.

Element 4.3 Special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with disabilities.

Element 4.4 Special education professionals engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.

Standard 5. Instructional Planning and Strategies. Special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

Element 5.1 Special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with disabilities.

Element 5.2 Special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.

Element 5.3 Special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.

Element 5.4 Special education professionals use strategies to enhance language development and communication skills of individuals with disabilities.

Element 5.5 Special education professionals develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

Element 5.6 Special education professionals teach to mastery and promote generalization of learning.

Element 5.7 Special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Standard 6. Professional Learning and Ethical Practice. Special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Element 6.1 Special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

Element 6.2 Special education professionals understand how foundational knowledge and current issues influence professional practice.

Element 6.3 Special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Element 6.4 Special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

Element 6.5 Special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

Element 6.6 Special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7. Collaboration. Special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Element 7.1 Special education professionals use the theory and elements of effective collaboration.

Element 7.2 Special education professionals serve as a collaborative resource to colleagues.

Element 7.3 Special education professionals use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

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

~~A. Demonstrate an understanding of the philosophical, historical, and legal foundations of education for learners with mild or moderate disabilities, and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify historical and current models, theories, and philosophies that provide the basis for special education practice including its relationship with regular education;~~

~~2. Demonstrate an understanding of current definitions, identification procedures and related issues, including how these issues relate to students from culturally and/or linguistically diverse backgrounds;~~

~~3. Identify the assurances and due process rights related to assessment, eligibility, and placement including the rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs;~~

~~4. Articulate a personal philosophy of special education;~~

~~5. Demonstrate the ability to conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures; and~~

~~6. Describe the continuum of placement and support services.~~

~~B. Demonstrate an understanding of the characteristics of learners with mild and learners with moderate disabilities, and be able to apply the related concepts, principles, and processes, including being able to:~~

1. ~~Differentiate among characteristics and needs including similarities, levels of severity, and multiple exceptionalities;~~
2. ~~Demonstrate the ability to identify characteristics and effects of cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse, neglect, and substance abuse;~~
3. ~~Describe the educational implications of characteristics of various disabilities;~~
4. ~~Demonstrate an understanding of the etiology of common disabilities and syndromes, including medical, health, social and emotional aspects;~~
5. ~~Demonstrate an understanding of methods for the prevention of disabilities and;~~
6. ~~Describe the implications of disabilities on psychosocial, educational, vocational and leisure outcomes for individuals, families, and society.~~

C. ~~Demonstrate an understanding of assessment, diagnosis, and evaluation of learners with mild and learners with moderate disabilities, and be able to apply the concepts, principles, and processes, including being able to:~~

1. ~~Demonstrate knowledge of basic terminology, legal provisions, regulations, and program standards regarding assessment of individuals and be able to articulate ethical concerns related to assessment;~~
2. ~~Describe guidelines for student participation in group district wide standardized achievement assessments, including the use of necessary accommodations and/or alternative assessments;~~
3. ~~Identify typical procedures used for screening, pre-referral, referral, and classification;~~
4. ~~Demonstrate knowledge of legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures;~~
5. ~~Demonstrate knowledge of specialized terminology used in the assessment of students;~~
6. ~~Identify conditions and assessment instruments that ensure maximum performance for students;~~
7. ~~Use appropriate assessment instruments for the identification of students;~~
8. ~~Identify appropriate use, applications, interpretations, and limitations of various types of assessment instruments;~~
9. ~~Use collaborative strategies in collecting background, assessment, and performance information from parents and a variety of other sources;~~
10. ~~Design, implement, and evaluate individualized assessment;~~
11. ~~Adapt and modify, as appropriate, existing assessment tools and methods to accommodate the unique abilities and needs of students;~~

12. ~~Develop and use individualized technology plans based on specific assistive technology assessment;~~
13. ~~Assess using valid and reliable method(s) of response of individuals who lack typical communications and performance abilities;~~
14. ~~Demonstrate the ability to use appropriate communication skills when using, interpreting, and reporting the results of informal and formal assessment;~~
15. ~~Describe various methods of collecting data used in documenting progress;~~
16. ~~Create and maintain educational records, including alternate assessments;~~
17. ~~Demonstrate knowledge of the terminology and procedures used in adaptive behavior and life skills assessments; and~~
18. ~~Use results of performance-based measures and specialized evaluations to make instructional decisions for students.~~

D. ~~Demonstrate an understanding of instructional content and practice for learners with mild and learners with moderate disabilities, and be able to apply the related concepts, principles and processes, including being able to:~~

1. ~~Recognize learning styles and how to adapt methods and materials for teaching in multiple environments;~~
2. ~~Explore curricula for the development of motor, cognitive, academic, social, language, affective, career/vocational, and functional life skills;~~
3. ~~Develop comprehensive, legally compliant, individualized educational programs;~~
4. ~~Design programs that involve the individual and family in setting, sequencing, implementing, and evaluating instructional goals;~~
5. ~~Identify and use sources of specialized materials, equipment, and assistive devices;~~
6. ~~Utilize approaches for creating positive learning environments;~~
7. ~~Describe cultural perspectives influencing the relationships among families, schools, and communities as related to effective instruction;~~
8. ~~Develop and select instructional content materials, resources, and strategies that respond to cultural, linguistic, and gender differences based on assessment data;~~
9. ~~Teach culturally responsive functional life skills relevant to independence in the community, personal living, and employment;~~
10. ~~Teach students cognitive strategies for facilitating maintenance and generalization of skills across environments;~~
11. ~~Design age appropriate instruction based on the student's adaptive skills;~~
12. ~~Implement instructional techniques to promote successful maintenance and generalization of skills and to make successful transitions;~~

13. ~~Use verbal and non-verbal techniques to establish and maintain student support;~~
14. ~~Utilize research-supported instructional strategies and practices;~~
15. ~~Utilize research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication needs of individuals with disabilities;~~
16. ~~Interpret sensory, mobility, reflex, perceptual, medical, and health information to create appropriate learning plans;~~
17. ~~Select and use assistive technologies to accomplish instructional objectives and integrate them into the instructional process;~~
18. ~~Select, adapt, and use instructional strategies and materials according to characteristics of the learner;~~
19. ~~Assist students in the use of adaptations and assistive technology that allows for participation and access to curriculum in the general education curriculum;~~
20. ~~Assist students in the use of appropriate physical management support techniques after consultation with health care specialists;~~
21. ~~Assist students in the use and maintenance of orthopedic, prosthetic, and adaptive equipment after consultation with health care specialists;~~
22. ~~Adapt lessons to reflect the physical exertion of individuals with specialized health care needs;~~
23. ~~Design and implement curriculum and instructional strategies for medical self-management procedures by students with specialized health care needs;~~
24. ~~Integrate affective, social, life, and career/vocational skills with academic curricula; and~~
25. ~~Provide appropriate instruction in independent living skills, vocational skills, and career education;~~

E. ~~Demonstrate an understanding of and be able to apply the concepts, principles, and processes of planning and managing the teaching and learning environment for learners with mild and learners with moderate disabilities, including being able to:~~

1. ~~Demonstrate an understanding of basic classroom management theories, methods, and techniques;~~
2. ~~Describe research-based best practices for effective management of teaching and learning;~~
3. ~~Identify ways in which technology can assist with planning and managing the teaching and learning environment;~~
4. ~~Describe model programs, including career/vocational and transition;~~
5. ~~Create a safe, positive, and supportive learning environment in which diversity, self-advocacy and increased independence are valued;~~

6. ~~Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in a variety of settings;~~
7. ~~Prepare and organize materials to implement daily lesson plans;~~
8. ~~Incorporate evaluation, planning, and management procedures that match student needs with the instructional environment;~~
9. ~~Design a learning environment that encourages active participation and optimal learning by students in a variety of individual and group learning activities;~~
10. ~~Design, structure, and manage daily routines, including transition time for students and other staff in the instructional setting;~~
11. ~~Describe the school setting adaptations necessary to accommodate the needs and abilities of the students;~~
12. ~~Demonstrate an understanding of specialized health care practices, first aid techniques, and other medically relevant interventions necessary to maintain the health and safety of students in a variety of educational settings;~~
13. ~~Identify types and transmission routes of infectious disease;~~
14. ~~Practice appropriate universal precautions when interacting with individuals with physical and health disabilities;~~
15. ~~Identify common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities;~~
16. ~~Identify and use local, community, and state resources available to assist in programming for students with disabilities; and~~
17. ~~Integrate an individual's health care plan, including the effects of medication into daily programming.~~

F. ~~Demonstrate an understanding of and be able to apply the concepts, principles, and processes of managing student behavior and social interaction skills for learners with mild and learners with moderate disabilities, including being able to:~~

1. ~~Demonstrate an understanding of applicable laws, rules, and regulations, and procedural safeguards regarding the planning and implementation of behavior management techniques;~~
2. ~~Develop and implement a systematic non-aversive behavior intervention plan for students using a variety of behavioral principles (including observation, recording, charting, establishment of time-lines, intervention technique hierarchies, and schedules of reinforcement), and provide training for their parents;~~
3. ~~Select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events);~~
4. ~~Analyze attitudes and behaviors that positively or negatively influence behavior of students with disabilities;~~

5. ~~Identify social skills needed for educational and functional living environments, and provide effective instruction in the development of social skills in an integrated curriculum;~~
6. ~~Design, implement, and evaluate strategies for crisis prevention and intervention;~~
7. ~~Demonstrate a variety of effective behavior management techniques;~~
8. ~~Implement behavior management techniques consistent with a student's needs;~~
9. ~~Modify the learning environment (schedule and physical arrangement) to manage inappropriate or challenging behaviors;~~
10. ~~Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem;~~
11. ~~Demonstrate an understanding of behavior problems, including self-stimulation and self-injury; and~~
12. ~~Identify communication and social interaction alternatives for individuals who are non-verbal.~~

G. ~~Demonstrate an understanding of and be able to apply the concepts, principles, and processes of communication and collaborative partnerships in working with learners with mild and learners with moderate disabilities, including being able to:~~

1. ~~Promote effective communication and collaboration with individuals, parents, school and community personnel in a culturally responsive program;~~
2. ~~Demonstrate an understanding of the roles of students, parents, teachers, and other school and community personnel in planning and developing an individualized educational program;~~
3. ~~Use collaborative strategies in working with students, parents/primary care-givers, school and community personnel in a variety of environments;~~
4. ~~Communicate and consult with students, parents/primary care-givers, teachers, and other school and community personnel;~~
5. ~~Plan and conduct collaborative conferences and training with families or primary care-givers;~~
6. ~~Communicate and collaborate with regular classroom teachers and other school and community personnel to integrate students into various learning environments;~~
7. ~~Identify lists of resources, networks, and organizations for students and/or parents/primary care-givers;~~
8. ~~Assist students, with the support of parents and other professionals, in planning for transition to adulthood including employment, community and independent functions in daily life, with maximum opportunities for full participation in community and decision making;~~

9. ~~Identify the roles and responsibilities of school-based and community-based medical and related services personnel;~~
10. ~~Collaborate with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and communicative needs;~~
11. ~~Describe the role of all educators in the inclusion or reintegration of students into the general education classroom;~~
12. ~~Identify the role of professional groups and referral agencies in identifying, assessing, and providing services to learners with mental health needs; and~~
13. ~~Apply the principles of collaborative teaching strategies in the general educational setting.~~

H. ~~Demonstrate an understanding of and be able to apply the concepts, principles, and processes of professionalism and ethical practices related to working with learners with mild and learners with moderate disabilities, including being able to:~~

1. ~~Identify personal cultural biases and differences that affect one's teaching;~~
2. ~~Describe the teacher's role as a model for students with disabilities;~~
3. ~~Demonstrate commitment to developing the highest educational and quality-of-life potential of students with disabilities;~~
4. ~~Promote and maintain a high level of competence and integrity in the practice of the profession, including sensitivity to culture, religion, gender, and sexual orientation of individual students;~~
5. ~~Demonstrate proficiency in oral and written communication;~~
6. ~~Engage in professional activities that may benefit students with disabilities, their families, and/or colleagues;~~
7. ~~Comply with local, state, and federal monitoring and evaluation requirements;~~
8. ~~Practice within the CEC Code of Ethics and other standards and policies of the profession;~~
9. ~~Identify consumer and professional organizations, publications, and journals relevant to the field of mild and moderate disabilities;~~
10. ~~Describe the rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities;~~
11. ~~Participate in trans-disciplinary team activities in providing integrated care for individuals with physical and health disabilities, particularly when students are in transition from home, hospital, or rehabilitation facility to school; and~~
12. ~~Seek information regarding protocols, procedural program standards, and policies designed to assist students with disabilities as they participate in school and community-based activities~~

006.62~~1~~ Special Education - Early Childhood Special Education

006.62~~1~~A **Grade Levels: Birth through** Kindergarten ~~Grade 3~~

006.62~~1~~B **Endorsement Type: Subject**

006.62~~1~~C **Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for** ~~infants, toddlers, preprimary, and primary aged~~ **children,** ages birth through kindergarten, ~~who have a range of disabilities,~~ with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., **and** ~~services~~ **to** support **families and other personnel with responsibilities for their care and education.**

006.62~~1~~D **Certification Endorsement Requirements: This endorsement shall require a minimum of** 30 ~~27~~ **graduate semester hours** ~~related to~~ including a minimum of 12 graduate semester hours of coursework in Early Childhood Education ~~and Special Education;~~ and a minimum of 18 graduate semester hours of coursework in Early Childhood Special Education; **and 100 clock hours of related field experiences.**

006.62~~1~~D1 **Field experiences shall consist of a minimum of 100 clock hours** ~~(total)~~ **working with young children,** ~~with a range of disabilities.~~ ages birth through kindergarten, including those with special developmental and/or learning needs. **At least 20 clock hours will be spent** ~~with~~ assisting families and children with verified disabilities at **each of the following** levels: birth up to age three, ages three to five, and ages five to seven. ~~age groups: infant/toddler, preprimary, and primary.~~

006.62~~1~~E **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 candidates for this endorsement ~~should prepare prospective teachers to:~~ with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on Council for Exceptional Children (CEC) Standards (2012) and the Special Education Early Childhood Specialty Set, (Draft, 2013).

Initial Standard 1. Learner Development and Individual Learning Differences. Early childhood special education professionals understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

Element 1.1 Early childhood special education professionals understand how language, culture, and family background influence the learning of individuals with disabilities.

Element 1.2 Early childhood special education professionals use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Indicators include, but are not limited to:

A. Theories of typical and atypical early childhood development.

B. Biological and environmental factors that affect pre-, peri-, and postnatal development and learning.

C. Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life.

D. Impact of medical conditions and related care on development and learning.

E. Impact of medical conditions on family concerns, resources, and priorities.

F. Factors that affect the mental health and social-emotional development of infants and young children.

G. Infants and young children develop and learn at varying rates.

H. Impact of child's abilities, needs, and characteristics on development and learning.

I. Impact of social and physical environments on development and learning.

J. Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development.

K. Impact of language delays on behavior.

Initial Standard 2. Learning Environments. Early childhood special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Early childhood special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.

Element 2.2 Early childhood special education professionals use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.

Element 2.3 Early childhood special education professionals know how to intervene safely and appropriately with individuals with disabilities in crisis.

Indicators include, but are not limited to:

A. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.

B. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.

C. Embed learning opportunities in everyday routines, relationships, activities, and places.

D. Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.

E. Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.

F. Implement basic health, nutrition and safety management procedures for infants and young children.

G. Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

Initial Standard 3. Curricular Content Knowledge. Early childhood special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

Element 3.1 Early childhood special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.

Element 3.2 Early childhood special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.

Element 3.3 Early childhood special education professionals modify general and specialized curricula to make them accessible to individuals with disabilities.

Initial Standard 4. Assessment. Early childhood special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Element 4.1 Early childhood special education professionals select and use technically sound formal and informal assessments that minimize bias.

Element 4.2 Early childhood special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.

Element 4.3 Early childhood special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with disabilities.

Element 4.4 Early childhood special education professionals engage individuals with disabilities in quality learning and performance and provide feedback to guide them.

Indicators include, but are not limited to:

A. Role of the family in the assessment process.

B. Legal requirements that distinguish among at-risk, developmental delay and disability.

C. Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.

D. Assist families in identifying their concerns, resources, and priorities.

E. Integrate family priorities and concerns in the assessment process.

F. Assess progress in the five developmental domains, play, and temperament.

G. Select and administer assessment instruments in compliance with established criteria.

H. Use informal and formal assessment to make decisions about infants and young children's development and learning.

I. Gather information from multiple sources and environments.

J. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.

K. Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

L. Emphasize child's strengths and needs in assessment reports.

M. Produce reports that address development across domains and any functional concerns identified in routine natural learning environments.

N. Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

Initial Standard 5. Instructional Planning and Strategies. Early childhood special education professionals select, adapt, and use a repertoire of evidence-

based instructional strategies to advance learning of individuals with disabilities.

Element 5.1 Early childhood special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with disabilities.

Element 5.2 Early childhood special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.

Element 5.3 Early childhood special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.

Element 5.4 Early childhood special education professionals use strategies to enhance language development and communication skills of individuals with disabilities.

Element 5.5 Early childhood special education professionals develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

Element 5.6 Early childhood special education professionals teach to mastery and promote generalization of learning.

Element 5.7 Early childhood special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Indicators include, but are not limited to:

A. Concept of universal design for learning.

B. Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.

C. Developmental and academic content.

D. Connection of curriculum to assessment and progress monitoring activities.

E. Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

F. Facilitate child-initiated development and learning.

G. Use teacher-scaffolded and initiated instruction to complement child-initiated learning.

H. Link development, learning experiences, and instruction to promote educational transitions.

I. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.

J. Use strategies to teach social skills and conflict resolution.

K. Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.

L. Implement and evaluate preventative and reductive strategies to address challenging behaviors.

M. Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.

N. Plan and implement developmentally and individually appropriate curriculum.

O. Design intervention strategies incorporating information from multiple disciplines.

P. Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.

Q. Align individualized goals with developmental and academic content.

R. Develop individualized plans that support development and learning as well as caregiver responsiveness.

S. Develop an individualized plan that supports the child's independent functioning in the child's natural environments.

T. Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

Initial Standard 6. Professional Learning and Ethical Practice. Early childhood special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Element 6.1 Early childhood special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

Element 6.2 Early childhood special education professionals understand how foundational knowledge and current issues influence professional practice.

Element 6.3 Early childhood special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Element 6.4 Early childhood special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

Element 6.5 Early childhood special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

Element 6.6 Early childhood special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Indicators include, but are not limited to:

A. Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families.

B. Advocacy for professional status and working conditions for those who serve infants and young children, and their families.

C. Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.

D. Integrate family systems theories and principles into professional practice.

E. Respect family choices and goals.

F. Apply models of team process in early childhood.

G. Participate in activities of professional organizations relevant to early childhood special education and early intervention.

H. Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

I. Advocate on behalf of infants and young children and their families.

Initial Standard 7. Collaboration. Early childhood special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Element 7.1 Early childhood special education professionals use the theory and elements of effective collaboration.

Element 7.2 Early childhood special education professionals serve as a collaborative resource to colleagues.

Element 7.3 Early childhood special education professionals use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

Indicators include, but are not limited to:

A. Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.

B. Know appropriate ways to assist the family in planning for transition.

C. Collaborate with caregivers, professionals, and agencies to support children's development and learning.

D. Support families' choices and priorities in the development of goals and intervention strategies.

E. Implement family-oriented services based on the family's identified resources, priorities, and concerns.

F. Provide consultation in settings serving infants and young children.

G. Involve families in evaluation of services.

H. Participate as a team member to identify and enhance team roles, communication, and problem-solving.

I. Employ adult learning principles in consulting and training family members and service providers.

J. Implement processes and strategies that support transitions among settings for infants and young children.

The following standards may be applied to the candidates pursuing advanced degrees in early childhood special education:

Advanced Standard 1. Assessment. Early childhood special education specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Early childhood special education specialists minimize bias in assessment.

Element 1.2 Early childhood special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to: (Advanced Common Core Indicators are assumed).

A. Policy and research implications that promote recommended practices in assessment and evaluation.

B. Systems and theories of child and family assessment.

C. Provide leadership in the development and implementation of unbiased assessment and evaluation procedures that include family members as an integral part of the process.

D. Provide leadership in the development and implementation of unbiased assessment and evaluation procedures for childcare and early education environments and curricula.

E. Provide leadership when selecting effective formal and informal assessment instruments and strategies.

Advanced Standard 2. Curricular Content Knowledge. Early childhood special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Early childhood special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Early childhood special education educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Early childhood special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

Advanced Standard 3. Programs, Services, and Outcomes. Early childhood special education specialists facilitate the continuous improvement of general and special education programs, supports and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Early childhood special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

Element 3.2 Early childhood special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.

Element 3.3 Early childhood special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.

Element 3.4 Early childhood special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Early childhood special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

A. Range of delivery systems for programs and services available for infants and young children and their families.

B. Apply various curriculum theories and early learning standards, and evaluate their impact.

C. Design, implement, and evaluate home and community-based programs and services.

D. Integrate family and social systems theories to develop, implement, and evaluate family and educational plans.

E. Address medical and mental health issues and concerns when planning, implementing, and evaluating programs and services.

F. Incorporate and evaluate the use of universal design and assistive technology in programs and services.

G. Use recommended practices to design, implement, and evaluate transition programs and services.

H. Design, implement, and evaluate plans to prevent and address challenging behaviors across settings.

I. Design, implement, and evaluate developmentally responsive learning environments, preventative strategies, program wide behavior supports, and tiered instruction.

Advanced Standard 4. Research and Inquiry. Early childhood special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Element 4.1 Early childhood special education specialists evaluate research and inquiry to identify effective practices.

Element 4.2 Early childhood special education specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Early childhood special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

A. Create and/or disseminate new advances and evidence-based practices.

B. Apply interdisciplinary knowledge from the social sciences and the allied health fields.

C. Help others understand early development and its impact across the life span.

D. Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings.

Advanced Standard 5. Leadership and Policy. Early childhood special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Early childhood special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Early childhood special education specialists support and use linguistically and culturally responsive practices.

Element 5.3 Early childhood special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Early childhood special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Early childhood special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

A. Sociocultural, historical, and political forces that influence diverse delivery systems, including mental health.

B. Policy and emerging trends that affect infants and young children, families, resources, and services.

C. Community resources on national, state, and local levels that impact program planning and implementation and the individualized needs of the child and family.

D. Advocate on behalf of infants and young children with disabilities and their families, at local, state, and national levels.

E. Provide leadership to help others understand policy and research that guide recommended practices.

F. Provide leadership in the collaborative development of community-based services and resources.

G. Provide effective supervision and evaluation.

Advanced Standard 6. Professional and Ethical Practice. Early childhood special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs early childhood special education specialist leadership.

Element 6.2 Early childhood special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.

Element 6.3 Early childhood special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

Element 6.4 Early childhood special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

Element 6.5 Early childhood special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

Element 6.6 Early childhood special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

Element 6.7 Early childhood special education specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

A. Specialized knowledge in at least one developmental period or one particular area of disability or delay.

B. Engage in reflective inquiry and professional self-assessment.

C. Participate in professional mentoring and other types of reciprocal professional development activities.

D. Participate actively in organizations that represent recommended practices of early intervention and early childhood special education on a national, state, and local level.

Advanced Standard 7. Collaboration. Early childhood special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Early childhood special education specialists use culturally responsive practices to enhance collaboration.

Element 7.2 Early childhood special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Early childhood special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

A. Roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services.

B. Theories, models, and research that support collaborative relationships.

C. Implement and evaluate leadership and models of collaborative relationships.

D. Collaborate with stakeholders in developing and implementing positive behavior support plans to prevent and address challenging behavior.

~~Through the courses identified in its plan, the institution should prepare 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 as defined in the Nebraska Content Standards for first and fourth grades.~~

~~B. Child Development and Learning. The program should prepare prospective teachers to:~~

~~1. use knowledge of how children develop and learn to provide opportunities that support child growth and development for infants and toddlers, preprimary, and primary school children, with a range of abilities and disabilities, in the intellectual, communicative, physical-motor, social-emotional, aesthetic, and adaptive behavioral areas of development and learning;~~

~~2. use knowledge of how children develop and learn to provide opportunities that support individual differences in development and learning, with special attention to risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities;~~

~~3. recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning;~~

~~4. identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning; and~~

~~5. identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life.~~

~~C. Assessment and Evaluation. The program should prepare prospective teachers to:~~

~~1. assess and analyze children's developmental needs and the intervention strategies best suited to design an individualized program;~~

2. ~~select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development;~~
3. ~~select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards;~~
4. ~~develop and use authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and parents, and to engage children in self-assessment;~~
5. ~~involve families as active participants in the assessment process;~~
6. ~~participate and collaborate as a team member with other professionals in conducting family-centered assessments;~~
7. ~~communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individual education program (IEP) and individual family service plan (IFSP);~~
8. ~~monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP;~~
9. ~~select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities;~~
10. ~~communicate options for programs and services at the next educational level and assist the family in planning for transition; and~~
11. ~~implement culturally unbiased assessment instruments and procedures.~~

D. ~~Curriculum Development and Implementation. The program should prepare prospective teachers to:~~

1. ~~plan and implement developmental, functional, and individual curricular and instructional practices based on knowledge of individual children, the family, the community, and on-going assessment;~~
2. ~~make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities;~~
3. ~~develop an IFSP or IEP, incorporating both child and family outcomes, in partnership with family members and other professionals;~~
4. ~~incorporate information and strategies from multiple disciplines in the design of intervention strategies;~~
5. ~~design and implement plans that incorporate the use of technology, including adaptive and assistive technology;~~
6. ~~develop intervention curricula and methods for children with specific disabilities including areas related to: motor, sensory, health, communication and literacy, social-emotional, and cognitive development;~~

7. ~~encourage parent-child interactions as primary contexts for learning and development;~~
8. ~~implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction;~~
9. ~~develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences;~~
10. ~~select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis);~~
11. ~~design adaptations for a child's access to a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology;~~
12. ~~implement nutrition and feeding strategies for children with special needs;~~
13. ~~use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services; and~~
14. ~~integrate aspects of medical care for children who have a history of significant low birth weight, or have other complex medical needs, including methods for care of young children dependent on technology with programs focused on overall child development and family resources, concerns, and priorities.~~

E. ~~Family and Community Relationships. The program should prepare prospective teachers to:~~

1. ~~establish and maintain positive, collaborative relationships with families;~~
   a. ~~engage in mutual problem solving with families and other professionals to design adaptations necessary for daily routine and care;~~
   b. ~~implement a range of family-oriented services based on the family's identified resources, priorities, and concerns;~~
   c. ~~implement family services consistent with due process safeguards;~~
   d. ~~evaluate services with families;~~
   e. ~~incorporate use of family-centered service coordination and provide options and choices enabling family members to advocate for the needs of their child and family;~~
2. ~~collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being;~~
   a. ~~apply models of team process in diverse service delivery settings;~~

b. ~~participate as a team member to identify dynamics of team roles, interaction, communication, team-building, problem-solving, and conflict resolution;~~

c. ~~identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation;~~

d. ~~evaluate and design processes and strategies that support transitions among hospital, home, infant/toddler, preprimary, and primary programs;~~

3. ~~administer, supervise, and consult with/instruct staff and other adults;~~

a. ~~employ adult learning principles in supervising and training staff and other adults;~~

b. ~~facilitate the identification of staff development needs and strategies for professional growth;~~

c. ~~apply various models of consultation in diverse settings;~~

d. ~~provide consultation and training in content areas specific to services for children and families and organization/development of programs; and~~

e. ~~provide staff with feedback and performance evaluations in collaboration with family members and other professionals.~~

F. ~~Professionalism. The program should prepare prospective teachers to:~~

1. ~~articulate the historical, philosophical, and legal basis of services for young children with special needs;~~

2. ~~identify ethical and policy issues related to educational, social, and medical services for young children with disabilities and their families;~~

3. ~~identify current trends and issues in Early Childhood Special Education, and Special Education;~~

4. ~~adhere to the profession's code of ethical conduct related to Early Childhood Special Education;~~

5. ~~serve as advocates on behalf of young children with disabilities and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood special educators; and~~

6. ~~read and critically apply research and recommended practices.~~

G. ~~Field Experiences. The program should provide prospective teachers with opportunities to:~~

1. ~~observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, and community agencies) in which young children with disabilities, who reflect diverse family systems, from birth through grade 3 and their families are served;~~

2. ~~observe and participate under the supervision of qualified professionals in each of the three age groups (infants/toddlers, preprimary, and primary). The experiences should consist of a minimum of 100 clock hours (total) working with young children with a range of disabilities, with at least 20 clock hours with each age group;~~
3. ~~participate under supervision as an interagency and intra-agency team member; and~~
4. ~~provide consultation services under supervision of a qualified professional in early childhood special education.~~

006.66 Speech

006.66A Grade Levels: 7-12

006.66B Endorsement Type: Supplemental ~~Subject~~

006.66C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.66D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 ~~30~~ semester hours in speech and communication courses, including an approved field experience.

006.66E 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 candidates for this endorsement ~~should prepare prospective teachers to:~~ with opportunities to demonstrate the dispositions and competencies required by the following guidelines:

Standard 1. Demonstrate an understanding of communication theory, including:

Element 1. Rhetoric,

Element 2. Intercultural communication, and

Element 3. Organizational communication.

Standard 2. Demonstrate an understanding of and be able to apply the principles of reciprocal communication including:

Element 1. Conflict resolution,

Element 2. Relationship building,

Element 3. Interviewing, and

Element 4. Listening.

Standard 3. Demonstrate an understanding of and be able to apply the principles of performance theory, including:

Element 1. Selection, adaptation, and presentation of text, and

Element 2. Critiquing and evaluating presentation of text.

Standard 4. Demonstrate an understanding of and be able to apply the elements of public address, including:

Element 1. Presentation skills,

Element 2. Research skills, and

Element 3. Listening skills.

Standard 5. Demonstrate an understanding of and be able to apply the principles of forensics, including being able to:

Element 1. Direct and coordinate curricular and cocurricular activities, including debate, public address, performance of text and acting, and

Element 2. Critique and evaluate forensic performances.

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

~~A. Demonstrate an understanding of historical and contemporary rhetoric, that is, communication theory, including:~~

~~1. argumentation,~~

~~2. persuasion,~~

~~3. intercultural communication, and~~

~~4. organizational communication;~~

~~B. Demonstrate an understanding of and be able to apply the principles of interpersonal and intrapersonal communication including:~~

~~1. conflict resolution,~~

~~2. relationship,~~

~~3. small group communication,~~

~~4. interviewing, and~~

~~5. listening.~~

~~C. Demonstrate an understanding of and be able to apply the principles of performance theory, including:~~

~~1. selection, adaptation, and presentation of text, and~~

~~2. critiquing and evaluating presentation of text.~~

~~D. Demonstrate an understanding of and be able to apply the elements of public address, including:~~

~~1. one to many communication,~~

~~2. research skills, and~~

~~3. listening skills.~~

~~E. Demonstrate an understanding of and be able to apply the principles of forensics, including being able to:~~

~~1. direct and coordinate curricular and cocurricular activities, including debate, public address, performance of text and acting, and~~

~~2. critique and evaluate forensic performances.~~

006.6~~8~~9 Theatre

006.6~~8~~9A Grade Levels: 7-12

006.6~~8~~9B Endorsement Type: Supplemental ~~Subject~~

006.6~~8~~9C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and co-curricular activities in theatre in grades 7 through 12.

006.6~~8~~9D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 ~~30~~semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

006.6~~8~~9E 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 candidates for this ~~endorsement should prepare prospective teachers to:~~ with opportunities to demonstrate the dispositions and competencies required by the following guidelines:

Standard 1. Candidates demonstrate an understanding of history and foundations of theatre, including:

Element 1. Theatre history and criticism; and

Element 2. Dramatic works, both historical and contemporary, reflecting multiple cultural perspectives.

Standard 2. Candidates understand and apply the principles of basic acting, including:

Element 1. Voice control and projection;

Element 2. Movement;

Element 3. Acting techniques; and

Element 4. Period and style.

Standard 3. Candidates apply the principles of play direction, including:

Element 1. Analysis and selection of plays;

Element 2. Auditioning;

Element 3. Casting;

Element 4. Staging;

Element 5. Rehearsal processes; and

Element 6. Evaluation of performances.

Standard 4. Candidates demonstrate an understanding of the principles of theatre design and technology, including:

Element 1. Stagecraft;

Element 2. Scenery design and construction;

Element 3. Makeup;

Element 4. Costume design and construction;

Element 5. Sound and projections; and

Element 6. Lighting.

Standard 5. Candidates demonstrate and apply an understanding of theatre as a cocurricular and extracurricular activity, including the elements of:

Element 1. Theatre management, including:

A. Royalties;

B. Advertisement;

C. Budgeting;

D. Box office;

E. Facilities; and

F. Scheduling;

Element 2. Play selection;

Element 3. Stagecraft;

Element 4. Play casting and directing; and

Element 5. Production and technical design.

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

~~A. Demonstrate an understanding of~~

~~1. theatre history and criticism; and~~

~~2. world dramatic literature, including historical and contemporary works.~~

~~B. Demonstrate an understanding of and be able to apply the principles of basic acting, including:~~

~~1. voice control and projection;~~

~~2. movement;~~

~~3. acting techniques; and~~

~~4. period and style.~~

~~C. Demonstrate an understanding of and be able to apply the principles of play direction, including:~~

~~1. analysis and selection of plays;~~

~~2. auditioning;~~

~~3. casting;~~

~~4. staging;~~

~~5. rehearsal processes; and~~

~~6. evaluation of performances.~~

~~D. Demonstrate an understanding of and be able to apply the principles of theatre design and technology, including:~~

~~1. stagecraft;~~

~~2. scenery design and construction;~~

~~3. makeup;~~

~~4. costume design and construction;~~

~~5. sound and projections; and~~

~~6. lighting.~~

~~E. Create performance text, including:~~

~~1. adaptation of nondramatic text;~~

~~2. improvisation;~~

~~3. creative dramatics; and~~

~~4. play writing.~~

~~F. Demonstrate an understanding of theatre as a cocurricular activity, including being able to apply the elements of:~~

~~1. theatre management, including:~~

~~a. royalties;~~

~~b. advertisement;~~

~~c. budgeting;~~

~~d. box office;~~

~~e. facilities; and~~

~~f. scheduling.~~

~~2. play selection;~~

~~3. stagecraft;~~

~~4. play casting and directing; and~~

~~5. production and technical design.~~

007.05 Special Services Coaching

007.05A Grade Levels: 7-12

007.05B Endorsement Type: Special Services

007.05C The endorsement shall be valid only in the area of coaching extracurricular activities and may appear only on a special services certificate.

007.05D The endorsement shall be valid only in the Nebraska school system requesting the issuance of such certificate and shall require:

007.05D1 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:

007.05D1a First-aid, health and safety for coaches, and ~~Prevention, care and management of injuries;~~

007.05D1b Fundamentals of coaching.; ~~Risk management;~~

~~007.05D1c Growth, development and learning;~~

~~007.05D1d Training, conditioning and nutrition;~~

~~007.05D1e Psychology of coaching; and~~

~~007.05D1f Coaching theory and methods.~~

THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR USE WITH THIS ENDORSEMENT