NEBRASKA DEPARTMENT OF EDUCATION

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

FROM: Sharon Katt, Administrator
Adult Program Services

SUBJECT: Revisions to Rule 24 (92 NAC 24), "Regulations for Certificate Endorsements" and the associated "Guidelines Recommended For Use With Rule 24".

Proposed Board Action:

Discuss approval of revisions to Rule 24 (92 NAC 24), "Regulations for Certificate Endorsements" and the associated "Guidelines Recommended For Use With Rule 24".

Background Information:

The Nebraska Council on Teacher Education (NCTE), with the input of ad hoc committees, has completed revision work on the following 13 endorsements, which, if approved, will become effective August 1, 2012 along with their associated Guidelines. On December 13, 2011 a public hearing was conducted for Rule 24 and a summary of the proceedings is attached.

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

Other Rule 24 changes include the addition of a definition of teaching experience to the definition section, six endorsements were updated to utilize consistent language related to experience, and the Provisional Special Education Endorsement and the Provisional Endorsement sections have been changed to increase accountability for completion requirements. Other changes in the Rule are non-substantive and have been made to enhance consistence throughout the Rule.

The "Guidelines Recommended For Use With Rule 24" are not enforceable except as guidelines and were not subject to public hearing. They are intended to provide direction to the educator preparation programs as they implement/revise their programs.

A copy of each institution's course requirements for each endorsement that they offer is reviewed and kept on file by the NDE Educator Preparation office. Both the Rule and the Guidelines are used to examine endorsement programs when an educator preparation institution is visited by a state review team. These visits generally occur once every five to seven years.

Estimated Cost:

N/A

Supporting Documentation Included:

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

For Additional Information on this item:

Contact Sharon Katt, 402-471-2405, sharon.katt@nebraska.gov

Roger D. Breed, Ed.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

NEBRASKA DEPARTMENT OF EDUCATION

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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: December 13, 2011

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

On November 9, 2011, the State Board of Education authorized the Commissioner to set a hearing date and location as well as designate a staff person to conduct a hearing on the adoption of proposed revisions to Title 92, Nebraska Administrative Code, Chapter 24. By a memorandum dated November 10, 2011, the Commissioner appointed me to conduct a hearing on this Rule on December 13, 2011, 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 introduced and explained the proposed revisions to Title 92, Nebraska Administrative Code, Chapter 24. Ms. Katt testified that the proposed revisions to Rule 24 reflect the recommendations of the Nebraska Council on Teacher Education (NCTE) with input of ad hoc committees. In this version of Rule 24, changes to 13 endorsements are being proposed. A copy of Ms. Katt's testimony is attached to this memo, and she distributed a copy to each person attending today's hearing as well.

Jeremy Murphy, Associate Director for Education Issues, Nebraska Catholic Conference (NCC) testified.

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Mr. Murphy addressed three points about the proposed revisions to Rule 24.

First, he pointed out that Rule 21 (Teacher Certification regulations) contains the clause "or otherwise legally operated schools" following the language "approved or accredited" in relevant sections of that rule. NCC had requested that language to be inserted in Section 003.21 of this proposed revision to Rule 24. He stated he understands that that may not be possible as a non-substantive change now, but that NCC wants to make it clear that Rule 21 has broader language in respect to how schools are referred to than Rule 24 as proposed does and that this can be problematic for NCC. He gave the example of Ohio where non-public schools are called "chartered nonpublic schools." NCC wants to make sure that a teaching candidate from Ohio who is eligible to teach under Rule 21 is not prevented from being endorsed under Rule 24 due to "nomenclature."

Second, Mr. Murphy addressed section 006.52 and school guidance counselors. He stated that NCC was concerned about this affecting the ability of priests and clergy to serve as guidance counselors. He added that it does not appear that that section affects that "as far as we can tell but want to make sure there isn't something adverse there we are not finding."

Lastly, Mr. Murphy relayed a concern about Section 006.53A and striking grades 4-9 as a grade level one can obtain a "School Counselor" endorsement in. This is because the Jesuit Academy in Omaha, (formerly known as Jesuit middle school), he believes, serves 4-8, and NCC wants to make sure that doesn't adversely affect them if they have persons endorsed under that range of grades.

Jay Sears, Nebraska State Education Association, Program Director Instructional Advocacy testified in support of the proposed revisions to Chapter 24. Mr. Sears' written testimony is attached to this memo. Mr. Sears also added that he appreciated all of the efforts by NDE staff in getting these revisions made and thanked all of the NDE staff that was involved.

Sharon Katt offered some closing remarks in response to the oral testimony.

She stated that she and Mr. Murphy had prior discussions about his three areas of concern and that he appropriately summarized the issues relative to Rule 21 and the inclusion of "or otherwise legally operated school." After discussion within the Department, it was determined that practice will not change as a result of this proposed rule and that if it is a "nomenclature issue," whatever terminology is applied in another state will be viewed as meeting "approved or accredited" school when it is analogous.

Relative to the school guidance counselor issues Mr. Murphy raised, Ms. Katt stated that the new proposed language in many cases will provide more flexibility rather than being more restrictive. It recognizes that people are coming into schools with counseling masters degrees that aren't called specifically "school counseling", so hopefully that will provide more flexibility rather than less flexibility. Concerning the grades 4-9 issue, this is a situation where NDE is finding that the institutions are less and less inclined to

offer this particular endorsement. Ms. Katt testified that very few individuals who currently hold administrative certificates in Nebraska only hold a 4-9 endorsement, it most generally it is attached to a K-8 or a 7-12 endorsement. The two examples where NDE found that persons did not have something besides the 4-9, NDE will be working with those situations in the future to take care of that and be vigilant as this moves forward for any negative impact that the rule might have on an individual so that NDE can appropriately deal with that rather than put them in a vulnerable position in Rule 10 or accreditation processes.

No other oral or written testimony was received.

Roger D. Breed, Ed.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

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DEPARTMENT OF
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December 13, 2010

My name is Sharon Katt and I serve the Nebraska Department of Education as Senior Administrator responsible for the Adult Program Services team with specific responsibility for Teacher Education and oversight for Teacher Certification.

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 in the proposed Rule. In addition to the endorsement changes, a definition of teaching experience has been added to the definition section and six endorsements updated to utilize the definition for consistency across endorsements; and the Provisional Special Education Endorsement and the Provisional Endorsement sections have been changed to increase accountability for completion requirements. Other changes in the Rule are non-substantive and have been made to enhance consistency throughout the Rule. These revisions, if approved, will become effective on August 1, 2012.

Principal
- Eliminated grade levels 4-9
- Updated to base guidelines on the Educational Leadership Constituent Council (ELCC) standards

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

Bilingual Education
- New endorsement – Supplemental to ESL

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

English as a Second Language
- Combined the current ESL-Beyond Baccalaureate and ESL-Undergraduate into one endorsement
- Change grade levels from K-12 to PK-12, PK-6, 4-9, 7-12
- Change practicum requirement from one semester to 45 clock hours
- Updated to base guidelines on the Teachers of Speakers of Other Languages (TESOL) standards

Health and Physical Education
- Changed grade levels from K-12 to PK-12
- Increased requirement from 48 to 54 semester hours,
- Increased minimum in scientific foundations hours from 24 to 27 semester hours
- Increased minimum in health education foundations hours from 24 to 27 semester hours
- Updated to base guidelines on the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the American Association for Health Education (AAHE) standards

Health Education
- Increased requirement from 27 to 30 semester hours
- Updated to base guidelines on the American Association for Health Education (AAHE) standards

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Information Technology
- Changed grade levels from K-12 to PK-12
- Removed 40 hours of clinical experiences requirement

Instructional Technology Leadership
- New – Supplemental Endorsement

Physical Education
- Changed grade levels from K-6, 7-12 to PK-6, 7-12
- Increased requirement from 27 to 30 semester hours for acquiring either level
- Increased requirement from 39 to 42 semester hours for acquiring both levels
- Updated to base guidelines on the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards

School Counselor (formerly School Guidance Counselor)
- Changed grade levels from K-6, 4-9, 7-12, K-12 to PK-6, 7-12, PK-12
- Changed clinical experience to school related field experience

School Librarian (formerly Library Media Specialist)
- Changed grade levels from K-12 to PK-12
- Updated to base guidelines on the American Library Association (ALA), American Association of School Librarians (AASL), and International Society for Technology in Education (ISTE) standards

School Psychologist
- Changed from Special Services endorsement to a teaching Field endorsement
- Removed alternative requirement for endorsement
- Updated to base guidelines on the National Association of School Psychologists (NASP) standards

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

I will be happy to answer any questions.

Sharon Katt, Administrator
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.

December 12, 2011

Sharon Katt, Senior Administrator
Adult Program Services
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

Reference: Title 92 NAC Chapter 24 (Rule 24) Hearing

Dear Ms. Katt:

The Nebraska State Education Association and its 28,000 educator members supports the recommended changes to Rule 24 as proposed in the hearing draft approved by the State Board of Education. The members of NSEA have served on the various endorsement ad hoc committees that have reviewed the standards of the professional content organizations. NSEA members have debated and discussed the proposed changes at the Nebraska Council for Teacher Education meetings and have voted unanimously to forward NCTE's recommendation for adoption of these changes to the State Board of Education.

Approval of these changes in Rule 24 will update thirteen endorsements, make the provision of two years teaching experience consistent in endorsements that require teaching experience, and provide more accountability for educators seeking a provisional endorsement. All of these changes are important to the students of Nebraska as they achieve the standards Nebraska has set.

The NSEA urges the State Board of Education to adopt these proposed changes at its January Board meeting.

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

Principal

Eliminated grade levels 4-9
Updated to base guidelines on the Educational Leadership Constituent Council (ELCC) standards

Adapted Physical Education

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

Bilingual Education

New endorsement – Supplemental to ESL

Elementary Education

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Combined the current ESL-Beyond Baccalaureate and ESL-Undergraduate into one endorsement
Change grade levels from K-12 to PK-12, PK-6, 4-9, 7-12
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Increased requirement from 27 to 30 semester hours
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Changed grade levels from K-12 to PK-12
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School Counselor (formerly School Guidance Counselor)

Changed grade levels from K-6, 4-9, 7-12, K-12 to PK-6, 7-12, PK-12
Changed clinical experience to school related field experience

School Librarian (formerly Library Media Specialist)

Changed grade levels from K-12 to PK-12

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

School Psychologist

Changed from Special Services endorsement to a teaching Field endorsement

Removed alternative requirement for endorsement

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

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

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

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

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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 (formerly Other Trade or Industrial Areas)
Chemistry
Coaching
Cooperative Education – Diversified Occupations
Driver Education
Early Childhood Education
Early Childhood Education Unified
Earth Science
Economics
Elementary Education
English
English As A Second Language ~~– Undergraduate~~
~~English As A Second Language – Beyond Baccalaureate~~
Family and Consumer Sciences
General Art
Geography
Health Education
Health and Physical Education
Health Occupations
High Ability Education
History
Horticulture Education
Industrial Technology Education
Information Technology
Instructional Technology Leadership
Instrumental Music
Journalism and Mass Communications
Language Arts
~~Library Media Specialist~~ (moved to School Librarian)
Mathematics

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

SPECIAL SERVICES ENDORSEMENTS

- Educational Audiologist
- School Nurse
- ~~School Psychologist~~ (moved to Teaching Endorsement above)
- School Transition Specialist
- Speech Language Technician
- Coaching

Appendix A

002 General Information.

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

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

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

002.04 Implementation Date. Regardless of the effective date of the approval of this chapter, the implementation date will be August 1, 201~~0~~2. Colleges and persons seeking endorsements must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of ~~June 2, 2008~~ May 11, 2010 shall remain in effect.

003 Definition of Terms. As used in this chapter:

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

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

003.03 Board shall mean the Nebraska State Board of Education.

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

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

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

003.06 Commissioner shall mean the Nebraska State Commissioner of Education.

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

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

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

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

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

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

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

differs from student teaching in that it is only applicable to graduate level and supplemental endorsements.

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

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

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

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

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

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

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

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

004 Application Procedures.

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

accepted by the Department and shall show that such requirements were met in approved endorsement programs.

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

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

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

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

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

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

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

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

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

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

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

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

004.05 Duration of Endorsements.

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

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

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

004.05D If an endorsement is amended through changes to this Chapter but the title remains the same, current holders of that endorsement will continue to have that endorsement in effect for their current and future certification. If an endorsement is no longer contained in this chapter because it has been repealed or the title and requirements have changed, the following provisions apply:

004.05D1 If a comparable existing endorsement is listed for such former endorsement in Appendix A of this Chapter, the

certificate holder will be considered to hold such comparable endorsement for purposes of determining school or school district compliance with approval or accreditation requirements under Chapters 10 or 14 of this Title, and for purposes of the requirements of any other chapter of this Title. At the time of future recertification, the new certificate will carry the comparable endorsement.

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

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

004.06A Revocation of the certificate.

004.06B Fraud, misrepresentation, or error.

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

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

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

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

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

005 Administrative Endorsements.

005.01 Curriculum Supervisor.

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

005.01B Endorsement Type: Field/Administrative.

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

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

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

005.01E1 Have a valid regular teaching certificate,

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

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

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

005.02 Principal.

005.02A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12, ~~Pre-kindergarten through grade~~ PK-8, ~~4-9,~~ or 7-12
005.02B Endorsement Type: Field/Administrative

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

005.02D Certification Endorsement Requirements: This endorsement shall require 36 or 45 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required if the principal endorsement is at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching

endorsement must complete a minimum of nine (9) additional credit hours. The focus of the additional nine (9) credit hours must be specific to the new level.

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

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

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

005.03 Superintendent.

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

005.03B Endorsement Type: Field/Administrative

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

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

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

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

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

006 Teaching Endorsements.

006.01 Adapted Physical Education.

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

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

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

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

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

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

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

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

006.02 Agricultural Education.

006.02A Grade Levels: 6 - 12

006.02B Endorsement Type: Field

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

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

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

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

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

006.02E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the

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

006.03 American Sign Language. (Subject)

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

006.03B Endorsement Type: Subject.

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

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

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

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

006.04 American Sign Language. (Supplemental)

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

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

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

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

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

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

006.05 Anthropology.

006.05A Grade Levels: 7-12.

006.05B Endorsement Type: Subject.

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

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

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

006.06 Art.

006.06A Grade Levels: K-12

006.06B Endorsement Type: Field

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

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

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

006.07 Assessment Leadership.

006.07A Grade Levels: P~~re~~K-12~~.~~

006.07B Endorsement Type: Supplemental.

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

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

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

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

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

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

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

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

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

006.08 Basic Business.

006.08A Grade Levels: 6-12

006.08B Endorsement Type: Subject.

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

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

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

006.09 Bilingual Education.

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

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

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

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

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

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

006.10~~9~~ Biology.

006.10~~9~~A Grade Levels: 7-12

006.10~~9~~B Endorsement Type: Subject

006.10~~9~~C Persons with this endorsement may teach any biology course in grades 7 through 12.

006.10~~9~~D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, earth science, and physics), of which 24 semester hours must be in biology and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.10~~9~~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.

006.1~~0~~1 Business, Marketing, and Information Technology.

006.1~~0~~1A Grade Levels: 6-12

006.1~~0~~1B Endorsement Type: Field

006.1~~0~~1C 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.

006.1~~0~~1D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours, including:

006.1~~0~~1D1 24 semester hours in business administration;

006.1~~0~~1D2 Nine (9) semester hours in marketing;

006.1~~0~~1D3 12 semester hours in information technology systems;

006.1~~0~~1D4 Three (3) semester hours in the principles of career education and supervision of work-based learning; and

006.1~~0~~1D5 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.

006.1~~0~~1E 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.

006.1~~1~~2 Career Education. ~~(formerly Other Trades or Industrial Areas)~~

006.1~~1~~2A Grade Levels: 9 -12

006.1~~1~~2B Endorsement Type: Subject

006.1~~1~~2C 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 instructional content of the course exceeds teacher preparation coursework, or for which a school system submits documentation that it has not found a qualified teacher for the career education teaching ~~certificate~~ area.

006.1~~1~~2D This endorsement shall require:

006.1~~1~~2D1 Completion of a prescribed course of study in a career education area at the postsecondary level, or

006.1~~1~~2D2 Completion of an apprenticeship program in the career education area, or

006.1~~1~~2D3 Demonstrated proficiency in the career education area based upon five (5) years of practice in the career area, or

006.1~~1~~2D4 Demonstrated proficiency by passing a competency examination approved by the industry or career education area, or

006.1~~1~~2D5 Current employment by a community college as an instructor to teach the career education area.

006.1~~2~~3 Chemistry.

006.1~~2~~3A Grade Levels: 7-12

006.1~~2~~3B Endorsement Type: Subject

006.1~~2~~3C Persons with this endorsement may teach any chemistry course in grades 7 through 12.

006.1~~2~~3D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, earth science, and physics), of which 24 semester hours must be in chemistry and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.1~~2~~3E 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.

006.1~~3~~4 Coaching.

006.1~~3~~4A Grade levels: 7-12

006.1~~3~~4B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, a subject or field endorsement.

006.1~~3~~4C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.1~~3~~4D 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.

006.1~~3~~4E 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.

006.1~~4~~5 Cooperative Education – Diversified Occupations.

006.1~~4~~5A Grade Levels: 9-12

006.1~~4~~5B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.1~~4~~5C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.1~~4~~5D 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.

006.1~~4~~5E 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.

006.1~~4~~5F 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.

006.1~~5~~6 Driver Education.

006.1~~5~~6A Grade Levels: 7-12

006.1~~5~~6B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.1~~5~~6C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.1~~5~~6D 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.

006.1~~5~~6E 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.

006.1~~6~~7 Early Childhood Education.

006.1~~6~~7A Grade Levels: Birth through Grade 3

006.1~~6~~7B Endorsement type: Subject

006.1~~6~~7C Persons with this endorsement are prepared to teach children from birth through grade 3 including those with disabilities as defined in Section 79-1118.01 R.R.S.

006.1~~6~~7D Certification Endorsement Requirements: The endorsement shall require 30 semester hours in early childhood education.

006.1~~6~~7E 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.

006.1~~7~~8 Early Childhood Education Unified.

006.1~~7~~8A Grade Levels: Birth - Grade 3

006.1~~7~~8B Endorsement type: Field

006.1~~7~~8C Persons with this endorsement may teach infants, toddlers, and children from birth through grade 3 including those with disabilities as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.

006.1~~7~~8D Certification Endorsement Requirements: The endorsement shall require a minimum of 45 semester hours of courses that include knowledge of Early Childhood Education and Special Education.

006.1~~7~~8E 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.

006.1~~8~~9 Earth Science.

006.1~~8~~9A Grade Levels: 7-12

006.1~~8~~9B Endorsement Type: Subject

006.1~~8~~9C Persons with this endorsement may teach any earth science course in grades 7 through 12.

006.1~~8~~9D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, earth science, and physics), of which 24 semester hours must be in earth science and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.1~~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.

006.~~19~~20 Economics.

006.~~19~~20A Grade Levels: 7-12~~.~~

006.~~19~~20B Endorsement Type: Subject.

006.~~19~~20C Persons with this endorsement may teach economics in grades 7 through 12.

006.~~19~~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.~~19~~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.

006.2~~0~~1 Elementary Education.

006.2~~0~~1A Grade levels: K-6 (K-8 in self-contained classrooms)

006.2~~0~~1B Endorsement type: Field

006.2~~0~~1C 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.

006.2~~0~~1D 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.

006.2~~0~~1D1 A minimum of 40 semester hours of professional education coursework shall include the following:

006.2~~0~~1D1a Child growth and development;

006.2~~0~~1D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum;

006.2~~0~~1D1c Instructional strategies that are adapted for diverse students;

006.2~~0~~1D1d Organization and management of the classroom;

006.2~~0~~1D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.2~~0~~1D1f History, trends, and societal and cultural issues which impact elementary education.

006.2~~0~~1D2 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:

006.2~~0~~1D2a Communication, including literature, composition and speech;
006.2~~0~~1D2b Mathematics;
006.2~~0~~1D2c Natural sciences; and
006.2~~0~~1D2d Social sciences.

006.2~~0~~1D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.2~~0~~1D3a Fine arts and humanities, and;
006.2~~0~~1D3b Health and wellness. ~~; and~~
~~006.20D3c Humanities~~

006.2~~0~~1E 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.

006.2~~1~~2 English.

006.2~~1~~2A Grade Levels: 7-12

006.2~~1~~2B Endorsement Type: Subject

006.2~~1~~2C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.2~~1~~2D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in writing, language, and literature coursework.

006.2~~1~~2E 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.

006.2~~2~~3 English As A Second Language ~~– Undergraduate~~.

006.2~~2~~3A Grade Levels: PK-12, PK-6, 4-9, 7-12

006.2~~2~~3B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.2~~2~~3C Persons with this endorsement may teach English as a Second Language (ESL) in ~~grades kindergarten through twelfth~~ the grade levels for which they are prepared.

006.2~~2~~3D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 ~~undergraduate~~ semester hours of coursework in the following topics: ~~English as a Second Language~~ Second Language Acquisition, English ~~l~~Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of ~~Second~~ English Language Learners (ELL). ~~Applicants must present competence in a world language equivalent to two (2) semesters of postsecondary world language coursework or two (2) years of high school world language.~~

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

006.2~~2~~3D~~2~~1 Practicum. ~~Prospective teachers shall be engaged in a one semester practicum.~~ Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

006.2~~2~~3E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the

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

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

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

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

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

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

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

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

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

006.24 Family and Consumer Sciences.

006.24A Grade Levels: 6-12

006.24B Endorsement Type: Field

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

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

semester hours of Family and Consumer Sciences subject matter with the following minimums:

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

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

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

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

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

006.25 General Art.

006.25A Grade Levels: K-6

006.25B Endorsement Type: Subject

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

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

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

006.26 Geography.

006.26A Grade Levels: 7-12~~.~~

006.26B Endorsement Type: Subject.

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

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

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

006.27 Health Education.

006.27A Grade Levels: 7-12

006.27B Endorsement Type: Subject

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

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

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

006.28 Health and Physical Education.

006.28A Grade Levels: PK-12

006.28B Endorsement Type: Field

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

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

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

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

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

006.29 Health Occupations.

006.29A Grade Levels: 7–12

006.29B Endorsement Type: Subject

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

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

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

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

006.30 High Ability Education.

006.30A Grade Levels: K-12

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

006.30C Persons with this endorsement may teach learners with high ability; facilitate the identification of learners with high ability;

develop, coordinate, and evaluate programs for learners with high ability; and act as a resource person in education for students with high ability in kindergarten through grade 12.

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

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

006.31 History.

006.31A Grade Levels: 7-12.

006.31B Endorsement Type: Subject.

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

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

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

006.32 Horticulture Education.

006.32A Grade Levels: 7-12

006.32B Endorsement Type: Subject

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

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

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

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

006.33 Industrial Technology Education.

006.33A Grade Levels: 6-12

006.33B Endorsement Type: Field

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

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

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

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

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

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

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

006.34 Information Technology.

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

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

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

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

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

006.35 Instructional Technology Leadership.

006.35A Grade Levels: PK-12

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

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

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

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

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

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

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

006.3~~5~~6 Instrumental Music.

006.3~~5~~6A Grade Levels: K-8, 7-12~~.~~

006.3~~5~~6B Endorsement Type: Subject.

006.3~~5~~6C Persons with this endorsement may teach instrumental music in the grade levels of their endorsement (K-8 and/or 7-12).

006.3~~5~~6D 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.

006.3~~5~~6E 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.

006.3~~6~~7 Journalism and Mass Communications.

006.3~~6~~7A Grade Levels: 7-12

006.3~~6~~7B Endorsement Type: Subject

006.3~~6~~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.

006.3~~6~~7D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in journalism and mass communications.

006.3~~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.

006.3~~7~~8 Language Arts.

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

006.3~~7~~8B Endorsement Type: Field

006.3~~7~~8C 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.

006.3~~7~~8D 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.

006.3~~7~~8E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

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

~~006.38B Endorsement Type: Field~~

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

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

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

006.39 Mathematics.

006.39A Grade Levels: 7-12

006.39B Endorsement Type: Field

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

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

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

006.40 Middle Grades Education.

006.40A Grade Levels: 4 - 9

006.40B Endorsement Type: Field

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

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

006.40D1 Content Areas of Specialization include the following:

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

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

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

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

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

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

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

006.41 Music.

006.41A Grade Levels: K-12

006.41B Endorsement Type: Field

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

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

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

006.42 Natural Science.

006.42A Grade Levels: 7-12

006.42B Endorsement Type: Field

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

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

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

006.43 Physical Education.

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

006.43B Endorsement Type: Subject

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

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

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

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

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

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

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

006.44 Physical Science.

006.44A Grade Levels: 7-12

006.44B Endorsement Type: Field

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

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

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

006.45 Physics.

006.45A Grade Levels: 7-12

006.45B Endorsement Type: Subject

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

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

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

006.46 Political Science.

006.46A Grade Levels: 7-12.

006.46B Endorsement Type: Subject.

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

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

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

006.47 Preschool Disabilities.

006.47A Grade Levels: Birth through Kindergarten

006.47B Endorsement Type: Subject

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

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

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

006.48 Psychology.

006.48A Grade Levels: 7-12.

006.48B Endorsement Type: Subject.

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

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

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

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

006.49 Reading and Writing.

006.49A Grade Levels: 7-12

006.49B Endorsement Type: Subject

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

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

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

006.50 Reading Specialist.

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

006.50B Endorsement Type: Subject

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

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

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

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

006.51 Religious Education.

006.51A Grade Levels: K-12

006.51B Endorsement Type: Subject

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

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

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

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

006.52 Reserve Officer Training Corps (ROTC).

006.52A Grade Levels: 9 -12

006.52B Endorsement Type: Subject

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

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

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

006.53 School ~~Guidance~~ Counselor.

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

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

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

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

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

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

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

006.54 School Librarian. (formerly Library Media Specialist 006.38)

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

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

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

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

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

006.~~38~~E54 Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

00~~7~~6.~~03~~55A Grade Levels: ~~Pre-kindergarten through Grade~~ PK-12

00~~7~~6.~~03~~55B Endorsement Type: ~~Special Services~~ Field

00~~7~~6.~~03~~55C Persons with this teaching endorsement may provide school psychological services to students (birth ~~through~~ to age 21), school personnel, parents and other specialists ~~on~~ related to individual student needs or school program considerations.

00~~7~~6.~~03~~55D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 ~~of which~~ are exclusive of credit for the supervised internship.

00~~7~~6.~~03~~55D1 A minimum of ~~twelve hundred (~~1,200~~)~~ clock hours of internship experience, supervised by a Standard Institution of Higher Education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings ~~as part of their school psychology training program~~ prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

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

00~~7~~6.~~03~~55E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.5~~4~~6 Skilled and Technical Science Education. ~~(formerly Trade and Industrial Education)~~

006.5~~4~~6A Grade Levels: 9-12

006.5~~4~~6B Endorsement Type: Supplemental endorsement available only in the presence of Agricultural Education or Industrial Technology Education endorsements.

006.5~~4~~6C Persons with this endorsement may teach Skilled and Technical Science Education (formerly Trade and Industrial Education).

006.5~~4~~6D Certification Endorsement Requirements: This endorsement requires the following:

006.5~~4~~6D1 A minimum of 12 semester hours in one of the specific career areas listed below:

006.5~~4~~6D1a Architecture and Construction Career Area:

006.5~~4~~6D1a(1) Design and Pre-Construction; or
006.5~~4~~6D1a(2) Construction; or
006.5~~4~~6D1a(3) Maintenance and Operations

006.5~~4~~6D1b Manufacturing Career Area:

006.5~~4~~6D1b(1) Health, Safety and Environmental Assurance; or
006.5~~4~~6D1b(2) Logistics and Inventory Control; or
006.5~~4~~6D1b(3) Maintenance, Installation, and Repair; or
006.5~~4~~6D1b(4) Manufacturing Production Process Development; or
006.5~~4~~6D1b(5) Production; or
006.5~~4~~6D1b(6) Quality Assurance

006.5~~4~~6D1c Science Technology, Engineering, and Mathematics (STEM) Career Area:

006.546D1c(1) Engineering and Technology

006.546D1d Transportation, Distribution and Logistics Career Area:

006.546D1d(1) Facility and Mobile Equipment Maintenance; or
006.546D1d(2) Health, Safety and Environmental Management; or
006.546D1d(3) Logistics Planning and Management Services; or
006.546D1d(4) Transportation/Systems Infrastructure; or
006.546D1d(5) Warehousing and Distribution Center Operations

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

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

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

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

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

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

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

006.5~~5~~7 Social Science.

006.5~~5~~7A Grade Levels: 7-12~~.~~

006.5~~5~~7B Endorsement Type: Field.

006.5~~5~~7C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.5~~5~~7D 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).

006.5~~5~~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 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.

006.5~~6~~8 Sociology.

006.5~~6~~8A Grade Levels: 7-12~~.~~
006.5~~6~~8B Endorsement Type: Subject.

006.5~~6~~8C Persons with this endorsement may teach sociology in grades 7 through 12.

006.5~~6~~8D 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).

006.5~~6~~8E 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.

006.5~~7~~9 Special Education - Behaviorally Disordered.

006.5~~7~~9A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12, ~~pre-kindergarten through grade~~ PK-6, ~~grades~~ 7 ~~through~~ - 12, ~~pre-kindergarten through grade~~ PK-9~~.~~

006.5~~7~~9B Endorsement Type: Subject

006.5~~7~~9C 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.

006.5~~7~~9D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 graduate semester hours with specific emphasis on individuals with behavioral disorders.

006.5~~7~~9D1 Teaching Experience: Applicants for this endorsement shall have one year of teaching experience.

006.5~~7~~9D2 Additional Requirement: This program shall provide applicants with supervised practicum/clinical experiences. The experience shall consist of a minimum of 250 clock hours with individuals with behavioral disorders. The 250 clock hours may be included in the 30 graduate semester hour requirement.

006.5~~7~~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.

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

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

006.60B Endorsement Type: Field

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

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

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

006.~~59~~61 Special Education - Deaf or Hard of Hearing Education/Subject.

006.~~59~~61A Grade Levels: ~~Pre-kindergarten through grade~~ PK-3, K-9, 7-12, K-12, or ~~Pre-kindergarten through grade~~ PK-12 dependent on other certification~~.~~

006.~~59~~61B Endorsement Type: Subject.

006.~~59~~61C Persons with this endorsement may teach students who are deaf or hard of hearing at one of the following levels: Pre-kindergarten through grade 3, K-9, 7-12, K-12, or Pre-kindergarten through grade 12.

006.~~59~~61D 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.~~59~~61E 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.~~58~~62 Special Education - Early Childhood Special Education.

006.~~58~~62A Grade Levels: Birth through Grade 3

006.~~58~~62B Endorsement Type: Subject

006.~~58~~62C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for infants, toddlers, preprimary, and primary aged children who have a range of disabilities, and services to

families and other personnel with responsibilities for their care and education.

006.~~58~~62D Certification Endorsement Requirements: This endorsement shall require a minimum of 27 graduate semester hours related to Early Childhood Education and Special Education; and 100 clock hours of related field experiences.

006.~~58~~62D1 Field experiences shall consist of a minimum of 100 clock hours (total) working with young children with a range of disabilities. At least 20 clock hours will be spent with each of the following age groups: infants/toddlers, preprimary, and primary.

006.~~58~~62E 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.

006.6~~1~~3 Special Education--Learning Disabilities.

006.6~~1~~3A Grade levels: ~~Pre-kindergarten through grade~~ PK-12, Pre-kindergarten through grade PK-6, ~~Pre-kindergarten through Grade~~ PK-9, ~~Grades~~ 7-12

006.6~~1~~3B Endorsement type: Subject

006.6~~1~~3C Persons with this endorsement may teach individuals with learning disabilities and consult with teachers, parents, and students.

006.6~~1~~3D 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.

006.6~~1~~3D1 Practicum/Clinical Experiences. This program shall provide applicants with supervised practicum/clinical experiences. The experiences shall consist of a minimum of 150 clock hours.

006.6~~1~~3E 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.

006.6~~2~~4 Special Education - Mild/Moderate Disabilities.

006.6~~2~~4A Grade Levels: K-12, K-6, K-9, 7-12

006.6~~2~~4B Endorsement Type: Field

006.6~~2~~4C 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.

006.6~~2~~4D 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.

006.6~~2~~4E 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.

006.6~~3~~5 Special Education – Severe/Multiple Disabilities.

006.6~~3~~5A Grade Levels: ~~Pre-kindergarten through Grade~~ PK-12

006.6~~3~~5B Endorsement Type: Supplemental. Candidates for this endorsement shall have, or earn concurrently, the Special Education: Mild/Moderate Disabilities endorsement.

006.6~~3~~5C Persons with this endorsement may teach children and youth who have been verified per 92 NAC 51 as students with severe or multiple disabilities in one or more of the following areas: autism,

deaf-blindness, developmental delay, moderate, severe, or profound mental handicap, multiple disabilities, orthopedic impairments, other health impairments, and traumatic brain injury. Persons with this endorsement may teach students ranging in age from pre-kindergarten to the termination of public school educational responsibility.

006.6~~3~~5D Certification Endorsement Requirements: Candidates for this endorsement must hold, or earn concurrently a Special Education: Mild/Moderate Disabilities Endorsement, and complete a minimum of 15 additional semester hours in special education courses related to severe and/or multiple disabilities which includes at a minimum, assessment skills, instructional and behavioral intervention skills in the listed disability areas, consultation and collaboration skills, and inclusive education practices.

006.6~~3~~5E 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.

006.6~~4~~6 Special Education - Visual Impairment.

006.6~~4~~6A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12~~.~~

006.6~~4~~6B Endorsement Type: Subject.

006.6~~4~~6C 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.

006.6~~4~~6D 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.

006.6~~4~~6E 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.

006.6~~5~~7 Speech.

006.6~~5~~7A Grade Levels: 7-12

006.6~~5~~7B Endorsement Type: Subject

006.6~~5~~7C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.6~~5~~7D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in speech and communication courses.

006.6~~5~~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.

006.6~~6~~8 Speech and Theatre.

006.6~~6~~8A Grade Levels: 7-12

006.6~~6~~8B Endorsement Type: Field

006.6~~6~~8C 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.

006.6~~6~~8D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in speech, communication, and theatre courses.

006.6~~6~~8E 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.

006.6~~7~~9 Speech-Language Pathologist.

006.6~~7~~9A Grade Levels: Birth through grade 12

006.6~~7~~9B Endorsement Type: Subject

006.6~~7~~9C Persons with this teaching endorsement may serve as a speech language pathologist and resource person for programs involving individuals from birth through grade 12.

006.6~~7~~9D Certification Endorsement Requirements: This endorsement requires a minimum of a Master's degree in Speech-Language Pathology which includes at least 36 graduate semester hours in speech-language pathology and coursework in related areas. Applicants must complete a minimum of 250 clock hours of clinical experiences and an internship, supervised by the standard institution, in a school or clinic setting.

006.6~~7~~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.

006.~~68~~70 Theatre.

006.~~68~~70A Grade Levels: 7-12

006.~~68~~70B Endorsement Type: Subject

006.~~68~~70C 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.~~68~~70D Certification Endorsement Requirements: This endorsement shall require 30 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management.

006.~~68~~70E 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.~~69~~71 Vocal Music.

006.~~69~~71A Grade Levels: K-8; 7-12~~.~~

006.~~69~~71B Endorsement Type: Subject.

006.~~69~~71C Persons with this endorsement may teach vocal music in the grade levels of their endorsements (K-8 and/or 7-12).

006.~~69~~71D 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.~~69~~71E 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.

006.7~~0~~2 Vocational Special Needs.

006.7~~0~~2A Grade Levels: 7-12

006.7~~0~~2B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have a field or subject endorsement.

006.7~~0~~2C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.7~~0~~2D Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester hours in vocational special needs courses.

006.7~~0~~2E 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.

006.7~~1~~3 World Language: Any language other than English, not including computer languages.

006.7~~1~~3A Grade Levels: K-8, 7-12, or K-12~~.~~

006.7~~1~~3B Endorsement Type: Subject.

006.7~~1~~3C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.7~~1~~3D 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.

006.7~~1~~3D1 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.

006.7~~1~~3E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

007 Special Services Endorsements.

007.01 Educational Audiologist.

007.01A Grade Levels: Birth through grade 12

007.01B Endorsement Type: Special Services

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

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

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

007.02 School Nurse.

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

007.02B Endorsement Type: Special Services

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

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

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

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

~~007.03B Endorsement Type: Special Services~~

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

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

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

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

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

007.0~~4~~3 School Transition Specialist.

007.0~~4~~3A Grade Levels: 7-12

007.0~~4~~3B Special Services Endorsement

007.0~~4~~3C 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.

007.0~~4~~3D 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.

007.0~~4~~3E 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.

007.0~~5~~4 Speech Language Technician.

007.0~~5~~4A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12

007.0~~5~~4B Endorsement Type: Special Services

007.0~~5~~4C Persons with this endorsement may provide speech-language services for students from P~~p~~re-K~~k~~indergarten through age

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

007.0~~5~~4D Certification Endorsement Requirements: This endorsement will require a baccalaureate degree in speech pathology.

007.0~~5~~4E 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.

007.0~~5~~4F No Nebraska Standard Institution of Higher Education will be granted approval to offer a program of study leading to this endorsement.

007.0~~6~~5 Coaching.

007.0~~6~~5A Grade Levels: 9-12

007.0~~6~~5B Endorsement Type: Special Services

007.0~~6~~5C The endorsement shall be valid only in the area of coaching extracurricular activities and may appear only on a special services certificate.

007.0~~6~~5D The endorsement shall be valid only in the Nebraska school system requesting the issuance of such certificate and shall require:

007.0~~6~~5D1 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:

007.0~~6~~5D1a Prevention, care and management of injuries;

007.0~~6~~5D1b Risk management;

007.0~~6~~5D1c Growth, development and learning;

007.0~~6~~5D1d Training, conditioning and nutrition;

007.0~~6~~5D1e Psychology of coaching; and

007.0~~6~~5D1f Coaching theory and methods.

APPENDIX A
STATUS OF ENDORSEMENTS NO LONGER IN CHAPTER 24

ENDORSEMENT NO LONGER CONTAINED IN THIS CHAPTER	COMPARABLE REPLACEMENT TO ENDORSEMENT	REVOKED ENDORSEMENT
Aerospace		Revoked
Athletic Training		Revoked
~~Bilingual Education~~	~~English as a Second Language~~	
Biological Science	Biology	
Business Education	Business, Marketing, and Information Technology (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	~~Marketing~~ Business, Marketing, and Information Technology (BMIT)	
Div Occupations/School To Work	Cooperative Education - Diversified Occupations	
Diversified Occupations	Cooperative Education - Diversified Occupations	
Educational Library Media Specialist	~~Library Media Specialist~~ School Librarian	
Educable Mentally Handicapped	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	~~Family and Consumer Sciences Related Occupations~~ Cooperative Education – Diversified Occupations	
Humanities		Revoked
Italian/Foreign Language – ~~German~~ Italian	World Language - Italian	
Japanese/Foreign Language - Japanese	World Language - Japanese	
Journalism	Journalism and Mass Communications	
Korean/Foreign Language - Korean	World Language - Korean	
Language Arts - Social Science	Middle Grades – Language Arts & Social Science	
Latin/Foreign Language - Latin	World Language - Latin	
Learning Disabled	Special Education: Learning Disabilities	
Library Media Specialist	School Librarian	
Library Science	~~Library Media Specialist~~ School Librarian	
Marketing Education	Business, Marketing, and Information Technology (BMIT)	

Mentally Retarded	Special Education: Mild/Moderate Disabilities	
Miscellaneous		Revoked
Occupational Home Economics	~~Family and Consumer Sciences Related Occupations~~ Cooperative Education – Diversified Occupations	
Orthopedically Handicapped	Special Education: Mild/Moderate Disabilities	
Other Endorsement		Revoked
Other Trade or Industrial Areas	Career Education	
Pre-School Handicapped	Pre-~~S~~school Disabilities	
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	
Speech and Drama	Speech and Theatre	
Supervisor	Curriculum Supervisor	
Supervisor - Physical Education	Curriculum Supervisor - Physical Education	
Supervisor - Special Education	Curriculum Supervisor - Special Education	
Supervisor - Speech Pathology	Curriculum Supervisor - Speech-Language Pathology	
Trade and Industrial Education	Skilled and Technical Science Education	
Trainable Mentally Retarded	Special Education: Mild/Moderate Disabilities	
T&I Printing		Revoked
Urban Education		Revoked

Vocational Education	Curriculum Supervisor - Vocational Education	
Vocational T&I	~~Trade and Industrial Education~~ Skilled & Technical Science	
World Civilization		Revoked

NEBRASKA DEPARTMENT OF EDUCATION

GUIDELINES RECOMMENDED FOR USE WITH RULE 24 (ENDORSEMENTS)

Approved by the State Board of Education
~~January 6, 2010~~

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 Education Unified
Earth Science
Economics
Elementary Education
English
English As A Second Language ~~– Undergraduate~~
~~English As A Second Language – Beyond Baccalaureate~~
Family and Consumer Sciences
General Art
Geography
Health Education
Health and Physical Education
Health Occupations
High Ability Education
History
Horticulture Education
Industrial Technology Education
Information Technology
Instructional Technology Leadership
Instrumental Music
Journalism and Mass Communications
Language Arts
~~Library Media Specialist~~ (moved to School Librarian)
Mathematics
Middle Grades Education

Music
Natural Science
Physical Education
Physical Science
Physics
Political Science
Preschool Disabilities
Psychology
Reading and Writing
Reading Specialist
Religious Education
Reserve Officer Training Corps (ROTC)
School ~~Guidance~~ Counselor
School Librarian (formerly Library Media Specialist)
School Psychologist (formerly a Special Services Endorsement below)
Skilled and Technical Science Education ~~(formerly Trade and Industrial Education)~~
Social Science
Sociology
Special Education
- Behaviorally Disordered
- Deaf or Hard of Hearing/Field
- Deaf or Hard of Hearing/Subject
- Early Childhood Special Education
- ~~Early Childhood Special Education~~
- ~~Deaf or Hard of Hearing/Subject (formerly Hearing Impaired)~~
- ~~Deaf or Hard of Hearing/Field~~
- Learning Disabilities
- Mild/Moderate Disabilities
- Severe/Multiple Disabilities
- Visual Impairment

Speech
Speech and Theatre
Speech-Language Pathologist
Theatre
Vocal Music
Vocational Special Needs
World Language ~~(formerly Foreign Language)~~

SPECIAL SERVICES ENDORSEMENTS

Educational Audiologist
School Nurse
~~School Psychologist~~ (moved to Teaching Endorsement above)
School Transition Specialist
Speech Language Technician
Coaching

APPENDIX A – CAREER EDUCATION CLUSTERS REFERENCE CHART

005.01 Curriculum Supervisor.

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

005.01B Endorsement Type: Field/Administrative.

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

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

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

005.01E1 Have a valid regular teaching certificate,

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

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

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

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 Curriculum Supervisors to be able to:

A. Exhibit knowledge in the areas of curriculum supervision, instructional leadership, standards-based education, principles and theories of administration, and school improvement.

1. Curriculum Supervision.
   a. Demonstrate knowledge of PreK-12 scope and sequence (articulation) skills of the school curriculum process.
   b. Demonstrate a process to integrate curriculum across disciplines.
2. Instructional Leadership.
   a. Demonstrate the ability to use research and best practices to create instruction systems that maximize the learning of all students.
   b. Demonstrate the ability to create staff development programs that enhance the self-improvement of every individual and overall school improvement.
3. Standards-Based Education.
   a. Demonstrate the ability to implement standards based classrooms to improve student performance.
4. Principles and Theory of Administration.
   a. Demonstrate a knowledge of the principles and theory of administration:
      (1) school governance,
      (2) school community relations, and
      (3) organizational management.
5. School Improvement.
   a. Demonstrate an understanding of data-driven academic school improvement goals related to student achievement.

B. Demonstrate the ability to apply supporting principles to improve the educational mission of schools, including being able to:
   1. Demonstrate the ability to create instructional opportunities for diverse learners.
   2. Demonstrate effective communication strategies for various audiences.
   3. Demonstrate and implement staff development programs to enhance learning.
   4. Demonstrate the ability to use a variety of educational resources to plan comprehensive programs.
   5. Demonstrate the ability to collect and analyze data to influence curricular and instructional decisions.
   6. Demonstrate the ability to use technology to support school programs and enhance learning.
   7. Apply change theory to the school environment.

C. Demonstrate a commitment to curriculum and instruction, including being able to:

1. Assessment and Evaluation.
    a. Analyze data to improve instruction.
    b. Utilize assessment instruments for guiding instruction to determine best practices for improved student learning.
    c. Engage in continuous evaluation of curriculum and instruction.
    d. Develop criteria for evaluating data.
2. Group dynamics and communication.
    a. Facilitate communication and group dynamics skills necessary for collaborative planning of curriculum and lessons with teachers, i.e. ability to demonstrate an understanding of curriculum objectives, to listen effectively, to use probing and clarifying questions.
    b. Demonstrate an ability to lead adults through the change process in order to enhance curriculum and instruction.
    c. Practice effective interpersonal relationships within and outside the school community and communicate regularly to further the goals of the organization.
3. Staff development.
    a. Demonstrate a knowledge of adult learning theory to meet the staff development needs of the school system.
4. Instructional analysis and curriculum design.
    a. Demonstrate a knowledge of instructional theory, learning theory, and child development.
    b. Demonstrate systematic practices for embedding technology in the curriculum.
    c. Demonstrate systematic practices to be culturally responsive to diverse learning needs.
    d. Develop differentiated learning strategies to meet the needs of all learners.
    e. Demonstrate an understanding of standards based education.
    f. Exhibit an understanding of current curriculum issues and trends and be able to interpret them to both internal and external publics.
    g. Advocate and promote knowledge of content and connections of content to the learning needs of students.
    h. Demonstrate an understanding of curriculum integration.
5. Technology.

a. Demonstrate systematic practices for embedding technology in the curriculum.

005.02 Principal.

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

005.02B Endorsement Type: Field/Administrative.

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

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

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

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

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

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

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

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

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

~~Standards for School Building Leadership~~

~~1. Develop a Vision~~

~~a. Candidates develop a vision of learning for a school that promotes the success of all students and is reflective of the school's mission statement.~~

~~b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.~~

~~2. Articulate a Vision~~

~~a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.~~

~~b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning.~~

~~c. Candidates involve the school community in the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.~~

~~d. Candidates demonstrate the ability to communicate the vision and school culture to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.~~

~~3. Implement a Vision~~

~~a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.~~

~~b. Candidates develop plans and processes for implementing the vision. Some examples may include articulating the vision and related goals,~~

~~encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources.~~

~~4. Stewardship of the Vision~~

~~a. Candidates demonstrate an understanding of the role that effective communication skills play in maintaining the vision.~~

~~b. Candidates demonstrate an understanding of building a shared commitment to the vision.~~

~~c. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.~~

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

~~a. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.~~

~~b. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.~~

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

~~1. Promote Positive School Culture~~

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

~~2. Provide Effective Instructional Program~~

~~a. Candidates demonstrate the ability to facilitate activities that apply principles of standards based instruction to improve instructional practices and curricular materials.~~

~~b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.~~

~~c. Candidates demonstrate the ability to use and promote technology and information systems to analyze and interpret data, to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.~~

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

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

~~b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.~~

~~c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student.~~

~~4. Design Comprehensive Professional Growth Plans~~

~~a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.~~

~~b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.~~

~~c. Candidates demonstrate personal commitment to the development and implementation of continuous professional growth .~~

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

~~1. Manage the Organization~~

~~a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and~~

~~efficiency.~~

~~b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.~~

~~c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.~~

~~2. Manage Operations~~

~~a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.~~

~~b. Candidates develop communication skills and plans with staff that include opportunities to develop their family and community collaboration skills.~~

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

~~3. Manage Resources~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~3. Mobilize Community Resources~~

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

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

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

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

~~1. Acts with Integrity~~

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

~~2. Acts Fairly~~

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

~~3. Acts Ethically~~

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

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

~~1. Understand the Larger Context~~

a. ~~Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.~~

b. ~~Candidates demonstrate the ability to explain how the legal and political systems and the institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.~~

~~c. Candidates demonstrate the ability to analyze the complex cause of poverty and other disadvantages and their effects on families, communities, children, and learning.~~

~~d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.~~

~~e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.~~

~~f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.~~

~~g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.~~

~~h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.~~

~~2. Respond to the Larger Context~~

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

~~3. Influence the Larger Context~~

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

~~b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.~~

~~c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.~~

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

~~1. Substantial~~

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

~~2. Sustained~~

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

~~3. Standards-based~~

~~a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.~~

~~b. Experiences are designed to accommodate candidates' individual needs.~~

~~4. Real Settings~~

~~a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.~~

~~b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.~~

~~5. Planned and Guided Cooperatively~~

~~a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.~~

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

~~6. Credit~~

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

Building leader candidates are prepared to:

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

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

Indicators include, but are not limited to:

A. Candidates have knowledge about the nature of collaborative school visioning and the impact of vision and the mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building;

B. Theories and relevant knowledge of visions and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change;

C. Candidates demonstrate skill abilities to design, articulate, and support a collaborative process for developing and implementing a vision and mission for a school; and

D. Formulate plans and initiatives to implement the vision and mission statements and communicate the vision and mission to the appropriate constituencies.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about the purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning;

B. The design and utilization of assessment data for learning;

C. Organizational effectiveness and learning;

D. Candidates demonstrate skill abilities to develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning; and

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

Element 3. Create and implement plans to achieve goals;

Indicators include, but are not limited to:

A. Candidates have knowledge about strategic, tactical, and operational program planning, implementation, and evaluation;

B. School improvement planning processes;

C. Variables that affect student achievement;

D. Candidates demonstrate skill abilities to create strategic, tactical, and operational goals and collaboratively develop implementation plans to achieve those goals; and

E. Develop building improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.

Element 4. Promote continuous and sustainable improvement;

Indicators include, but are not limited to:

A. Candidates have knowledge about the role of professional learning in continuous and sustainable improvement;

B. Continuous and sustained improvement models and processes;

C. Change processes, including continuous and sustainable improvement and discontinuous transformational change at the building-level;

D. Strategic management of human capital and its impact on continuous and sustainable improvement;

E. Candidates demonstrate skill abilities to identify strategies and practices to build organizational capacity to support continuous and sustainable district improvement;

F. Identify capacity building strategies for developing school leadership capacity;

G. Create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building level; and

H. Design a comprehensive building-level professional development program.

Element 5. Monitor and evaluate progress and revise plans;

Indicators include, but are not limited to:

A. Candidates have knowledge about effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals;

B. Program evaluation models;

C. Candidates demonstrate skill abilities to develop plans to monitor program development and implementation to achieve school goals; and

D. Construct evaluation processes to assess the effectiveness of school plans and programs.

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

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

Indicators include, but are not limited to:

A. Candidates have knowledge about the elements of school culture and ways it can be influenced to ensure student success;

B. Candidates demonstrate skill abilities to work collaboratively with others to accomplish school improvement goals;

C. Incorporate cultural competence in development of programs, curriculum, and instruction;

D. Monitor school programs and activities to ensure integrated learning opportunities aligned with standards, and consistent with the vision; and

E. Recognize, celebrate, and incorporate diversity in development of programs, curriculum, and instructional practices.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about the development of quality curriculum including principles/theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources;

B. Candidates demonstrate skill abilities to design comprehensive curriculum development plans;

C. Analyze instructional lessons;

D. Collaborate with faculty to plan, implement, and evaluate a coordinated and articulated curriculum; and

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

Element 3. Create a personalized and motivating learning environment for students;

Indicators include, but are not limited to:

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

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

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

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

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

Element 4. Supervise instruction;

Indicators include, but are not limited to:

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

B. Individual professional development plans and continuous progress;

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

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

E. Monitor individual professional development and continuous improvement.

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

Indicators include, but are not limited to:

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

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

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

D. Design evaluation systems, make plans based on assessment data, and provide feedback based on data; and

E. Design, develop, and utilize school assessments for instruction and reporting.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about principles of quality professional development;

B. Effective instructional techniques;

C. Evaluation of professional development;

D. Candidates demonstrate skill abilities to Participate in activities that apply principles of effective instruction to improve instructional practices and curricular materials;

E. Design building-level professional growth plans that reflect national and state professional development standards; and

F. Use a variety of approaches to improve staff performance.

Element 7. Maximize time spent on quality instruction;

Indicators include, but are not limited to:

A. Candidates have knowledge about school systems that promote efficient practices in the management of people, processes, and resources; and

B. Candidates demonstrate skill abilities to provide and monitor the use of differentiated strategies, materials, and technologies to maximize instructional time.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about technology as pedagogical and administrative tools;

B. Candidates demonstrate skill abilities to support initiatives that utilize technologies for improved teaching and student achievement; and

C. Use technology for school improvement.

Element 9. Use technology for school improvement;

Indicators include, but are not limited to:

A. Candidates have knowledge about program evaluation;

B. Candidates demonstrate skill abilities to interpret information and communicate progress toward vision and goals for educators, the school community, and other stakeholders;

C. Use disaggregated data to improve instructional programs;

D. Use effective technology and performance management systems where appropriate to improve classroom instruction; and

E. Use technology to monitor, analyze, and evaluate assessment results for accountability reporting and to guide continuous school improvement.

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

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

Indicators include, but are not limited to:

A. Candidates have knowledge about how to assess and manage organizational, operational, and legal resources of the school;

B. How to manage the marketing and public relations functions of the school;

C. How to strategically align the operations, mission, vision, and goals of the school with the district's strategic framework;

D. Candidates demonstrate skill abilities to analyze the school's processes and operations to identify and prioritize daily and long-term challenges for the school;

E. Write procedures for the school that support board policy; and

F. Implement and manage long range planning for the school.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about methods and procedures for managing the school's resources, including human resource development;

B. Methods and procedures for managing the school's operations;

C. Methods and procedures for managing school facilities;

D. Methods and procedures for forecasting resource requirements for the school;

E. Candidates demonstrate skill abilities to identify and appropriate funds for the school using a variety of tools and processes, including collaborating with stakeholders;

F. Develop multi-year fiscal plans and annual budgets for the school;

G. Audit the school's budget and financial status;

H. Develop facility and space utilization plans for the school;

I. Project short-term, mid-term, and long-term resource needs of the school; and

J. Use technology to manage school operations.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school; and

B. Candidates demonstrate skill abilities to create and implement procedures, practices, and strategies to ensure safe and secure building environments.

Element 4. Develop the capacity for distributed leadership;

Indicators include, but are not limited to:

A. Candidates have knowledge about the meaning of distributed leadership and how to create and sustain it;

B. Candidates demonstrate skill abilities to identify leadership capabilities of staff at various levels of the school;

C. Model collaboration skills; and

D. Authentically involve faculty and staff in decision-making processes.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about how to manage personal managerial and leadership responsibilities;

B. How to manage time and priorities;

C. How to create and manage school schedules;

D. Candidates demonstrate skill abilities to use power and political skills in ethical ways;

E. Serve as a role model for effective management and leadership;

F. Establish school procedures that protect instructional time and schedules; and

G. Develop a master schedule for the school.

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

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

Indicators include, but are not limited to:

A. Candidates have knowledge about the collection and analysis of data and information pertinent to the school educational environment;

B. Candidates demonstrate skill abilities to use the appropriate strategies to collect, analyze, and interpret data and information pertinent to the school environment; and

C. Communicate information about the school to the community.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about cultural competence;

B. Diverse cultural, social, and intellectual community resources; and

C. Candidates demonstrate skill abilities to identify and use diverse community resources to improve school programs and connect traditions to the needs of all students.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about the needs of students, parents or caregivers;

B. Organizational culture that promotes open communication with families and caregivers;

C. Strategies for effective oral and written communication and collaboration with families and caregivers;

D. Candidates demonstrate skill abilities to assess the needs of students, parents, and caregivers;

E. Articulate a vision of school leadership characterized by respect for children and their families;

F. Apply oral and written communication and collaboration strategies to develop school relationships with families and caregivers; and

G. Involve families and caregivers in decision making about their children's education.

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

Indicators include, but are not limited to:

A. Candidates demonstrate knowledge about the needs of school community partners;

B. School organizational culture that promotes open communication with community partners;

C. School strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners;

D. Candidates demonstrate skill abilities to Assess the needs of district community partners;

E. Articulate a vision of district leadership characterized by respect for community partners; and

F. Apply oral and written communication and collaboration strategies to develop district relationship with community partners.

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

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

Indicators include, but are not limited to:

A. Candidates have knowledge about federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice; and

B. Candidates demonstrate skill abilities to plan, implement, and evaluate policies, procedures, and practices within the school that support students' academic and social successes.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about legal and professional organizations' information to understand the basic tenants of ethical behavior, the relationship between ethical behavior, building culture, and student achievement;

B. The effect of ethical behavior on one's own leadership;

C. Candidates demonstrate skill abilities to formulate a building-level leadership platform grounded in ethical standards and practices; and

D. Analyze decisions in terms of established ethical standards.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about democratic values, equity, and diversity; and

B. Candidates demonstrate skill abilities to develop, implement, and evaluate a professional development plan for a school that clearly addresses democratic values, equity, and diversity.

Element 4. Consider and evaluate the potential moral and legal consequences of decision-making;

Indicators include, but are not limited to:

A. Candidates have knowledge about current ethical and moral issues facing education, government, and business and their consequences; and

B. Candidates demonstrate skill abilities to formulate sound solutions to educational conflicts and dilemmas in educational leadership.

Element 5. Promote social justice and ensure that individual student needs inform all aspects of schooling;

Indicators include, but are not limited to:

A. Candidates have knowledge about the relationship between social justice, school culture, and student achievement; and

B. Candidates demonstrate skill abilities to develop and evaluate school policies, programs, and practices that ensure social justice, equity, confidentiality, acceptance, and respect between and among students and faculty that support student achievement.

Standard 6. Promote the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context. The candidate will:

Element 1. Advocate for children, families, and caregivers;

Indicators include, but are not limited to:

A. Candidates have knowledge about policies, laws and regulations enacted by state, local, and federal authorities that affect schools, especially those targeted to improve educational and social opportunities; and

B. Candidates demonstrate skill abilities to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

Element 2. Act to influence local, district, state, and national decisions affecting student learning;

Indicators include, but are not limited to:

A. Candidates have knowledge about the larger political, social, economic, legal and cultural context;

B. How to use power and political skills to influence local, state and federal decisions;

C. Candidates demonstrate skill abilities to advocate for school policies and programs that promote equitable learning opportunities and success for all students; and

D. Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about anticipating future issues and trends that can affect schools;

B. Candidates demonstrate skill abilities to identify emerging trends and issues likely to impact the school; and

C. Adapt leadership strategies and practice to address emerging issues.

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

Element 1. Participate in planned and authentic school-based field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor.

Element 2. Document all field experiences.

Element 3. Participate in field experiences that occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills.

Element 4. Work with appropriate community organizations such as social service groups and local businesses.

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

Element 1. Synthesize and apply the knowledge and skill abilities identified in Standards 1 through 6.

Element 2. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a school.

Element 3. Experience authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, parents, caregivers, students, and school community leaders.

Element 4. Apply knowledge and skills articulated by state standards and district policies for educational leaders within a school.

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

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

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

Standard 10. Qualified On-Site Mentor:

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

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

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

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

005.03 Superintendent.

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

005.03B Endorsement Type: Field/Administrative.

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

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

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

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

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

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 superintendents to:

A. Facilitate the development, articulation, implementation and stewardship of a vision of learning in a collaborative manner with the school community, including being able to:

   1. Facilitate the development of a shared vision that focuses on teaching and learning;
   2. Facilitate the development and implementation of a strategic plan that focuses on teaching and learning;
   3. Use motivational theory to create conditions that motivate staff, students, and families to achieve the school's vision;
   4. Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills;
   5. Initiate, manage, and evaluate the change process;
   6. Identify and critique several theories of leadership and their application to various school environments; and,
   7. Demonstrate knowledge of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.

B. Utilize information, frame problems, and exercise ethical leadership processes to achieve goals, including being able to:

   1. Demonstrate a professional code of ethics and values;
   2. Conduct needs assessment by collecting information on the students; on staff and the school environment; on family and community values, expectations and priorities;
   3. Use qualitative and quantitative data to:
      a. Make informed decisions,
      b. Plan and assess school programs,
      c. Design accountability systems,
      d. Plan for school improvement, and
      e. Develop and conduct research;

4. Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement;
5. Describe national and global conditions affecting schools and their impact on a local district; and,
6. Analyze and interpret educational data, issues, and trends; and outline possible actions and implications for boards, committees, and other groups.

C. Demonstrate an understanding of and be able to apply principles of curriculum, instruction, supervision, and the learning environment , including being able to:

1. Create with principals, teachers, parents and students a positive school culture that promotes the highest student achievement in a pluralistic society;
2. Develop collaboratively a learning organization that supports instructional improvements, builds and appropriate curriculum, and incorporates best practice;
3. Base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates;
4. Facilitate curriculum design which promotes learning for all students with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs and changing conditions;
5. Facilitate alignment of content standards with curricular and instructional goals and desired objectives and desired outcomes when developing scope, sequence, and balance;
6. Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs;
7. Utilize a variety of supervisory models to improve teaching and learning;
8. Use effective staffing patterns, student grouping plans, class scheduling, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes; and,
9. Assess student progress using a variety of appropriate techniques.

D. Demonstrate an understanding of and be able to apply principles of professional development and human resource management, including being able to:

1. Work with faculty, staff, students, and other constituencies from all cultural and ethnic groups to identify needs for professional development; to organize, facilitate, and evaluate professional development programs; to integrate district and school priorities; to build faculty as resource persons; and to ensure that professional development activities focus on improving student achievement;

2. Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing and other techniques to ensure that knowledge and skills are effective;
3. Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and support staff;
4. Formulate and implement a personal professional development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development;
5. Identify and apply equitable policies, criteria and processes for the recruitment, selection, induction, retention, compensation and separation of personnel, with attention to diversity; and,
6. Negotiate and manage effectively collective bargaining or written agreements.

E. Demonstrate an understanding of and be able to apply principles of student personnel services, including being able to:

1. Apply the principles of student growth and development to the teaching and learning environment and the educational program;
2. Develop with the guidance and teaching staff a full program of student services;
3. Develop and administer policies that promote student health and services in a safe and secure environment, including being able to:
   a. Describe the characteristics of schools that are safe and responsive to all children,
   b. Describe early warning signs of potential violence to staff and others,
   c. Describe principles of intervention for troubled students, staff, and other adults,
   d. Develop and administer school wide policies that support responsible behavior,
   e. Develop violence prevention and response plans,
   f. Analyze the principles underlying a crisis response plan,
   g. Develop a comprehensive approach to preventing injuries and accidents, and
   h. Develop policies for the development, implementation ,and evaluation of school safety/security plans;
4. Recognize student and family conditions affecting learning by collaborating with community agencies to integrate services for students from diverse cultural and ethnic groups; and,

5. Plan and manage student activity programs working with staff, students, families, and community to foster student development.

F. Demonstrate an understanding of and be able to apply the principles of organizational leadership, including being able to:

1. Establish operational plans and processes to accomplish strategic goals;
2. Analyze schools as interactive internal systems operating within external environments;
3. Monitor and evaluate progress towards strategic goal attainment and adjust as necessary;
4. Use appropriate interpersonal skills;
5. Use appropriate written, verbal, and nonverbal communication in a variety of situations;
6. Demonstrate and promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation;
7. Apply counseling, mentoring, stress management, and conflict management skills;
8. Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts;
9. Acquire, manage, and allocate fiscal and non-fiscal resources;
10. Develop an efficient budget planning process that is driven by district priorities and involves staff and community;
11. Perform financial management functions including planning, monitoring, and accounting;
12. Use technological information systems to enrich curriculum and instruction;
13. Use and evaluate current technologies for school administrative procedures; and,
14. Develop, implement, and monitor long range plans for district technology systems.

G. Demonstrate an understanding of and be able to apply the principles of political and community leadership, including being able to:

1. Analyze community and district power structures, and identify major opinion leaders and their relationship to school goals and programs;
2. Articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs;

3. Communicate and act effectively and equitably with various cultural, ethnic, racial, and special interest groups in the community;
4. Involve family and community in appropriate policy development, program planning, and assessment processes to ensure the school and community serve one another as resources;
5. Develop an effective and interactive staff communications plan and community relations program;
6. Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education;
7. Apply knowledge of common law and contractual requirements and procedures in an educational setting;
8. Define and relate the general characteristics of internal and external political systems as they apply to school settings;
9. Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development;
10. Relate public policy initiatives to student welfare;
11. Make decisions based on the moral and ethical implications of policy options and political strategies;
12. Analyze the major intellectual, social, political, and economic trends and their impact on school contexts; and,
13. Develop appropriate procedures and relationships for working with local governing boards.

006.01 Adapted Physical Education

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

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

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

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

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

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

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

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

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

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

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

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

Standard 2. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities.

Standard 3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.

Standard 4. Design and implement content that is aligned with lesson objectives.

Standard 5. Plan for and manage resources to provide active, fair, and equitable learning experiences.

Standard 6. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Standard 7. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

Standard 8. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

006.02 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 cluster, or (B) at least 300 hours of supervised employment in the agriculture food, and natural resources career cluster, 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.

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 provide the following content:

A. A minimum of 12 semester hours of the program should prepare prospective teachers to:
   1. manage a comprehensive agricultural education program;
   2. utilize advanced instructional technology;
   3. access information and resources;
   4. analyze community needs and expectations;
   5. communicate effectively in both verbal and written form;
   6. create and deliver curriculum which meets diverse student needs;
   7. manage laboratories and field experiences;
   8. manage supervised agricultural experience (work-based learning) programs for all students;
   9. provide information regarding agricultural awareness and career opportunities;
   10. integrate core content standards into curriculum and instruction; and
   11. provide leadership to and serve as advisor for FFA.

B. A minimum of 36 semester hours should prepare prospective teachers to provide a comprehensive and integrated curriculum from the areas of: agribusiness systems, animal systems; plant systems; natural resource systems; environmental service systems; power, structural and technical systems; food products and processing systems; and leadership, research and applied technology and policy within the aforementioned systems and prepare teachers to:
   1. demonstrate competence in the application of principles and techniques for the development and management of agribusiness systems;
   2. demonstrate competence in the application of scientific principles and practices to the production and management of animals;
   3. demonstrate competence in the application of scientific principles and techniques to the production, management and design of plant systems;
   4. demonstrate competence in the application of scientific principles and techniques to the management of natural resources;
   5. demonstrate competence in the application of scientific principles and techniques to the management of environmental service systems;
   6. demonstrate competence in the application of principles and techniques for the development and management of power, structural and technical systems;

7. demonstrate competence in the application of scientific principles, practices and techniques in processing, storage and development of food products; and
8. demonstrate competence integrating leadership, research and applied technology and policy within the agricultural systems.

006.03 American Sign Language

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 experiences 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.

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 a Level 4 - American Sign Language Proficiency Interview (ASLPI) proficiency, defined as "Able to use ASL grammar and vocabulary with sufficient accuracy to participate effectively in most formal and informal conversations on social and work topics. There is spontaneous elaboration, when appropriate, on all familiar topics and unfamiliar topics alike. Vocabulary base is broad and conversation is fluent and shared. There is evidence of some colloquial use and cultural references. Comprehension is very good."

ASL candidates are able to perform the following functions:

B. Signing

1. Satisfy the requirements of a broad variety of everyday, school and work situations;

2. Discuss concrete topics relating to particular interests and special fields of competence;

3. Display ability to support opinions, explain in detail and hypothesize;

4. Use communicative strategies, such as paraphrasing and circumlocution;

5. Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning;

6. Follow essential points of signed discourse in areas of special interest and knowledge;

7. Comprehend facts in signed reproductions (i.e., video texts, pictures), and make appropriate inferences;

8. Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involve aspects of Deaf Culture;

9. Comprehend a variety of signed reproductions, including those with literary elements, and demonstrate an emerging awareness of the aesthetic properties of ASL and its literary style;

10. Sign narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli.

11. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.

C. <u>Attending (Listening)</u>

1. Understand the main ideas of signing in ASL;

2. Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation;

3. Understand culturally implied meanings beyond the surface meanings of the message or statement;

4. Demonstrate a Level 4 - American Sign Language Proficiency Interview (ASLPI) proficiency.

D. <u>Deaf Culture and Community</u>

1. Discuss research and reflect upon the daily living patterns, societal structure, institutions and value systems of Deaf people;

2. Explore the variability of cultural concepts;

3. Obtain an overview and in-depth experience with the literature/multimedia of Deaf people with an emphasis on contemporary contributors and themes;

4. Obtain an overview of the Deaf Culture and Deaf Community from a variety of perspectives, including historical, geographical, political, and artistic;

5. Develop skills in processing information that promote the understanding and interpretation of Deaf Culture and the Deaf Community. These include:

    a. Observing, comparing and inquiring about cultural phenomena;

    b. Analyzing and hypothesizing about cultural phenomena;

    c. Synthesizing and determining the generalizability of cultural phenomena;

6. Develop the skills and cultural norms necessary to function effectively within the Deaf Community;

7. Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers;

8. Develop respect and understanding of the beliefs, traditions, and cultural values of Deaf people;

E. <u>Applied Linguistics (Language Analysis)</u>

1. Demonstrate knowledge of the nature of spoken and signed languages and the significance of language change and variation which occur over time, space and social class;

2. Demonstrate knowledge of the theories of first and second language acquisition and learning (ASL and English);

3. Demonstrate knowledge of the cherological [phonological], morphological, syntactical and lexical components of ASL;

4. Demonstrate knowledge of how communication occurs in the lives of Deaf people and the Deaf Community, to include:

    a. The contribution of grammatical and lexical elements in expressing basic functions and notions of ASL within the context in which they occur;

b. Analysis of discourse and communication strategies, such as SEE-2 (Signing Exact English).

F. Rationale for ASL Studies

1. Gain information about the impact of competence in ASL on modern society, including the Deaf Community, and one's own personal development;

2. Emphasize the importance of ASL as it relates to the needs and interests of specific communities;

3. Provide opportunities to develop skills in conveying the benefits of proficiency in ASL to many different audiences (e.g., Students. Parents, Administrators, Businesses, and the Community as a whole);

4. Integrate this rationale in curricular and instructional decision-making;

G. Theories of Child Development and Learning

1. Understand theories of physical, emotional, cognitive and linguistic development of children and adolescents;

2. Understand the interrelationship of these processes in terms of developing competence in ASL and its relationship to other subject areas in the curriculum of a school;

H. Curriculum Development

1. Comprehend the role of curricular design in adapting the nature of the discipline to learner needs, interests and characteristics;

2. Describe the objectives and characteristics of different curricular models and their applicability in the teaching and learning of ASL;

3. Describe the rights and responsibilities of the teacher in making decisions about program planning as it relates to ASL;

I. Instruction

1. Identify the purpose and theoretical underpinnings of a variety of teaching strategies and anticipating the learning outcomes that result;

2. Make critical decisions regarding planning for instruction, selecting materials, sequencing and executing learning activities to meet the individual needs of all students;

3. Evaluate the effectiveness of the total teaching-learning process, including daily interaction with students, continuous assessment of student learning and self evaluation;

4. Create a multimedia environment that capitalizes on the benefits of existing and emerging technologies;

J. Instructional Setting

1. Gain information about the roles and responsibilities of public schools in the United States;

2. Examine the roles and services of school district/ state personnel: principals, guidance counselors, superintendents, school boards, foreign language supervisors, and State Department of Education personnel;

3. Develop awareness of protocols, reporting mechanisms and rules governing the various functions of schools;

4. Demonstrate and practice self-assessment and reflection.

K. Communication

1. Utilize effective communication skills and strategies in ASL and English, including:

    a. Determining the implied and intended meaning as conveyed by verbal and non-verbal signals;

    b. Conveying thoughts in a clear manner appropriate to the audience being addressed;

    c. Reading or viewing a variety of texts and visual reproductions, and deriving meaning consistent with the author's intentions;

    d. Signing ASL and writing English clearly and concisely in a style appropriate to the intent of the task;

    e. Tailoring language, signed and written, for a variety of audiences.

2. Demonstrate effective interpersonal skills, including:

    a. An awareness of the diverse perspectives of one's audiences, including diverse cultures;

    b. A sense of the appropriateness and effectiveness of behaviors within a range of social and professional contexts;

c. Flexibility of thought in situations which offer a variety of interpretations and options;

d. Recognition or creation of alternative resolutions to conflict.

L. Acquisition of Knowledge

1. Demonstrate an awareness of information sources and the ability to:

   a. Identify information sources and assess source reliability;

   b. Evaluate the thoroughness of reporting and the strength of arguments, and distinguish between fact and opinion.

2. Analyze and synthesize new information with emphasis on the development of critical-thinking and study skills, including:

   a. Identifying issues or problems and their causes, securing relevant information and relating, comparing, or quantifying data from various sources;

   b. Making decisions which are based on logical assumptions and which incorporate all pertinent information;

   c. Recognizing personally appropriate and effective strategies for different types of learning.

M. Leadership

1. Demonstrate initiative to create and implement projects.

2. Demonstrate skills in time management and organizational planning to accomplish goals.

3. Utilize both tactical and strategic decision-making.

Complete clinical and field experiences which provide contact with a wide range of students, settings, other subject areas and many non-instructional aspects of life in schools. These experiences may include settings that do not have certificated ASL teachers but include settings where ASL is used on a regular basis;

For candidates seeking a K-12 endorsement, the institution should prepare the prospective teachers to:

1. Demonstrate an understanding of the development and learning characteristics of children and youth at elementary and secondary school levels;

2. Demonstrate appropriate teaching strategies and materials for elementary and secondary school levels; and
3. Engage in field and clinical experiences at both elementary and secondary school levels.

006.04 American Sign Language

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.

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 a Level 4 ASLPI proficiency, defined as "Able to use ASL grammar and vocabulary with sufficient accuracy to participate effectively in most formal and informal conversations on social and work topics. There is spontaneous elaboration, when appropriate, on all familiar topics and unfamiliar topics alike. Vocabulary base is broad and conversation is fluent and shared. There is evidence of some colloquial use and cultural references. Comprehension is very good."

ASL candidates are able to perform the following functions:

B. Signing

1. Satisfy the requirements of a broad variety of everyday, school and work situations;

2. Discuss concrete topics relating to particular interests and special fields of competence;

3. Display ability to support opinions, explain in detail and hypothesize;

4. Use communicative strategies, such as paraphrasing and circumlocution;

5. Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning;

6. Follow essential points of signed discourse in areas of special interest and knowledge;

7. Comprehend facts in signed reproductions (i.e., video texts, pictures), and make appropriate inferences;

8. Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involve aspects of Deaf Culture;

9. Comprehend a variety of signed reproductions, including those with literary elements, and demonstrate an emerging awareness of the aesthetic properties of ASL and its literary style;

10. Sign narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli.

11. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.

C. <u>Attending (Listening)</u>

1. Understand the main ideas of signing in ASL;

2. Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation;

3. Understand culturally implied meanings beyond the surface meanings of the message or statement;

4. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.

D. Deaf Culture and Community

1. Discuss research and reflect upon the daily living patterns, societal structure, institutions and value systems of Deaf people;

2. Explore the variability of cultural concepts;

3. Obtain an overview and in-depth experience with the literature/multimedia of Deaf people with an emphasis on contemporary contributors and themes;

4. Obtain an overview of the Deaf Culture and Deaf Community from a variety of perspectives, including historical, geographical, political, and artistic;

5. Develop skills in processing information that promote the understanding and interpretation of Deaf Culture and the Deaf Community. These include:

    a. Observing, comparing and inquiring about cultural phenomena;

    b. Analyzing and hypothesizing about cultural phenomena;

    c. Synthesizing and determining the generalizability of cultural phenomena;

6. Develop the skills and cultural norms necessary to function effectively within the Deaf Community;

7. Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers;

8. Develop respect and understanding of the beliefs, traditions, and cultural values of Deaf people;

E. Applied Linguistics (Language Analysis)

1. Demonstrate knowledge of the nature of spoken and signed languages and the significance of language change and variation which occur over time, space and social class;

2. Demonstrate knowledge of the theories of first and second language acquisition and learning (ASL and English);

3. Demonstrate knowledge of the cherological [phonological], morphological, syntactical and lexical components of ASL;

4. Demonstrate knowledge of how communication occurs in the lives of Deaf people and the Deaf Community, to include:

    a. The contribution of grammatical and lexical elements in expressing basic functions and notions of ASL within the context in which they occur;

    b. Analysis of discourse and communication strategies, such as SEE-2 (Signing Exact English).

F. Rationale for ASL Studies

1. Gain information about the impact of competence in ASL on modern society, including the Deaf Community, and one's own personal development;

2. Emphasize the importance of ASL as it relates to the needs and interests of specific communities;

3. Provide opportunities to develop skills in conveying the benefits of proficiency in ASL to many different audiences (e.g., Students. Parents, Administrators, Businesses, and the Community as a whole);

4. Integrate this rationale in curricular and instructional decision-making;

G. Theories of Child Development and Learning

1. Understand theories of physical, emotional, cognitive and linguistic development of children and adolescents;

2. Understand the interrelationship of these processes in terms of developing competence in ASL and its relationship to other subject areas in the curriculum of a school;

H. Curriculum Development

1. Comprehend the role of curricular design in adapting the nature of the discipline to learner needs, interests and characteristics;

2. Describe the objectives and characteristics of different curricular models and their applicability in the teaching and learning of ASL;

3. Describe the rights and responsibilities of the teacher in making decisions about program planning as it relates to ASL;

4. Demonstrate and practice self-assessment and reflection.

I. Communication

1. Utilize effective communication skills and strategies in ASL and English, including:

    a. Determining the implied and intended meaning as conveyed by verbal and non-verbal signals;

    b. Conveying thoughts in a clear manner appropriate to the audience being addressed;

    c. Reading or viewing a variety of texts and visual reproductions, and deriving meaning consistent with the author's intentions;

    d. Signing ASL and writing English clearly and concisely in a style appropriate to the intent of the task;

    e. Tailoring language, signed and written, for a variety of audiences.

2. Demonstrate effective interpersonal skills, including:

    a. An awareness of the diverse perspectives of one's audiences, including diverse cultures;

    b. A sense of the appropriateness and effectiveness of behaviors within a range of social and professional contexts;

    c. Flexibility of thought in situations which offer a variety of interpretations and options;

    d. Recognition or creation of alternative resolutions to conflict.

J. Acquisition of Knowledge

1. Demonstrate an awareness of information sources and the ability to:

    a. Identify information sources and assess source reliability;

b. Evaluate the thoroughness of reporting and the strength of arguments, and distinguish between fact and opinion.

2. Analyze and synthesize new information with emphasis on the development of critical-thinking and study skills, including:

   a. Identifying issues or problems and their causes, securing relevant information and relating, comparing, or quantifying data from various sources;

   b. Making decisions which are based on logical assumptions and which incorporate all pertinent information;

   c. Recognizing personally appropriate and effective strategies for different types of learning.

K. Leadership

1. Demonstrate initiative to create and implement projects.

2. Demonstrate skills in time management and organizational planning to accomplish goals.

3. Utilize both tactical and strategic decision-making.

Complete clinical and field experiences which provide contact with a wide range of students, settings, other subject areas and non-instructional aspects of life in schools. These experiences may include settings that do not have certificated ASL teachers but include settings where ASL is used on a regular basis;

For candidates seeking a K-12 endorsement, the institution should prepare the prospective teachers to:

1. Demonstrate an understanding of the development and learning characteristics of children and youth at elementary and secondary school levels;
2. Demonstrate appropriate teaching strategies and materials for elementary and secondary school levels; and
3. Engage in field and clinical experiences at both elementary and secondary school levels.

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 6 semester hours in one or more of the other social science 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.

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 knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Demonstrate an understanding of and be able to explain the historical development of the principal theories of anthropology;

C. Demonstrate an understanding of and be able to explain the key concepts of anthropology, including evolution, race, culture, worldview, and adaptive strategies;

D. Recognize and demonstrate the diversity of views and beliefs that explain the world;

E. Utilize the research methodology and ethics of data collection and analysis of each of the four subfields (physical, cultural, linguistics, and archaeology);

F. Apply the four subfields of anthropology to communities;

G. Define and explain the concepts and theories of physical anthropology;

H. Define and explain the concepts and theories of cultural anthropology;

I. Define and explain the concepts and theories of anthropological linguistics; and

J. Define and explain the concepts and theories of archaeology.

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.

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 art teachers to be able to:

A. Demonstrate knowledge and an understanding of the content of art, including being able to:

   1. Demonstrate studio skills and an understanding of their own art making processes, qualities, and techniques using different media, styles, and form of expression;
   2. Make meaningful interpretations and judgments about their own artworks and the works of other artists through written and oral discussions;
   3. Demonstrate an understanding of the cultural and historical contexts surrounding works of art;
   4. Demonstrate knowledge and an understanding of aesthetic and artistic purposes of art, including philosophical and ethical issues related to the visual arts;

5. Demonstrate knowledge and an understanding of contemporary art and the art world;
6. Describe the value of studying artworks from popular culture, folk cultures, and other cultural groups;
7. Demonstrate knowledge and an understanding of the use of traditional and new technologies within the visual arts and art education, including computer graphics, computer software, and the Internet within the visual arts and educational settings; and,
8. Identify the multiple contexts in which art exists such as museums, galleries, and alternative educational settings, as well as within their own unique communities.

B. Select appropriate instructional content, including being able to:

1. Demonstrate an understanding of the range of learning opportunities that a comprehensive approach to art education provides for students of various cultures, ages, abilities, and developmental levels; and,
2. Develop instruction which makes traditional, popular, and contemporary art worlds accessible to students.

C. Demonstrate knowledge and an understanding of student characteristics, abilities, and learning styles, including being able to:

1. Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential and social factors;
2. Demonstrate an understanding that established stages of artistic development in terms of both art making and response to art are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving art competencies; and,
3. Demonstrate a repertoire of teaching strategies appropriate to the needs of all students, including those with different learning styles, and special needs.

D. Observe students in the classroom with sensitivity toward individual approaches and responses to art, including being able to:

1. Gather and use information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists and administrators to gain greater understanding of student needs; and,

2. Provide for differences in artistic and aesthetic responses of students to works of art and to the varying artistic and aesthetic values of different cultures.

E. Plan appropriate instruction, including being able to:

1. Facilitate students in creating, experiencing, and understanding art which is relevant to their life activities and interests;
2. Insure that students have the physical, cognitive and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous materials or tools; and,
3. Develop challenging but realistic instruction experiences that are appropriate to individual levels of cognitive, artistic, emotional and physical development.

F. Develop curriculum which reflects the goals and purposes of art education, including being able to:

1. Develop curricular goals which reflect the necessity for students to have unique, informed and enriching experiences creating and responding to art, including the work of established artists and peers;
2. Make curricular decisions with consideration of national, state, and local curriculum standards and frameworks;
3. Organize, structure, and pace in-depth learning experiences in the classroom;
4. Develop short- and long-term instructional units as components of a comprehensive, sequential curriculum;
5. Demonstrate the inter-relatedness of curriculum, instruction, and assessment;
6. Describe curriculum resources produced by museum education departments and other publishers; and,
7. Select appropriate resources to implement one’s own and district curricular goals.

G. Develop curriculum which reflects an understanding of the breadth, depth, and purposes of art, including being able to:

1. Develop curriculum reflecting a breadth and depth understanding of art history, artists, and diverse cultures;
2. Develop curriculum that encompasses different forms of theoretical and philosophical approaches to art by making theories of art accessible to students;

3. Select works of art to support one's own teaching goals;
4. Evaluate the content of the art curriculum with regards to individual and societal issues; and,
5. Provide student experiences in art which increase their understanding of historical, critical and aesthetic concepts.

H. Develop curriculum which is inclusive of the goals, values and purposes of education, the community and society, including being able to:

1. Articulate how the art curriculum coordinates with the school, district and state curriculum guidelines; NAEA Goals; and National Standards;
2. Plan and implement art curriculum which is aligned with the Nebraska K-12 curriculum framework in visual arts;
3. Describe how art interrelates with reading, writing, mathematics, science, and the social sciences;
4. Adapt, change, modify and select from a range of curricular options based on student needs;
5. Develop instructional units appropriate for all students;
6. Incorporate learning experiences that require higher order and critical thinking skills thereby enhancing student problem solving abilities;
7. Develop curriculum which provides opportunities for students to learn to work cooperatively as well as individually;
8. Communicate the variety of career options associated with the visual arts and their value in relation to civic, social and economic issues to students, parents, and the community at large; and,
9. Communicate the goals of the art curriculum to others.

I. Promote student learning and growth in the content of art, including being able to:

1. Implement a comprehensive approach to art education that integrates art production, art history, aesthetics and art criticism;
2. Create instruction compatible with students' backgrounds, understandings, ages, and levels of development;

3. Provide students opportunities to experiment with and expand their repertoires of media and techniques in their art making and to see the connections between their own approaches and those used by other artists;
4. Facilitate students in recognizing multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects;
5. Facilitate students in learning to solve representational problems using different strategies such as working from memory and experience, with visual narratives, and from observation; using source material such as words, art and other references; working with different styles for greater expressiveness; and working symbolically and metaphorically;
6. Provide students opportunities to engage in the meaningful exploration, analysis, interpretation, and judgment of art, including making connections between the meanings in the world of art and in their own lives;
7. Provide students opportunities to become familiar with the history of art, specific artists and art forms of various cultures; and,
8. Engage students in thoughtful oral and written inquiry into the nature of art, including different forms of theoretical and philosophical approaches to art.

J. Create effective instructional environments conducive to student learning, including being able to:

1. Create a physically, emotionally, and intellectually safe environment for all students, including those with special needs;
2. Create an instructional environment which reflects a respect for diversity;
3. Promote principles of fairness and equity;
4. Manage a classroom that allows for simultaneous activities that take place daily in today's diverse and changing classrooms;
5. Provide opportunities for students to take responsibility for their own learning, to inquire into the subject, and to learn and think in independent and productive ways; and,
6. Integrate a variety of instructional resources to enhance learning for all students.

K. Evaluate one's own teaching practices and make appropriate modifications and adjustments, including being able to:

1. Describe current developments in teaching and schooling at local, state, and national levels; and,
2. Utilize classroom research to improve the quality of art instruction in their classrooms.

L. Collaborate with other teaching and administrative professionals; including being able to:

1. Identify issues and art resources that can be explored in an interdisciplinary manner with other teachers.

M. Conduct meaningful and appropriate assessments of student learning, including being able to:

1. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of art;
2. Use multiple methods of assessment, both formal and informal, formative and summative, and a range of assessment strategies such as portfolios, journals, class critiques and discussions;
3. Use assessment as a joint venture through which both student and teacher understanding is enhanced;
4. Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings;
5. Assess higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings;
6. Provide for the individuality of students and individual responses to assignments;
7. Provide for all students an equal opportunity to display what they know and can do in art, including displays for peers, family members, and the community;
8. Provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work;
9. Model good assessment processes that assist students in assessing their own work and the work of their peers; and,
10. Provide recognition of a variety of student accomplishments and positive behaviors.

N. Adapt their assessments to serve school-wide and system goals, including being able to:

1. Assess the effectiveness of an art program with regard to program, school, and district goals;
2. Develop assessment strategies to deal with broad issues of program effectiveness;
3. Select and evaluate forms of communication needed to convey results to various audiences, including exhibits, portfolios, test scores;
4. Convey results in meaningful, understandable form appropriate for popular audiences; and,
5. Describe the importance of reporting results of assessments to students, families, administrators, and the public.

O. Reflect on their own practices, including being able to:

1. Articulate their teaching philosophy and the unique ways in which art earning contributes to cognitive, emotional and social growth;
2. Develop a professional resume and portfolio;
3. Research different teaching strategies;
4. Communicate to the larger community including school administrators, parents and colleagues in other disciplines the vital role that the visual arts play in education;
5. Describe the importance of their active participation, as an art teacher, in policy committees, educational councils, and other collaborative efforts with other educational professionals and community members;
6. Describe educational and art literature, including publications and Internet sites;
7. Collaborate with colleagues in the schools to foster a professional culture that has a significant place for the arts;
8. Describe the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums; and,
9. Produce studio quality works of art.

P. Describe the relationship of the school art program and the role of the art teacher to the total community, including being able to:

1. Actively participate in the total school community;
2. Collaborate with colleagues to improve and evaluate professional development plans and practices; and,
3. Describe ways to provide leadership in educational and professional roles.

Q. Contribute to the growth of the profession, including being able to:

1. Describe the history of the profession and the foundations of art education;
2. Describe the importance of making presentations at professional, school, parent, and community meetings;
3. Describe the importance of research and its impact on practices in the classroom; and,
4. Create a professional growth plan that may include:
    a. conducting action research in their own classrooms;
    b. collaborating with educational researchers to examine their own practices;
    c. methods for expanding their repertoire of teaching methods and strategies;
    d. means for deepening their knowledge of art, art education, and learning and development, and,
    e. modeling what it means to be an educated person for their students.

006.07 Assessment Leadership

006.07A Grade Levels: P~~re~~K-12~~.~~

006.07B Endorsement Type: Supplemental.

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

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

006.07D1 Three (3) semester hours in the study of district, , 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 3 semester hours of field-based experiences related to all aspects of Section 006.07D4.

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

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

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 Assessment Leaders to be able to:

A. Understand and communicate the purposes of PreK-12 assessment.

B. Identify what students need to know and be able to do (learning targets).

C. Develop or select assessment(s) that match achievement target(s) and the purpose for the assessment(s).

D. Develop or select appropriate assessment methods to fit the learning targets and context.

E. Assess student achievement efficiently and effectively.

F. Control for relevant sources of bias.

G. Involve students in the assessment process.

H. Determine whether or not assessments meet quality criteria.

I. Utilize appropriate data that supports decision-making at a variety of levels (classroom, building, district, state, and national).

J. Develop an assessment and implementation plan that generates types of needed data.

K. Use appropriate statistical analyses of data for specific purposes.

L. Accurately interpret assessment results using a variety of qualitative and quantitative analyses.

M. Identify the decision-making implications of various types of data (includes decision-making focused on developing sound assessments, instructional planning and interventions, school improvement, and program evaluation).

N. Facilitate the development, articulation, and implementation of a shared vision of assessment to promote the success of all students.

O. Plan assessment strategies collaboratively.

P. Demonstrate sensitivity, respect, and empathy for multiple perspectives.

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.

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

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

A. Create, revise, analyze, and implement curricula to prepare students for a dynamic and rapidly changing world. The basic business teacher prepares students:
   1. For initial employment and careers in business;
   2. For roles as consumers and citizens;
   3. For postsecondary education in business;
   4. For roles as employees, managers, and owners of businesses;
   5. To understand the role and function of business in a global society;
   6. To understand the domestic economy and how it is similar to and different from other economies;
   7. To locate, access, use, and present information; and

8. To apply business concepts to issues related to ethics, globalization, society, environment, technology, and diversity;

B. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business, community members, and others;

C. Demonstrate competence in touch keyboarding including ten-key data entry, document formatting, correct technique, and employable speed;

D. Practice effective program management techniques that support curricula, learning environment, and activities;

E. Integrate career student organizations into the curriculum;

F. Communicate effectively with all publics;

G. Incorporate concepts and strategies needed for career exploration, development, and growth;

H. Demonstrate an understanding of and be able to apply business concepts, principles, processes, and skills, including being able to:

1. Demonstrate the basic principles of economics as applied to the domestic economic system and its role in the global economy;
2. Utilize accounting systems to record business transactions and prepare
    a. financial solutions for different business environments;
3. Analyze the role of the consumer in the global economy; and evaluate a
    a. variety of solutions for consumer problems and issues;
4. Demonstrate an understanding of management concepts within
    a. business organizations and operations;
5. Analyze the legal requirements affecting business organizations and apply legal principles to business situations;
6. Analyze the role of the entrepreneur in the economy and the process of starting and maintaining a business;
7. Analyze the role of international business and how it impacts the global business environment;
8. Demonstrate written, oral, and interpersonal communication skills;

I. Demonstrate an understanding of and be able to utilize information technology systems, including:

   1. Technology concepts, issues, and operations; and
   2. Application software;

J. Integrate core academic areas into business education.

006.09 Bilingual Education

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

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

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

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

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

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

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

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

Standard 1. Demonstrate proficiency in the target language at the Advanced Low Level of Proficiency based on criteria identified by the American Council for the Teaching of Foreign Languages (ACTFL).

Standard 2. Understand the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.

Standard 3. Demonstrate the ability to design and deliver developmentally appropriate instruction aligned to the PK-12 content standards using the target language.

Standard 4. Demonstrate the ability to teach listening, speaking, reading, and writing in the target language across the content areas.

Standard 5. Demonstrate the ability to use developmentally appropriate formative and summative assessments in the target language.

Standard 6. Understand the role of family and community engagement in bilingual education.

006.~~09~~10 Biology

006.~~09~~10A. Grade Levels: 7-12

006.~~09~~10B Endorsement Type: Subject

006.~~09~~10C Persons with this endorsement may teach any biology course in grades 7 through 12.

006.~~09~~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 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.~~09~~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.

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

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

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades. Preparation for subject endorsements will not include the same level of depth of understanding as the Natural Science endorsement. Demonstrate the appropriate depth of understanding of the subject area endorsement.

B. Design and manage safe and supportive learning environments reflecting high expectations for the success of all students, including being able to:

1. Manage physical spaces within which science learning occurs;
2. Demonstrate proper treatment and ethical use of living organisms; and
3. Demonstrate safety in all areas related to science instruction;

C. Relate science to the community and to use human and institutional resources in the community to advance the education of their students in science, including being able to:

1. Utilize social and community support networks;
2. Relate science teaching and learning to the needs and values of the community; and
3. Involve people and institutions from the community in the teaching of science;

D. Apply the unifying concepts and processes that help students think about and integrate a range of basic ideas which build an understanding of the natural world, including:

1. Systems, order and organization;
2. Evidence, models and explanation;
3. Change, constancy and measurement;
4. Evolution and equilibrium; and
5. Form and function;

E. Apply the processes of scientific inquiry, including the ability to:

1. Identify questions and concepts that guide scientific investigations;
2. Design and conduct scientific investigations;
3. Use appropriate tools and techniques to gather, analyze and interpret data;
4. Develop descriptions, explanations, predictions and models using evidence;
5. Think critically and logically to make relationships between evidence and explanation;
6. Recognize and analyze alternative explanations and models;
7. Communicate and defend a scientific argument; and
8. Understand the unique characteristics of scientific inquiry;

F. Apply physical science facts, concepts, principles, theories and models, including:

1. Structure and properties of the atom;
2. Structure and properties of matter;
3. Chemical reactions;
4. Motions and forces;
5. Conservation of energy and increase in disorder; and
6. Interactions of energy and matter;

G. Apply life science facts, concepts, principles, theories and models, including:

1. The cell;
2. Molecular basis of heredity;
3. Biological evolution;
4. Interdependence of organisms;
5. Matter, energy and organization in human and other living systems; and
6. Behavior of organisms;

H. Apply earth and space science facts, concepts, principles, theories and models, including:

1. Structure of the earth system;
2. Earth's history;
3. Earth in the solar system;
4. Energy in the earth system;
5. Geochemical cycles;
6. Origin and evolution of the earth system; and
7. Origin and evolution of the universe;

I. Establish connections between the natural and designed world, linking science and technology, including being able to:

1. Plan, create or modify, and evaluate a technological solution to a scientific problem;
2. Describe the relationship between science and technology, including the cyclical relationship for advancement; and

3. Demonstrate an understanding of the interdisciplinary nature of science as it approaches human problems, e.g., engineering, geophysics and biochemistry;

J. Apply science concepts, principles, and processes to personal and social decision making, including:

1. Personal and community health;
2. Population growth;
3. Natural resources;
4. Environmental quality;
5. Natural and human-induced hazards; and
6. Science and technology in local, national, and global challenges, and

K. Demonstrate an understanding of the history and nature of science, including:

1. An understanding of science as a human endeavor, including the ability to:
   a. Describe significant scientists, including individuals from both genders, and of different races and ethnic groups;
   b. Describe the societal, cultural, and personal beliefs that influence scientists; and
   c. Demonstrate the nature and practice of scientists, for example, ethical behaviors, peer review, truthful reporting, public disclosure;
2. The nature of scientific knowledge; and
3. The history of science.

006.~~10~~11 Business, Marketing, and Information Technology

006.~~10~~11A Grade Levels: 6-12

006.~~10~~11B Endorsement Type: Field

006.~~10~~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.~~10~~11D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours, including:

006.~~10~~11D1 24 semester hours in business administration;

006.~~10~~11D2 Nine (9) semester hours in marketing;

006.~~10~~11D3 12 semester hours in information technology systems;

006.~~10~~11D4 Three (3) semester hours in the principles of career education and supervision of work-based learning; and

006.~~10~~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.~~10~~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.

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

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

A. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The business teacher prepares students:
   1. For initial employment and careers in business, marketing, and information technology
   2. For roles as consumers and citizens;
   3. For postsecondary education in business, marketing, and information
      a. technology;
   4. For roles as employees, managers, and owners of businesses;
   5. To understand the role and function of business in a global society;
   6. To understand the domestic economy and how it is similar to and different from other economies;
   7. To locate, access, use, and present information; and
   8. To apply business concepts to issues related to ethics, globalization,
      a. society, environment, technology, and diversity;

B. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business, community members, and others;

C. Demonstrate competence in touch keyboarding, including ten-key data entry, document formatting, correct technique and employable speed;

D. Practice effective program management techniques that support curricula, learning environment, and activities;

E. Integrate career student organizations into the curriculum;

F. Communicate effectively with all publics;

G. Implement a learning environment that reflects contemporary business, marketing, and information technology practices;

H. Incorporate concepts and strategies needed for career exploration, development, and growth;

I. Demonstrate an understanding of and be able to apply business concepts, principles processes and skills, including being able to:
   1. Demonstrate the basic principles of economics as applied to the domestic economic system and its role in the global economy;

2. Utilize accounting systems to record business transactions and prepare financial solutions for different business environments;
3. Demonstrate an understanding of marketing concepts and be able to apply the functions of marketing and the elements of the marketing mix;
4. Analyze the role of the consumer in the global economy; and evaluate a variety of solutions for consumer problems and issues;
5. Demonstrate an understanding of management concepts within business organizations and operations;
6. Analyze the legal requirements affecting business organizations and apply legal principles to business situations;
7. Analyze the role of the entrepreneur in the economy and the process of starting and maintaining a business;
8. Analyze the role of international business and how it impacts the global business environment;
9. Demonstrate written, oral, and interpersonal communication skills;

J. Manage a work-based learning program, which includes the supervision of students in the workplace.

K. Demonstrate an understanding of and be able to utilize information technology systems, including:

1. Technology concepts, issues, and operations; and
2. Digital media, Web design, and application software;

L. Integrate core academic areas into business, marketing, and information technology education.

006.~~11~~12 Career Education ~~(formerly Other Trades or Industrial Areas)~~

006.~~11~~12A Grade Levels: 9-12~~.~~

006.~~11~~12B Endorsement Type: Subject

006.~~11~~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.~~11~~12D This endorsement shall require:

006.~~11~~12D1 Completion of a prescribed course of study in a career education area at the postsecondary level, or

006.~~11~~12D2 Completion of an apprenticeship program in the career education area, or

006.~~11~~12D3 Demonstrated proficiency in the career education area based upon five (5) years of practice in the career area, or

006.~~11~~12D4 Demonstrated proficiency by passing a competency examination approved by the industry or career education area, or

006.~~11~~12D5 Current employment by a community college as an instructor to teach the career education area.

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

Refer to Appendix A for more information about Career Education Clusters.

006.~~12~~13 Chemistry

006.~~12~~13A Grade Levels: 7 – 12

006.~~12~~13B Endorsement Type: Subject

006.~~12~~13C Persons with this endorsement may teach any chemistry course in grades 7 through 12.

006.~~12~~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 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.~~12~~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.

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

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

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades. Preparation for subject endorsements will not include the same level of depth of understanding as the Natural Science endorsement. Demonstrate the appropriate depth of understanding of the subject area endorsement.

B. Design and manage safe and supportive learning environments reflecting high expectations for the success of all students, including being able to:

   1. Manage physical spaces within which science learning occurs;

2. Demonstrate proper treatment and ethical use of living organisms; and
3. Demonstrate safety in all areas related to science instruction;

C. Relate science to the community and to use human and institutional resources in the community to advance the education of their students in science, including being able to:
   1. Utilize social and community support networks;
   2. Relate science teaching and learning to the needs and values of the community; and
   3. Involve people and institutions from the community in the teaching of science;

D. Apply the unifying concepts and processes that help students think about and integrate a range of basic ideas which build an understanding of the natural world, including:
   1. Systems, order and organization;
   2. Evidence, models and explanation;
   3. Change, constancy and measurement;
   4. Evolution and equilibrium; and
   5. Form and function;

E. Apply the processes of scientific inquiry, including the ability to:
   1. Identify questions and concepts that guide scientific investigations;
   2. Design and conduct scientific investigations;
   3. Use appropriate tools and techniques to gather, analyze and interpret data;
   4. Develop descriptions, explanations, predictions and models using evidence;
   5. Think critically and logically to make relationships between evidence and explanation;
   6. Recognize and analyze alternative explanations and models;
   7. Communicate and defend a scientific argument; and
   8. Understand the unique characteristics of scientific inquiry;

F. Apply physical science facts, concepts, principles, theories and models, including:
   1. Structure and properties of the atom;
   2. Structure and properties of matter;
   3. Chemical reactions;
   4. Motions and forces;

5. Conservation of energy and increase in disorder; and
6. Interactions of energy and matter;

G. Apply life science facts, concepts, principles, theories and models, including:
1. The cell;
2. Molecular basis of heredity;
3. Biological evolution;
4. Interdependence of organisms;
5. Matter, energy and organization in a human and other living systems; and
6. Behavior of organisms;

H. Apply earth and space science facts, concepts, principles, theories and models, including:
1. Structure of the earth system;
2. Earth's history;
3. Earth in the solar system;
4. Energy in the earth system;
5. Geochemical cycles;
6. Origin and evolution of the earth system; and
7. Origin and evolution of the universe;

I. Establish connections between the natural and designed world, linking science and technology, including being able to:
1. Plan, create or modify, and evaluate a technological solution to a scientific problem;
2. Describe the relationship between science and technology, including the cyclical relationship for advancement; and
3. Demonstrate an understanding of the interdisciplinary nature of science as it approaches human problems, e.g., engineering, geophysics and biochemistry;

J. Apply science concepts, principles, and processes to personal and social decision making, including:
1. Personal and community health;
2. Population growth;
3. Natural resources;
4. Environmental quality;

5. Natural and human-induced hazards; and
6. Science and technology in local, national, and global challenges, and

K. Demonstrate an understanding of the history and nature of science, including:

1. An understanding of science as a human endeavor, including the ability to:
    a. Describe significant scientists, including individuals from both genders, and of different races and ethnic groups;
    b. Describe the societal, cultural, and personal beliefs that influence scientists; and
    c. Demonstrate the nature and practice of scientists, for example, ethical behaviors, peer review, truthful reporting, public disclosure;
2. The nature of scientific knowledge; and
3. The history of science.

006.~~13~~14 Coaching

006.~~13~~14A Grade levels: 7-12

006.~~13~~14B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, a subject or field endorsement.

006.~~13~~14C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.~~13~~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.~~13~~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.

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

006.~~14~~15 Cooperative Education – Diversified Occupations

006.~~14~~15A Grade Levels: 9-12

006.~~14~~15B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.~~14~~15C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.~~14~~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.~~14~~15E Work Experience: The 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.~~14~~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.

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. Coordinate school and work-site learning experiences that enable students to develop the following career and life skills competencies:

   1. Communication and literacy;
   2. Organizing and analyzing information;
   3. Problem solving;
   4. Using technology;

5. Completing entire activities;
6. Acting professionally; and
7. Interacting with others.

B. Coordinate work-site learning experiences, including:
   1. appropriate written documentation;
   2. compliance with federal and state laws;
   3. proper safety instructions and procedures;
   4. supervision and evaluation of students; and
   5. evaluation of training sites.

C. Coordinate school-site learning experiences, including:
   1. cooperative education programs;
   2. apprenticeships;
   3. paid and unpaid internships;
   4. job shadowing; and
   5. service learning.

D. Demonstrate knowledge and understanding of the principles of career and technical education, including relationships to:
   1. politics and government;
   2. academics and total school offerings;
   3. student achievement and life application;
   4. business and industry; and
   5. a person's role as a professional.

006.~~15~~16 Driver Education

006.~~15~~16A Grade Levels: 7-12.

006.~~15~~16B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.~~15~~16C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.~~15~~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.~~15~~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.

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 knowledge and an understanding of current driver education curriculum content, including being able to:

1. articulate and implement the curriculum and content identified in state rules and regulations, (NAC 247, Chapter 11)
2. provide an overview of the Department of Motor Vehicles rules and regulations that pertain to driving,
3. identify safe and appropriate vehicle operation in all driving conditions and environments,
4. describe motor vehicle laws,

5. describe the highway transportation system, which includes the interaction of driver, roadway, and vehicles as it pertains to public safety and personal responsibility, and
6. identify needs of and resources available for diverse populations and individuals with special needs.

B. Apply current methodology and techniques of driver education instruction, including being able to:

1. select and use equipment, materials and technology, and
2. develop driver education curriculum and lesson plans, and
3. diagnose, prescribe, and assess student content knowledge and behind-the-wheel driving proficiency, and
4. model and demonstrate behind-the-wheel driving proficiency to students.

006.~~16~~17 Early Childhood Education

006.~~16~~17A Grade Levels: Birth through Grade 3

006.~~16~~17B Endorsement type: Subject

006.~~16~~17C Persons with this endorsement are prepared to teach children from birth through grade 3 including those with disabilities as defined in Section 79-1118.01 R.R.S..

006.~~16~~17D Certification Endorsement Requirements: The endorsement shall require 30 semester hours in early childhood education.

006.~~16~~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 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.~~17~~18 Early Childhood Education Unified

006.~~17~~18A Grade Levels: Birth - Grade 3

006.~~17~~18B Endorsement type: Field

006.~~17~~18C Persons with this endorsement may teach infants, toddlers, and children from birth through grade 3 including those with disabilities as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.

006.~~17~~18D Certification Endorsement Requirements: The endorsement shall require a minimum of 45 semester hours of courses that include knowledge of Early Childhood Education and Special Education.

006.~~17~~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 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.~~18~~19 Earth Science

006.~~18~~19A Grade Levels: 7-12

006.~~18~~19B Endorsement Type: Subject

006.~~18~~19C Persons with this endorsement may teach any earth science course in grades 7 through 12.

006.~~18~~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 science, and physics), of which 24 semester hours must be in earth science and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.~~18~~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.

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

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

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades. Preparation for subject endorsements will not include the same level of depth of understanding as the Natural Science endorsement. Demonstrate the appropriate depth of understanding of the subject area endorsement.

B. Design and manage safe and supportive learning environments reflecting high expectations for the success of all students, including being able to:

   1. Manage physical spaces within which science learning occurs;

2. Demonstrate proper treatment and ethical use of living organisms; and
3. Demonstrate safety in all areas related to science instruction;

C. Relate science to the community and to use human and institutional resources in the community to advance the education of their students in science, including being able to:
   1. Utilize social and community support networks;
   2. Relate science teaching and learning to the needs and values of the community; and
   3. Involve people and institutions from the community in the teaching of science;

D. Apply the unifying concepts and processes that help students think about and integrate a range of basic ideas which build an understanding of the natural world, including:
   1. Systems, order and organization;
   2. Evidence, models and explanation;
   3. Change, constancy and measurement;
   4. Evolution and equilibrium; and
   5. Form and function;

E. Apply the processes of scientific inquiry, including the ability to:
   1. Identify questions and concepts that guide scientific investigations;
   2. Design and conduct scientific investigations;
   3. Use appropriate tools and techniques to gather, analyze and interpret data;
   4. Develop descriptions, explanations, predictions and models using evidence;
   5. Think critically and logically to make relationships between evidence and explanation;
   6. Recognize and analyze alternative explanations and models;
   7. Communicate and defend a scientific argument; and
   8. Understand the unique characteristics of scientific inquiry;

F. Apply physical science facts, concepts, principles, theories and models, including:
   1. Structure and properties of the atom;
   2. Structure and properties of matter;
   3. Chemical reactions;
   4. Motions and forces;

5. Conservation of energy and increase in disorder; and
6. Interactions of energy and matter;

G. Apply life science facts, concepts, principles, theories and models, including:
   1. The cell;
   2. Molecular basis of heredity;
   3. Biological evolution;
   4. Interdependence of organisms;
   5. Matter, energy and organization in human and other living systems; and
   6. Behavior of organisms;

H. Apply earth and space science facts, concepts, principles, theories and models, including:
   1. Structure of the earth system;
   2. Earth's history;
   3. Earth in the solar system;
   4. Energy in the earth system;
   5. Geochemical cycles;
   6. Origin and evolution of the earth system; and
   7. Origin and evolution of the universe;

I. Establish connections between the natural and designed world, linking science and technology, including being able to:
   1. Plan, create or modify, and evaluate a technological solution to a scientific problem;
   2. Describe the relationship between science and technology, including the cyclical relationship for advancement; and
   3. Demonstrate an understanding of the interdisciplinary nature of science as it approaches human problems, e.g., engineering, geophysics and biochemistry;

J. Apply science concepts, principles, and processes to personal and social decision making, including:
   1. Personal and community health;
   2. Population growth;
   3. Natural resources;
   4. Environmental quality;

5. Natural and human-induced hazards; and
6. Science and technology in local, national, and global challenges, and

K. Demonstrate an understanding of the history and nature of science, including:

1. An understanding of science as a human endeavor, including the ability to:
    a. Describe significant scientists, including individuals from both genders, and of different races and ethnic groups;
    b. Describe the societal, cultural, and personal beliefs that influence scientists; and
    c. Demonstrate the nature and practice of scientists, for example, ethical behaviors, peer review, truthful reporting, public disclosure;
2. The nature of scientific knowledge; and
3. The history of science.

006.~~19~~20 Economics

006.~~19~~20A Grade Levels: 7-12

006.~~19~~20B Endorsement Type: Subject.

006.~~19~~20C Persons with this endorsement may teach economics in grades 7 through 12.

006.~~19~~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.~~19~~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.

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 knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Apply the unifying concepts and processes underlying the structure and operations of the United States economy and the role of citizens as producers and consumers;

C. Analyze the characteristics of markets;

D. Examine and relate the role of the national, state, local, and tribal entities in the United States economy;

E. Establish connections and interdependence of the United States economic system and systems in other countries; and

F. Apply primary sources and data to understand economic concepts.

006.~~20~~21 Elementary Education

006.~~20~~21A Grade levels: K-6 (K-8 in self-contained classrooms)

006.~~20~~21B Endorsement type: Field.

006.~~20~~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.~~20~~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.~~20~~21D1 A minimum of 40 semester hours of professional education coursework shall include the following:

006.~~20~~21D1a Child growth and development;

006.~~20~~21D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum;

006.~~20~~21D1c Instructional strategies that are adapted for diverse students;

006.~~20~~21D1d Organization and management of the classroom;

006.~~20~~21D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.~~20~~21D1f History, trends, and societal and cultural issues which impact elementary education.

006.~~20~~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.~~20~~21D2a Communication, including literature, composition, and speech;

006.~~20~~21D2b Mathematics;

006.~~20~~21D2c Natural sciences; and

006.~~20~~21D2d Social sciences.

006.~~20~~21D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.~~20~~21D3a Fine arts and humanities, and;

006.~~20~~21D3b Health and wellness.~~; and~~

~~006.20D3c Humanities~~

006.~~20~~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.

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

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

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of reading and writing, mathematics, science, and social

studies in the content standards through grade eight as defined ~~in~~ by the Nebraska ~~Content Standards through grade eight~~ State Board of Education.

B. Demonstrate academic background knowledge in all areas of the elementary curriculum and be able to utilize the knowledge, skills, and processes of:

1. communication, including literature, composition, and speech;
2. health and wellness;

~~3. humanities~~

3. mathematics;
4. natural sciences;
5. social sciences; and
6. fine arts.

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

~~C. Demonstrate an understanding of and be able to apply knowledge and understanding of growth and development of children and young adolescents in physical, social, emotional, language, creative and cognitive areas, giving equal emphasis to the developmental levels, including being able to:~~

~~1. recognize typical and atypical patterns in growth and development;~~

~~2. plan, implement, and evaluate environments and activities appropriate to the various developmental levels of children and young adolescents, including students and situations which reflect atypical patterns; and~~

~~3. collect and utilize assessment data to improve instruction and increase academic achievement.~~

C. Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

~~D. Demonstrate methodological skills and strategies for teaching and integrating:~~

~~1. Reading, Writing, and other Language Arts; including~~

~~a. Phonemic awareness,~~

~~b. Phonics,~~

~~c. Vocabulary~~

~~d. Comprehension,~~

~~e. Fluency,~~

~~f. Development of writing skills,~~

~~g. Reading for enjoyment and understanding,~~

~~h. Integration of reading and writing across the curriculum, and~~

~~i. Speaking and listening;~~

~~2. Mathematics;~~

~~3. Social Sciences;~~

~~4. Health;~~

~~5. Physical Education;~~

~~6. Natural Science;~~

~~7. Art; and~~

~~8. Music~~

D. Demonstrate competence in the following curricular areas:

1. **Reading, Writing, and Oral Language** – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2. **Science** – Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
3. **Mathematics** – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage in problem solving, reasoning and proof, communication, connections, and representation;
4. **Social studies** – Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

5. **Arts** – Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
6. **Health education** – Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
7. **Physical education** – Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

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

~~1. a variety of teaching skills, strategies, and technologies for the creation of learning environments and instruction appropriate for all students in grades kindergarten through grade eight;~~

~~2. developmental and learning theories, and best practices to the teaching and learning processes;~~

~~3. strategies for the identification, design, and adaptation of the curriculum based on the needs of children and young adolescents;~~

~~4. skills in preparing, interpreting, and utilizing multiple teacher-made assessments for the purpose of planning instruction and increasing student achievement;~~

~~5. standardized, criterion referenced, classroom, and curriculum-based assessment tools for the purpose of improving student learning;~~

~~6. methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples; and~~

~~7. collaborative skills in working with colleagues and others in the educational environment to enhance learning.~~

E. Demonstrate proficiency in instruction-related competencies, including:

1. **Integrating and applying knowledge for instruction** – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
2. **Adaptation to diverse students** – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3. **Development of critical thinking and problem solving** – Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;
4. **Active engagement in learning** – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
5. **Communication to foster collaboration** – Candidates use their knowledge and understanding of effective verbal, nonverbal, and digital communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
6. **Integration of media and technology** - Candidates know how to use a variety of media communication tools, including audio-visual aids and computer-based technologies, to enrich learning opportunities for all students.

~~F. Demonstrate an understanding of and be able to apply theories and procedures for effective organization and management of kindergarten through eighth grade classrooms, including being able to:~~

~~1. correlate and organize learning experiences so they are commensurate with the needs, learning styles, interests, and physical and mental abilities of the students;~~

~~2. utilize alternative ways to organize time, materials, activities, and classroom surroundings to maximize learning opportunities for students;~~

~~3. manage student behavior while concurrently promoting self-discipline and positive self-image;~~

~~4. engage students in activities which promote purposeful learning; and~~

~~5. implement positive behavior management techniques that promote productive learning.~~

F. Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

1. Skills in preparing, interpreting, and utilizing multiple teacher-made assessments for the purpose of planning instruction, implementing interventions, and increasing student achievement;
2. Standardized, criterion referenced, formative, summative, classroom, and curriculum-based assessment tools for the purpose of improving student learning;

~~G. Demonstrate an understanding of communication skills and be able to apply them appropriately with parents and other adults, including being able to:~~

~~1. identify the characteristics and backgrounds of various types of families and communities which would influence the selection of appropriate communication strategies;~~

~~2. conduct conferences and communicate with parents and other adults representing varying cultural backgrounds, including, if possible, parents whose first language is other than English; and~~

~~3. identify community resources with which to collaborate in order to support students and families.~~

G. Demonstrate professionalism, with an emphasis in the following areas:

1. **Professional growth, reflection, and evaluation** – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
2. **Collaboration with families, colleagues, and community agencies** – Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
3. **Diversity** - Candidates demonstrate an understanding of and are able to apply methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, socio-economic, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples.

H. Demonstrate an understanding of historical, philosophical, and contemporary backgrounds in elementary education.

I. Participate in c~~C~~linical experiences. Prospective teachers should be engaged in clinical experiences interpreting the knowledge and skills in standards C through H and which include interactions with:

1. students in primary (K-3) and intermediate grades; and
2. children and young adolescents representing ~~special~~ diverse populations.

006.~~21~~22 English

006.~~21~~22A Grade Levels: 7-12.

006.~~21~~22B Endorsement Type: Subject.

006.~~21~~22C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.~~21~~22D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in writing, language, and literature coursework.

006.~~21~~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.

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 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.~~22~~23 English As A Second Language~~ – Undergraduate~~

006.~~22~~23A Grade Levels: PK-12, PK-6, 4-9, 7-12.

006.~~22~~23B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.~~22~~23C Persons with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared. ~~grades pre-kindergarten through twelfth grade.~~

006.~~22~~23D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 ~~undergraduate~~ semester hours of coursework in the following topics: Second Language Acquisition, ~~English as a Second Language,~~ English L~~l~~anguage/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of ~~Second~~English Language Learners (ELL). ~~Applicants must present competence in a world language equivalent to two (2) semesters of post secondary world language coursework or two (2) years of high school world language.~~

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

006.23D1~~2~~ Practicum. ~~Prospective teachers shall be engaged in a one semester practicum.~~ Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

006.~~22~~23E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

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

~~A. Facilitate students and families' understanding of the new culture, including the educational system;~~

~~B. Create linkages with families that enhance the educational experiences of their students;~~

~~C. Create a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively in acquiring anti-bias strategies;~~

~~D. Demonstrate knowledge of and sensitivity to socio-linguistic requirements as they change across cultures;~~

~~E. Demonstrate knowledge of American English syntax, morphology, variations, and spoken and written conventions;~~

~~F. Utilize knowledge of language and language development to:~~

~~1. Understand their students' growth in both their primary and new language.~~

~~2. Develop instructional strategies that promote language development, and~~

~~3. Modify the curriculum to best accommodate the needs of new language learners.~~

~~G. Demonstrate knowledge of basic federal and state laws related to limited English proficient students;~~

~~H. Provide multiple paths to assist students in:~~

~~1. Developing language proficiency,~~

~~2. Learning the central concepts in each pertinent discipline, and~~

~~3. Building knowledge and strengthening their understanding of the various disciplines.~~

~~I. Utilize a variety of assessment methods to:~~

~~1. Obtain useful information about student placement, learning, and development, and~~

~~2. Assist students in reflecting on their own progress.~~

~~J. Create goals, design curricula and instruction, and facilitate student learning in specific content areas which builds on the student's linguistic and cultural diversity, and prior knowledge;~~

~~K. Select from or create a variety of approaches, resources, and instructional strategies that allows students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways;~~

~~L. Engage in reflective thinking that engages them in analyzing, evaluating, and strengthening the quality of their own practice and programs;~~

~~M. Consult and collaborate with colleagues in the advancement of knowledge and interpersonal skills, including strategies for modeling and advocating for the civil rights of students;~~

~~N. Utilize methodology and strategies for teaching students who have had no or limited school experiences;~~

~~O. Utilize methodology and strategies for teaching reading to second language learners, including both students who are literate and those who are non-literate in their first language.~~

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

Standard 1. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1. They understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content area achievement.

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

Standard 2. They know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

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

Standard 3. They know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multi-level classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3. They know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. They support ELLs' access to the core curriculum by teaching language through academic content.

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

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

Standard 4. They demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4. They know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4. They know and can use a variety of performance-based assessment tools and techniques to inform instruction for use in the classroom.

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

Standard 5. They demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5. They take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

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

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

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

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

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

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

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

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

~~*THE FOLLOWING ARE RECOMMENDED GUIDELINES 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. Facilitate students and families' understanding of the new culture, including the educational system;~~

~~B. Create linkages with families that enhance the educational experiences of their students;~~

~~C. Create a caring, inclusive, safe and linguistically and culturally rich community of~~

~~learning where students take intellectual risks and work both independently and collaboratively in acquiring anti-bias strategies;~~

~~D. Demonstrate knowledge of and sensitivity to socio-linguistic requirements as they change across cultures;~~

~~E. Demonstrate knowledge of American English syntax, morphology, variations, and spoken and written conventions;~~

~~F. Utilize knowledge of language and language development to:~~

~~1. Understand their students' growth in both their primary and new languages,~~

~~2. Develop instructional strategies that promote language development, and~~

~~3. Modify the curriculum to best accommodate the needs of new language learners.~~

~~G. Demonstrate knowledge of basic federal and state laws related to limited English proficient students;~~

~~H. Provide multiple paths to assist students in:~~

~~1. Developing language proficiency,~~

~~2. Learning the central concepts in each pertinent discipline, and~~

~~3. Building knowledge and strengthening their understanding of the various disciplines.~~

~~I. Utilize a variety of assessment methods to:~~

~~1. Obtain useful information about student placement, learning and development, and~~

~~2. Assist students in reflecting on their own progress.~~

~~J. Create goals, design curricula and instruction, and facilitate student learning in specific content areas which builds on the student's linguistic and cultural diversity, and prior knowledge;~~

~~K. Select from or create a variety of approaches, resources, and instructional strategies that allows students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways;~~

~~L. Engage in reflective thinking that engages them in analyzing, evaluating, and strengthening the quality of their own practice and programs;~~

~~M. Consult and collaborate with colleagues in the advancement of knowledge and interpersonal skills, including strategies for modeling and advocating for the civil~~

~~rights of students;~~

~~N. Utilize methodology and strategies for teaching student who have had no or limited school experience;~~

~~O. Utilize methodology and strategies for teaching reading to second language learners, including both students who are literate and those who are non-literate in their first language.~~

006.24 Family and Consumer Sciences

006.24A Grade Levels: 6-12.

006.24B Endorsement Type: Field.

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

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

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

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

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

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

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

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. Career, Community and Family Connections

Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

B. Consumer Economics and Family Resources

Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

C. Family and Human Development

Apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.

D. Nutrition, Food, and Wellness

Promote nutrition, food, and wellness practices that enhance individual and family well-being across the lifespan and address related concerns in a global society.

E. Curriculum Development and Program Management

Manage a comprehensive Family and Consumer Sciences program; develop, justify, and implement curricula that address perennial and evolving family, career, and community issues that reflects the integrative nature of family and consumer sciences; and integrate core academic areas.

F. Instructional Strategies and Resources

Facilitate students' critical thinking and problem solving in family and consumer sciences through appropriate instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace; organize and manage laboratory experiences; and manage work-based learning which includes the supervision of students in the workplace.

G. Learning Environment

Create and implement a safe, supportive learning environment that encourages experiential learning and is sensitive to diverse needs, values, and characteristics of students, families, and communities.

H. Professionalism

Engage in professional development and ethical professional practice to support the history and philosophy of Family and Consumer Sciences and Career Education through collaboration, civic engagement, and advocacy.

I. Student and Program Assessment

Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

J. <u>Student Organization Integration</u>

Integrate the Family, Career and Community Leaders of America (FCCLA) student organization into the program to foster students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.

K. <u>Technology</u>

Analyze the impact of emerging technologies among individuals, families, community and careers and their interrelationships.

006.25 General Art

006.25A Grade Levels: K-6

006.25B Endorsement Type: Subject

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

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

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

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 art teachers to be able to:

A. Demonstrate knowledge and an understanding of the content of art, including being able to:

   1. Demonstrate studio skills and an understanding of their own art making processes, qualities, and techniques using different media, styles, and form of expression;
   2. Make meaningful interpretations and judgments about their own artworks and the works of other artists through written and oral discussions;
   3. Demonstrate an understanding of the cultural and historical contexts surrounding works of art;
   4. Demonstrate knowledge and an understanding of aesthetic and artistic purposes of art, including philosophical and ethical issues related to the visual arts;
   5. Demonstrate knowledge and an understanding of contemporary art and the art world;

6. Describe the value of studying artworks from popular culture, folk cultures, and other cultural groups;
7. Demonstrate knowledge and an understanding of the use of traditional and new technologies within the visual arts and art education, including computer graphics, computer software, and the Internet within the visual arts and educational settings; and,
8. Identify the multiple contexts in which art exists such as museums, galleries, and alternative educational settings, as well as within their own unique communities.

B. Select appropriate instructional content, including being able to:

1. Demonstrate an understanding of the range of learning opportunities that a comprehensive approach to art education provides for students of various cultures, ages, abilities, and developmental levels; and,
2. Develop instruction which makes traditional, popular, and contemporary art worlds accessible to students.

C. Demonstrate knowledge and an understanding of student characteristics, abilities, and learning styles, including being able to:

1. Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential and social factors;
2. Demonstrate an understanding that established stages of artistic development in terms of both art making and response to art are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving art competencies; and,
3. Demonstrate a repertoire of teaching strategies appropriate to the needs of all students, including those with different learning styles, and special needs.

D. Observe students in the classroom with sensitivity toward individual approaches and responses to art, including being able to:

1. Gather and use information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists and administrators to gain greater understanding of student needs; and,
2. Provide for differences in artistic and aesthetic responses of students to works of art and to the varying artistic and aesthetic values of different cultures.

E. Plan appropriate instruction, including being able to:

1. Facilitate students in creating, experiencing, and understanding art which is relevant to their life activities and interests;
2. Insure that students have the physical, cognitive and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous materials or tools; and,
3. Develop challenging but realistic instruction experiences that are appropriate to individual levels of cognitive, artistic, emotional and physical development.

F. Develop curriculum which reflects the goals and purposes of art education, including being able to:

1. Develop curricular goals which reflect the necessity for students to have unique, informed and enriching experiences creating and responding to art, including the work of established artists and peers;
2. Make curricular decisions with consideration of national, state, and local curriculum standards and frameworks;
3. Organize, structure, and pace in-depth learning experiences in the classroom;
4. Develop short- and long-term instructional units as components of a comprehensive, sequential curriculum;
5. Demonstrate the inter-relatedness of curriculum, instruction, and assessment;
6. Describe curriculum resources produced by museum education departments and other publishers; and,
7. Select appropriate resources to implement one's own and district curricular goals.

G. Develop curriculum which reflects an understanding of the breadth, depth, and purposes of art, including being able to:

1. Develop curriculum reflecting a breadth and depth understanding of art history, artists, and diverse cultures;
2. Develop curriculum that encompasses different forms of theoretical and philosophical approaches to art by making theories of art accessible to students;
3. Select works of art to support one's own teaching goals;

4. Evaluate the content of the art curriculum with regards to individual and societal issues; and,
5. Provide student experiences in art which increase their understanding of historical, critical and aesthetic concepts.

H. Develop curriculum which is inclusive of the goals, values and purposes of education, the community and society, including being able to:

1. Articulate how the art curriculum coordinates with the school, district and state curriculum guidelines, NAEA Goals, and National Standards;
2. Plan and implement art curriculum which is aligned with the Nebraska K-12 curriculum framework in visual arts;
3. Describe how art interrelates with reading, writing, mathematics, science, and the social sciences;
4. Adapt, change, modify and select from a range of curricular options based on student needs;
5. Develop instructional units appropriate for all students;
6. Incorporate learning experiences that require higher order and critical thinking skills thereby enhancing student problem solving abilities;
7. Develop curriculum which provides opportunities for students to learn to work cooperatively as well as individually;
8. Communicate the variety of career options associated with the visual arts and their value in relation to civic, social and economic issues to students, parents, and the community at large; and,
9. Communicate the goals of the art curriculum to others.

I. Promote student learning and growth in the content of art, including being able to:

1. Implement a comprehensive approach to art education that integrates art production, art history, aesthetics and art criticism;
2. Create instruction compatible with students backgrounds, understandings, ages, and levels of development;
3. Provide students opportunities to experiment with and expand their repertoires of media and techniques in their art making and to see the connections between their own approaches and those used by other artists;

4. Facilitate students in recognizing multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects;
5. Facilitate students in learning to solve representational problems using different strategies such as working from memory and experience, with visual narratives, and from observation; using source material such as words, art and other references; working with different styles for greater expressiveness; and working symbolically and metaphorically;
6. Provide students opportunities to engage in the meaningful exploration, analysis, interpretation, and judgment of art, including making connections between the meanings in the world of art and in their own lives;
7. Provide students opportunities to become familiar with the history of art, specific artists and art forms of various cultures; and,
8. Engage students in thoughtful oral and written inquiry into the nature of art, including different forms of theoretical and philosophical approaches to art.

J. Create effective instructional environments conducive to student learning, including being able to:

1. Create a physically, emotionally, and intellectually safe environment for all students, including those with special needs;
2. Create an instructional environment which reflects a respect for diversity;
3. Promote principles of fairness and equity;
4. Manage a classroom that allows for simultaneous activities that take place daily in today's diverse and changing classrooms;
5. Provide opportunities for students to take responsibility for their own learning, to inquire into the subject, and to learn and think in independent and productive ways; and,
6. Integrate a variety of instructional resources to enhance learning for all students.

K. Evaluate one's own teaching practices and make appropriate modifications and adjustments, including being able to:

1. Describe current developments in teaching and schooling at local, state, and national levels; and,

2. Utilize classroom research to improve the quality of art instruction in their classrooms.

L. Collaborate with other teaching and administrative professionals; including being able to:

1. Identify issues and art resources that can be explored in an interdisciplinary manner with other teachers.

M. Conduct meaningful and appropriate assessments of student learning, including being able to:

1. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of art;
2. Use multiple methods of assessment, both formal and informal, formative and summative, and a range of assessment strategies such as portfolios, journals, class critiques and discussions;
3. Use assessment as a joint venture through which both student and teacher understanding is enhanced;
4. Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings;
5. Assess higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings;
6. Provide for the individuality of students and individual responses to assignments;
7. Provide for all students an equal opportunity to display what they know and can do in art, including displays for peers, family members, and the community;
8. Provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work;
9. Model good assessment processes that assist students in assessing their own work and the work of their peers; and,
10. Provide recognition of a variety of student accomplishments and positive behaviors.

N. Adapt their assessments to serve school-wide and system goals, including being able to:

1. Assess the effectiveness of an art program with regard to program, school, and district goals;
2. Develop assessment strategies to deal with broad issues of program effectiveness;
3. Select and evaluate forms of communication needed to convey results to various audiences, including exhibits, portfolios, test scores;
4. Convey results in meaningful, understandable form appropriate for popular audiences; and,
5. Describe the importance of reporting results of assessments to students, families, administrators, and the public.

O. Reflect on their own practices, including being able to:

1. Articulate their teaching philosophy and the unique ways in which art learning contributes to cognitive, emotional and social growth;
2. Develop a professional resume and portfolio;
3. Research different teaching strategies;
4. Communicate to the larger community including school administrators, parents and colleagues in other disciplines the vital role that the visual arts play in education;
5. Describe the importance of their active participation, as an art teacher, in policy committees, educational councils, and other collaborative efforts with other educational professionals and community members;
6. Describe educational and art literature, including publications and Internet sites;
7. Collaborate with colleagues in the schools to foster a professional culture that has a significant place for the arts;
8. Describe the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums; and,
9. Produce studio quality works of art.

P. Describe the relationship of the school art program and the role of the art teacher to the total community, including being able to:

1. Actively participate in the total school community;

2. Collaborate with colleagues to improve and evaluate professional development plans and practices; and,
3. Describe ways to provide leadership in educational and professional roles.

Q. Contribute to the growth of the profession, including being able to:

1. Describe the history of the profession and the foundations of art education;
2. Describe the importance of making presentations at professional, school, parent, and community meetings;
3. Describe the importance of research and its impact on practices in the classroom; and,
4. Create a professional growth plan that may include:
    a. conducting action research in their own classrooms;
    b. collaborating with educational researchers to examine their own practices;
    c. methods for expanding their repertoire of teaching methods and strategies;
    d. means for deepening their knowledge of art, art education, and learning and development, and,
    e. modeling what it means to be an educated person for their students.

006.26 Geography

006.26A Grade Levels: 7-12

006.26B Endorsement Type: Subject.

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

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

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

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 knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Demonstrate an understanding of maps, including mental maps, and other geographic representations, tools, and technologies to acquire and report information from a spatial perspective;

C. Analyze the geographic information about people, places, and environments on the Earth's surface, which includes an understanding of both the physical and human characteristics of places;

D. Demonstrate an understanding of the physical and cultural geography of Nebraska;

E. Develop the concept of regions as a means to interpret Earth's complexity in terms of how culture and experience influence people's perceptions of places and regions including identification of Earth's ecosystems;

F. Demonstrate an understanding of population distributions, human migrations and the complexity of the world's cultural mosaic;

G. Analyze the patterns and networks of economic interdependency, the processes, patterns, and functions of human settlements, and explain the forces of cooperation and conflict;

H. Demonstrate an understanding of the interrelationships of human actions and the physical environment, including being able to show cross cultural comparison of ideology and behaviors; and

I. Provide examples of how to use geography to interpret the past and present and to plan for the future.

006.27 Health Education

006.27A Grade Levels: 7-12

006.27B Endorsement Type: Subject

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

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

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

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

Through the courses identified in its plan, the institution should prepare prospective Health teachers, according to the American Association for Health Education (AAHE) standards ~~to be able~~ to:

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

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

~~2. Substance use and abuse;~~

~~3. Family life education, including sexuality education, and death and dying;~~

~~4. Emotional and mental health, including stress management and bereavement;~~

~~5. Community and environmental health;~~

~~6. Prevention and control of disease, including STD's, HIV, and AIDS;~~

~~7. Personal health and physical activity;~~

~~8. Nutrition; and~~

~~9. Consumer health;~~

~~B. Communicate the essential purposes of school health education;~~

~~C. Assess the health behaviors and needs of students;~~

~~D. Plan and implement school health education;~~

~~E. Evaluate the effectiveness of school health education;~~

~~F. Collaborate with other professionals in implementing a coordinated school health program;~~

~~G. Act as a resource person in health education; and~~

~~H. Act as an advocate for school health education.~~

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

Standard 1. Theoretical foundations of health behavior and principles of learning;

Standard 1. The National Health Education Standards;

Standard 1. Practices that promote health and/or safety;

Standard 1. Behaviors that might compromise health and/or safety;

Standard 1. Disease etiology and prevention practices; and

Standard 1. Health literacy skills of an informed consumer of health products and services.

Standard 2. Demonstrate content knowledge and understanding of:

Standard 2. Human anatomy and physiology;

Standard 2. Community Health;

Standard 2. Consumer Health;

Standard 2. Environmental Health;

Standard 2. Family Life including sexuality education;

Standard 2. Mental/Emotional Health including stress management, depression, and death and dying;

Standard 2. Injury Prevention/Safety including violence and suicide;

Standard 2. Nutrition;

Standard 2. Personal Health including health-related physical activity;

Standard 2. Prevention/Control of Disease including STDs/STIs, HIV/AIDS, and emerging public health threats; and

Standard 2. Substance Use/Misuse/Abuse.

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

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

Standard 4. Designing strategies for involving key stakeholders in program planning for School Health Education;

Standard 4. Designing a logical scope and sequence of skill-based learning experiences that accommodate all students;

Standard 4. Creating appropriate and measurable learner objectives that align with assessments and scoring guides;

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

Standard 4. Aligning health education curricula with needs assessment data and the National Health Education Standards; and

Standard 4. Conducting feasibility analysis for implementing selected strategies.

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

Standard 5. Demonstration of multiple instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for all students;

Standard 5. Utilization of technology and resources to provide instruction and engage diverse learners;

Standard 5. Exhibition of competency in classroom management; and

Standard 5. Reflection on implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.

Standard 6. Assess student learning, including:

- **Standard 6.** Develop assessment plans;
- **Standard 6.** Analyze available assessment instruments;
- **Standard 6.** Develop instruments to assess student learning;
- **Standard 6.** Implement plans to assess student learning; and
- **Standard 6.** Utilize assessment results to guide future instruction.

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

- **Standard 7.** Developing a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP);
- **Standard 7.** Explaining how a health education program fits the culture of a school and contributes to the school's mission;
- **Standard 7.** Designing a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.

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

- **Standard 8.** Using current credible and reliable health information resources;
- **Standard 8.** Responding to requests for health information;
- **Standard 8.** Selecting accurate, current, and reliable educational resource materials for dissemination; and
- **Standard 8.** Describing ways to establish effective consultative and collaborative relationships with others involved in Coordinated School Health Programs.

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

- **Standard 9.** Analyzing and responding to factors that impact current and future needs in comprehensive school health education;
- **Standard 9.** Applying a variety of communication methods and techniques;
- **Standard 9.** Advocating for coordinated school health and comprehensive school health education; and
- **Standard 9.** Demonstrating professionalism.

006.28 Health and Physical Education

006.28A Grade Levels: PK-12

006.28B Endorsement Type: Field

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

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

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

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

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

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

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

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

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

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

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

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

- **Standard 3.** Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs;

Standard 3. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities;

Standard 3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards;

Standard 3. Design and implement content that is aligned with lesson objectives;

Standard 3. Plan for and manage resources to provide active, fair, and equitable learning experiences;

Standard 3. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities;

Standard 3. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students; and

Standard 3. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

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

Standard 4. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats;

Standard 4. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;

Standard 4. Provide effective instructional feedback for skill acquisition, student learning, and motivation;

Standard 4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses;

Standard 4. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment; and

Standard 4. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

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

Standard 5. Select or create appropriate assessments that will measure student achievement of goals and objectives;

Standard 5. Use appropriate assessments to evaluate student learning before, during, and after instruction; and

Standard 5. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

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

Standard 6. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals;

Standard 6. Participate in activities that enhance collaboration and lead to professional growth and development;

Standard 6. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers; and

Standard 6. Communicate in ways that convey respect and sensitivity.

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

Standard 7. Theoretical foundations of health behaviors and principles of learning;

Standard 7. The National Health Education Standards;

Standard 7. Practices that promote health and safety;

Standard 7. ~~1~~Behaviors that might compromise health and/or safety;

Standard 7. ~~2~~Disease etiology and prevention practices; and

Standard 7. ~~3~~Health literacy skills of an informed consumer of health products and services.

Standard 8. Demonstrate content knowledge and understanding of:

Standard 8. Human anatomy and physiology;

Standard 8. Community Health;

Standard 8. Consumer Health;

Standard 8. Environmental Health;

Standard 8. Family Life including sexuality education;

Standard 8. Mental/Emotional Health including stress management, depression, and death and dying;

Standard 8. Injury Prevention/Safety including violence and suicide;

Standard 8. Nutrition;

Standard 8. Personal Health including health-related physical activity;

Standard 8. Prevention/Control of Disease including STDs/STIs, HIV/AIDS, and emerging public health threats; and

Standard 8. Substance Use/Misuse/Abuse.

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

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

Standard 10. Designing strategies for involving key stakeholders in program planning for School Health Education;

Standard 10. Designing a logical scope and sequence of skill-based learning experiences that accommodate all students;

Standard 10. Creating appropriate and measurable learner objectives that align with assessments and scoring guides;

Standard 10. Selecting developmentally appropriate strategies to meet learning objectives;

Standard 10. Aligning health education curricula with needs assessment data and the National Health Education Standards; and

Standard 10. Conducting feasibility analysis for implementing selected strategies.

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

Standard 11. Demonstration of multiple instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for all students;

Standard 11. Utilization of technology and resources to provide instruction and engage diverse learners;

Standard 11. Exhibition of competency in classroom management; and

Standard 11. Reflection on implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.

Standard 12. Assess student learning, including:

Standard 12. Develop assessment plans;

Standard 12. Analyze available assessment instruments;

Standard 12. Develop instruments to assess student learning;

Standard 12. Implement plans to assess student learning; and

Standard 12. Utilize assessment results to guide future instruction.

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

- **Standard 13.** Developing a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP);
- **Standard 13.** Explaining how a health education program fits the culture of a school and contributes to the school's mission;
- **Standard 13.** Designing a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and
- **Standard 13.** Implementing health education programs.

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

- **Standard 14.** Using current credible and reliable health information resources;
- **Standard 14.** Responding to requests for health information;
- **Standard 14.** Selecting accurate, current, and reliable educational resource materials for dissemination; and
- **Standard 14.** Describing ways to establish effective consultative and collaborative relationships with others involved in Coordinated School Health Programs.

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

- **Standard 15.** Analyzing and responding to factors that impact current and future needs in comprehensive school health education;
- **Standard 15.** Applying a variety of communication methods and techniques;
- **Standard 15.** Advocating for coordinated school health and comprehensive school health education; and
- **Standard 15.** Demonstrating professionalism.

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

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

~~2. Substance use and abuse,~~

~~3. Family life education, including sexuality education, and death and dying,~~

~~4. Emotional and mental health, including stress management and bereavement,~~

~~5. Community and environmental health,~~

~~6. Prevention and control of disease, including STD's, HIV, and AIDS,~~

~~7. Personal health and physical activity,~~

~~8. Nutrition, and~~

~~9. Consumer health;~~

~~B. Communicate the essential purposes of school health education;~~

~~C. Assess the health behaviors and needs of students;~~

~~D. Plan and implement school health education;~~

~~E. Evaluate the effectiveness of school health education;~~

~~F. Collaborate with other professionals in implementing the coordinated school health program;~~

~~G. Act as a resource person in health education;~~

~~H. Act as an advocate for school health education;~~

~~I. Demonstrate knowledge and an understanding of physical education concepts, disciplinary concepts, and tools of inquiry related to the development of a physically educated person;~~

~~J. Use individual and group motivation and behavior theory to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation;~~

~~K. Use verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings;~~

~~L. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals;~~

~~M. Select and use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity;~~

~~N. Evaluate one's own actions on others (e.g., learners, parents or guardians, and professionals in the learning community); and~~

~~O. Foster relationships with colleagues, parents or guardians, and community agencies~~

~~to support learners' growth and well-being.~~

006.29 Health Occupations.

006.29A Grade Levels: 7 – 12

006.29B Endorsement Type: Subject

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

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

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

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

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. Manage a health occupations program.

B. Develop curriculum to prepare students for entry-level positions in health care settings.

C. Integrate special population students into the health occupations program.

D. Integrate health occupations education and all academic areas.

E. Apply knowledge of anatomy, physiology, and related sciences to health care.

F. Coordinate observational (e.g., shadowing) and clinical experiences for students under the supervision of an appropriate health care worker who has the necessary licensure/certification/registration.

G. Collaborate with health care businesses for the mutual benefit of the students, business, and school district.

H. Cooperate with the school counselors and guidance personnel in providing career exploration and preparation for health care occupations.

I. Participate in development of articulated curriculum among different levels of education.

J. Establish and work with an advisory committee for the health occupations education program in the school.

K. Provide leadership to and serve as an advisor for Health Occupations Students of America (HOSA).

L. Provide students with:

1. information about the history and trends in health care, including the breadth of occupational possibilities and appropriate preparation;
2. skill in analyzing how a particular occupation relates to the overall health care environment;
3. skill in using medical and health care terminology;
4. skill in using charts, records, reports, and manuals;
5. skills in clear and accurate communication, including: (A) oral communication that is sensitive to cultural and linguistic differences, (B) ability to ascertain if a communication has been accurately understood, and (C) report writing;
6. ability to apply knowledge of human growth and development to health care of persons of all ages;
7. skills for successful employability in the health industry;
8. ability to access and use electronically-produced information;
9. ability to identify legal responsibilities, limitations, and the implications of their actions within a variety of health care delivery settings;
10. ability to implement the ethical practices and established ethical guidelines for those providing health care;
11. skill in following health and safety policies, regulatory standards, and safe procedures, particularly universal precautions; and
12. ability to work in cooperation with other health care team members, and assume leadership when appropriate.

006.30 High Ability Education.

006.30A Grade Levels: K-12

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

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

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

006.30E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program 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.

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. Design cognitively complex learning experiences for high ability learners, including being able to:
   1. Develop and follow a scope and sequence of instruction across grade levels;
   2. Apply appropriate instructional methods, models, and materials to meet the unique needs of learners with high ability;
   3. Select, adapt, and use instructional strategies and materials according to individual student characteristics;
   4. Incorporate career, ethical, multicultural, and service learning opportunities into the instruction; and
   5. Create and use appropriate methods to evaluate student learning (e.g., rubrics).

B. Demonstrate knowledge and an understanding of the unique socio-emotional development of high ability learners, and be able to apply the information, including being able to:

   1. Use appropriate resources to facilitate the positive social and emotional development of all learners with high ability, including but not limited to, affective curriculum, career guidance, and awareness in meeting the needs of second language, twice exceptional (LD, ADHD, Aspergers, etc.), at-risk, and under-achieving high ability learners.

C. Demonstrate knowledge and an understanding of student identification strategies and procedures, and be able to apply the information, including being able to:

   1. Identify high ability learners based on a wide variety of assessment instruments and nomination procedures;
   2. Identify high ability learners among diverse, atypical groups;
   3. Compare the validity of current assessment measures; and
   4. Interpret assessment data.

D. Develop high ability learner programs based on philosophical, theoretical, and empirical evidence, including being able to:

   1. Design a continuum of services accessible to the diverse needs of all high ability learners;
   2. Identify adequate funding;
   3. Anchor the program in the history, theory and philosophy of the field;
   4. Prescribe curriculum and instruction for high ability learners based on their unique developmental characteristics to meet both cognitive and affective needs, including but not limited to:
      a. Differentiated curriculum,
      b. Curriculum acceleration,
      c. Curriculum enrichment,
      d. Compacted curriculum,
      e. Student grouping,
      f. Mentoring/shadowing,
      g. Affective curriculum, and
      h. Specialized counseling;
   5. Develop policies that make/include provisions for the needs of high ability learners; and
   6. Design and deliver tiered staff development, including mentoring of colleagues.

E. Demonstrate knowledge and an understanding of the concepts and principles of program management and be able to:

1. Administer/manage a comprehensive high ability learner program which includes the ability to:

    a. Identify qualified personnel to direct programs,

    b. Integrate a high ability learner program into the school or district's general education program,

    c. Organize advocacy efforts,

    d. Evaluate and select requisite materials and resources,

    e. Oversee the evaluation of program effectiveness,

    f. Consult and collaborate with a variety of stakeholders, and

    g. Communicate legal and professional issues in the field of high ability learners to colleagues.

F. Demonstrate knowledge and an understanding of professional development theories and strategies, and be able to apply them, including being able to:

1. Develop and deliver ongoing professional development for teachers involved in the education of high ability learners;

2. Consult and collaborate with a variety of audiences; and

3. Develop, prescribe and demonstrate to other staff members appropriate curriculum to meet the unique needs of high ability learners, including but not limited to:

    a. Differentiated curriculum,

    b. Curriculum acceleration,

    c. Curriculum enrichment,

    d. Compacted curriculum,

    e. Student grouping, and

    f. Mentoring/shadowing.

G. Demonstrate knowledge and an understanding of program evaluation, and be able to apply the information, including being able to:

1. Use appropriate evaluation practices, valid and reliable instruments, and procedures to regularly monitor and report the progress of learners with high ability; and

2. Conduct evaluation of program effectiveness in meeting intended goals, including being able to use formative and summative evaluation strategies for substantive

program improvement and development to meet the needs and interests of diverse groups.

H. Clinical Experiences: The 90 clock hours of clinical experiences should provide teachers with opportunities to:

1. Have clinical experiences with elementary and secondary students with high ability, under the auspices of a qualified educator of learners with high ability; and
2. Provide consultation services to colleagues, parent, or other stakeholders.

006.31 History

006.31A Grade Levels: 7-12

006.31B Endorsement Type: Subject

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

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

006.31E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in *92 NAC10* into the curriculum as applicable to the grade level 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:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Compare patterns of development, continuity and influence between the United States and the rest of the Western Hemisphere;

C. Demonstrate knowledge and an understanding of the people, cultures and civilizations of the Western Hemisphere;

D. Demonstrate knowledge and an understanding of Western and Eastern civilizations;

E. Use historical analysis and interpretation to consider the perspectives of cultural groups;

F. Identify and describe significant historical periods that impacted the development of the United States;

G. Use a chronological framework to understand the sociological, political, economic, and cultural history of the global community through time;

H. Demonstrate knowledge and an understanding of the cultural history of Nebraska, including Native American cultures;

I. Analyze the impact of Nebraska's past and present on United States history;

J. Investigate, interpret, and analyze important events and persistent issues using multiple historical and contemporary resources; and

K. Engage in historical research using primary sources.

006.32 Horticulture Education.

006.32A Grade Levels: 7-12

006.32B Endorsement Type: Subject

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

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

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

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

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 provide the following content:

A. A minimum of 3 semester hours of the program which prepares prospective teachers to:
   1. manage a comprehensive horticultural education program;
   2. create curriculum which meets diverse student needs;
   3. manage laboratories and field experiences;
   4. manage supervised horticultural experience programs for all students;
   5. provide leadership to and serve as advisor for FFA and Young Farmers; and
   6. provide educational opportunities for adult learners.

B. A minimum of 24 semester hours which prepares prospective teachers to organize

instruction in the basic content in the following areas, and to apply such knowledge in analyzing situations, creating viable environments, and problem solving:

1. Soil Science, including being able to:
    a. analyze types of soil; and
    b. analyze the causes and effects of the following interaction with the soil: water, temperature, organic matter, nutrients, pollutants, salt, and erosion.
2. Horticultural plant identification, including being able to:
    a. demonstrate an understanding of plant anatomy, morphology, and taxonomy;
3. Plant propagation, including being able to:
    a. demonstrate the different techniques involved for various types of propagation;
    b. demonstrate identification of plant tissues involved in root/shoot initiation and formation of graft unions; and
    c. demonstrate accurate laboratory record keeping;
4. Greenhouse plant production, including being able to:
    a. identify and discuss the modification of the environmental factors that influence plant growth and development;
    b. identify and discuss the basic types of plant forcing structures;
    c. describe the accepted methodology of greenhouse crop production;
    d. demonstrate a knowledge of the component systems that make up a plant forcing operation : i.e., heating, cooling, automation, control systems; and
    e. describe and identify the plant disorders that are most common to the greenhouse industry;
5. Turf management, including being able to:
    a. demonstrate an understanding of the principles of turf-grass species growth and development and relate these to establishment and maintenance of turf-grass and ground covers;
    b. demonstrate an understanding of the principles of soil and water management and relate these principles to the genetic potential of cool and warm season species and varieties;
    c. demonstrate an understanding of the concepts and use of low or reduced maintenance turf-grasses and ground cover species and varieties; and
    d. demonstrate an understanding of pest problems associated with turf-grass and the science associated with pest control methods.
6. Landscape, including being able to:

a. demonstrate an understanding of land use ethics;

b. demonstrate an understanding of the aesthetics of landscapes;

c. analyze personal and public environments;

d. analyze the applications of theory and process of design in:

   (1) human perception mechanisms and our aesthetic response;

   (2) alteration and management of the natural landscape;

   (3) interactions among cultures, technology and the environment resulting in designed forms; and

   (4) creation of sustainable landscapes;

e. floral design, including being able to:

   (5) demonstrate both design and business techniques used in the floral industry.

006.33 Industrial Technology Education.

006.33A Grade Levels: 6-12

006.33B Endorsement Type: Field

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

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

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

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

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

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

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

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. Describe a personal philosophy regarding industrial technology education based on current research findings, and the application of that philosophy in curriculum and instructional design, assessment, and professional development, including being able to:

   1. Design programs based on a mission statement with stated goals and objectives which reflect the definition and intent of industrial technology education; and,

   2. Use an organized set of concepts, processes and systems that are technological when designing course outlines, instructional strategies, and evaluations of student work.

B. Demonstrate teaching and technical skills appropriate to successfully teach the study of industrial technology, including being able to:

   1. Demonstrate knowledge and an understanding of the development of industrial technology, its effects on people, the environment and culture; and industry, its organization, personnel systems, techniques, resources and products; and their impact on society and culture;

   2. Use instruction content from the content organizers of:

      a. Architecture and Construction Career Cluster including the Design and Pre-Construction Pathway and Construction Pathway;

      b. Manufacturing Career Cluster including the Production Pathway and the Maintenance, Installation and Repair Pathway;

      c. Science, Technology, Engineering and Mathematics (STEM) Career Cluster including the Engineering and Technology Pathway;

      d. Transportation, Distribution and Logistics Career Cluster including the Facility and Mobile Equipment Maintenance Pathway.

   3. Identify and incorporate safe and efficient use of contemporary technological tools, instruments, and machines into a program of study;

   4. Incorporate insight, knowledge, and applications of technological concepts, processes and systems into a teaching program;

   5. Use skills, creative abilities, positive self-concepts, and individual potential in teaching industrial technology;

6. Identify the use of contextual academics used in the industrial technology program;
7. Apply problem-solving and creative abilities involving human and material resources, processes, and technological systems;
8. Use activity-oriented laboratory instruction which reinforces abstract concepts through concrete experiences;
9. Apply current and emerging technologies to the design and production of activities for student use;
10. Incorporate employability skills into the program;
11. Design industrial technology education programs that advance student attitudes, knowledge, and skills regarding how industrial technological systems function;
12. Facilitate the ability of students to apply industrial technological knowledge and skills; and
13. Manage a work-based learning program which includes the supervision of students in the workplace.

C. Demonstrate the ability to develop, manage, and evaluate an industrial technology program in schools, including being able to:

1. Demonstrate a philosophy and understanding of Career and Technology education;
2. Design a strategic program plan that includes a mission statement, rationale for change, goals and objectives, action steps, and program evaluation strategies;
3. Select content based on the goals and objectives appropriate to the specific industrial technology content organizers (Architecture and Construction; Manufacturing; Science, Technology, Engineering and Mathematics/STEM; and Transportation, Distribution and Logistics Clusters) or other clusters as applicable;
4. Structure an educational environment in the classroom and laboratory to advance the instructional process including:
    a. Contextual academics
    b. Technical skills based on national standards
    c. Employability skills

   d. Safety training and daily practice

5. Select appropriate instructional technologies to effectively teach all student populations;
6. Demonstrate laboratory management (i.e., inventory, requisitioning equipment and materials, maintenance, and budgeting);
7. Integrate career student organizations in the curriculum;
8. Communicate and promote a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community;
9. Organize and coordinate an external advisory committee; and,
10. Use standards to evaluate and revise an industrial technology education program, including being able to identify standards for the program, establish a process for using the standards, and utilize findings for subsequent program revisions.

D. Demonstrate attitudes, knowledge, and skills needed for success as a teacher in Industrial Technology Education, including being able to:

1. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The Industrial Technology teacher prepares students:
   a. For exploration of careers in industrial technology;
   b. For their roles as consumers and citizens;
   c. For advanced education in industrial technology;
   d. For roles as employees, owners and managers of industrial technology businesses;
   e. To understand domestic industrial technology and how it is similar to and different from global industrial technology; and,
   f. To access and apply current industrial technologies;
2. Organize classroom and laboratory experiences for the study of industrial technology;
3. Manage technological activities in both an individual and group setting;
4. Apply multi-cultural and global perspectives as they relate to the study of industrial technology;

5. Demonstrate an understanding of the role and function of industrial technology in the global society; and,
6. Apply values and ethics as they relate to content issues in the study of industrial technology.

E. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and industry leaders, and others.

F. Demonstrate an understanding of and be able to apply industrial technology concepts, principles and processes in each of the following career clusters: Architecture and Construction; Manufacturing; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics.

G. Identify concepts and strategies needed for career exploration, development and growth in industrial technology areas.

006.34 Information Technology.

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

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

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

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

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

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

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

I. ~~A.~~Demonstrate knowledge of ethical, human, legal and social issues, which may include privacy, accessibility, copyright, intellectual property, plagiarism, and information validity.

II. ~~B.~~Demonstrate knowledge of classroom and instructional management methodologies using appropriate materials, methods, resources, and curricula for teaching information technology, which may include:

II. ~~1.~~Instructional strategies that create authentic and meaningful learning experiences;

II. ~~2.~~Instructional strategies for dealing with learning styles and diverse populations; and

II. ~~3.~~Effective methods of assessment and evaluation with appropriate feedback techniques.

III. ~~C.~~Demonstrate knowledge of methods and skills appropriate to planning and designing learning environments, which may include:

III. ~~1.~~Classroom design that includes access to technical resources and tools; and

III. ~~2.~~Management skills and techniques.

IV. ~~D.~~Demonstrate knowledge and application of basic programming concepts, that may include:

IV. ~~1.~~Design principles and common programming structures;

IV. ~~2.~~Procedural and object-oriented programs;

IV. ~~3.~~Application development tools;

IV. ~~4.~~Program solutions coded in a common high-level language; and

IV. ~~5.~~Strategies for testing and debugging code.

V. ~~E.~~Demonstrate knowledge in the areas of selection, installation, management, and maintenance of infrastructure for information support and services, which may include:

V. ~~1.~~Operating systems;

V. ~~2.~~Organization and architecture of computer systems and software;

V. ~~3.~~Database design, development, and management;

V. ~~4.~~Technical research and documentation;

V. ~~5.~~Troubleshooting strategies;

V. ~~6.~~Communication skills;

V. ~~7.~~Emerging hardware and software technologies;

V. ~~8.~~Security of hardware, software, and data; and

V. ~~9.~~Ergonomic principles that foster a healthy and productive environment.

VI. ~~F.~~Demonstrate a basic knowledge of interactive media, which may include:

VI. ~~1.~~Web-based media and applications;

VI. ~~2.~~Multimedia tools; and

VI. ~~3.~~Digital media.

VII. ~~G.~~Demonstrate a basic knowledge of network systems, which may include:

VII. ~~1.~~Network concepts and operating systems;

VII. ~~2.~~Management and security for networked environments; and

VII. ~~3.~~Emerging technologies.

~~H. Optional Practicum:~~

~~1. Practica may be substituted for coursework at the discretion of the institution.~~

006.35 Instructional Technology Leadership.

006.35A Grade Levels: PK-12

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

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

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

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

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

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

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

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

Through the courses identified in its plan, the institution shall prepare prospective teachers, according to the International Society for Technology in Education (ISTE) standards, to address the following:

Standard 1. Demonstrate leadership in educational technology, which may include:

Standard 1. Policy design;

Standard 1. Educational application of new techniques and hardware; and

Standard 1. Integrating technology planning in current school improvement planning.

Standard 2. Demonstrate knowledge of ethical, human, legal and social issues when using electronic communications, which may include privacy, accessibility, copyright, intellectual property, plagiarism, and information validity.

Standard 3. Demonstrate knowledge of classroom and instructional management methodologies using appropriate materials, methods, resources, and curricula for integrating technology which may include:

Standard 3. Instructional strategies that create authentic and meaningful learning experiences;

Standard 3. Instructional strategies for dealing with learning styles and diverse populations; and

Standard 3. Instructional strategies for alternative learning opportunities.

Standard 4. Demonstrate knowledge of methods and skills appropriate to planning and designing learning environments, which may include:

Standard 4. Classroom design that facilitates access to technical resources and tools;

Standard 4. 24/7 learning solutions for students and teachers;

Standard 4. Management skills and techniques;

Standard 4. Differentiation and personalization of learning; and

Standard 4. Use of education technology research and best practices.

Standard 5. Demonstrate knowledge of assessment, which may include:

Standard 5. Formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching;

Standard 5. Technology based test opportunities;

Standard 5. Student skill requirements for technology based tests;

Standard 5. Understanding and preparing the test environment; and

Standard 5. Accommodations for student access to testing.

Standard 6. Demonstrate knowledge of appropriate professional development, which may include:

Standard 6. Modeling and promotion of the effective use of technology for learning;

Standard 6. Designing appropriate integration learning opportunities for staff; and

Standard 6. Adult learning styles and techniques.

Standard 7. Demonstrate knowledge of integrating interactive media, which may include:

- **Standard 7.** Web-based media and applications;
- **Standard 7.** Multimedia tools;
- **Standard 7.** Games, simulations, augmented reality; and
- **Standard 7.** Digital media.

006.~~35~~36 Instrumental Music

006.~~35~~36A Grade Levels: K-8, 7-12

006.~~35~~36B Endorsement Type: Subject.

006.~~35~~36C Persons with this endorsement may teach instrumental music in the grade levels of their endorsement (K-8, and/or 7-12).

006.~~35~~36D 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.~~35~~36E 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:

A. Demonstrate skill in listening, analyzing, notating, performing, and evaluating music and music performances;

B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;

C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;

D. Apply qualitative criteria in making judgments about the music selected for study and performance;

E. Utilize technology to enhance musicianship and to design, organize, and facilitate instruction;

F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;

G. Develop creative skills in performing, arranging, composing, and improvising;

H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;

I. Demonstrate knowledge of instrumental pedagogy and performance practice by modeling on piano, voice, and secondary instruments;

J. Demonstrate skills in rehearsing, including the ability to detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;

K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;

L. Demonstrate an understanding of the role of and need for music in society, how music affects the human being, and the importance of music education for all students;

M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum;

N. Demonstrate an understanding of the need to be an advocate for music education;

O. Conduct meaningful and appropriate assessments of student learning;

P. Demonstrate an understanding of the administration and management of a successful instrumental music program.

006.~~36~~37 Journalism and Mass Communications.

006.~~36~~37A Grade Levels: 7-12

006.~~36~~37B Endorsement Type: Subject

006.~~36~~37C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and cocurricular mass media intended for public consumption.

006.~~36~~37D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in journalism and mass communications.

006.~~36~~37E 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:

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.~~37~~38 Language Arts

006.~~37~~38A Grade Levels: 7-12

006.~~37~~38B Endorsement Type: Field

006.~~37~~38C Persons with this endorsement may teach and direct curricular and cocurricular activities in composition/language, literature, speech, theatre, mass communication, journalism and reading in grades 7 through 12.

006.~~37~~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.~~37~~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.

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 for grades eight and twelve.

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.

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

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

~~006.38B Endorsement Type: Field~~

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

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

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

~~***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 library media specialists to:~~

~~A. Demonstrate a commitment to personal professional growth, including being able to:~~

1. ~~Exhibit comprehension of the role of libraries in a democratic society and the interrelationships of all types of libraries and information agencies;~~
2. ~~Exhibit an understanding of the role of the school library media program as a central element in the intellectual life of the school;~~
3. ~~Advocate and promote opportunities to improve the profession both independently and collectively;~~

4. ~~Engage in continuous self-evaluation and self-directed learning for personal professional growth;~~
5. ~~Demonstrate a knowledge of appropriate local, state, regional, and national professional associations, guidelines, and publications;~~
6. ~~Demonstrate a knowledge of legal regulations regarding intellectual property rights and educational fair use guidelines of the copyright law;~~
7. ~~Demonstrate a knowledge of means for promoting intellectual freedom;~~
8. ~~Demonstrate a knowledge of professional ethics;~~
9. ~~Exhibit comprehension of the importance of cooperation and networking among libraries and other information agencies;~~
10. ~~Identify legislation and policy at the local, state, and national levels that affect the development of the school library media programs and take appropriate action; and,~~
11. ~~Use systematic practices for researching existing and emerging applications of technology as they impact the library media program.~~

B. ~~Demonstrate the ability to communicate effectively with elementary, middle level, and secondary students, faculty, staff, administrators, school boards, parents, and other members of the community, including being able to:~~

1. ~~Create a positive teaching and learning climate in the school library media center;~~
2. ~~Listen and respond to information requests in a manner that encourages further patron inquiry;~~
3. ~~Practice effective interpersonal relationships within as well as outside the school community and communicate regularly to further school goals and relate library media program needs and accomplishments;~~
4. ~~Exhibit communication skills necessary for collaborative planning of curriculum and lessons with teachers, i.e., the ability to demonstrate an understanding of curriculum objectives, to listen effectively, to use probing and clarifying questions, and to negotiate responsibility for activities;~~
5. ~~Develop and implement an effective public relations program that communicates the vital contribution of the school library media program to learning; and,~~
6. ~~Use technology to communicate information and ideas.~~

~~C. Apply basic principles of evaluating and selecting resources to build and maintain a collection that includes access to internal and external resources to support the educational mission of the district, including being able to:~~

~~1. Create and implement selection and collection development policies and procedures that reflect the district's mission;~~

~~2. Develop criteria for evaluating resources at all grade levels;~~

~~3. Use collection management principles and procedures for needs assessment, evaluating, selecting, and discarding resources;~~

~~4. Evaluate internal and external resources; and,~~

~~5. Apply systematic techniques in maintaining resources to support personal development, curriculum, multi-cultural, and life-long learning needs of students, faculty, staff, and administration.~~

~~D. Develop a library media program that provides access to information and ideas, including being able to:~~

~~1. Develop and monitor services and policies that ensure equitable and unrestricted access to information and ideas in all formats and for all ability levels;~~

~~2. Develop and monitor a formal process for addressing expressed concerns about library media resources;~~

~~3. Communicate concepts pertinent to information access; and,~~

~~4. Develop and monitor policies and procedures to protect confidentiality and privacy of library media center users.~~

~~E. Use resources to support the information needs of elementary, middle level, and secondary students, and the instructional development needs of faculty, including being able to:~~

~~1. Develop a partnership with faculty to ensure that the evaluation and selection process provides curriculum-related resources appropriate to learner characteristics such as abilities, interests, needs, and learning styles;~~

~~2. Ensure that the evaluation and selection process provides curriculum-related resources that reflect instructional strategies, and learning and teaching styles; and,~~

3. ~~Recognize the characteristics unique to each information format and select items according to their specific contribution to learning objectives or personal, developmental needs.~~

~~F. Assist elementary, middle level, and secondary students and faculty to design and produce resources using current technology, including being able to:~~

1. ~~Analyze criteria to determine the appropriateness of producing local resources as opposed to selecting commercially produced resources;~~
2. ~~Apply basic principles of instructional design in developing, producing, and implementing technological resources for a specified learning objective; and,~~
3. ~~Apply evaluative criteria for locally produced media for inclusion in the collection.~~

~~G. Implement policies and procedures for the acquisition, cataloging, processing, circulating, and maintaining resources to ensure access, including being able to:~~

1. ~~Coordinate the acquisition process for resources, technology, equipment, and supplies;~~
2. ~~Implement standard recognized procedures for classifying, cataloguing, and processing resources which will facilitate computerization and resource sharing;~~
3. ~~Organize and maintain current bibliographic records;~~
4. ~~Select appropriate systems for circulation and access;~~
5. ~~Implement and evaluate circulation policies and procedures based on needs of users; and,~~
6. ~~Implement procedures for ongoing inventory and maintenance of resources.~~

~~H. Work with elementary, middle level, and secondary students, faculty, staff, administrators, and members of the community to develop, implement, and evaluate library media programs to meet educational goals, including the management of personnel, resources, services, and facilities, including being able to:~~

1. ~~Demonstrate an understanding of how to establish library media program goals within district policies;~~
2. ~~Develop annual and long-range plans to meet the goals of a library media program and disseminate those plans to individuals and groups;~~
3. ~~Interpret and support school and district policies and regulations;~~

4. ~~Apply effective management principles to the administration of the school library media program;~~
5. ~~Design, establish and communicate policies and procedures for the implementation of an effective library media program;~~
6. ~~Prepare, justify and administer the library media program budget based on instructional program needs;~~
7. ~~Participate in planning, scheduling (including flexible scheduling), and using library media facilities to support the instructional program;~~
8. ~~Supervise, assign, instruct, and assist in the evaluation of support staff, volunteers, and student assistants;~~
9. ~~Collaborate with others to provide increased access to information through resource sharing;~~
10. ~~Evaluate the instructional effects of the library media program;~~
11. ~~Apply appropriate research findings to improve teaching and learning through the library media program;~~
12. ~~Conduct action research to assist in the development and implementation of an effective library media program;~~
13. ~~Monitor, assess, and employ existing and emerging technologies for management and instructional applications;~~
14. ~~Demonstrate a knowledge of how technology is used to connect information sources among users both locally and globally;~~
15. ~~Utilize and facilitate the efforts of a library media advisory committee; and,~~
16. ~~Participate in school-wide instruction leadership efforts, including being able to train library media staff and faculty in library media programs, processes and procedures, including technology, resources, equipment, and services.~~

I. ~~Serve as a learning facilitator within schools and as a leader of faculty, administration, and elementary, middle level, and secondary students in the development of effective strategies for teaching and learning, including being able to:~~

1. ~~Cooperatively plan with other faculty to ensure that information literacy skills are taught and practiced as curriculum integrated learning experiences, including~~

~~retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas;~~

2. ~~Demonstrate an understanding of how to participate, as an educational leader, an equal partner, and a change agent in the curriculum development process at both the building and district levels;~~
3. ~~Work with other faculty to identify appropriate instructional strategies and creative uses of resources;~~
4. ~~Collaboratively plan with other faculty to provide activities and opportunities for students to assume responsibilities for planning, undertaking, and assuming independent learning;~~
5. ~~Anticipate the need for specific information and resources in response to information needs identified in the curriculum development process;~~
6. ~~Share with other faculty the role of teacher, motivator, coach, and guide for students in the development of reading, listening, and viewing competencies, including critical thinking skills, for lifelong learning;~~
7. ~~Motivate and guide students in appreciating literature;~~
8. ~~Collaboratively plan with other faculty in designing, evaluating, and modifying teaching and learning activities, and in evaluating student mastery of these activities;~~
9. ~~Assist students and faculty in developing independence in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas;~~
10. ~~Design production activities, including adapting resources for new purposes, to assist in the development of skills for analyzing, evaluating, synthesizing, and communicating information; and,~~
11. ~~Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth.~~

006.39 Mathematics.

006.39A Grade Levels: 7-12

006.39B Endorsement Type: Field

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

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

006.39E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program 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 demonstrate the following criteria:

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

B. Demonstrate an understanding of and be able to apply the processes of mathematics, including being able to:

   1. Use problem-solving approaches to investigate and understand mathematical content;
   2. Formulate and solve problems from both mathematics and everyday situations;
   3. Communicate mathematical ideas orally and in writing using everyday language, mathematical language, symbols, and graphs;
   4. Make mathematical conjectures, evaluate arguments and validate mathematical thinking;
   5. Examine relationships within mathematics;
   6. Connect mathematics to other disciplines and real-world situations;

7. Use technology in exploration, computation, graphing, and problem solving; and
8. Use instructional strategies based on current research as well as national, state, and local standards relating to mathematics instruction.

C. Demonstrate an understanding of and be able to apply the concepts and principles of mathematics, including being able to:

1. Apply concepts of number, number theory, and number systems;
2. Apply numerical computation and estimation techniques and extend them to algebraic expressions;
3. Use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs;
4. Use both descriptive and inferential statistics to analyze data, make predictions, and make decisions;
5. Demonstrate an understanding of the concepts of theoretical and simulated probability and apply them to real-world situations;
6. Use algebra to describe patterns, relations, and functions and to model and solve problems;
7. Recognize the roles of axiomatic systems and proofs in different branches of mathematics, such as algebra and geometry;
8. Demonstrate an understanding of the concepts of limit, continuity, differentiation, and integration, and the techniques and applications of calculus;
9. Demonstrate an understanding of the concepts and applications of discrete mathematics such as graph theory, matrices, recurrence relations, linear programming, difference equations, and combinatorics;
10. Use mathematical modeling to solve problems from other fields such as natural sciences, social sciences, business, and engineering;
11. Demonstrate an understanding of and be able to apply the major concepts of geometry;
12. Demonstrate an understanding of and be able to apply the major concepts of linear algebra;
13. Demonstrate an understanding of and be able to apply the major concepts of abstract algebra; and

14. Demonstrate an understanding of the historical development in mathematics that includes the contributions of under-represented groups and diverse cultures.

D. The program for prospective teachers may include the following coursework: Pre-calculus, Calculus, Logic/Foundations, Linear Algebra, College Geometry, Probability and Statistics, Discrete/Finite Mathematics, History of Mathematics, Abstract Algebra, and Computer Programming and Applications.

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.

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

The institution should prepare prospective teachers to:

A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers, who select one or more of the above areas as their Content Area(s) of Specialization, should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards.

B. Demonstrate academic background knowledge in the following areas and be able to utilize the knowledge, skills, and processes of:

   1. communication, including composition and speech;
   2. health and wellness;
   3. humanities, including literature;
   4. mathematics;
   5. natural sciences;

6. social sciences; and
7. fine arts.

C. In a minimum of 30 semester credit hours of professional education coursework the program should prepare prospective teachers to:

1. demonstrate an understanding of and be able to apply knowledge of the growth and development of young adolescents with a range of abilities and disabilities including:
    a. the physical, intellectual, emotional, and social development of young adolescents, within social and cultural contexts;
    b. typical and atypical patterns in growth and development; and
    c. changes in family settings, social contexts, threats to health and safety, and risk behaviors in contemporary society that affect healthy development of young adolescents.
2. demonstrate developmentally appropriate methodological skills and strategies for teaching the middle level core subject areas, including reading and language arts, mathematics, science, social sciences, and the fine arts.
3. demonstrate developmentally appropriate methodological skills and strategies for integrating two or more of the following content areas:
    a. Agricultural Education
    b. Art
    c. Business Education
    d. Family and Consumer Sciences
    e. Foreign Language
    f. Health and Physical Education
    g. Industrial Technology
    h. Language Arts
    i. Mathematics
    j. Natural Sciences
    k. Social Science
4. utilize teaching skills and strategies appropriate for young adolescents in each of the prospective teacher's content areas of specialization, including being able to:
    a. create and evaluate learning environments and activities which are developmentally appropriate and culturally responsive;

b. utilize multiple assessment strategies for the purposes of planning instruction and facilitating student learning, including being able to utilize prescriptive skills in planning and modifying individual and group instruction;

c. develop rigorous and developmentally appropriate curriculum for young adolescents;

d. teach the basic concepts and skills of inquiry;

e. plan, implement, and assess integrated curriculum;

f. teach reading and writing relevant to the prospective teacher's content areas of specialization;

g. structure instruction so that all students are both challenged and successful, including being able to:

(1) demonstrate skills in differentiating curriculum and instruction, and

(2) modify the environment to meet the special needs of young adolescents with a range of abilities and disabilities;

h. utilize strategies which facilitate students attaining mastery of content;

i. incorporate learners' ideas, interests, and questions into the exploration of curriculum and pursuit of knowledge; and

j. utilize multiple grouping strategies that emphasize interdependence, cooperation, and individual responsibilities.

5. demonstrate positive relationships with young adolescents, including being able to:

a. facilitate students in their own problem solving;

b. recognize and respond appropriately to the diversity among young adolescents; and

c. manage student behavior while concurrently promoting self-discipline and positive self-image.

6. demonstrate cooperative and collaborative skills in working with others, including being able to:

a. collaborate and team teach with one or more teachers; and

b. collaborate with families, resource persons, and community groups to achieve common goals for young adolescents.

7. demonstrate an understanding of and ability to apply current research and best practices, and

8. demonstrate understanding of the philosophy and history of middle level education.

D. Demonstrate competence in two (2) or more Content Areas of Specialization with a

minimum of 18 semester hours in each for a total of 36 semester hours. An endorsement in any of the Special Education endorsements, which includes any portion of grades 4 through 9, may be accepted in lieu of one Content Area of Specialization. The Content Areas of Specialization should be selected from the following list of content areas and candidates must be able to demonstrate the competencies in the selected areas:

1. **Agricultural Education**. The program should prepare prospective teachers to:
    a. utilize advanced technology to gather information and data, calculate, and write reports;
    b. access information and resources from multiple sources;
    c. create curriculum which meets diverse student needs;
    d. manage laboratories and field experiences;
    e. provide information regarding career opportunities in agriculture;
    f. research, evaluate, and apply new technologies in the agricultural industry;
    g. provide leadership to and serve as advisor for FFA and Young Farmers;
    h. analyze the impact of the agriculture industry on the economy of a community, state, nation, and at an international level;
    i. analyze the critical elements of human relations and communications related to sales and service, including solving customer problems, customer follow-up, and using ethical business procedures;
    j. describe the various crops, including those grown in Nebraska, and the characteristics of each;
    k. evaluate cropping decisions, analyze cultural conditions, and solve problems affecting plant growth based on environmental as well as economic considerations;
    l. describe the production, marketing, and economic impact of the horticulture industry;
    m. analyze the interrelationships between the agricultural industry and natural resources;
    n. describe major features and resources of the ecosystem and their importance to the agriculture industry;
    o. analyze global issues related to the finiteness of resources, consumption patterns, and need for clean air, clean water, and solid waste management;
    p. describe various species of livestock, including those raised in Nebraska, and the characteristics of each;
    q. evaluate livestock management decisions, including profitability and environmental effects including: (1) the fundamentals and interrelationships

between nutrition, animal health, reproduction, and genetics on livestock, companion, and non-traditional animals; and (2) the effects of nutrition, animal health, reproduction, and genetics on marketing;

r. solve problems in agricultural mechanics, including being able to utilize an operator's manual;

s. demonstrate competence in the basic use of mechanical tools, equipment, facilities, and accessories;

t. describe the interrelationship between the food industry and social and cultural practices, including market demand; and

u. analyze leadership skills and performance situations.

2. **Art**. The program should prepare prospective teachers to:

a. describe the foundations and philosophies of art education;

b. plan, organize, deliver, and assess a comprehensive art education program to meet the needs of all students;

c. demonstrate knowledge and understanding of art appreciation in a variety of contemporary and past cultures;

d. describe, analyze, interpret, and evaluate works of art;

e. demonstrate knowledge and understanding of aesthetics, the philosophical aspects of art, and the contributions of art to the individual, to community, and to society-at-large;

f. demonstrate an understanding of and be able to apply a variety of ideas, media, techniques, evolving technologies, and processes in both two and three dimensional art;

g. demonstrate an understanding of safety standards; and

h. establish safe instructional practices in the classroom.

3. **Business Education**. The program should prepare prospective teachers to:

a. demonstrate knowledge and understanding of the concepts, principles and processes of:

(1) accounting,

(2) economics or personal finance,

(3) management,

(4) oral, written, and technological communication, and

(5) information technologies and systems;

b. demonstrate knowledge and understanding of the principles and functions of the United States economic system;

c. demonstrate knowledge and understanding of the relationship of the United States economy to the global economy;

d. create learning experiences that facilitate students' acquisition of the role of the consumer in the United States economy;

e. create learning experiences that facilitate students' abilities to make consumer decisions and solve consumer problems;

f. create learning experiences that facilitate students' acquisition of the principles of entrepreneurship, and the process of starting and maintaining a business;

g. create learning experiences that facilitate students' abilities to utilize advanced technologies;

h. provide information regarding career opportunities in the field of business;

i. utilize advanced technology to gather information, manage data, and communicate with a variety of audiences; and

j. utilize vocational student organizations, e.g., Future Business Leaders of America, to develop leadership abilities.

4. **Family and Consumer Sciences.** The program should prepare prospective teachers to:

   a. demonstrate knowledge and an understanding of the relationship between family strengths and impact on individuals;

   b. analyze the nature, functions, and significance of human relationships in the family and society;

   c. develop, select, and use personal, social and material resources to meet human needs;

   d. analyze physical, psychosocial, economic, cultural, and aesthetic well-being of individuals;

   e. demonstrate an understanding of the role of individuals and families as consumers of goods and services;

   f. use current and emerging technologies;

   g. incorporate into instruction career exploration that examines the reciprocal nature of career choices and family life; and

   h. provide information regarding career opportunities in the field of family and consumer science.

5. **Foreign Language**. The program should prepare prospective teachers to:

   a. demonstrate intermediate-high level of proficiency in the target language by being able to:

(1) handle successfully most uncomplicated communicative tasks and social situations. The applicant can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. The limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required;

(2) sustain understanding over stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details;

(3) read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. The applicant has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. The applicant may have to read material several times for understanding; and

(4) meet most practical writing needs and limited social demands. The applicant can take notes in some detail on familiar topics and respond in writing to personal questions. He/she can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expression to express time, tense, or aspect, the applicant displays some precision; where tense and/or aspect is expressed through verbal inflections, forms are produced rather consistently, but not always accurately. He/she has an emerging ability to describe and narrate in paragraphs. He/she rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. The writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.

b. The program should prepare applicants to demonstrate the relationships between culture and language, including the ability to:

(1) demonstrate an understanding of the relationship between the perspectives and practices of the target culture and use this knowledge to interact effectively in cultural contexts;

(2) demonstrate an understanding of the relationship between the perspectives and products/contributions of the target culture; and

(3) utilize authentic materials for foreign language instruction, including instruction regarding the target culture.

c. The program should prepare applicants to engage in appropriate pedagogical practices, including the ability to:

(1) demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students, including:

(a) use effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the foreign language classroom;

(2) demonstrate an understanding of how students differ in their approaches to foreign language learning and are able to adapt instructional strategies to encourage all students' cognitive development;

(3) analyze the impact of diverse learning styles and thinking processes in order to produce meaningful language experiences for all students;

(4) create learning environments that encourage positive social interaction, motivation, and active engagement in learning foreign languages;

(5) plan, implement, and assess foreign language curriculum goals and content which reflect school district guidelines, student needs, and the communities they represent;

(6) be reflective foreign language teachers who continually evaluate the impact of instructional decisions on others (students, parents, and professionals in the learning community);

(7) integrate foreign language and other content areas; and

(8) describe how different languages use different patterns to communicate and apply this knowledge to their own language.

d. The program should prepare applicants to work with families, other professionals, and diverse communities, including the ability to:

(1) foster relationships and collaborative skills with families, colleagues, and community agencies to support foreign language acquisition;

(2) seek appropriate multicultural connections and integrate those perspectives into the foreign language curriculum to prepare students for participation in a diverse world; and

(3) become actively involved in leadership opportunities that promote professional growth in the foreign language area;

e. The program should prepare applicants to demonstrate how facility in foreign language promotes career opportunities and interpersonal skills; and

f. The program should prepare applicants to demonstrate knowledge of a variety of books written for early adolescents in the target language.

6. **Health and Physical Education.** The program should prepare prospective teachers to:

a. select, plan, teach and evaluate developmentally appropriate health and physical education curriculum;

b. apply knowledge of anatomy, physiology, and related sciences to personal and community health care, and physical education activities;

c. describe the aims and objectives of a comprehensive school health education program, and specifically the components of health instruction and physical education;

d. demonstrate an understanding of the sociological aspect related to health and physical activity, including:

(1) the interrelatedness of culture, language, ethnicity, and/or gender on health care issues and the selection of and involvement in physical activities;

(2) the variations in social dynamics among individuals in small group and large group activities; and

(3) the role of physical activities in social, ethical and moral development;

e. analyze the interrelationships of personal and community behaviors and health;

f. demonstrate an understanding of methods to reduce the occurrence of the health risk behaviors which most negatively affect children and adolescents (e.g., physical inactivity, intentional and unintentional injuries, dietary habits, tobacco use, alcohol and other drug use, and sexual activity which results in sexually transmitted diseases, including HIV/AIDS, and unintended pregnancy);

g. analyze situations to prevent injuries and the spread of contagious diseases;

h. describe the effects of prescription and non-prescription drugs on general well being and the community;

i. describe the factors involved in emotional and mental health, ways for promoting acceptable emotional reactions, ways for promoting mental health (including exercise), and community responses and responsibilities;

j. demonstrate an understanding of and skills in basic locomotor, non-locomotor, and manipulative movement skills and patterns, e.g., walking, throwing, twisting;

k. demonstrate an understanding of and skills in traditional individual, dual, and team sports and games;

l. demonstrate an understanding of and skills in contemporary, noncompetitive activities suitable for participation throughout life, e.g., hiking, skating, cycling;

m. demonstrate an understanding of and skills in basic rhythmic activities as well as various dance forms;

n. demonstrate an understanding of and skills in exercise and fitness as an activity or series of activities, and the physiological effects of exercise;

o. demonstrate an understanding of human movement from a motor development and motor learning perspective;

p. demonstrate an understanding of typical and atypical social, cognitive, and psychomotor development of children and adolescents;

q. demonstrate an understanding of the philosophical and historical development of health and physical education;

r. create and utilize formative and summative fitness, motor skills, and cognitive assessment skills;

s. design adapted physical education learning experiences for students with special needs; and

t. participate in reflective practices and collaboration with colleagues in order to foster professional growth and to advocate for the health and physical education program.

7. **Industrial Technology.** The program should prepare prospective teachers to:

a. demonstrate industrial technology education laboratory management techniques that incorporate current federal, state, and local environmental, safety and health guidelines;

b. plan, organize, deliver and assess a comprehensive industrial technology education program to meet the needs of all students;

c. establish and employ safety standards and procedures in the instructional environment of the industrial technology laboratory and classroom;

d. research, evaluate and apply current and emerging technologies in industrial technology;

e. utilize advanced technology to gather information, data to formulate and write curriculum specific reports;

f. create curriculum which meets diverse student population needs;

g. demonstrate psychomotor skills and competence in the safe and proper use of tools and equipment currently used in the construction, manufacturing, communications and transportation industries;

h. access information and resources from multiple sources;

i. analyze the nature, function and significance of industrial systems to society;

j. describe the foundations and philosophies of industrial education and their relationships to career and technical education;

k. incorporate career exploration and exposure to career opportunities in industrial technology;

l. integrate Nebraska Content Standards for reading and writing, mathematics, science, and social sciences into the industrial technology education curriculum;

m. demonstrate an understanding and ability to use current technologies associated with industrial technology; and

n. demonstrate an understanding of the characteristics and fabrication processes of materials utilized by the construction, manufacturing, communications and transportation industries.

8. **Language Arts**. The program should prepare prospective teachers to:

a. demonstrate knowledge and an understanding of the English language, including being able to:

(1) demonstrate an understanding of language acquisition and development;

(2) demonstrate how reading, writing, 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.

b. demonstrate knowledge and an 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) use a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary and other texts; and

(8) demonstrate an understanding of the uses of reading for different purposes.

c. demonstrate knowledge and an 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 proof read written text.

d. demonstrate knowledge and an understanding of an extensive range of literature, including being able to:

(1) demonstrate knowledge of a broad historical and contemporary spectrum of United States 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; and

(2) demonstrate an extensive knowledge of award winning books especially written for early adolescents, including themes, character, settings, and level of reading difficulty.

e. demonstrate knowledge and an understanding of the range and influence of print and nonprint media and technology in contemporary culture, including being able to demonstrate an understanding of and the ability to use current technologies in communication;

f. demonstrate methods for conducting inquiry research; and

g. demonstrate an understanding of and be able to apply the principles of contemporary rhetoric, interpersonal communication, and public address.

9. **Mathematics**. The program should prepare prospective teachers to:

a. demonstrate an understanding of and model, in a variety of ways, basic concepts of number and operations, including being able to:

(1) demonstrate an understanding of the conceptual basis for the real number system, including properties that unite and separate various number systems;

(2) describe the additive and multiplicative nature of numbers, and facilitate students in transitioning from additive to multiplicative models;

(3) recognize the pervasiveness of proportionality across mathematical strands, and apply the concept as a model in describing a variety of situations, including those calling for ratios and percent;

(4) demonstrate an understanding of the various ways of making estimates, and appropriate and inappropriate uses of estimates; and

(5) utilize technology, hands-on activities, and manipulatives to support and facilitate appropriate development of numerical skills, and solve a variety of problems using mental processes, pencil and paper, and calculators.

b. recognize algebra as a language for modeling problem situations and representing numerical patterns and quantitative relationships in symbolic and graphical forms, including being able to:

(1) describe the importance of early work with basic patterns and the later conceptual development of important ideas related to functions;

(2) demonstrate an understanding of the algebraic techniques and procedures for transforming and simplifying algebraic representations, as well as how to reason about relations and how to draw inferences in solving problems;

(3) demonstrate an understanding of the different kinds of functional relations - including polynomial, exponential, rational and trigonometric functions - and create examples of each.

c. demonstrate an understanding that geometry provides a repertoire of techniques for describing, representing, and reasoning about the shape, size, measure, and position of objects and visual patterns, including being able to:

(1) describe the characteristics of different shapes and how shapes can be related;

(2) use geometric concepts to record and analyze properties of shapes and patterns and to study the ways those objects and patterns change when acted upon by transformations;

(3) use geometric relations in Euclidean and other geometric spaces to solve problems in fields from architecture and engineering to space science and the design of communication networks;

(4) demonstrate an understanding of the structure and use of systems of measurement, including being able to solve a variety of problems involving geometry and measurement; and

(5) use algebraic methods to help in reasoning about geometric situations, including use of visual models and methods to provide insight in thinking about patterns in quantitative and symbolic data.

d. demonstrate an understanding of and be able to apply the conceptual and procedural tools for collecting, organizing, and reasoning about data, including being able to:

(1) utilize a variety of formats for collecting and reporting data;

(2) demonstrate an understanding of the basic principles of inference;

(3) apply numerical and graphical techniques for representing and summarizing collections of data, to interpret and draw inferences from the data, and make decisions in a wide range of applied problem situations; and

(4) use statistical methods to make generalizations about samples based on the methods and language of probability.

e. demonstrate an understanding of and be able to apply the concepts of discrete mathematics, including being able to:

(1) apply algorithmic thinking to solve problems involving discrete data;

(2) represent problems using matrices, finite graphs, and tree diagrams;

(3) use counting techniques to enumerate possibilities involving order and combinations; and

(4) describe basic algorithms for doing everyday tasks and use technology to solve a variety of discrete mathematics problems in practical settings.

f. demonstrate an understanding of and be able to apply mathematical thinking processes, including being able to:

(1) use strategies and concepts for discovering and describing patterns in visual, numerical, and symbolic data (i.e., processes such as classification, representation, and inductive reasoning and concepts

such as symmetry, similarity, randomness, stability, recursion, and continuity);

(2) use methods of formal verification for mathematical conjectures, including rules of logical inference and proof strategies;

(3) model mathematical relations in problem situations by using symbolic expressions - representing important relationships, operating on symbolic expressions to gain understanding of the situation or to draw inferences about it, and apply results of mathematical analysis to solve problems and make decisions;

(4) use heuristics of solving mathematical problems (e.g., testing extreme cases, using guess-and-check methods, conducting an organized search of specific examples, or using visual problem representations);

(5) use calculating and computing technologies to search for patterns in numeric, graphic, and symbolic data; and

(6) use strategies for communication of mathematical information in verbal, numerical, graphical, and symbolic forms and through physical models of mathematical principles.

10. **Natural Sciences**. The program should prepare prospective teachers to:

a. demonstrate knowledge and an understanding of the unifying concepts and processes of science, including being able to:

(1) analyze systems, order, and organization;

(2) interpret and explain evidence and models;

(3) evaluate change, constancy, and measurement, including being able to:

(a) select and use appropriate measurement units (both English and metric);

(b) quantify changes in systems; and

(c) investigate and describe changes in terms of scale, rate, and pattern;

(4) analyze the relationship between form and function; and

(5) change over a period of time.

b. demonstrate knowledge and an understanding of science as inquiry, including being able to:

(1) design and conduct scientific investigations;

(2) evaluate methodological procedures; and

(3) interpret and communicate investigation results in a scientific manner.

c. demonstrate knowledge and an understanding of physical science, including:
   (1) properties of matter;
   (2) physical and chemical changes in the properties of matter;
   (3) motion and force; and
   (4) transfer of energy, including heat, light, chemical, sound, and electrical.

d. demonstrate knowledge and an understanding of life science, including:
   (1) structure and function in living systems;
   (2) reproduction and heredity, including sexual and asexual reproduction, and the effect of genes on heredity and organism characteristics;
   (3) regulation and behavior, including;
      (a) how organisms obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment;
      (b) how behavior is a response to internal and external stimuli; and
      (c) how an organism's behavior evolves through environmental adaptation.
   (4) populations and ecosystems; and
   (5) diversity and adaptations of organisms.

e. demonstrate knowledge and an understanding of earth and space science, including:
   (1) structure of the earth, and forces creating change in the earth's surface and atmosphere;
   (2) earth's history; and
   (3) the earth in the solar system, including:
      (a) the relationships between the solar system, galaxies, and universe;
      (b) the relationships between the motion of the earth and each of the following: day, year, seasons, eclipses, and phases of the moon;
      (c) gravity's relationship to the solar system; and
      (d) the relationship of the sun's energy and the atmosphere, and the sun's energy and the earth's surface.

f. demonstrate knowledge and an understanding of the relationships between science and technology, including:
   (1) technological design;
   (2) the difference of scientific inquiry from technological design;
   (3) the reciprocal nature of science and technology; and
   (4) the limits, and the intended and unintended consequences of technology.

g. demonstrate knowledge and an understanding of science in personal and social perspectives, including:
   (1) the relationships of personal health with natural phenomenon and personal decisions regarding exercise, nutrition, and use of drugs;
   (2) the relationships between populations, resources, and environments;
   (3) the effects of natural hazards on the environment, e.g., earthquakes, and investigations which reveal how human activities can mitigate or accelerate the effects;
   (4) how perceptions of risks and benefits influence personal and social decisions; and
   (5) the components affecting science and technology in society, including:
      (a) ethical codes followed by scientists;
      (b) societal influence on research; and
      (c) limits of scientific research.

h. demonstrate knowledge and an understanding of the history and nature of science, including:
   (1) the scientific process;
   (2) the history and contributions of several early and modern scientists, engineers, and/or professionals in related fields, including:
      (a) those from various social and ethnic backgrounds; and
      (b) at least one innovator who had to overcome flawed, commonly held beliefs of his/her time to reach conclusions that are now taken for granted.

11. **Social Sciences**. The program should prepare prospective teachers to demonstrate knowledge and an understanding of and be able to teach:
   a. western and eastern civilizations from 1000 A.D. to the present;
   b. physical and cultural geographic concepts, skills, and processes;

c. United States history from the colonial period to the present;

d. United States and Nebraska governments; and

e. United States and Nebraska economies.

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.

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 skill in listening, analyzing, notating, performing, and evaluating music and music performances;

B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;

C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;

D. Apply qualitative criteria in making judgments about the music selected for study and performance;

E. Utilize technology to enhance musicianship and to design, organize, and facilitate instruction;

F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;

G. Develop creative skills in performing, arranging, composing, and improvising;

H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;

I. Demonstrate knowledge of instrumental and vocal pedagogy and performance practice by modeling on piano, voice, and secondary instruments;

J. Demonstrate skills in rehearsing, including the ability to detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;

K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;

L. Demonstrate an understanding of the role of and need for music in society, how music affects the human being, and the importance of music education for all students;

M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum;

N. Demonstrate an understanding of the need to be an advocate for music education;

O. Conduct meaningful and appropriate assessments of student learning; and

P. Demonstrate an understanding of the administration and management of a successful music program.

006.42 Natural Science.

006.42A Grade Levels: 7-12

006.42B Endorsement Type: Field

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

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

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

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

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

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades. Demonstrate the appropriate depth of understanding in the 24 hours of emphasis.

B. Design and manage safe and supportive learning environments reflecting high expectations for the success of all students, including being able to:

   1. Manage physical spaces within which science learning occurs;
   2. Demonstrate proper treatment and ethical use of living organisms; and
   3. Demonstrate safety in all areas related to science instruction;

C. Relate science to the community and to use human and institutional resources in the community to advance the education of their students in science, including being able to:
   1. Utilize social and community support networks;
   2. Relate science teaching and learning to the needs and values of the community; and
   3. Involve people and institutions from the community in the teaching of science;

D. Apply the unifying concepts and processes that help students think about and integrate a range of basic ideas which build an understanding of the natural world, including:
   1. Systems, order and organization;
   2. Evidence, models and explanation;
   3. Change, constancy and measurement;
   4. Evolution and equilibrium; and
   5. Form and function;

E. Apply the processes of scientific inquiry, including the ability to:
   1. Identify questions and concepts that guide scientific investigations;
   2. Design and conduct scientific investigations;
   3. Use appropriate tools and techniques to gather, analyze and interpret data;
   4. Develop descriptions, explanations, predictions and models using evidence;
   5. Think critically and logically to make relationships between evidence and explanation;
   6. Recognize and analyze alternative explanations and models;
   7. Communicate and defend a scientific argument; and
   8. Understand the unique characteristics of scientific inquiry;

F. Apply physical science facts, concepts, principles, theories and models, including:
   1. Structure and properties of the atom;
   2. Structure and properties of matter;
   3. Chemical reactions;
   4. Motions and forces;
   5. Conservation of energy and increase in disorder; and
   6. Interactions of energy and matter;

G. Apply life science facts, concepts, principles, theories and models, including:

1. The cell;
2. Molecular basis of heredity;
3. Biological evolution;
4. Interdependence of organisms;
5. Matter, energy and organization in a human and other living systems; and
6. Behavior of organisms;

H. Apply earth and space science facts, concepts, principles, theories and models, including:

1. Structure of the earth system;
2. Earth's history;
3. Earth in the solar system;
4. Energy in the earth system;
5. Geochemical cycles;
6. Origin and evolution of the earth system; and
7. Origin and evolution of the universe;

I. Establish connections between the natural and designed world, linking science and technology, including being able to:

1. Plan, create or modify, and evaluate a technological solution to a scientific problem; and
2. Describe the relationship between science and technology, including the cyclical relationship for advancement;
3. Demonstrate an understanding of the interdisciplinary nature of science as it approaches human problems, e.g., engineering, geophysics and biochemistry;

J. Apply science concepts, principles, and processes to personal and social decision making, including:

1. Personal and community health;
2. Population growth;
3. Natural resources;
4. Environmental quality;
5. Natural and human-induced hazards; and
6. Science and technology in local, national, and global challenges, and

K. Demonstrate an understanding of the history and nature of science, including:

1. An understanding of science as a human endeavor, including the ability to:

a. Describe significant scientists, including individuals from both genders, and of different races and ethnic groups;

b. Describe the societal, cultural, and personal beliefs that influence scientists; and

c. Demonstrate the nature and practice of scientists, for example, ethical behaviors, peer review, truthful reporting, public disclosure;

2. The nature of scientific knowledge; and

3. The history of science.

006.43 Physical Education

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

006.43B Endorsement Type: Subject

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

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

006.43D1 The PK-6 endorsement shall require a minimum of 15 semester hours in ~~scientific~~ foundations of physical education, including~~,~~ anatomy; kinesiology and biomechanics; exercise physiology; ~~child growth and development;~~ motor learning and motor development; and adapted physical education; plus ~~and~~ a minimum of 15~~2~~ semester hours of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning ~~techniques including the development, implementation and assessment~~ in elementary school physical education programs.

006.43D2 The 7-12 endorsement shall require a minimum of 15 semester hours in ~~scientific~~ foundations of physical education, including~~,~~ anatomy, kinesiology and biomechanics; exercise physiology; ~~adolescent growth and development;~~ motor learning and motor development; and adapted physical education; ~~and~~ plus a minimum of 15~~2~~ semester hours of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning ~~in techniques including the development, implementation, and assessment~~ in secondary school physical education programs.

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

006.43E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course

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

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

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

~~A. Demonstrate knowledge and an understanding of the basic concepts and principles of physical education, and their application, including being able to:~~

~~1. Describe the basic content of a physical education program,~~

~~2. Utilizes appropriate tools of inquiry,~~

~~3. Describe the growth, development, and learning patterns of children or youth,~~

~~4. Create learning opportunities that support physical, cognitive, social, and emotional development,~~

~~5. Describe how individuals differ in their approaches to learning,~~

~~6. Create and adapt instruction to meet the needs of diverse learners,~~

~~7. Use individual and group motivation and behavior theory to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation,~~

~~8. Use verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings,~~

~~9. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals,~~

~~10. Select and use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity,~~

~~11. Evaluate one's own actions on others (e.g., learners, parents or guardians, and professionals in the learning community), and~~

~~12. Foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being.~~

Standard 1. Demonstrate Scientific and Theoretical Knowledge

Standard 1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

Standard 1. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

Standard 1. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

Standard 1. Identify historical, philosophical, and social perspectives of physical education issues and legislation.

Standard 1. Analyze and correct critical elements of motor skills and performance concepts.

Standard 2. Demonstrate Skill and Fitness Based Competence

Standard 2. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

Standard 2. Achieve and maintain a health-enhancing level of fitness throughout the program.

Standard 2. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Standard 3. Plan and Implement Curriculum

Standard 3. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

Standard 3. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities.

Standard 3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.

Standard 3. Design and implement content that is aligned with lesson objectives.

Standard 3. Plan for and manage resources to provide active, fair, and equitable learning experiences.

Standard 3. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Standard 3. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

Standard 3. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4. Demonstrate Instructional Delivery and Classroom Management

Standard 4. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

Standard 4. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

Standard 4. Provide effective instructional feedback for skill acquisition, student learning, and motivation.

Standard 4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

Standard 4. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

Standard 4. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5. Demonstrate Impact on Student Learning

Standard 5. Select or create appropriate assessments that will measure student achievement of goals and objectives.

Standard 5. Use appropriate assessments to evaluate student learning before, during, and after instruction.

Standard 5. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6. Demonstrate Professionalism

Standard 6. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

Standard 6. Participate in activities that enhance collaboration and lead to professional growth and development.

Standard 6. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

Standard 6. Communicate in ways that convey respect and sensitivity.

006.44 Physical Science.

006.44A Grade Levels: 7-12

006.44B Endorsement Type: Field

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

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

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

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 knowledge and understanding of and be able to teach the concepts, skills, and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades. Demonstrate the appropriate depth of understanding in the 36 hours of emphasis.

B. Design and manage safe and supportive learning environments reflecting high expectations for the success of all students, including being able to:

   1. Manage physical spaces within which science learning occurs;
   2. Demonstrate proper treatment and ethical use of living organisms; and
   3. Demonstrate safety in all areas related to science instruction.

C. Relate science to the community and to use human and institutional resources in the community to advance the education of their students in science, including being able to:
   1. Utilize social and community support networks;
   2. Relate science teaching and learning to the needs and values of the community; and
   3. Involve people and institutions from the community in the teaching of science.

D. Apply the unifying concepts and processes that help students think about and integrate a range of basic ideas which build an understanding of the natural world, including:
   1. Systems, order and organization;
   2. Evidence, models and explanation;
   3. Change, constancy and measurement;
   4. Evolution and equilibrium; and
   5. Form and function.

E. Apply the processes of scientific inquiry, including the ability to:
   1. Identify questions and concepts that guide scientific investigations;
   2. Design and conduct scientific investigations;
   3. Use appropriate tools and techniques to gather, analyze and interpret data;
   4. Develop descriptions, explanations, predictions and models using evidence;
   5. Think critically and logically to make relationships between evidence and explanation;
   6. Recognize and analyze alternative explanations and models;
   7. Communicate and defend a scientific argument; and
   8. Understand the unique characteristics of scientific inquiry.

F. Apply physical science facts, concepts, principles, theories and models, including:
   1. Structure and properties of the atom;
   2. Structure and properties of matter;
   3. Chemical reactions;
   4. Motions and forces;
   5. Conservation of energy and increase in disorder; and
   6. Interactions of energy and matter.

G. Apply life science facts, concepts, principles, theories and models, including:
   1. The cell;

2. Molecular basis of heredity;
3. Biological evolution;
4. Interdependence of organisms;
5. Matter, energy and organization in human and other living systems; and
6. Behavior of organisms.

H. Apply earth and space science facts, concepts, principles, theories and models, including:
   1. Structure of the earth system;
   2. Earth's history;
   3. Earth in the solar system;
   4. Energy in the earth system;
   5. Geochemical cycles;
   6. Origin and evolution of the earth system; and
   7. Origin and evolution of the universe.

I. Establish connections between the natural and designed world, linking science and technology, including being able to:
   1. Plan, create or modify, and evaluate a technological solution to a scientific problem;
   2. Describe the relationship between science and technology, including the cyclical relationship for advancement; and
   3. Demonstrate an understanding of the interdisciplinary nature of science as it approaches human problems, e.g., engineering, geophysics and biochemistry.

J. Apply science concepts, principles, and processes to personal and social decision making, including:
   1. Personal and community health;
   2. Population growth;
   3. Natural resources;
   4. Environmental quality;
   5. Natural and human-induced hazards; and
   6. Science and technology in local, national, and global challenges.

K. Demonstrate an understanding of the history and nature of science, including:
   1. An understanding of science as a human endeavor, including the ability to:
      a. Describe significant scientists, including individuals from both genders, and of different races and ethnic groups;

b. Describe the societal, cultural, and personal beliefs that influence scientists; and

c. Demonstrate the nature and practice of scientists, for example, ethical behaviors, peer review, truthful reporting, public disclosure.

2. The nature of scientific knowledge; and

3. The history of science.

006.45 Physics.

006.45A Grade Levels: 7-12

006.45B Endorsement Type: Subject

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

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

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

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

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

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades. Preparation for subject endorsements will not include the same level of depth of understanding as the Natural Science endorsement. Demonstrate the appropriate depth of understanding of the subject area endorsement.

B. Design and manage safe and supportive learning environments reflecting high expectations for the success of all students, including being able to:

   1. Manage physical spaces within which science learning occurs;

   2. Demonstrate proper treatment and ethical use of living organisms; and

3. Demonstrate safety in all areas related to science instruction;

C. Relate science to the community and to use human and institutional resources in the community to advance the education of their students in science, including being able to:
   1. Utilize social and community support networks;
   2. Relate science teaching and learning to the needs and values of the community; and
   3. Involve people and institutions from the community in the teaching of science;

D. Apply the unifying concepts and processes that help students think about and integrate a range of basic ideas which build an understanding of the natural world, including:
   1. Systems, order and organization;
   2. Evidence, models and explanation;
   3. Change, constancy and measurement;
   4. Evolution and equilibrium; and
   5. Form and function;

E. Apply the processes of scientific inquiry, including the ability to:
   1. Identify questions and concepts that guide scientific investigations;
   2. Design and conduct scientific investigations;
   3. Use appropriate tools and techniques to gather, analyze and interpret data;
   4. Develop descriptions, explanations, predictions and models using evidence;
   5. Think critically and logically to make relationships between evidence and explanation;
   6. Recognize and analyze alternative explanations and models;
   7. Communicate and defend a scientific argument; and
   8. Understand the unique characteristics of scientific inquiry;

F. Apply physical science facts, concepts, principles, theories and models, including:
   1. Structure and properties of the atom;
   2. Structure and properties of matter;
   3. Chemical reactions;
   4. Motions and forces;
   5. Conservation of energy and increase in disorder; and
   6. Interactions of energy and matter;

G. Apply life science facts, concepts, principles, theories and models, including:
   1. The cell;
   2. Molecular basis of heredity;
   3. Biological evolution;
   4. Interdependence of organisms;
   5. Matter, energy and organization in a human and other living systems; and
   6. Behavior of organisms;

H. Apply earth and space science facts, concepts, principles, theories and models, including:
   1. Structure of the earth system;
   2. Earth's history;
   3. Earth in the solar system;
   4. Energy in the earth system;
   5. Geochemical cycles;
   6. Origin and evolution of the earth system; and
   7. Origin and evolution of the universe;

I. Establish connections between the natural and designed world, linking science and technology, including being able to:
   1. Plan, create or modify, and evaluate a technological solution to a scientific problem;
   2. Describe the relationship between science and technology, including the cyclical relationship for advancement; and
   3. Demonstrate an understanding of the interdisciplinary nature of science as it approaches human problems, e.g., engineering, geophysics and biochemistry;

J. Apply science concepts, principles, and processes to personal and social decision making, including:
   1. Personal and community health;
   2. Population growth;
   3. Natural resources;
   4. Environmental quality;
   5. Natural and human-induced hazards; and
   6. Science and technology in local, national, and global challenges, and

K. Demonstrate an understanding of the history and nature of science, including:

1. An understanding of science as a human endeavor, including the ability to:
    a. Describe significant scientists, including individuals from both genders, and of different races and ethnic groups;
    b. Describe the societal, cultural, and personal beliefs that influence scientists; and
    c. Demonstrate the nature and practice of scientists, for example, ethical behaviors, peer review, truthful reporting, public disclosure;
2. The nature of scientific knowledge; and
3. The history of science.

006.46 Political Science.

006.46A Grade Levels: 7-12

006.46B Endorsement Type: Subject

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

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

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

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 knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Demonstrate the purpose of government;

C. Demonstrate an understanding of the history, structure, and function of the federal, state, county, local, and tribal governments, including being able to identify the key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;

D. Demonstrate an understanding of the United States two party political system;

E. Demonstrate an understanding of United States domestic and foreign policies;

F. Demonstrate an understanding of citizenship in the United States, including being

able to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;

G. Demonstrate an understanding of sovereign tribal nations and their relationship to local, state, and federal governments;

H. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view; and

I. Analyze and evaluate the influence of various forms of citizen action on public policy, including the impact of lobbyists.

006.47 Preschool Disabilities.

006.47A Grade Levels: Birth through Kindergarten

006.47B Endorsement Type: Subject

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

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

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

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 provide for the following content:

A. 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, and preschool and kindergarten children, with a range of abilities and disabilities, in the cognitive, communicative, physical-motor, social-emotional, and adaptive 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 social, cultural and linguistic diversity influence development and learning;
4. Identify pre-, peri-, and postnatal development and factors of biological and environmental conditions that affect children's development and learning;
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; and
6. Demonstrate an understanding of:
    a. developmental consequences of stress and trauma,
    b. protective factors and resilience,
    c. the development of mental health, and
    d. the importance of supportive relationships.

B. Assessment and Evaluation. The program should prepare prospective teachers to:

1. Assess children's cognitive, communicative, physical-motor, social-emotional, and adaptive development for the purpose of designing programs to meet the needs of individuals and families;
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 family service plan (IFSP) and individual education program (IEP);
8. Monitor, summarize, and evaluate the progress toward child and family outcomes as outlined in the IFSP or IEP;
9. Select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities;

10. Implement culturally and linguistically unbiased assessment instruments and procedures; and
11. Communicate options for programs and services at the next level and assist the family in planning for transition.

C. 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 curricular goals and content;
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. Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences;
8. Encourage family-child interactions as primary contexts for learning and development;
9. 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;
10. 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;
11. Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies;
12. 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;
13. Implement basic health, nutrition, feeding strategies, and safety management practices for children with special needs;

14. Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and human services;
15. Identify aspects of medical care for children who have a history of significant low birth weight, or have other complex medical needs; and
16. Use methods for the care of young children dependent on technology with programs focused on overall child development and family resources, concerns, and priorities.

D. Family and Community Relationships. The program should prepare prospective teachers to:

1. Establish and maintain positive, collaborative relationships with families, including being able to:
    a. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
    b. Engage in mutual problem solving with families and other professionals to design adaptations necessary for daily routine and care;
    c. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns;
    d. Implement family services consistent with due process safeguards;
    e. Evaluate services with families; and
    f. 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, including being able to:
    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; and
    d. Evaluate and design processes and strategies that support transitions among hospital, home, infant/toddler, preschool, and kindergarten programs.

E. Professionalism. The program should prepare prospective teachers to:

1. Articulate the historical and philosophical basis of services for young children with special needs;

2. Identify state and federal legislation, public policy, and legal issues that affect children, families, and programs for young children with disabilities;
3. Identify ethical issues related to educational, social, and medical services for young children with disabilities and their families;
4. Identify current trends and issues in Early Childhood Special Education, and Special Education;
5. Adhere to the profession's code of ethical conduct related to Early Childhood Special Education;
6. Serve as advocates on behalf of young children with disabilities and their families, to improve quality of programs and services for young children, and to enhance professional status and working conditions for early childhood special educators; and
7. Identify the application of current relevant research and recommended practices.

F. Field/Clinical 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 schools, homes, public or private centers, and community agencies) which serve young children with disabilities, who reflect diverse family systems, from birth through kindergarten and their families;
2. Observe and participate under the supervision of qualified professionals in each of the three age groups (infants/toddlers, preschool, and kindergarten); and
3. Observe and participate under supervision in an interagency and intra-agency team.

006.48 Psychology.

006.48A Grade Levels: 7-12

006.48B Endorsement Type: Subject

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

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

006.48E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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 knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting psychology research methods;

C. Demonstrate an understanding of psychology's origins, subfields, and ethical research standards;

D. Demonstrate an understanding of the biological bases of behavior;

E. Demonstrate an understanding of lifespan development;

F. Demonstrate an understanding of the cognitive areas of memory, learning, and thought and language; and

G. Demonstrate an understanding of the socio-cultural areas of social psychology, personality, and psychological health or disorders.

006.49 Reading and Writing.

006.49A Grade Levels: 7-12

006.49B Endorsement Type: Subject

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

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

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

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 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.

006.50 Reading Specialist.

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

006.50B Endorsement Type: Subject

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

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

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

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

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:

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.

006.51 Religious Education.

006.51A Grade Levels: K-12

006.51B Endorsement Type: Subject

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

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

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

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

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

006.52 Reserve Officer Training Corps (ROTC).

006.52A Grade Levels: 9-12

006.52B Endorsement Type: Subject

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

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

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

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

006.53 School ~~Guidance~~ Counselor

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

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

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

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

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

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

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

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

Through the courses identified in its plan, the institution ~~should~~ shall provide the following content:

SCHOOL COUNSELING PROGRAM:

School counselors shall possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the American School Counseling Association (ASCA) National Model. The competencies required include the following: ~~content:~~

Standard 1. School counselors ~~can~~ shall articulate and demonstrate an understanding of:

Standard 1. ~~1.~~Their role as ~~School counselors serve as~~ leaders who collaborate with stakeholders to improve student achievement and who are uniquely positioned to be student advocates and systems change agents.

Standard 1. ~~2.~~Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate postsecondary education for every student;

Standard 1. ~~3.~~Educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives;

Standard 1. ~~4.~~Measurement and assessment literacy;

Standard 1. ~~5.~~The continuum of mental health services, including prevention, ~~and~~ intervention, and referral strategies to enhance student success.

Standard 1. ~~6.~~Theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.

~~A.~~ FOUNDATION

Standard 2. School counselors possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program, including:

Standard 2. ~~1.~~Mission of the school counseling program that aligns with current school improvement and student success initiatives at the school, district and state levels;

Standard 2. ~~2.~~History and purpose of school counseling, including traditional and transformed roles of school counselors;

Standard 2. ~~3.~~District, state and national student standards and competencies;

Standard 2. ~~4.~~Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies;

Standard 2. ~~5.~~The three domains of academic achievement, career planning, and personal and social development.

~~B.~~ DELIVERY SYSTEM

Standard 3. School counselors shall articulate and demonstrate an understanding of:

Standard 3. ~~1.~~PK-12 Guidance Curriculum, which includes:

Standard 3. ~~a.~~Classroom Instruction;

Standard 3. ~~b.~~Interdisciplinary curriculum development;

Standard 3. ~~c.~~Group Activities; and

Standard 3. ~~d.~~Parent workshops and instruction.

Standard 3. ~~2.~~Individual Student Planning, which includes:

Standard 3. ~~a.~~Career Guidance; and

Standard 3. ~~b.~~Educational Planning.

Standard 3. Responsive Services, which include:

Standard 3. ~~a.~~Counseling techniques and applications that work in varied school settings;

Standard 3. ~~b.~~ Crisis counseling and intervention;

Standard 3. ~~c.~~ Consultation;

Standard 3. ~~d.~~ Individual and small-group counseling;

Standard 3. ~~e.~~ Referrals; and

Standard 3. ~~f.~~ Peer facilitation.

Standard 3. ~~4.~~ Systems Support, which includes:

Standard 3. ~~a.~~Professional development;

Standard 3. ~~b.~~Consultation, collaboration and teaming; and

Standard 3. ~~c.~~Program management and operations.

~~C.~~ MANAGEMENT SYSTEM

Standard 4. School counselors shall articulate and demonstrate an understanding of:

Standard 4. ~~1.~~Data-informed decision making; ~~and~~

Standard 4. ~~2.~~Management tools (Calendars, Principal-Counselor Responsibilities Agreements, Action Plans, Advisory Councils, Use of time); and

Standard 4. ~~3.~~ Current and emerging technologies such as use of the Internet, Web-based resources and management information systems.

~~D.~~ ACCOUNTABILITY

Standard 5. School counselors shall articulate and demonstrate an understanding of:

Standard 5. ~~1.~~Basic concepts of results-based school counseling and accountability issues;

Standard 5. ~~2.~~Basic research and statistical concepts to read and conduct research;

Standard 5. ~~3.~~Use of data to evaluate program effectiveness and to determine program needs; and

Standard 5. ~~4.~~Program audits and student results reports.

Standard 6. ~~E.~~ School Related Field Experiences for a prospective School Counselor shall include at least 100 clock-hours in school settings at the grade levels of the endorsement in one or more components of the ASCA National Model (i.e., Foundation, Delivery, Management, and/or Accountability).

Standard 7. ~~F.~~ Internship experiences of at least 450 clock-hours under the supervision of a certified school counselor, and demonstrat~~e~~ion of the competencies in these guidelines. The internship experiences shall take place in a school setting. One hundred eighty (180) of the 450 clock hours shall be in direct service, including but not limited to, individual and group counseling, individual student planning, developmental classroom guidance, and consultation.

006.~~38~~54 School Librarian. (formerly Library Media Specialist 006.38)

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

006.~~38~~54B Endorsement Type: Field

006.~~38~~54C Persons with this endorsement may supervise the development and organization of a library media program and teach or direct the use of the library media resources and services in grades Pre-K~~k~~indergarten through ~~grade~~12.

006.~~38~~54D Certificate Endorsement Requirements: This endorsement shall require the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including leadership, library administration, technology, ~~organization of resources,~~ information access, children's and young adult literature, resource management, ~~selection,~~ and curriculum and instruction.

006.~~38~~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 should prepare prospective school librarians, according to the American Library Association (ALA), American Association of School Librarians (AASL), and International Society for Technology in Education (ISTE) standards, to address the following:~~library media specialists to:~~

~~A. Demonstrate a commitment to personal professional growth, including being able to:~~
~~1. Exhibit comprehension of the role of libraries in a democratic society and the interrelationships of all types of libraries and information agencies;~~
~~2. Exhibit an understanding of the role of the school library media program as a central element in the intellectual life of the school;~~
~~3. Advocate and promote opportunities to improve the profession both independently and collectively;~~

~~4. Engage in continuous self-evaluation and self-directed learning for personal professional growth;~~

~~5. Demonstrate a knowledge of appropriate local, state, regional, and national professional associations, guidelines, and publications;~~
~~6. Demonstrate a knowledge of legal regulations regarding intellectual property rights and educational fair use guidelines of the copyright law;~~
~~7. Demonstrate a knowledge of means for promoting intellectual freedom;~~
~~8. Demonstrate a knowledge of professional ethics;~~
~~9. Exhibit comprehension of the importance of cooperation and networking among libraries and other information agencies;~~
~~10. Identify legislation and policy at the local, state, and national levels that affect the development of the school library media programs and take appropriate action; and,~~
~~11. Use systematic practices for researching existing and emerging applications of technology as they impact the library media program.~~

~~B. Demonstrate the ability to communicate effectively with elementary, middle level, and secondary students, faculty, staff, administrators, school boards, parents, and other members of the community, including being able to:~~
~~1. Create a positive teaching and learning climate in the school library media center;~~
~~2. Listen and respond to information requests in a manner that encourages further patron inquiry;~~
~~3. Practice effective interpersonal relationships within as well as outside the school community and communicate regularly to further school goals and relate library media program needs and accomplishments;~~
~~4. Exhibit communication skills necessary for collaborative planning of curriculum and lessons with teachers, i.e., the ability to demonstrate an understanding of curriculum objectives, to listen effectively, to use probing and clarifying questions, and to negotiate responsibility for activities;~~
~~5. Develop and implement an effective public relations program that communicates the vital contribution of the school library media program to learning; and,~~
~~6. Use technology to communicate information and ideas.~~

~~C. Apply basic principles of evaluating and selecting resources to build and maintain a collection that includes access to internal and external resources to support the educational mission of the district, including being able to:~~
~~1. Create and implement selection and collection development policies and procedures that reflect the district's mission;~~
~~2. Develop criteria for evaluating resources at all grade levels;~~
~~3. Use collection management principles and procedures for needs assessment, evaluating, selecting, and discarding resources;~~
~~4. Evaluate internal and external resources; and,~~

~~5. Apply systematic techniques in maintaining resources to support personal development, curriculum, multi-cultural, and life-long learning needs of students, faculty, staff, and administration.~~

~~D. Develop a library media program that provides access to information and ideas, including being able to:~~

~~1. Develop and monitor services and policies that ensure equitable and unrestricted access to information and ideas in all formats and for all ability levels;~~

~~2. Develop and monitor a formal process for addressing expressed concerns about library media resources;~~

~~3. Communicate concepts pertinent to information access; and,~~

~~4. Develop and monitor policies and procedures to protect confidentiality and privacy of library media center users.~~

~~E. Use resources to support the information needs of elementary, middle level, and secondary students, and the instructional development needs of faculty, including being able to:~~

~~1. Develop a partnership with faculty to ensure that the evaluation and selection process provides curriculum-related resources appropriate to learner characteristics such as abilities, interests, needs, and learning styles;~~

~~2. Ensure that the evaluation and selection process provides curriculum-related resources that reflect instructional strategies, and learning and teaching styles; and,~~

~~3. Recognize the characteristics unique to each information format and select items according to their specific contribution to learning objectives or personal, developmental needs.~~

~~F. Assist elementary, middle level, and secondary students and faculty to design and produce resources using current technology, including being able to:~~

~~1. Analyze criteria to determine the appropriateness of producing local resources as opposed to selecting commercially produced resources;~~

~~2. Apply basic principles of instructional design in developing, producing, and implementing technological resources for a specified learning objective; and,~~

~~3. Apply evaluative criteria for locally produced media for inclusion in the collection.~~

~~G. Implement policies and procedures for the acquisition, cataloging, processing, circulating, and maintaining resources to ensure access, including being able to:~~

~~1. Coordinate the acquisition process for resources, technology, equipment, and supplies;~~

~~2. Implement standard recognized procedures for classifying, cataloguing, and processing resources which will facilitate computerization and resource sharing;~~

~~3. Organize and maintain current bibliographic records;~~

~~4. Select appropriate systems for circulation and access;~~
~~5. Implement and evaluate circulation policies and procedures based on needs of users; and,~~
~~6. Implement procedures for ongoing inventory and maintenance of resources.~~

~~H. Work with elementary, middle level, and secondary students, faculty, staff, administrators, and members of the community to develop, implement, and evaluate library media programs to meet educational goals, including the management of personnel, resources, services, and facilities, including being able to:~~

~~1. Demonstrate an understanding of how to establish library media program goals within district policies;~~
~~2. Develop annual and long-range plans to meet the goals of a library media program and disseminate those plans to individuals and groups;~~
~~3. Interpret and support school and district policies and regulations;~~
~~4. Apply effective management principles to the administration of the school library media program;~~
~~5. Design, establish and communicate policies and procedures for the implementation of an effective library media program;~~
~~6. Prepare, justify and administer the library media program budget based on instructional program needs;~~
~~7. Participate in planning, scheduling (including flexible scheduling), and using library media facilities to support the instructional program;~~
~~8. Supervise, assign, instruct, and assist in the evaluation of support staff, volunteers, and student assistants;~~
~~9. Collaborate with others to provide increased access to information through resource sharing;~~
~~10. Evaluate the instructional effects of the library media program;~~
~~11. Apply appropriate research findings to improve teaching and learning through the library media program;~~
~~12. Conduct action research to assist in the development and implementation of an effective library media program;~~
~~13. Monitor, assess, and employ existing and emerging technologies for management and instructional applications;~~
~~14. Demonstrate a knowledge of how technology is used to connect information sources among users both locally and globally;~~
~~15. Utilize and facilitate the efforts of a library media advisory committee; and,~~
~~16. Participate in school-wide instruction leadership efforts, including being able to train library media staff and faculty in library media programs, processes and procedures, including technology, resources, equipment, and services.~~

~~I. Serve as a learning facilitator within schools and as a leader of faculty, administration, and elementary, middle level, and secondary students in the~~

~~development of effective strategies for teaching and learning, including being able to:~~

1. ~~Cooperatively plan with other faculty to ensure that information literacy skills are taught and practiced as curriculum integrated learning experiences, including retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas;~~
2. ~~Demonstrate an understanding of how to participate, as an educational leader, an equal partner, and a change agent in the curriculum development process at both the building and district levels;~~
3. ~~Work with other faculty to identify appropriate instructional strategies and creative uses of resources;~~
4. ~~Collaboratively plan with other faculty to provide activities and opportunities for students to assume responsibilities for planning, undertaking, and assuming independent learning;~~
5. ~~Anticipate the need for specific information and resources in response to information needs identified in the curriculum development process;~~
6. ~~Share with other faculty the role of teacher, motivator, coach, and guide for students in the development of reading, listening, and viewing competencies, including critical thinking skills, for lifelong learning;~~
7. ~~Motivate and guide students in appreciating literature;~~
8. ~~Collaboratively plan with other faculty in designing, evaluating, and modifying teaching and learning activities, and in evaluating student mastery of these activities;~~
9. ~~Assist students and faculty in developing independence in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas;~~
10. ~~Design production activities, including adapting resources for new purposes, to assist in the development of skills for analyzing, evaluating, synthesizing, and communicating information; and,~~
11. ~~Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth.~~

Standard 1. Teaching for Learning: Candidates are effective teachers who can demonstrate knowledge of learners and learning, model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. Elements of these competencies are:

Standard 1. Knowledge of learners and learning;

Standard 1. Effective and knowledgeable teachers;

Standard 1. Instructional partners; and

Standard 1. Integration of 21st-century skills and learning standards.

Standard 2. Literacy and Reading: Candidates promote reading for learning, personal growth, and enjoyment. They are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. Elements of these competencies are:

Standard 2. Literature;

Standard 2. Reading promotion;

Standard 2. Respect for diversity; and

Standard 2. Literacy strategies.

Standard 3. Information and Knowledge: Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community and demonstrate the use of a variety of research strategies to generate knowledge to improve practice. Elements of these competencies are:

Standard 3. Efficient and ethical information-seeking behavior;

Standard 3. Access to information;

Standard 3. Information technology; and

Standard 3. Research and knowledge creation.

Standard 4. Advocacy and Leadership: Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. They provide leadership by articulating how school libraries contribute to student achievement. Elements of these competencies are:

Standard 4. Networking with the library community;

Standard 4. Professional development;

Standard 4. Leadership; and

Standard 4. Advocacy.

Standard 5. Program Management and Administration: Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. Elements of these competencies are:

Standard 5. Collections;

Standard 5. Professional ethics;

Standard 5. Personnel, funding, and facilities; and

Standard 5. Strategic planning and assessment.

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

~~007.03~~006.55A Grade Levels: ~~Pre-kindergarten through Grade~~ PK-12

~~007.03~~006.55B Endorsement Type: ~~Special Services~~ Field

~~007.03~~006.55C Persons with this teaching endorsement may provide school psychological services to students (birth ~~through~~ to age 21), school personnel, parents and other specialists ~~on~~ related to individual student needs or school program considerations.

~~007.03~~006.55D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 ~~of which~~ are exclusive of credit for the supervised internship.

~~007.03~~006.55D1 A minimum of ~~twelve hundred (~~1,200~~)~~ clock hours of internship experience, supervised by a Standard Institution of Higher Education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings ~~as part of their school psychology training program~~ prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

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

~~007.03~~006.55E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

Through the courses identified in its plan, the institution ~~should~~ shall prepare prospective ~~teachers to~~ school psychologists according to the standards of the National Association of School Psychologists (NASP). School psychologist candidates will possess the following skills:

~~A. Demonstrate an understanding of data-based decision-making and accountability and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; and~~

~~2. Use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services.~~

~~B. Demonstrate an understanding of consultation and collaboration and be able to apply the related concepts, principles, and processes, and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify behavioral, mental health, collaborative, and/or other consultation models and methods and be able to apply them to particular situations; and~~

~~2. Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.~~

~~C. Demonstrate an understanding of effective instruction and development of cognitive/academic skills and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify the human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills;~~

~~2. Collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; and~~

~~3. Implement interventions to achieve intervention goals and evaluate the effectiveness of interventions.~~

~~D. Demonstrate an understanding of socialization and development of life skills and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Demonstrate a knowledge of human developmental processes;~~

~~2. Identify techniques to assess human developmental processes;~~

~~3. Implement direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills;~~

4. ~~Collaborate with others to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; and~~

5. ~~Implement interventions to achieve appropriate behavioral, affective, adaptive, and social goals; and evaluate the effectiveness of interventions.~~

E. ~~Demonstrate an understanding of student diversity in development and learning and be able to apply the related concepts, principles, and processes, including being able to:~~

1. ~~Exhibit knowledge of individual differences, abilities, and disabilities;~~

2. ~~Explain the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; and~~

3. ~~Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.~~

F. ~~Demonstrate knowledge of school and systems organization, policy development, and climate and be able to apply the related concepts, principles, and processes, including being able to:~~

1. ~~Exhibit knowledge of general education, special education, and other educational and related services;~~

2. ~~Demonstrate understanding of schools and other settings as systems; and~~

3. ~~Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.~~

G. ~~Demonstrate an understanding of prevention, crisis intervention, and mental health and be able to apply the related concepts, principles, and processes, including being able to:~~

1. ~~Exhibit knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; and~~

2. ~~Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.~~

H. ~~Demonstrate an understanding of home, school, and community collaboration and be able to apply the related concepts, principles, and processes, including being able to:~~

1. ~~Demonstrate a knowledge of family systems, including family strengths and influences on student development, learning, and behavior;~~

2. ~~Identify methods to involve families in education and service delivery; and~~

3. ~~Work effectively with families, educators, and others in the community to promote~~

~~and provide comprehensive services to children and families.~~

~~I. Demonstrate an understanding of research and program evaluation and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Demonstrate a knowledge of research, statistics, and evaluation methods; and~~

~~2. Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.~~

~~J. Demonstrate an understanding of school psychology practice and development and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify the history and foundations of the profession;~~

~~2. Identify various service models and methods;~~

~~3. Understand public policy development applicable to services to children and families;~~

~~4. Demonstrate a knowledge of ethical, professional, and legal standards related to the profession;~~

~~5. Identify practices that are consistent with applicable standards of the profession;~~

~~6. Describe methods for involvement in the profession; and~~

~~7. Demonstrate knowledge and skills needed to acquire career-long professional development.~~

~~K. Demonstrate knowledge of information technology and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Demonstrate knowledge of information sources and technology relevant to their work; and~~

~~2. Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.~~

Standard 1. Data- Based Decision Making and Accountability:

Standard 1. Have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes; and

Standard 1. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

Standard 2. Consultation and Collaboration:

Standard 2. Have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and use to promote effective implementation of services; and

Standard 2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Standard 3. Interventions and Instructional Support to Develop Academic Skills:

Standard 3. Have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies; and

Standard 3. In collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Standard 4. Interventions and Mental Health Services to Develop Social and Life Skills:

Standard 4. Have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based supported strategies to promote social-emotional functioning and mental health; and

Standard 4. In collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.

Standard 5. Development and Learning:

Standard 5. Have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity; and

Standard 5. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

Standard 6. School-Wide Practices to Promote Learning:

Standard 6. Have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health; and

Standard 6. In collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Standard 7. Preventive and Responsive Services:

Standard 7. Have knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention; and empirically supported strategies for effective crisis response; and

Standard 7. In collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Standard 8. Family-School Collaboration Services:

Standard 8. Have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; and

Standard 8. In collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Standard 9. Research and Program Evaluation:

Standard 9. Have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; and

Standard 9. Demonstrate skills to evaluate and apply research as a foundation for service techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Standard 10. Legal, Ethical, and Professional Practice:

Standard 10. Have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practices at the individual, group, and/or systems levels; and

Standard 10. Demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

006.~~5~~456 Skilled and Technical Science Education. ~~(formerly Trade and Industrial Education).~~

006.~~5~~456A Grade Levels: 9-12

006.~~5~~456B Endorsement Type: Supplemental endorsement available only in the presence of Agricultural Education or Industrial Technology Education endorsements.

006.~~5~~456C Persons with this endorsement may teach Skilled and Technical Science Education (formerly Trade and Industrial Education).

006.~~5~~456D Certification Endorsement Requirements: This endorsement requires the following:

006.~~5~~456D1 A minimum of 12 semester hours in one of the specific career areas listed below:

006.~~5~~456D1a Architecture and Construction Career Area:

006.~~5~~456D1a(1) Design and Pre-Construction; or
006.~~5~~456D1a(2) Construction; or
006.~~5~~456D1a(3) Maintenance and Operations

006.~~5~~456D1b Manufacturing Career Area:

006.~~5~~456D1b(1) Health, Safety and Environmental Assurance; or
006.~~5~~456D1b(2) Logistics and Inventory Control; or
006.~~5~~456D1b(3) Maintenance, Installation, and Repair; or
006.~~5~~456D1b(4) Manufacturing Production Process Development; or
006.~~5~~456D1b(5) Production; or
006.~~5~~456D1b(6) Quality Assurance

006.~~5~~456D1c Science Technology, Engineering, and Mathematics (STEM) Career Area:

006.~~5~~456D1c(1) Engineering and Technology

006.~~5~~456D1d Transportation, Distribution and Logistics Career Area:

006.~~5~~456D1d(1) Facility and Mobile Equipment Maintenance; or
006.~~5~~456D1d(2) Health, Safety and Environmental Management; or

006.~~5~~456D1d(3) Logistics Planning and Management Services; or
006.~~5~~456D1d(4) Transportation/Systems Infrastructure; or
006.~~5~~456D1d(5) Warehousing and Distribution Center Operations

006.~~5~~456D2 Work Experience: The endorsement is available only to those persons who have:

006.~~5~~456D2a 1000 verified hours of paid employment in the industry in which the specific career area coursework is taken; or

006.~~5~~456D2b 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.~~5~~456D3 This endorsement shall require an applicant to earn, or qualify for, a Cooperative Education/Diversified Occupations endorsement which includes:

006.~~5~~456D3a A minimum of three (3) semester hours in the principles/foundations of career education; and

006.~~5~~456D3b A minimum of three (3) semester hours in the supervision of work-based learning.

006.~~5~~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.

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. Describe a personal philosophy regarding Skilled and Technical Science Education based on current research findings, and the application of that philosophy in curriculum and instructional design, assessment, and professional development, including being able to:

1. Design programs based on a mission statement with stated goals and objectives which reflect the definition and intent of Skilled and Technical Science Education; and,
2. Use an organized set of concepts, processes and systems that are technological when designing course outlines, instructional strategies, and evaluations of student work.

B. Demonstrate teaching and technical skills appropriate to successfully teaching the study of Skilled and Technical Science, including being able to:

1. Demonstrate knowledge and an understanding of the development of industry, its effects on people, the environment and culture; its organization, personnel systems and techniques, as well as resources and products and their impact on society and culture;
2. Use instructional content from a specific skilled and technical science education area at an industry level standard as determined by the institution;
3. Identify the use of contextual academics used in the skilled and technical science area;
4. Incorporate employability skills training into the teaching program;
5. Identify and incorporate safe and efficient use of contemporary technological tools, instruments, and machines into a program of study;
6. Incorporate insight, knowledge, and applications of technological concepts, processes and systems into a teaching program;
7. Use skills, creative abilities, positive self-concepts, and individual potentials in teaching skilled and technical sciences;
8. Apply problem-solving and creative abilities involving human and material resources, processes, and technological systems;
9. Use activity-oriented laboratory instruction which reinforces abstract concepts through concrete experiences;
10. Apply technology to the design and production of activities for student use;
11. Design Skilled and Technical Science Education programs that advance student attitudes, knowledge, and skills regarding how skilled and technical science systems function;
12. Facilitate the ability of students to apply skilled and technical sciences knowledge and skills, and to assess new or different past-present-future skilled and technical science systems; and
13. Manage a work-based learning program which includes the supervision of students in the workplace.

C. Demonstrate the ability to develop, manage, and evaluate a Skilled and Technical Science Education program in schools, including being able to:
   1. Demonstrate a philosophy and understanding of career education;
   2. Design a strategic program plan that includes a mission statement, rationale for change, goals and objectives, action steps, and program evaluation strategies;
   3. Select content based on the goals and objectives appropriate to the specific skilled and technical science content;
   4. Structure an educational environment in the classroom and laboratory to advance the instructional process including:
      a. Contextual academics;
      b. Technical skills based on national standards;
      c. Employability skills;
      d. Safety training and daily practice;
   5. Select appropriate instructional technologies to effectively teach all student populations;
   6. Demonstrate laboratory management (i.e., inventory, requisitioning equipment and materials, maintenance, and budgeting);
   7. Integrate career student organizations into the curriculum;
   8. Communicate and promote a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community;
   9. Organize and coordinate an external advisory committee; and,
   10. Use standards to evaluate and revise Skilled and Technical Science Education programs, including being able to identify standards for the program, establish a process for using the standards, and utilize findings for subsequent program revisions.

D. Demonstrate attitudes, knowledge, and skills needed for success as a teacher in Skilled and Technical Science Education, including being able to:
   1. Create, revise, and analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The Skilled and Technical Science Education teacher prepares students:
      a. For initial employment and careers in a specific skilled and technical science area;
      b. For their roles as consumers and citizens;
      c. For advanced education in skilled and technical science areas;

d. For roles as employees, owners and managers of skilled and technical science businesses;

e. To understand domestic industries and how they are similar to and different from global industries; and,

f. To access and apply current industrial technologies;

2. Organize classroom and laboratory experiences for the study of skilled and technical science;

3. Manage technological activities in both an individual and group setting;

4. Demonstrate positive and effective management techniques to include programs, learning environment, and activities outside the classroom that support and complement the program;

5. Apply multi-cultural and global perspectives as they relate to the study of skilled and technical science;

6. Demonstrate an understanding of the role and function of skilled and technical science in the global society; and,

7. Apply values and ethics as they relate to content issues in the study of skilled and technical science.

E. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and industry leaders, and others.

F. Demonstrate an understanding of and be able to apply skilled and technical science concepts, principles and processes in the specified career pathway.

G. Identify concepts and strategies needed for career exploration, development and growth in skilled and technical science areas.

H. Facilitate students in the realization of their full potential through career development.

006.~~55~~57 Social Science.

006.~~55~~57A Grade Levels: 7-12

006.~~55~~57B Endorsement Type: Field

006.~~55~~57C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.~~55~~57D 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.~~55~~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.

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 demonstrate the skills identified in sections A through G, and those in either H or I.

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Demonstrate the ability to create and deliver instruction which integrates three or more of the cognate areas of the social sciences (anthropology/sociology, economics, geography, history, political science, and psychology).

C. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **economics**, and be able to apply them, including being able to:

1. Apply the unifying concepts and processes underlying the structure and operations of the United States economy and the role of citizens as producers and consumers;
2. Analyze the characteristics of markets;
3. Examine and relate the role of the national, state, local, and tribal entities in the United States economy;
4. Establish connections and interdependence of the United States economic system and systems in other countries; and
5. Apply primary sources and data to understand economic concepts.

D. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **geography**, and be able to apply them, including being able to:

1. Demonstrate an understanding of maps, including mental maps, and other geographic representations, tools, and technologies to acquire and report information from a spatial perspective;
2. Analyze the geographic information about people, places, and environments on the Earth's surface, which includes an understanding of both the physical and human characteristics of places;
3. Demonstrate an understanding of the physical and cultural geography of Nebraska;
4. Develop the concept of regions as a means to interpret Earth's complexity in terms of how culture and experience influence people's perceptions of places and regions including identification of Earth's ecosystems;
5. Demonstrate an understanding of population distributions, human migrations and the complexity of the world's cultural mosaic;
6. Analyze the patterns and networks of economic interdependency, the processes, patterns, and functions of human settlements, and explain the forces of cooperation and conflict;
7. Demonstrate an understanding of the interrelationships of human actions and the physical environment, including being able to show cross cultural comparison of ideology and behaviors; and
8. Provide examples of how to use geography to interpret the past and present and to plan for the future.

E. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **history**, and be able to apply them, including being able to:

1. Compare patterns of development, continuity and influence between the United States and the rest of the Western Hemisphere;

2. Demonstrate knowledge and understanding of the people, cultures and civilizations of the Western Hemisphere;
3. Demonstrate knowledge and an understanding of Western and Eastern civilizations;
4. Use historical analysis and interpretation to consider the perspectives of cultural groups;
5. Identify and describe significant historical periods that impacted the development of the United States;
6. Use a chronological framework to understand the sociological, political, economic and cultural history of the global community through time;
7. Demonstrate knowledge and understanding of the cultural history of Nebraska, including Native American cultures;
8. Analyze the impact of Nebraska's past and present on United States history;
9. Investigate, interpret, and analyze important events and persistent issues using multiple historical and contemporary resources; and
10. Engage in historical research using primary sources.

F. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **political science**, and be able to apply them, including being able to:

1. Demonstrate the purpose of government;
2. Demonstrate an understanding of the history, structure, and function of the federal, state, county, local, and tribal governments, including being able to identify the key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
3. Demonstrate an understanding of the United States two party political system;
4. Demonstrate an understanding of United States domestic and foreign policies;
5. Demonstrate an understanding of citizenship in the United States, including being able to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
6. Demonstrate an understanding of sovereign tribal nations and their relationship to local, state, and federal governments;
7. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view; and
8. Analyze and evaluate the influence of various forms of citizen action on public policy, including the impact of lobbyists.

G. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **psychology**, and be able to apply them, including being able to:

1. Apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting psychology research methods;
2. Demonstrate an understanding of psychology's origins, subfields, and ethical research standards;
3. Demonstrate an understanding of the biological bases of behavior;
4. Demonstrate an understanding of lifespan development;
5. Demonstrate an understanding of the cognitive areas of memory, learning, and thought and language; and
6. Demonstrate an understanding of the socio-cultural areas of social psychology, personality, and psychological health and disorders.

H. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **anthropology**, and be able to apply them, including being able to:

1. Demonstrate an understanding of and be able to explain the historical development of the principal theories of anthropology;
2. Demonstrate an understanding of and be able to explain the key concepts of anthropology, including evolution, race, culture, worldview, and adaptive strategies;
3. Recognize and demonstrate the diversity of views and beliefs that explain the world;
4. Utilize the research methodology and ethics of data collection and analysis of each of the four subfields (physical, cultural, linguistics, and archaeology);
5. Apply the four subfields of anthropology to communities;
6. Define and explain the concepts and theories of physical anthropology;
7. Define and explain the concepts and theories of cultural anthropology;
8. Define and explain the concepts and theories of anthropological linguistics; and
9. Define and explain the concepts and theories of archaeology.

I. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **sociology**, and be able to apply them, including being able to:

1. Recognize the relationship between historical social conditions and the development of sociological thought;
2. Analyze and describe strengths and weaknesses of major research methods used in sociology;

3. Recognize the relationship between culture and the individual, and the process of socialization;
4. Demonstrate an understanding of the different aspects of culture and cultural diversity;
5. Demonstrate knowledge and an understanding of social inequalities of race, class, and gender;
6. Recognize the institutional structure of society and how interrelated institutions order the lives of individuals; and
7. Recognize the nature of social change, including globalization, and analyze its effects on societies, communities, and the individual.

006.~~56~~58 Sociology.

006.~~56~~58A Grade Levels: 7-12

006.~~56~~58B Endorsement Type: Subject

006.~~56~~58C Persons with this endorsement may teach sociology in grades 7 through 12.

006.~~56~~58D 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.~~56~~58E 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.

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 knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Recognize the relationship between historical social conditions and the development of sociological thought;

C. Analyze and describe strengths and weaknesses of major research methods used in sociology;

D. Recognize the relationship between culture and the individual, and the process of socialization;

E. Demonstrate an understanding of the different aspects of culture and cultural diversity;

F. Demonstrate knowledge and an understanding of social inequalities of race, class, and gender;

G. Recognize the institutional structure of society and how interrelated institutions order the lives of individuals; and

H. Recognize the nature of social change, including globalization, and analyze its effects on societies, communities, and the individual.

006.~~57~~59 Special Education - Behaviorally Disordered

006.~~57~~59A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12, ~~pre-kindergarten through grade~~ PK-6, ~~grades~~ 7 ~~through~~ - 12, ~~pre-kindergarten through grade~~ PK-9~~.~~

006.~~57~~59B Endorsement Type: Subject

006.~~57~~59C 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 services providers.

006.~~57~~59D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 graduate semester hours with specific emphasis on individuals with behavioral disorders.

006.~~57~~59D1 Teaching Experience: Applicants for this endorsement shall have one year of teaching experience.

006.~~57~~59D2 Additional Requirement: This program shall provide applicants with supervised practicum/clinical experiences. The experience shall consist of a minimum of 250 clock hours with individuals with behavioral disorders. The 250 clock hours may be included in the 30 graduate semester-hour requirement.

006.~~57~~59E 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:

A. Demonstrate knowledge of:

1. the historical and current theoretical perspectives related to the education of individuals with behavioral disorders;

2. the characteristics of individuals with behavioral disorders;
3. alternative strategies for managing behavior;
4. legal and compliance issues;
5. cognitive and language development and its impact on an individual's behavior; and
6. the impact of family and culture on behavior.

B. Demonstrate knowledge and skills in:

1. identification, diagnosis and assessment of behavioral disorders;
2. interpersonal communication, consultation, and collaboration;
3. program organization, management and resources; and
4. interagency programming and coordination.

C. Select and apply instructional strategies.

D. Select and apply behavior intervention strategies to increase positive social behavior.

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

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

006.60B Endorsement Type: Field

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

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

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

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 of students who are deaf or hard of hearing to meet the following competencies.

General Special Education Competencies:

A. Demonstrate an understanding of the philosophical, historical, and legal foundations of education for learners with 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 assessment, diagnosis, and evaluation of learners with 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.

C. 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 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, self-advocacy 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.

Communication Disorders and Hearing Impairment Competencies:

A. Demonstrate knowledge, understanding, and an application of the philosophical, historical, and legal foundations of special education related to students who are deaf or hard of hearing, including being able to:

   1. State current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence;
   2. Identify models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practice(s) and which are consistent with program philosophy;
   3. Describe variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among students, their families, and schooling;
   4. Describe issues in definition and identification procedures (e.g., cultural versus medical perspective);
   5. Describe rights and responsibilities (e.g., Deaf Children's Bill of Rights) of parents, students, teachers, and schools;
   6. Explain the impact of various educational placement options (from the perspective of the needs of any given student who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development;
   7. Articulate the pros and cons of current issues and trends in special education and the field of education of students who are deaf or hard of hearing; and,
   8. Identify the major contributors to the growth and improvement of knowledge and practice in the field of education of students who are deaf or hard of hearing.

B. Demonstrate knowledge and an understanding of the characteristics of students who are deaf or hard of hearing, including being able to:

   1. Explain communication features (visual, spatial, tactile, and/or auditory) that are necessary to enhance cognitive, emotional, and social development;
   2. Evaluate research in cognition related to students who are deaf or hard of hearing;
   3. Describe the cultural dimensions that being deaf or hard of hearing may add to the life of students;
   4. Identify various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences;
   5. Explain the effects of families and/or primary care-givers on the overall development of the student;

6. Describe the effects that onset of hearing loss, age of identification, and provision of services have on the development of the student;
7. Explain the impact of early comprehensible communication on the development of the student;
8. Describe the importance of actions that reflect the knowledge that being deaf or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability;
9. Describe the differences in quality and quantity of incidental language/learning experiences that students may experience; and,
10. Describe the effects of sensory input on the development of language and cognition.

C. Demonstrate knowledge, understanding and application of assessment, diagnosis, and evaluation instruments and techniques related to students who are deaf or hard of hearing, including being able to:

1. Use the specialized terminology;
2. Describe the components of an adequate evaluation for eligibility placement and program planning (e.g., interpreters, special tests);
3. Identify the legal provisions, regulations and guidelines regarding unbiased diagnostic assessment, and use of instructional assessment measures;
4. Describe special policies regarding referral and placement procedures (e.g., *Federal Policy Guidance,* October 30, 1993);
5. Administer appropriate assessment tools utilizing the natural/native/preferred language of the student;
6. Gather and analyze communication samples from students, including nonverbal as well as linguistic acts; and,
7. Use exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FSST).
8. Determine the functional auditory skills of students.

D. Demonstrate knowledge, understanding, and application of appropriate instruction as it relates to students who are deaf or hard of hearing, including being able to:

1. Identify sources of specialized materials;
2. Explain the components of the nonlinguistic and linguistic communication that students use;
3. Specify the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (consistent with program philosophy);

4. Summarize and discuss issues related to American Sign Language (ASL) and other communication modes;
5. Describe current theories of how languages (e.g., ASL and English) develop in both students who are hearing and those who are deaf or hard of hearing;
6. Describe the subject matter and practices used in general education across content areas;
7. Explain ways to facilitate cognitive and communicative development (e.g., visual saliency) which are consistent with the program philosophy;
8. Explain techniques of stimulation and utilization of residual hearing which are consistent with the student's individual needs and IEP;
9. Evaluate research-supported instructional strategies and practices;
10. Demonstrate proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing;
11. Demonstrate the basic characteristics of various existing communication modes;
12. Select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral);
13. Infuse speech skills into academic areas as consistent with the mode of philosophy espoused and the ability of the student;
14. Modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the student (e.g., teacher's style, acoustic environment, availability of support services, availability of appropriate technologies);
15. Facilitate independent communication behavior;
16. Apply first and second language teaching strategies (e.g., English through ASL or ESL) appropriate to the needs of the student and which is consistent with the program philosophy;
17. Modify incidental language experiences to fit the visual and other sensory needs; and,
18. Provide appropriate activities which promote literacy in English and/or ASL;
19. Identify and understand the importance and use of various amplification devices (e.g., FM systems, cochlear implants, traditional hearing aids, sound field systems).

E. Demonstrate knowledge, understanding, and an application of planning and management techniques for the creation of the learning environment and the teaching of students who are deaf or hard of hearing, including being able to:

1. Appraise deaf cultural factors that may influence classroom management;
2. Describe model programs, including career/vocational and transition;
3. Manage assistive/augmentative devices appropriate for use in learning environments;
4. Select, adapt, and implement classroom management strategies that reflect an understanding of each student's cultural needs, including primarily visual deaf culture where appropriate;
5. Design a classroom environment that maximizes opportunities for visually oriented and/or auditory learning; and,
6. Plan and implement instruction for students who have multiple disabilities and special needs.

F. Demonstrate knowledge, understanding, and application of techniques for managing student behavior and development of social interaction skills in students who are deaf or hard of hearing, including being able to:

1. Describe processes for establishing ongoing interactions of students with peers and role models;
2. Describe opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels; and,
3. Prepare students for appropriate use of interpreters.

G. Demonstrate knowledge, understanding, and application of communication skills and collaborative partnership strategies related to the education of students who are deaf or hard of hearing, including being able to:

1. Identify available resources to help parents deal with their concerns regarding educational options and communication modes/philosophies;
2. Explain the roles and responsibilities of teachers and support personnel (e.g., educational interpreters, tutors, and note-takers);
3. Describe the effects of communication on the development of family relationships and strategies used to facilitate communication in families;
4. Identify services provided by governmental and non-governmental agencies or individuals;
5. Teach students to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers);
6. Facilitate communication between a student and his/her family and/or other care-givers;
7. Facilitate coordination of support personnel (e.g., interpreters) to meet the diverse communication needs of the student and his/her primary care-givers; and,

8. Demonstrate an understanding of the principles of family centered practices.

H. Demonstrate knowledge, understanding, and application of professionalism and ethical practices related to the education of students who are deaf or hard of hearing, including being able to:

1. Identify processes for acquiring additional skills related to the education of students who are deaf or hard of hearing;
2. Describe relevant consumer and professional organizations, publications, and journals;
3. Determine ways to actively seek interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy;
4. Interact with a variety of individuals on an adult-to-adult level;
5. Provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children; and,
6. Identify relevant professional organizations and current activities.

006.~~59~~61 Special Education - Deaf or Hard of Hearing Education / Subject.

006.~~59~~61A Grade Levels: ~~Pre-kindergarten through grade~~ PK-3, K-9, 7-12, K-12, or ~~Pre-kindergarten through grade~~ PK-12 dependent on other certification

006.~~59~~61B Endorsement Type: Subject.

006.~~59~~61C Persons with this endorsement may teach students who are deaf or hard of hearing at one of the following levels: Pre-kindergarten through grade 3, K-9, 7-12, K-12, or Pre-kindergarten through grade 12.

006.~~59~~61D 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.~~59~~61E 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 of students who are deaf or hard of hearing to:

A. Demonstrate knowledge, understanding, and an application of the philosophical, historical, and legal foundations of special education related to students who are deaf or hard of hearing, including being able to:

   1. State current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence;
   2. Identify models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practice(s) and which are consistent with program philosophy;
   3. Describe variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among students, their families, and schooling;

4. Describe issues in definition and identification procedures (e.g., cultural versus medical perspective);
5. Describe rights and responsibilities (e.g., Deaf Children's Bill of Rights) of parents, students, teachers, and schools;
6. Explain the impact of various educational placement options (from the perspective of the needs of any given student who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development;
7. Articulate the pros and cons of current issues and trends in special education and the field of education of students who are deaf or hard of hearing; and,
8. Identify the major contributors to the growth and improvement of knowledge and practice in the field of education of students who are deaf or hard of hearing.

B. Demonstrate knowledge and an understanding of the characteristics of students who are deaf or hard of hearing, including being able to:

1. Explain communication features (visual, spatial, tactile, and/or auditory) that are necessary to enhance cognitive, emotional, and social development;
2. Evaluate research in cognition related to students who are deaf or hard of hearing;
3. Describe the cultural dimensions that being deaf or hard of hearing may add to the life of students;
4. Identify various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences;
5. Explain the effects of families and/or primary care-givers on the overall development of the student;
6. Describe the effects that onset of hearing loss, age of identification, and provision of services have on the development of the student;
7. Explain the impact of early comprehensible communication on the development of the student;
8. Describe the importance of actions that reflect the knowledge that being deaf or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability;
9. Describe the differences in quality and quantity of incidental language/learning experiences that students may experience; and,
10. Describe the effects of sensory input on the development of language and cognition.

C. Demonstrate knowledge, understanding and application of assessment, diagnosis, and evaluation instruments and techniques related to students who are deaf or hard of hearing, including being able to:

1. Use the specialized terminology;
2. Describe the components of an adequate evaluation for eligibility placement and program planning (e.g., interpreters, special tests);
3. Identify the legal provisions, regulations and guidelines regarding unbiased diagnostic assessment, and use of instructional assessment measures;
4. Describe special policies regarding referral and placement procedures (e.g., *Federal Policy Guidance,* October 30, 1993);
5. Administer appropriate assessment tools utilizing the natural/native/preferred language of the student;
6. Gather and analyze communication samples from students, including nonverbal as well as linguistic acts; and,
7. Use exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FSST).

D. Demonstrate knowledge, understanding, and application of appropriate instruction as it relates to students who are deaf or hard of hearing, including being able to:

1. Identify sources of specialized materials;
2. Explain the components of the nonlinguistic and linguistic communication that students use;
3. Specify the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (consistent with program philosophy);
4. Summarize and discuss issues related to American Sign Language (ASL) and other communication modes;
5. Describe current theories of how languages (e.g., ASL and English) develop in both students who are hearing and those who are deaf or hard of hearing;
6. Describe the subject matter and practices used in general education across content areas;
7. Explain ways to facilitate cognitive and communicative development (e.g., visual saliency) which are consistent with the program philosophy;
8. Explain techniques of stimulation and utilization of residual hearing and which are consistent with program philosophy;
9. Evaluate research-supported instructional strategies and practices;
10. Demonstrate proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing;
11. Demonstrate the basic characteristics of various existing communication modes;
12. Select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the

existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral);

13. Infuse speech skills into academic areas as consistent with the mode of philosophy espoused and the ability of the student;
14. Modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the student (e.g., teacher's style, acoustic environment, availability of support services, availability of appropriate technologies);
15. Facilitate independent communication behavior;
16. Apply first and second language teaching strategies (e.g., English through ASL or ESL) appropriate to the needs of the student and which is consistent with the program philosophy;
17. Modify incidental language experiences to fit the visual and other sensory needs; and,
18. Provide appropriate activities which promote literacy in English and/or ASL.

E. Demonstrate knowledge, understanding, and an application of planning and management techniques for the creation of the learning environment and the teaching of students who are deaf or hard of hearing, including being able to:

1. Appraise deaf cultural factors that may influence classroom management;
2. Describe model programs, including career/vocational and transition;
3. Manage assistive/augmentative devices appropriate for use in learning environments;
4. Select, adapt, and implement classroom management strategies that reflect an understanding of each student's cultural needs, including primarily visual deaf culture where appropriate;
5. Design a classroom environment that maximizes opportunities for visually oriented and/or auditory learning; and,
6. Plan and implement instruction for students who have multiple disabilities and special needs.

F. Demonstrate knowledge, understanding, and application of techniques for managing student behavior and development of social interaction skills in students who are deaf or hard of hearing, including being able to:

1. Describe processes for establishing ongoing interactions of students with peers and role models;
2. Describe opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels; and,
3. Prepare students for appropriate use of interpreters.

G. Demonstrate knowledge, understanding, and application of communication skills and collaborative partnership strategies related to the education of students who are deaf or hard of hearing, including being able to:

1. Identify available resources to help parents deal with their concerns regarding educational options and communication modes/philosophies;
2. Explain the roles and responsibilities of teachers and support personnel (e.g., educational interpreters, tutors, and note-takers);
3. Describe the effects of communication on the development of family relationships and strategies used to facilitate communication in families;
4. Identify services provided by governmental and non-governmental agencies or individuals;
5. Teach students to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers);
6. Facilitate communication between a student and his/her family and/or other care-givers;
7. Facilitate coordination of support personnel (e.g., interpreters) to meet the diverse communication needs of the student and his/her primary care-givers; and,
8. Demonstrate an understanding of the principles of family centered practices.

H. Demonstrate knowledge, understanding, and application of professionalism and ethical practices related to the education of students who are deaf or hard of hearing, including being able to:

1. Identify processes for acquiring additional skills related to the education of students who are deaf or hard of hearing;
2. Describe relevant consumer and professional organizations, publications, and journals;
3. Determine ways to actively seek interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy;
4. Interact with a variety of individuals on an adult-to-adult level;
5. Provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children; and,
6. Identify relevant professional organizations and current activities.

006.~~58~~62 Special Education - Early Childhood Special Education.

006.~~58~~62A Grade Levels: Birth through Grade 3

006.~~58~~62B Endorsement Type: Subject

006.~~58~~62C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for infants, toddlers, preprimary, and primary aged children who have a range of disabilities, and services to families and other personnel with responsibilities for their care and education.

006.~~58~~62D Certification Endorsement Requirements: This endorsement shall require a minimum of 27 graduate semester hours related to Early Childhood Education and Special Education; and 100 clock hours of related field experiences.

006.~~58~~62D1 Field experiences shall consist of a minimum of 100 clock hours (total) working with young children with a range of disabilities. At least 20 clock hours will be spent with each of the following age groups: infants/toddlers, preprimary, and primary.

006.~~58~~62E 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 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.~~61~~63 Special Education--Learning Disabilities.

006.~~61~~63A Grade levels: ~~Pre-kindergarten through grade~~ PK-12, Pre-kindergarten through grade PK-6, ~~Pre-kindergarten through Grade~~ PK-9, ~~Grades~~ 7-12

006.~~61~~63B Endorsement type: Subject

006.~~61~~63C Persons with this endorsement may teach individuals with learning disabilities and consult with teachers, parents, and students.

006.~~61~~63D 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.~~61~~63D1 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.~~61~~63E 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:

A. Demonstrate an understanding of the philosophical, historical, and legal foundations of education for learners with learning disabilities, and be able to apply the related concepts, principles, and processes, including being able to:
   1. Identify models, theories, and philosophies that form the basis for special education practice.
   2. Identify laws, policies, and ethical principles regarding behavior management planning and implementation.

3. Identify relationship of special education to the organization and function of educational agencies.
4. Identify rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
5. Identify issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
6. Identify assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
7. Identify family systems and the role of families in the educational process.
8. Identify historical points of view and contributions of culturally diverse groups.
9. Identify the impact of the dominant culture on shaping schools and the individuals who study and work in them.
10. Identify the potential impact of differences in values, languages, and customs that can exist between the home and school.
11. Articulate a personal philosophy of special education.
12. Identify historical foundations, classical studies, and major contributors in the field of learning disabilities.
13. Identify philosophies, theories, models and issues related to individuals with learning disabilities.
14. Identify the impact of legislation on the education of individuals with learning disabilities.
15. Identify laws and policies regarding pre-referral, referral, and placement procedures for individuals who may have learning disabilities.
16. Identify current definitions and issues related to the identification of individuals with learning disabilities.

B. Demonstrate an understanding of the development and characteristics of learners and be able to apply the related concepts, principles and processes including being able to:

1. Identify typical and atypical human growth and development.
2. Identify educational implications of characteristics of various exceptionalities.
3. Identify characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
4. Identify family systems and the role of families in supporting development.
5. Identify similarities and differences of individuals with and without learning needs.

6. Identify similarities and differences among individuals with exceptional learning needs.
7. Identify effects of various medications on individuals with exceptional learning needs.
8. Identify the etiologies of learning disabilities.
9. Identify neurobiological and medical factors that may impact the learning of individuals with learning disabilities.
10. Identify psychological, social, and emotional characteristics of individuals with learning disabilities.

C. Demonstrate an understanding of the characteristics of individuals with learning differences, and be able to apply the related concepts, principles, and processes, including being able to:

1. Identify the effects an exceptional condition(s) can have on an individual's life.
2. Identify the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
3. Identify variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs.
4. Identify cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
5. Identify different ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
6. Identify the impact of co-existing conditions and exceptionalities on individuals with learning disabilities.
7. Identify the effects of phonological awareness on the reading abilities of individuals with learning disabilities.
8. Identify the impact learning disabilities may have on auditory and information processing skills.

D. Demonstrate an understanding of instructional strategies and practice for learners with learning disabilities, and be able to apply the related concepts, principles and processes, including being able to:

1. Demonstrate use of strategies to facilitate integration into various settings.
2. Demonstrate ability to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
3. Demonstrate ability to select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

4. Demonstrate ability to use strategies to facilitate maintenance and generalization of skills across learning environments.
5. Demonstrate ability to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
6. Demonstrate ability to use strategies that promote successful transitions for individuals with exceptional learning needs.
7. Identify strategies to prepare for and take tests.
8. Identify methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
9. Identify methods for increasing accuracy and proficiency in math calculations and applications.
10. Identify methods for teaching individuals to independently use cognitive processing to solve problems.
11. Identify methods for guiding individuals in identifying and organizing critical content.
12. Demonstrate use of research-supported methods for academic and nonacademic instruction of individuals with learning disabilities.
13. Demonstrate specialized methods for teaching basic skills.
14. Demonstrate modification of instructional pace and provide organizational cues.
15. Identify and teach basic structures and relationships within and across curricula.
16. Demonstrate instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
17. Demonstrate use of responses and errors to guide instructional decisions and provide feedback to learners.
18. Identify and teach essential concepts, vocabulary, and content across the general curriculum.
19. Demonstrate reading methods appropriate to the individual with learning disabilities.
20. Implement systematic instruction in teaching reading comprehension and monitoring strategies.
21. Demonstrate teaching strategies for organizing and composing written products.
22. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written languages.
23. Implement methods to teach mathematics appropriate to the individual with learning disabilities.
24. Implement teaching strategies and study skills to acquire academic content.

E. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of planning and managing the teaching and learning environments and social interactions for learners with learning disabilities, including being able to:

1. Identify the demands of learning environments.
2. Identify basic classroom management theories and strategies for individuals with exceptional learning needs.
3. Identify effective management of teaching and learning.
4. Identify teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
5. Identify social skills needed for educational and other environments.
6. Identify strategies for crisis prevention and intervention.
7. Identify strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
8. Identify ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
9. Identify ways specific cultures are negatively stereotyped.
10. Identify strategies used by diverse populations to cope with a legacy of former and continuing racism.
11. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
12. Identify realistic expectations for personal and social behavior in various settings.
13. Identify supports needed for integration into various program placements.
14. Design learning environments that encourage active participation in individual and group activities.
15. Modify the learning environment to manage behaviors.
16. Demonstrate ability to use performance data and information from all stakeholders to make or suggest modifications in learning environments.
17. Establish and maintain rapport with individuals with and without exceptional learning needs
18. Demonstrate ability to teach self-advocacy.
19. Demonstrate ability to create an environment that encourages self-advocacy and increased independence.
20. Demonstrate ability to use effective and varied behavior management strategies.
21. Demonstrate ability to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

22. Design and manage daily routines.
23. Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
24. Demonstrate ability to mediate controversial intercultural issues among students within learning environments in ways that enhance any culture, group, or person.
25. Structure, direct, and support the activities of para-educators, volunteers, and tutors.
26. Demonstrate ability to use universal safety precautions.
27. Demonstrate ability to teach individuals with learning disabilities to give and receive meaningful feedback from peers and adults.

F. Demonstrate an understanding of language development and be able to apply the related concepts, principles, and processes including being able to:

1. Identify effects of cultural and linguistic differences on growth and development.
2. Identify characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
3. Identify ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
4. Identify augmentative and assistive communication strategies.
5. Demonstrate ability to use strategies to support and enhance communication skills of individuals with exceptional learning needs.
6. Identify use of communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
7. Identify typical language development and how that may differ for individuals with learning disabilities.
8. Identify the impact of language development and listening comprehension on academic and non-academic learning of individuals with learning disabilities.
9. Demonstrate ability to enhance vocabulary development.
10. Identify teaching strategies for spelling accuracy and generalization.
11. Identify teaching methods and strategies for producing legible documents.
12. Demonstrate ability to teach individuals with learning disabilities to monitor for errors in oral and written communications.

G. Demonstrate an understanding of instructional planning and be able to apply the related concepts, principles and processes including being able to:

1. Identify theories and research that form the basis of curriculum development and instructional practice.

2. Identify scope and sequences of general and special curricula.
3. Identify national, state or provincial, and local curricula standards.
4. Identify technology for planning and managing the teaching and learning environment.
5. Identify roles and responsibilities of the para-educator related to instruction, intervention, and direct service.
6. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
7. Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
8. Involve the individual and family in setting instructional goals and monitoring progress.
9. Use functional assessments to develop intervention plans.
10. Use task analysis.
11. Sequence, implement, and evaluate individualized learning objectives.
12. Integrate affective, social, and life skills with academic curricula.
13. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
14. Incorporate and implement instructional and assistive technology into the educational program.
15. Prepare lesson plans.
16. Prepare and organize materials to implement daily lesson plans.
17. Use instructional time effectively.
18. Make responsive adjustment to instruction based on continual observations.
19. Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.
20. Demonstrate understanding of relationships among reading instruction methods and learning disabilities.
21. Identify sources of specialized curricula, materials, and resources for individuals with learning disabilities.
22. Identify interventions and services for children who may be at risk for learning disabilities.

H. Demonstrate an understanding of assessment, diagnosis, and evaluation of learners with learning disabilities, and be able to apply the concepts, principles, and processes, including being able to:

1. Identify basic terminology used in assessment.
2. Identify legal provisions and ethical principles regarding assessment of individuals.
3. Identify screening, pre-referral, referral, and classification procedures.
4. Demonstrate knowledge of use and limitations of assessment instruments.
5. Identify national, state or provincial, and local accommodations and modifications.
6. Demonstrate ability to gather relevant background information.
7. Demonstrate ability to administer nonbiased formal and informal assessments.
8. Demonstrate ability to use technology to conduct assessments.
9. Develop, or modify individualized assessment strategies.
10. Interpret information from formal and informal assessments.
11. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
12. Demonstrate ability to report assessment results to all stakeholders using effective communication skills.
13. Evaluate instruction and monitor progress of individuals with exceptional learning needs.
14. Develop or modify individualized assessment strategies.
15. Demonstrate ability to create and maintain records.
16. Identify terminology and procedures used in the assessment of individuals with learning disabilities.
17. Identify factors that could lead to misidentification of individuals as having learning disabilities.
18. Identify procedures to identify young children who may be at risk for learning disabilities.
19. Demonstrate the ability to choose and administer assessment instruments appropriate to the individual with learning disabilities.

I. Demonstrate an understanding of and ability to apply the concepts, principles, and processes of professionalism and ethical practices related to working with learners with learning disabilities, including being able to:

1. Identify personal cultural biases and differences that affect one’s teaching.

2. Identify importance of the teacher serving as a model for individuals with exceptional learning needs.
3. Identify continuum of lifelong professional development.
4. Identify methods to remain current regarding research-validated practice.
5. Practice within the CEC Code of Ethics and other standards of the profession.
6. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
7. Act ethically in advocating for appropriate services.
8. Conduct professional activities in compliance with applicable laws and policies.
9. Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
10. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
11. Practice within one's skill limit and obtain assistance as needed.
12. Use verbal, nonverbal, and written language effectively.
13. Conduct self-evaluation of instruction.
14. Access information on exceptionalities.
15. Reflect on one's practice to improve instruction and guide professional growth.
16. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
17. Demonstrate ethical responsibility to advocate for appropriate services for individuals with learning disabilities.
18. Identify professional organizations and sources of information relevant to the field of learning disabilities.
19. Participate in activities of professional organizations relevant to the field of learning disabilities.
20. Use research findings and theories to guide practice.

J. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of communication and collaborative partnerships in work with learners with learning disabilities, including being able to:

1. Identify models and strategies of consultation and collaboration.
2. Identify roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
3. Identify concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

4. Identify culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
5. Maintain confidential communication about individuals with exceptional learning needs.
6. Collaborate with families and others in assessment of individuals with exceptional learning needs.
7. Foster respectful and beneficial relationships between families and professionals.
8. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
9. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
10. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
11. Use group problem solving skills to develop, implement and evaluate collaborative activities.
12. Model techniques and coach others in the use of instructional methods and accommodations.
13. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
14. Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
15. Observe, evaluate and provide feedback to para-educators.
16. Demonstrate understanding of co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.
17. Demonstrate understanding of services, networks, and organizations that provide support across the life span for individuals with learning disabilities.

006.~~62~~64 Special Education - Mild/Moderate Disabilities.

006.~~62~~64A Grade Levels: K-12, K-6, K-9, 7-12

006.~~62~~64B Endorsement Type: Field

006.~~62~~64C 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.~~62~~64D 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.~~62~~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.

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 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.~~63~~65 Special Education – Severe/Multiple Disabilities

006.~~63~~65A Grade Levels: ~~Pre-kindergarten through Grade~~ PK-12

006.~~63~~65B Endorsement Type: Supplemental. Candidates for this endorsement shall have, or earn concurrently, the Special Education: Mild/Moderate Disabilities endorsement.

006.~~63~~65C Persons with this endorsement may teach children and youth who have been verified per 92 NAC 51 as students with severe or multiple disabilities in one or more of the following areas: autism, deaf-blindness, developmental delay, moderate, severe, or profound mental handicap, multiple disabilities, orthopedic impairments, other health impairments, and traumatic brain injury. Persons with this endorsement may teach students ranging in age from pre-kindergarten to the termination of public school educational responsibility.

006.~~63~~65D Certification Endorsement Requirements: Candidates for this endorsement must hold, or earn concurrently a Special Education: Mild/Moderate Disabilities Endorsement, and complete a minimum of 15 additional semester hours in special education courses related to severe and/or multiple disabilities which includes at a minimum, assessment skills, instructional and behavioral intervention skills in the listed disability areas, consultation and collaboration skills, and inclusive education practices.

006.~~63~~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.

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 the philosophical, historical, and legal foundations of education for learners with severe or multiple 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 severe and learners with multiple 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 severe and multiple disabilities;
4. Demonstrate an understanding of the etiology of common disabilities and syndromes, including medical, health, social and emotional aspects; and
5. 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 severe and learners with multiple 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. Demonstrate knowledge of legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures;
4. Demonstrate knowledge of specialized terminology used in the assessment of students;
5. Identify conditions and assessment instruments that ensure maximum performance for students;
6. Use appropriate assessment instruments for the identification of students;
7. Identify appropriate use, applications, interpretations, and limitations of various types of assessment instruments;
8. Use collaborative strategies in collecting background, assessment, and performance information from parents and a variety of other sources;
9. Design, implement, and evaluate individualized assessment;
10. 10 Adapt and modify, as appropriate, existing assessment tools and methods to accommodate the unique abilities and needs of students;
11. Develop and use individualized technology plans based on specific assistive technology assessment;
12. Assess using valid and reliable method(s) of response of individuals who lack typical communication and performance abilities;
13. Demonstrate the ability to use appropriate communication skills when using, interpreting, and reporting the results of informal and formal assessment;
14. Describe various methods of collecting data used in documenting progress;
15. Demonstrate knowledge of the terminology and procedures used in adaptive behavior and life skills assessments; and
16. 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 severe and learners with multiple 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. Design and implement sensory stimulation programs for individuals with extensive needs;
18. Select and use assistive technologies to accomplish instructional objectives and integrate them into the instructional process;
19. Select, adapt, and use instructional strategies and materials according to characteristics of the learner;
20. Assist student in the use of adaptations and assistive technology that allows for participation and access to curriculum in the general education curriculum;
21. Assist students in the use of appropriate physical management support techniques after consultation with health care specialists;
22. Assist students in the use and maintenance of orthopedic, prosthetic, and adaptive equipment after consultation with health care specialists;
23. Adapt lessons to reflect the physical exertion of individuals with specialized health care needs;
24. Design and implement curriculum and instructional strategies for medical self-management procedures by students with specialized health care needs;
25. Integrate affective, social, life, and career/vocational skills with academic curricula; and

26. Provide 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 severe and learners with multiple 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. Create a safe, positive, and supportive learning environment in which diversities, self-advocacy and increased independence are valued;
5. Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in various settings;
6. Prepare and organize materials to implement daily lesson plans;
7. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment;
8. Design a learning environment that encourages active participation and optimal learning by learners in a variety of individual and group learning activities;
9. Design, structure, and manage daily routines, effectively including transition time for students and other staff in the instructional setting;
10. Describe model programs, including career/vocational and transition into adult life;
11. Describe school setting adaptations necessary to accommodate the needs and abilities of individuals with physical and health impairments;
12. Identify appropriate use of assistive devices to meet the needs of individuals with physical and health impairments;
13. 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;
14. Identify common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities;
15. Identify and use local, community, and state resources available to assist in programming;
16. Coordinate activities and scheduling of related services personnel to maximize direct instruction time;

17. Use techniques of physical positioning and management to ensure participation in academic and social environments;
18. Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating;
19. Use adaptive equipment to facilitate positioning, mobility, communication, and learning; and
20. Integrate an individual's health care plan, including accommodating 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 severe and learners with multiple 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. Implement a hierarchy of non-aversive intervention strategies consistent with the student's needs;
8. Modify the learning environment (schedule and physical arrangement) to manage inappropriate or challenging behaviors;
9. Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem;
10. Demonstrate an understanding of theories of challenging behavior, including self-stimulation and self-injury; and
11. Identify and use 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 severe and learners with multiple 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 general education 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 education 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 severe and learners with multiple 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 severe and multiple 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.~~64~~66 Special Education - Visual Impairment.

006.~~64~~66A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12

006.~~64~~66B Endorsement Type: Subject.

006.~~64~~66C 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.~~64~~66D 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.~~64~~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 should prepare prospective teachers to be able to:

A. Demonstrate knowledge and an understanding of the philosophical, historical, and legal foundations of special education for students with visual impairment, including being able to:
   1. Describe the federal entitlements (e.g., American Printing House for the Blind Quota Funds) that relate to the provision of specialized equipment and materials;
   2. Describe the historical foundations, including the current array of service options;
   3. Describe the current educational definitions, including identification criteria, labeling issues, and current incidence and prevalence figures; and,
   4. Demonstrate skills in the areas of philosophical, historical, and legal foundations of special education by articulating the pros and cons of current issues and trends.

B. Demonstrate knowledge and an understanding of the educational impacts of visual impairments, including being able to:
   1. Describe normal development of the human visual system;
   2. Describe basic terminology related to the structure and function of the human visual system;
   3. Describe basic terminology related to diseases and disorders of the human visual system;
   4. Describe the development of all available senses and abilities when the visual system is impaired;
   5. Describe the effects on early development (e.g., motor system, acquiring information, social/emotional interactions, self-help, spatial orientation);
   6. Describe the effects on social interactions and independence;
   7. Describe the effects on language and communication including verbal and non-verbal communication;
   8. Describe the effects on the individual's family and the reciprocal impact on the individual;
   9. Describe the effects medications can have on the visual system;
   10. Describe the impact of additional exceptionalities (gifted, mild/moderate, and multiple disabilities); and,
   11. Describe the significance of age of onset.

C. Demonstrate knowledge and an understanding of assessment, diagnosis, and evaluation of students with visual impairment, including being able to:
   1. Describe the impact of visual disorders on learning and experience;
   2. Use the specialized terminology in assessing individuals, both as it relates to the visual system and in the areas of importance;
   3. Identify the ethical considerations and legal provisions, regulations, and guidelines (federal, state, and local) related to assessment (including the legal versus functional definitions of blindness and low vision);
   4. Describe the policies regarding referral, identification, verification, and placement procedures (birth to age 21);
   5. Describe procedures used for screening, pre-referral, referral, and classifications, such as vision screening methods, functional vision evaluation, learning media assessment, and technology assessments;
   6. Select and use alternative assessment techniques;
   7. Appropriately interpret and apply the scores obtained as a result of assessment;

8. Describe the relationships among assessment, IEP development, and placement as they affect vision-related services;
9. Select and use appropriate assessment measures and developmental assessment tools;
10. Interpret eye reports and other vision-related diagnostic information;
11. Adapt and use a variety of assessment procedures appropriately;
12. Create and maintain disability-related records;
13. Gather background information about academic, medical, and family history as it relates to the student's visual status; and,
14. Develop individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies.

D. Demonstrate knowledge of instructional content and methods which promote the development of students with visual impairment, including the development of:

1. Special auditory, tactual, and modified visual communication skills, including:
    a. Braille reading and writing, proofreading, and handwriting,
    b. Listening skills and compensatory auditory skills,
    c. Keyboarding skills,
    d. Use of specialized technology, and
    e. Use of nonverbal communication,
2. The acquisition of disability-related academic skills, such as:
    a. Use of an abacus,
    b. Use of a talking calculator, and
    c. Use of tactile graphics (including maps, charts, tables, etc.),
3. Basic academic concepts;
4. Visual efficiency, including use of print adaptations, optical devices, and non-optical devices;
5. Alternative organization and study skills;
6. Structured pre-cane orientation and mobility instruction;
7. Tactual perceptual skills for those students who are or will be primarily tactual learns;
8. Knowledge regarding human sexuality, using tactual models that are anatomically accurate;
9. Adapted physical and recreation skills;

10. Social and daily living skills that are normally learned or reinforced by visual means;
11. Career awareness and vocational experiences;
12. Self-advocacy;
13. Functional life skills relevant to independent, community, and personal living and employment, including:
    a. Accessing printed and digital public information,
    b. Accessing public transportation,
    c. Accessing community resources, and
    d. Acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures).

E. Demonstrate knowledge and an understanding of instructional content and practice related to students with visual impairment, including being able to:
1. Describe sources of specialized materials;
2. Describe techniques for modifying instructional methods and materials for students with visual impairments, and assisting classroom teachers in implementing these modifications;
3. Interpret and use unique assessment data for instructional planning;
4. Choose and use appropriate technologies to accomplish instructional objectives, and integrate the technologies appropriately into the instructional process;
5. Sequence, implement, and evaluate individual disability-related learning objectives; and,
6. Use strategies for facilitating the maintenance and generalization of disability-related skills across learning environments.

F. Plan and manage the teaching and learning environment for students with visual impairment, including being able to:
1. Demonstrate a variety of input and output enhancements to computer technology that addresses the specific access needs in a variety of environments;
2. Describe model programs, including career-vocational and transition, that have been effective;
3. Prepare modified special materials (e.g., Braille, enlarge, outlined, highlighted), such as:
    a. Transcribe proofread, and interline Grade II Braille and Nemeth code Braille materials, and
    b. Use Braillewriter, slate and stylus, and computer technology to produce Braille materials,
4. Obtain and organize materials to implement instructional goals;

5. Obtain and organize assistive technology to implement instructional goals;
6. Cooperatively enhance learning environments that are multi-sensory and encourage active participation by the learners in a variety of group and individual learning activities; and,
7. Promote a learning environment that encourages self-advocacy and independence.

G. Develop social interaction skills and self-advocacy of students with visual impairments, including being able to:

1. Analyze teacher attitudes that promote social interaction and self-advocacy of the students;
2. Describe the significance of age of onset of visual impairment;
3. Prepare students with progressive eye conditions to achieve a positive transition to alternative skills;
4. Prepare students to access information and services from the community at large; and,
5. Prepare students to understand and respond to societal attitudes and actions with positive behavior and self-advocacy.

H. Develop communication and collaborative partnerships for the benefit of students with visual impairments, including being able to:

1. Demonstrate strategies for assisting parents and other professionals in planning appropriate transitions;
2. Access services, networks, professionals with expertise in low vision, and organizations available for students with visual impairments;
3. Describe the roles of paraprofessionals who work directly with the students (e.g., sighted readers, transcribers, para-educators, and Braillists) or who provide special materials to them;
4. Describe the importance of diverse role models including some with visual impairments;
5. Help parents and other professionals understand the impact of a visual impairment on learning and experience;
6. Report disability-related results of evaluations to students, their parents or guardians, administrators, and other professionals in clear, concise terms;
7. Manage and direct the activities of para-educators or peer tutors; and,
8. Collaborate with education team members (e.g., parents, health care professionals, general educators, and related service personnel) in assessment, program planning and implementation.

I. Demonstrate professionalism and ethical practices related to the field of visual impairment, including being able to:

1. Identify and state the strengths of the relevant consumer and professional organizations, publications, and journals; and,
2. State the reasons for active participation in the activities of professional organizations.

006.~~65~~67 Speech.

006.~~65~~67A Grade Levels: 7-12

006.~~65~~67B Endorsement Type: Subject

006.~~65~~67C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.~~65~~67D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in speech and communication courses.

006.~~65~~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.

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 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.~~66~~68 Speech and Theatre.

006.~~66~~68A Grade Levels: 7-12

006.~~66~~68B Endorsement Type: Field

006.~~66~~68C 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.~~66~~68D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in speech, communication, and theatre courses.

006.~~66~~68E 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:

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.

F. Demonstrate an understanding of:
   1. theatre history and criticism, and
   2. world dramatic literature, including historical and contemporary works.

G. 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.

H. Demonstrate an understanding of and be able to apply the principles of play direction, including;
   1. analysis and selection of appropriate plays,
   2. auditioning,
   3. casting,
   4. staging,
   5. rehearsal processes, and
   6. evaluation of performances.

I. 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.

J. Create performance text, including:
   1. adaptation of nondramatic text,
   2. improvisation,
   3. creative dramatics, and
   4. play writing.

K. 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.

006.~~67~~69 Speech-Language Pathologist.

006.~~67~~69A Grade Levels: Birth through grade 12

006.~~67~~69B Endorsement Type: Subject

006.~~67~~69C Persons with this teaching endorsement may serve as a speech language pathologist and resource person for programs involving individuals from birth through grade 12.

006.~~67~~69D 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 250 clock hours of clinical experiences and an internship, supervised by the standard institution, in a school or clinic setting.

006.~~67~~69E 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 speech-language pathologists to:

A. Conduct assessments and provide intervention for individuals with disorders of speech (e.g., phonology, fluency, voice) and language;

B. Conduct assessments, and provide intervention for individuals with cognitive-communication disorders;

C. Conduct assessment and intervention for individuals with disorders of oral-pharyngeal function (dysphagia) and related disorders;

D. Conduct assessments, select, and develop augmentative, alternative and assistive communication systems and provide training for their use;

E. Conduct aural habilitative and rehabilitative services and related counseling services;

F. Enhance speech-language proficiency and communication effectiveness (accent reduction);

G. Conduct pure tone and impedance audiometric screening;

H. Initiate educationally relevant medical referrals and follow-up procedures;

I. Assist with adaptations and accommodation of the learning environment including classroom acoustics;

J. Demonstrate an understanding of child development;

K. Provide written and verbal interpretation of speech-language assessment results and implications to appropriate individuals, such as parents, teachers, physicians and other professionals;

L. Participate in the development of the Individual Education Program (IEP) and Individual Family Service Plan (IFSP), including being able to:

   1. Interpret speech-language assessment results and their implications on communication, academic, cognitive and psychosocial development;
   2. Explain service delivery options, including appropriate intensity of services; and
   3. Assist parents in understanding their Parental Rights in accessing educational services for their children (under IDEA and state statute);

M. Consult and collaborate with classroom teachers and other professionals regarding the relationship of speech-language impairments to the development of communication, academic, cognitive and psychosocial skills, including the ability to recommend appropriate accommodations and modifications to the curriculum;

N. Provide speech-language interventions as determined by the IEP or IFSP team. The areas of interventions may include:

   1. Speech skills including phonological skills, voice, and fluency;
   2. Language skills (including receptive and expressive language, and auditory processing);
   3. Selection and use of appropriate instructional materials;
   4. Coordination of services with family, school and community;

O. Support and advise the IEP and/or IFSP team in the determination of the need for and selection of appropriate assistive technology;

P. Provide counsel for the family and individual who is speech-language impaired, including emotional support, information about the communication disorder and its implications, and interaction strategies to maximize communication and psychosocial development;

Q. Select and maintain diagnostic instruments;

R. Maintain records, including screening, referral, follow-up, assessment, IFSP/IEP planning and services;

S. Design and implement staff development and in-service training for school personnel;

T. Provide training and supervision, relative to communication interventions for parents, licensed or certified staff, and para-professionals;

U. Demonstrate an understanding of school systems, multidisciplinary teams, and community and professional resources; and

V. Employ effective interpersonal and communication skills.

006.~~68~~70 Theatre.

006.~~68~~70A Grade Levels: 7-12

006.~~68~~70B Endorsement Type: Subject

006.~~68~~70C 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.~~68~~70D Certification Endorsement Requirements: This endorsement shall require 30 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management.

006.~~68~~70E 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:

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.

006.~~69~~71 Vocal Music.

006.~~69~~71A Grade Levels: K-8; 7-12

006.~~69~~71B Endorsement Type: Subject

006.~~69~~71C Persons with this endorsement may teach vocal music in the grade levels of their endorsements (K-8 and/or 7-12).

006.~~69~~71D 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.~~69~~71E 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:

A. Demonstrate skill in listening, analyzing, notating, performing, and evaluating music and music performances;

B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;

C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;

D. Apply qualitative criteria in making judgments about the music selected for study and performance;

E. Utilize technology to enhance musicianship and to design, organize, and facilitate instruction;

F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;

G. Develop creative skills in performing, arranging, composing, and improvising;

H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;

I. Demonstrate knowledge of vocal pedagogy and performance practice by modeling on piano and voice;

J. Demonstrate skills in rehearsing, including the ability to detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;

K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;

L. Demonstrate an understanding of the role of and need for music in society, how music affects the human being, and the importance of music education for all students;

M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum;

N. Demonstrate an understanding of the need to be an advocate for music education;

O. Conduct meaningful and appropriate assessments of student learning;

P. Demonstrate an understanding of the administration and management of a successful vocal music program.

006.~~70~~72 Vocational Special Needs.

006.~~70~~72A Grade Levels: 7-12

006.~~70~~72B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have a field or subject endorsement.

006.~~70~~72C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.~~70~~72D Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester hours in vocational special needs courses.

006.~~70~~72E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR USE WITH THIS ENDORSEMENT

006.~~71~~73 World Language: Any language other than English, not including computer languages.

006.~~71~~73A Grade Levels: K-8, 7-12, or K-12

006.~~71~~73B Endorsement Type: Subject

006.~~71~~73C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.~~71~~73D 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.~~71~~73D1 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.~~71~~73E 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:

A. Demonstrate Advanced-Low level of proficiency on the ACTFL scale in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level of proficiency on the ACTFL scale for Arabic, Chinese, Japanese, and/or Korean;

1. French, German, Hebrew, Italian, Portuguese, Russian, and Spanish candidates are able to:
    a. Participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work, current, public, and personal interest; narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; combine and link sentences into connected discourse of paragraph length; handle appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events; and be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement;
2. Arabic, Chinese, Japanese, and Korean candidates are able to:
    a. handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; handle the tasks pertaining to the Advanced level, but performance of these tasks will exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; and be generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.
3. Candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of the message;

    For readers of target languages that use a Roman alphabet, including classical languages (Latin and Greek), candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text;

    For readers of target languages that use a non-Roman alphabet or characters, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s);
4. Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extra linguistic support as needed to facilitate audience comprehension (e.g., visuals);
5. For target languages that use the Roman alphabet, candidates write at the Advanced-Low level on the ACTFL scale. They are able to write about familiar

topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; combine sentences in texts of paragraph length; incorporate a limited number of cohesive devices; writing demonstrates control of simple target-language sentence structures and partial control of more complex syntactic structures; and writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text;

For target languages that use a non-Roman alphabet or characters, candidates write at the Intermediate-High level on the ACTFL scale. They meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; and writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur;

6. Candidates maintain and enhance proficiency by interacting in the target language outside of the classroom, reading, and using technology to access target language communities;

B. Demonstrate knowledge of linguistic elements of the target language system and recognize the changing nature of language;

C. Describe the similarities and differences between the target language and other languages, and identify the key differences between the varieties of the target language;

D. Describe the connections among the perspectives of culture and its practices and products, and integrate the cultural framework for foreign language standards into instructional practices;

E. Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time;

F. Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language;

G. Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive, engaging, and active learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction;

H. Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners, including activities that promote critical thinking and problem-solving skills;

I. Demonstrate an understanding of national, state and local standards, and integrate them into curricular planning;

J. Integrate national, state, and local standards into language instruction;

K. Use standards and curricular goals to evaluate, select, design, and adapt instructional resources;

L. Demonstrate an understanding of the value of ongoing assessment, and demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures;

M. Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction;

N. Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion;

O. Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on instructional practices, including the use of technology;

P. Describe the value of foreign language learning to the overall success of all students and describe the ways in which foreign language teachers are advocates of the field with students, colleagues, and members of the community;

Q. Work with families, other professionals, and diverse communities, including the ability to foster relationships and collaborative skills with families, colleagues, and community agencies to support foreign language acquisition;

R. Field and Clinical Experiences: The program should provide applicants with opportunities to observe and participate in a variety of settings (e.g., public, and/or private school classrooms, community agencies, and/or businesses) where foreign language instruction is occurring or the applicant is engaged in utilization of the target language;

For candidates seeking a K-12 endorsement, the institution should prepare the prospective teachers to:

A. Demonstrate an understanding of the development and learning characteristics of children and youth at elementary and secondary school levels.

B. Demonstrate appropriate teaching strategies and materials for elementary and secondary school levels.

C. Engage in field and clinical experiences at both elementary and secondary school levels.

For clarification and/or amplification of the above standards refer to the “American Council on the Teaching of Foreign Languages Program Standards for the Preparation of Foreign Language Teachers, approved by NCATE 2002.”

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.

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 educational audiologists to be able to demonstrate the following competencies:

A. Conduct identification audiometry, including pure tone audiometric screening, immittance measures, and newborn screening criteria;

B. Conduct threshold audiometric evaluation for pure tone air and bone conduction, speech reception and word recognition testing, immittance measurements, otoscopy, special tests including interpretation of electrophysiological measures, differential diagnosis of auditory disorders;

C. Initiate medical and educational referral and follow-up procedures and criteria;

D. Provide audiological assessment of individuals using procedures appropriate to their receptive and expressive language skills, cognitive abilities, and behavioral functioning;

E. Evaluate the need for and selection of various forms of hearing assistance technology;

F. Assist with adaptations and accommodations for the structure of the learning environment, including classroom acoustics and implications for learning;

G. Demonstrate an understanding of general child development and management;

H. Provide written and verbal interpretation of auditory assessment results and implications appropriate for the intended audience, such as parents, teachers, physicians, and other professionals;

I. Participate in the individual education program (IEP) and individual family service plan (IFSP) planning process and procedures, including being able to:

   1. Interpret auditory assessment results and their implications on psychosocial, communicative, cognitive, physical, academic, and vocational development;

   2. Explain educational options for individuals who are deaf or hard of hearing; including appropriate intensity of services, and vocational and work-study programming as part of the multidisciplinary team process; and

   3. Explain legal issues and procedures, especially the legal rights of and due process for students, parents, teachers, administrators, and school boards, including the implications of the American with Disability Act, the Individual with Disabilities Education Act, and Section 504 of the Vocational Rehabilitation Act of 1974;

J. Consult and collaborate with classroom teachers and other professionals regarding the relationship of hearing and hearing loss to the development of academic and psychosocial skills, including being able to:

   1. Ensure support for enhancing the development of auditory functioning and communication skills; and

   2. Recommend appropriate modifications of instructional curricula and academic methods, materials, and facilities;

K. Participate in team management of communication treatment for individuals who are deaf or hard of hearing or who have difficulties processing speech/language through the auditory system. These procedures should integrate the following:

   1. Orientation to, and the use and maintenance of, appropriate amplification instrumentation and other hearing assistance technologies;

   2. Auditory skills development;

   3. Speech skills development including phonology, voice, and rhythm;

   4. Visual communication including speech-reading and manual communication;

   5. Language development (expressive and receptive oral, signed, and/or written language);

   6. Selection and use of appropriate instructional materials and media;

7. Structuring of learning environments including acoustic modifications;
8. Case management/care coordination with family, school, medical, and community services; and
9. Facilitation of transitions between levels, schools, programs, agencies, etc.;

L. Demonstrate an understanding of communication systems and language used by individuals who are deaf or hard of hearing;

M. Provide counsel for the family and individual who is deaf or hard of hearing, including emotional support, information about hearing loss and its implications, and interaction strategies to maximize communication and psychosocial development;

N. Select and maintain audiological equipment;

O. Maintain records, including screening, referral, follow-up, assessment, IFSP/IEP planning and services;

P. Implement a hearing conservation program;

Q. Demonstrate an awareness of cerumen management concerns and techniques;

R. Implement in-service training for staff and support personnel;

S. Provide training and supervision of audiology paraprofessionals;

T. Demonstrate sensitivity to family systems, diversity, and cultures, including deaf culture;

U. Demonstrate an understanding of school systems, multidisciplinary teams, and community and professional resources; and

V. Employ effective interpersonal and communication skills.

007.02 School Nurse.

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

007.02B Endorsement Type: Special Services

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

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

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

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

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

~~007.03B Endorsement Type: Special Services.~~

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

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

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

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

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

~~*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:~~

~~L. Demonstrate an understanding of data-based decision-making and accountability and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; and~~

~~2. Use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services.~~

~~M. Demonstrate an understanding of consultation and collaboration and be able to apply the related concepts, principles, and processes, and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify behavioral, mental health, collaborative, and/or other consultation models and methods and be able to apply them to particular situations; and~~

~~2. Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.~~

~~N. Demonstrate an understanding of effective instruction and development of cognitive/academic skills and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify the human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills;~~

~~2. Collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; and~~

~~3. Implement interventions to achieve intervention goals and evaluate the effectiveness of interventions.~~

~~O. Demonstrate an understanding of socialization and development of life skills and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Demonstrate a knowledge of human developmental processes;~~

~~2. Identify techniques to assess human developmental processes;~~

~~3. Implement direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills;~~

~~4. Collaborate with others to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; and~~

~~5. Implement interventions to achieve appropriate behavioral, affective, adaptive, and social goals; and evaluate the effectiveness of interventions.~~

~~P. Demonstrate an understanding of student diversity in development and learning and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Exhibit knowledge of individual differences, abilities, and disabilities;~~

~~2. Explain the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; and~~

~~3. Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.~~

~~Q. Demonstrate knowledge of school and systems organization, policy development, and climate and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Exhibit knowledge of general education, special education, and other educational and related services;~~

~~2. Demonstrate understanding of schools and other settings as systems; and~~

~~3. Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.~~

~~R. Demonstrate an understanding of prevention, crisis intervention, and mental health and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Exhibit knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; and~~

~~2. Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.~~

~~S. Demonstrate an understanding of home, school, and community collaboration and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Demonstrate a knowledge of family systems, including family strengths and influences on student development, learning, and behavior;~~

~~2. Identify methods to involve families in education and service delivery; and~~

~~3. Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.~~

~~T. Demonstrate an understanding of research and program evaluation and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Demonstrate a knowledge of research, statistics, and evaluation methods; and~~

~~2. Evaluate research, translate research into practice, and understand research~~

~~design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.~~

~~U. Demonstrate an understanding of school psychology practice and development and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Identify the history and foundations of the profession;~~

~~2. Identify various service models and methods;~~

~~3. Understand public policy development applicable to services to children and families;~~

~~4. Demonstrate a knowledge of ethical, professional, and legal standards related to the profession;~~

~~5. Identify practices that are consistent with applicable standards of the profession;~~

~~6. Describe methods for involvement in the profession; and~~

~~7. Demonstrate knowledge and skills needed to acquire career-long professional development.~~

~~V. Demonstrate knowledge of information technology and be able to apply the related concepts, principles, and processes, including being able to:~~

~~1. Demonstrate knowledge of information sources and technology relevant to their work; and~~

~~2. Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.~~

007.~~04~~03 School Transition Specialist.

007.~~04~~03A Grade Levels: 7-12

007.~~04~~03B Special Services Endorsement

007.~~04~~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.~~04~~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.~~04~~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.

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 knowledge of current purposes, practices, and policies relating to children and youth with disabilities going through the transition process including being able to:
   1. develop and implement an educational program for transition service delivery;
   2. write IEP transition goals and objectives;
   3. demonstrate knowledge of adult service providers; and
   4. demonstrate knowledge of law and ethical responsibilities related to the transitional process.

B. Collect and use a variety of assessment data, including standardized, functional, vocational/career, and observational techniques; and

   1. identify methods and strategies of program evaluation, data collection, research, and grant writing.

C. Identify and teach personal and social skills, self-determination, and self-advocacy strategies for students and parents going through the transition process; and

   1. demonstrate knowledge of counseling strategies for persons with disabilities and the psycho-social aspects of disabilities.

D. Collaborate in planning, organizing, and implementing individualized curriculum which integrates job development skills, community based job training, and modifications for school and work settings.

E. Utilize effective communication skills when interfacing with students, families, community members, and other professionals.

F. Clinical Experiences: Coursework should include clinical experiences whereby the candidate applies that which is defined in Sections A through E of the School Transition Specialist Guidelines in working with students with disabilities who are preparing for, or are in transition; their families; community members; and other professionals.

007.~~05~~04 Speech Language Technician.

007.~~05~~04A Grade Levels: ~~Pre-kindergarten through grade~~ PK-12

007.~~05~~04B Endorsement Type: Special Services

007.~~05~~04C Persons with this endorsement may provide speech-language services for students from P~~p~~re-K~~k~~indergarten through age 21; they may not fulfill the requirement(s) in 92 NAC 51 for membership on a multi-disciplinary team and/or an individual educational plan team.

007.~~05~~04D Certification Endorsement Requirements: This endorsement will require a baccalaureate degree in speech pathology.

007.~~05~~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.~~05~~04F No Nebraska Standard Institution of Higher Education will be granted approval to offer a program of study leading to this endorsement.

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

007.~~06~~05 Coaching.

007.~~06~~05A Grade Levels: 9-12

007.~~06~~05B Endorsement Type: Special Services

007.~~06~~05C The endorsement shall be valid only in the area of coaching extracurricular activities and may appear only on a special services certificate.

007.~~06~~05D The endorsement shall be valid only in the Nebraska school system requesting the issuance of such certificate and shall require:

007.~~06~~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.~~06~~05D1a Prevention, care and management of injuries;

007.~~06~~05D1b Risk management;

007.~~06~~05D1c Growth, development and learning;

007.~~06~~05D1d Training, conditioning and nutrition;

007.~~06~~05D1e Psychology of coaching; and

007.~~06~~05D1f Coaching theory and methods.

THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR USE WITH THIS ENDORSEMENT

CAREER EDUCATION CLUSTERS

The following chart describes the career education areas of specialization appropriate for the Career Education Certificate. This chart is for **reference only** and is not part of the State Board approved Guidelines for Rule 24.
More information on career Education can be found at: http://www.education.ne.gov/NCE/

~~AREAS OF SPECIALIZATION~~ CAREER CLUSTER AREA	OCCUPATIONAL EXAMPLES	DESCRIPTION
Agriculture, Food, and Natural Resources	Food Scientist, Meat Processor, Plant or Animal Geneticist, Certified Crop Consultant, Botanist, Turf Grass Specialist, Greenhouse Manager, Aquaculturalist, Animal Nutritionist, Veterinarian, Agricultural Engineer, Fish and Game Officer, Environmental Technician, Water Quality Manager, AgriMarketer, Farm/Ranch Manager, Agricultural Salesperson	The study of the planning, implementation, production , management, processing and/or marketing of agricultural commodities and services including food, fiber, wood products, natural resources, horticulture and other plant and animal products. It also includes the study of related agriculture, food and natural resources professional, technical, and educational services.
Architecture and Construction	Architect, Electrician, Plumber, Carpenter, Computer Aided Drafter, Mechanical Engineer, Surveyor, General Contractor, Millwright	The study of the design, construction, and maintenance of the built environment such as buildings, roadways, bridges, etc., including work on new structures, restorations, additions, alterations, and repairs.
Arts, A/V Technology, and Communications	Audio Video Technician, Camera Operator, Lighting Technician, Audio Technician, Broadcast Technician, Graphic Artist, Press Operator, Desktop Publishing Specialist	The study of audio and video production such as sound/lightning engineers and technicians, radio and television broadcast, electronic and printed communication.
Business Management and Administration	Chief Executive Officer, Controller, Public Relations Manager, Financial Analyst, Human Resource Manager, Labor and Personnel Relations Specialist, Business Analyst	The study of the planning, organizing, directing and evaluating business functions essential to efficient and productive business operations, including specific skills in organization, time management, customer service, and communication.
Education and Training	Teacher, Human Resource Trainer, Early Childhood Specialist, Child Care Director, Professor, Speech-Language Pathologist, Counselor, Psychologist, Education Administrator, Instructional Medial Designer	The study of the planning, managing, and providing of education and training services and related learning support services.
Finance	Financial Advisor, Accountant, Controller, Auditor, Economist, Loan Officer, Insurance Appraiser, Actuary, Insurance Investigator	The study of financial and investment planning, banking, insurance and business financial management.
Government and Public Administration	Legislative Assistant, Lobbyist, Elected Official, Military Officer, Intelligence Analyst, Diplomatic Officer, Ambassador, Economic Developer, Internal Revenue Investigator, Assessor, Bank Examiner, City Manager	The study of careers that are unique to government and not contained in another cluster.
Health Science	Pharmacist, Physician, Physical Therapist, Respiratory Therapist, Surgical Technician, Dentist, Nurse, Respiratory Therapist, Medical Lab Technologist, Pathologist, Dietary Technician	The study of the health sciences that promote health, wellness, and diagnosis as well as treat injuries and diseases.

Hospitality and Tourism	Food and Beverage Manager, Certified Chief, General Manager, Director of Sales and Marketing, Certified Meeting Planner, Convention Services Manager, Museum/Zoo/Festival Planner or Developer, Amusement Park Manager	The study of the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services.
Human Services	Preschool Teachers, Certified Child Care Worker, Counseling Psychologist, Substance Abuse Counselor, Marriage Counselor, Geriatric Care, Community Service Director, Social Services Worker, Cosmetologist, Funeral Director, Consumer Research Director, Consumer Affairs Director	The study of services related to families and human needs.
Information Technology	Software Applications Architect, Programmer, Applications Engineer, Operating System Designer/Engineer, Software Design Engineer Network Administrative Technician, Security Administrator, Network Administrator, Network Specialist, Webmaster, Multimedia Producer, 3D Animator, Web Designer, Printer, Press Operator, Database Administrator, Data Systems Designer	The study of the design, installation, and maintenance of digital information systems including data bases, video games, and other digital software and the study of the transfer of information digitally over the internet.
Law, Public Safety, and Security	Attorney, Law Enforcement Officer, Detective, Criminal Investigator, Security Specialist, Correction Officer, Probation Officer, Warden, Probation/Parole Officer, Emergency Medical Technician, Emergency Medical Responder, Fire Fighter, Fire Investigator, Sheriff, Federal Marshall	The study of the planning, managing, and providing of legal, public safety, protective services and homeland security, including professional and technical support services.
Manufacturing	Metals/Welding, Mechatronics, Computer Aided Manufacturing, Machine Operator, Tool and Die Maker, Design Engineer, Industrial Engineer, Instrument Control Technician, Process Control Technician, Quality Engineer	The study of the planning, managing, and performing the processing of materials into intermediate or final products including the related professional and technical support activities such as production, planning, and control, maintenance and manufacturing/process engineering.
Marketing	Account Executive, Sales Executive, Merchandising Buyer/Manager, Advertising Manager, Public Relations Manager, Marketing Research Specialist, E-Commerce Specialist	The study of the planning, managing and performing marketing activities to reach organizational objectives.
Science, Technology, Engineering, and Mathematics	Engineering Careers, Statistician, Geneticist, Lab Technician, Quality Technician, Quality-Control Scientist	The study of the planning, managing and providing scientific research and professional and technical services including laboratory and testing services, research and development services.
Transportation, Distribution, and Logistics	Logisticians, Traffic Manager, RFID Technician, Warehousing Manager, Automotive Technician, Auto Body Technician, Pilot, Locomotive Engineer, Diesel Engine Specialist	The study of the operation, maintenance, and repair of equipment used in moving people as well as manufactured and produced goods including professional and support technical services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.