

**NEBRASKA DEPARTMENT  
OF EDUCATION**

**GUIDELINES  
RECOMMENDED FOR USE  
WITH RULE 24 (ENDORSEMENTS)**

**Approved by the State Board of Education**

~~February 4, 2014~~

**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  
Special Education Supervisor  
Superintendent

### **TEACHING ENDORSEMENTS**

Adapted Physical Education  
Agricultural Education  
American Sign Language (Subject)  
American Sign Language (Supplemental)  
Anthropology  
Art  
Assessment Leadership  
Basic Business  
Bilingual Education  
Biology  
Business, Marketing, and Information Technology (BMIT)  
Career Education  
Chemistry  
Coaching  
Cooperative Education – Diversified Occupations  
Driver Education  
Early Childhood Education  
Early Childhood Inclusive  
Earth and Space Science  
Economics  
Elementary Education  
English (Issued prior to August 1, 2015)  
English As A Second Language  
English Language Arts (formerly Language Arts)  
Family and Consumer Sciences  
General Art  
Geography  
Health Education  
Health and Physical Education  
Health Occupations  
High Ability Education  
History  
Horticulture Education  
Industrial Technology Education  
Information Technology  
Instructional Technology Leadership  
Instrumental Music  
Journalism and Media Education  
Mathematics  
Middle Grades Education  
Music  
Physical Education  
Physics

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

#### SPECIAL SERVICES ENDORSEMENTS

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

#### APPENDIX A: Career Education Clusters

**REDLINE VERSION**

**NEW ENDORSEMENT**

*Includes 2012 CEC Advanced Standards  
and CEC 2013 Indicators (Draft)*

*7.15.13 – Special Education Ad Hoc*

*8.23.13 – NCTE Exec Comm*

**Special Education Supervisor  
Endorsement Guidelines  
to Accompany Rule 24  
(Adopted by the State Board  
of Education on / /20 )**

005.03 Special Education Supervisor

005.03A Grade Levels: Birth through Grade 12

005.03B Endorsement Type: Field/Administrative

005.03C Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, birth through age 21.

005.03D Certification Endorsement Requirements: The Special Education Supervisor endorsement shall require a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and include an internship experience in special education supervision.

005.03D1 Additional Requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a special education endorsement; and

005.03D2 Have completed two (2) years of teaching in an approved or accredited school system.

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.

005.03F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

**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 special education supervisor candidates for this endorsement with opportunities to demonstrate the

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dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC), Advanced Preparation Standards (2012) and the CEC Advanced Special Education Administrator Specialty Set (2013):

**Standard 1. Assessment**

Special Education Supervisors use valid and reliable assessment practices to minimize bias.

Element 1.1 Special education supervisors minimize bias in assessment.

Element 1.2 Special education supervisors design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to: (Advanced Common Core Indicators are assumed.)

- a. Models, theories, and practices used to evaluate educational programs and personnel serving individuals with disabilities and their families.
- b. Advocates for and implements procedures for the participation of individuals with disabilities in accountability systems.
- c. Develops and implements ongoing evaluations of education programs and personnel.
- d. Designs and implements evaluation procedures that improve instructional content and practices.

**Standard 2. Curricular Content Knowledge**

Special Education Supervisors use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special education supervisors align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Special education supervisors continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special education supervisors use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

Indicators include, but are not limited to:

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- a. Instruction and services needed to support access to the general curriculum for individuals with disabilities.
- b. Develops and implements an administrative plan that supports the use of instructional and assistive technologies.
- c. Provides ongoing supervision of personnel working with individuals with disabilities and their families.

**Standard 3. Programs, Services, and Outcomes**

Special Education Supervisors facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Special education supervisors design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

Element 3.2 Special education supervisors use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.

Element 3.3 Special education supervisors apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.

Element 3.4 Special education supervisors use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Special education supervisors evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

- a. Programs and services within the general curriculum to achieve positive school outcomes for individuals with disabilities.
- b. Programs and strategies that promote positive school engagement for individuals with disabilities.
- c. Develops and implements a flexible continuum of services based on effective practices for individuals with disabilities and their families.
- d. Develops and implements programs and services that contribute to the prevention of unnecessary referrals.
- e. Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals and their families.

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**Standard 4. Research and Inquiry**

Special Education Supervisors conduct, evaluate, and use inquiry to guide professional practice.

Element 4.1 Special education supervisors evaluate research and inquiry to identify effective practices.

Element 4.2 Special education supervisors use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Special education supervisors foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

a. Research in administrative practices that supports individuals with disabilities and their families.

b. Engages in data-based decision-making for the administration of educational programs and services that supports individuals with disabilities and their families.

c. Joins and participates in professional administrative organizations to guide administrative practices when working with individuals with disabilities and their families.

**Standard 5. Leadership and Policy**

Special Education Supervisors provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Special education supervisors model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Special education supervisors support and use linguistically and culturally responsive practices.

Element 5.3 Special education supervisors create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Special education supervisors advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Special education supervisors advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

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Indicators include, but are not limited to:

- a. Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with disabilities and their families.
- b. Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with disabilities and their families.
- c. Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with disabilities and their families.
- d. Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with disabilities and their families.
- e. Applies leadership, organization, and systems change theory to the provision of services for individuals with disabilities and their families.
- f. Develops a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with disabilities and their families.
- g. Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with disabilities and their families.
- h. Communicates a personal inclusive vision and mission for meeting the needs of individuals with disabilities and their families.

**Standard 6. Professional and Ethical Practice**

Special Education Supervisors use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education supervisor leadership.

Element 6.2 Special education supervisors model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.

Element 6.3 Special education supervisors model and promote respect for all individuals and facilitate ethical professional practice.

Element 6.4 Special education supervisors actively participate in professional development and learning communities to increase professional knowledge and expertise.

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Element 6.5 Special education supervisors plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

Element 6.6 Special education supervisors actively facilitate and participate in the preparation and induction of prospective special educators.

Element 6.7 Special education supervisors actively promote the advancement of the profession.

Indicators include, but are not limited to:

- a. Ethical theories and practices as they apply to the administration of programs and services with individuals with disabilities and their families.
- b. Adult learning theories and models as they apply to professional development programs.
- c. Professional development theories and practices that improve instruction and instructional content for individuals with disabilities.
- d. Impact of diversity on educational programming expectations for individuals with disabilities.
- e. Principles of representative governance that support the system of special education administration and supervision.
- f. Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with disabilities and their families.
- g. Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with disabilities and their families.

**Standard 7. Collaboration**

Special Education Supervisors collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Special education supervisors use culturally responsive practices to enhance collaboration.

Element 7.2 Special education supervisors use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Special education supervisors collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

- a. Collaborative theories and practices that support the administration and supervision of programs and services for individuals with disabilities and their families.

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- b. Administrative theories and models that facilitate communication among all stakeholders.
- c. Importance and relevance of advocacy at the local, state, and national level for individuals with disabilities and their families.
- d. Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation.
- e. Strengthens the role of parent and advocacy organizations as they support individuals with disabilities and their families.
- f. Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with disabilities and their families.
- g. Develops seamless transitions of individuals with disabilities across educational continuum and other programs from birth through adulthood.
- h. Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders.
- i. Engages in leadership and supervision practices that support shared decision making.
- j. Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with disabilities.
- k. Consults and collaborates in administrative and instructional decisions at the school and district levels.

Guidelines based on the Council for Exceptional Children (CEC), Advanced Preparation Standards (2012) and the CEC Advanced Special Education Administrator Specialty Set (2013).

006.14 Coaching

006.14A Grade levels: 7-12

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

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

006.14D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of coursework related to coaching athletics, including first aid, health and safety for coaches; prevention, care, and management of injuries; fundamentals of coaching, including psychology of coaching and coaching theory; and prevention, care and management of injuries; growth, development and learning; ~~psychology of coaching; and coaching theory.~~ Other courses related to coaching athletics such as legal aspects and responsibilities; training and conditioning; nutrition; and administration of sports shall be used to fulfill any remaining coaching semester hours.

006.14E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

Secondary School Transition Specialist  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on \_\_\_\_\_)

006.557.03 Secondary School Transition Specialist

006.557.03A Grade Levels: 7-12

006.557.03B Endorsement Type: Supplemental Special Services  
Endorsement

006.557.03C Persons with this Special Services Endorsement may teach, consult, counsel, or and provide transition services for youth with verified disabilities and consult with teachers, parents, and students in grades 7 through 12.

006.557.03D Certification Endorsement Requirements: This Special Services Endorsement shall require a minimum of 18 graduate semester hours of coursework and clinical experience related to transition with emphasis on children and youth with disabilities, ages 14 to through 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.

006.557.03E 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 must provide secondary transition specialist candidates should prepare prospective teachers to: for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

**Advanced Standard 1. Assessment**

Special Education Secondary Transition Specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Secondary Transition Specialists minimize bias in assessment.

**Secondary School Transition Specialist  
Endorsement Guidelines  
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Element 1.2 Secondary Transition Specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to:

- (SETS1 K1) a. Procedures and requirements for referring individuals to community service agencies.
- (SETS1 K2) b. Implications of individual characteristics with respect to post-school outcomes and support needs.
- (SETS1 K3) c. Formal and informal approaches for identifying students' interests and preferences related to educational experiences and post-school goals.
- (SETS1 S1) d. Match skills and interests of the individuals to skills and demands required by vocational and post-school settings.
- (SETS1 S2) e. Interpret results of career and vocational assessment for individuals, families, and professionals.
- (SETS1 S3) f. Use a variety of formal and informal career, transition, and vocational assessment procedures.
- (SETS1 S4) g. Evaluate and modify transition goals on an ongoing basis.
- (SETS1 S5) h. Assess and develop natural support systems to facilitate transition to post-school environments.

**Advanced Standard 2. Curricular Content Knowledge**

Special Education Secondary Transition Specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Secondary Transition Specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Secondary Transition Specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Secondary Transition Specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

**Advanced Standard 3. Programs, Services, and Outcomes**

**Secondary School Transition Specialist  
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Special Education Secondary Transition Specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

- Element 3.1 Secondary Transition Specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.
- Element 3.2 Secondary Transition Specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.
- Element 3.3 Secondary Transition Specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.
- Element 3.4 Secondary Transition Specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.
- Element 3.5 Secondary Transition Specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

- ~~(SETS3 K1)~~ a. School and post-school services available to specific populations of individuals with disabilities.
- ~~(SETS3 K2)~~ b. Methods for providing community-based education for individuals with disabilities.
- ~~(SETS3 K3)~~ c. Methods for linking academic content to transition goals.
- ~~(SETS3 K4)~~ d. Strategies for involving families and individuals with disabilities in transition planning and evaluation.
- ~~(SETS3 K5)~~ e. Job seeking and job retention skills identified by employers as essential for successful employment.
- ~~(SETS3 K6)~~ f. Vocational education methods, models, and curricula.
- ~~(SETS3 K7)~~ g. Range of post-school options within specific outcome areas.
- ~~(SETS3 S1)~~ h. Identify and facilitate modifications within work and community environments.
- ~~(SETS3 S2)~~ i. Arrange and evaluate instructional activities in relation to post-school goals.
- ~~(SETS3 S3)~~ j. Identify outcomes and instructional options specific to the community and the individual.
- ~~(SETS3 S4)~~ k. Use support systems to facilitate self-advocacy in transition planning.

**Advanced Standard 4. Research and Inquiry**

Special Education Secondary Transition Specialists conduct, evaluate, and use inquiry to guide professional practice.

- Element 4.1 Secondary Transition Specialists evaluate research and inquiry to identify effective practices.
- Element 4.2 Secondary Transition Specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.
- Element 4.3 Secondary Transition Specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

- (SETS4 K1) a. Theoretical and applied models of transition.
- (SETS4 K2) b. Research on relationships between individual outcomes and transition practices.

**Advanced Standard 5. Leadership and Policy**

Special Education Secondary Transition Specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

- Element 5.1 Secondary Transition Specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.
- Element 5.2 Secondary Transition Specialists support and use linguistically and culturally responsive practices.
- Element 5.3 Secondary Transition Specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.
- Element 5.4 Secondary Transition Specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.
- Element 5.5 Secondary Transition Specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

- (SETS5 K1) a. Transition-related laws and policies.
- (SETS5 K2) b. History of national transition policies.

**Advanced Standard 6. Professional and Ethical Practice**

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Special Education Secondary Transition Specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

- Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs Secondary Transition Specialist leadership.
- Element 6.2 Secondary Transition Specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.
- Element 6.3 Secondary Transition Specialists model and promote respect for all individuals and facilitate ethical professional practice.
- Element 6.4 Secondary Transition Specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- Element 6.5 Secondary Transition Specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- Element 6.6 Secondary Transition Specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- Element 6.7 Secondary Transition Specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

- (SETS6-K1)–a. Scope and role of transition specialist.
- (SETS6-K2)–b. Scope and role of agency personnel related to transition services.
- (SETS6-K3)–c. Organizations and publications relevant to the field of transition.
- (SETS6-S1)–d. Show positive regard for the capacity and operating constraints of community organizations involved in transition services.
- (SETS6-S2)–e. Participate in activities of professional organizations in the field of transition.
- (SETS6-S3)–f. Ensure the inclusion of transition-related goals in the educational program plan.
- (SETS6-S4)–g. Develop post-school goals and objectives, using interests and preferences of the individual.

**Advanced Standard 7. Collaboration**

**Secondary School Transition Specialist  
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Special Education Secondary Transition Specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Secondary Transition Specialists use culturally responsive practices to enhance collaboration.

Element 7.2 Secondary Transition Specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Secondary Transition Specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

~~(SETS7 K1) a.~~ Methods to increase transition service delivery through interagency agreements and collaborative funding.

~~(SETS7 K2) b.~~ Transition planning strategies that facilitate input from team members.

~~(SETS7 S1) c.~~ Design and use procedures to evaluate and improve transition education and services in collaboration with team members.

~~(SETS7 S2) d.~~ Provide information to families about transition education, services, support networks, and post-school options.

~~(SETS7 S3) e.~~ Involve team members in establishing transition policy.

~~(SETS7 S4) f.~~ Provide transition-focused technical assistance and professional development in collaboration with team members.

~~(SETS7 S5) g.~~ Collaborate with transition-focused agencies.

~~(SETS7 S6) h.~~ Develop interagency strategies to collect, share, and use student assessment data.

~~(SETS7 S7) i.~~ Use strategies for resolving differences in collaborative relationships with interagency agreements.

~~(SETS7 S8) j.~~ Assist teachers to identify educational program planning team members.

~~(SETS7 S9) k.~~ Assure individual, family, and agency participation in transition planning and implementation.

Guidelines based on the Council for Exceptional Children (CEC) Advanced Level Special Educator Preparation Standards (CEC, 2012), and CEC Transition Specialist Set (2013).

**Secondary School Transition Specialist  
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~~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 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 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.~~

**Special Education Behaviorally Disordered Intervention Specialist**  
**Endorsement Guidelines**  
**To Accompany Rule 24**  
**(Adopted by the State Board**  
**of Education on \_\_\_\_\_)**

006.6059 Special Education Behaviorally Disordered Intervention Specialist

006.6059A Grade Levels: Birth through Grade PK-12, PK-6, 7-12, PK-9

006.6059B Endorsement Type: Supplemental Subject

006.6059C Persons with this endorsement may teach, consult, or provide services related to behavioral needs for children with disabilities, birth through age 21, grades PK-6, or grades 7-12, individuals with behavioral disorders at the grade level (PK-12; PK-6; 7-12; or PK-9) of their endorsement, and consult with teachers, parents, students, and others.

006.6059D Certification Endorsement Requirements: The endorsement shall require a minimum of 18 30 graduate semester hours in behavior intervention strategies and closely related topics. In addition, the candidate shall have previously obtained a special education endorsement with specific emphasis on individuals with behavioral disorders.

006.6059D1 If a candidate does not hold a special education endorsement, a minimum of an additional 12 graduate semester hours in special education coursework is required. Teaching Experience: Applicants for this endorsement shall have one (1) year of teaching experience.

006.59D2 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 hours.

006.6059E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution ~~must provide special education behavior intervention specialist should prepare prospective teachers to: candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on The Council for Exceptional Children (CEC), Advanced Preparation Standards for Special Education Teachers (2013), and CEC Special Education Behavior Intervention Specialty Set (2013).~~

**Advanced Standard 1: Assessment**

Special Education Behavior Intervention Specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Special education behavior intervention specialists minimize bias in assessment.

Element 1.2 Special education behavior intervention specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to: (All Common Core Indicators are assumed.)

(SEBIS1-S1) a. Communicate the assessment of individual's performance and evaluation of behavior intervention plans.

(SEBIS1-S2) b. Use strategies for monitoring the fidelity of implementation of behavior intervention plans.

(SEBIS1-S3) c. Behavior intervention specialists evaluate the social validity of interventions across all stakeholders and settings.

**Advanced Standard 2: Curricular Content Knowledge**

Special Education Behavior Intervention Specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special education behavior intervention specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Special education behavior intervention specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special education behavior intervention specialists use understanding of diversity and individual learning differences to

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inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

**Advanced Standard 3: Programs, Services, and Outcomes**

Special Education Behavior Intervention Specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Special education behavior intervention specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

Element 3.2 Special education behavior intervention specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.

Element 3.3 Special education behavior intervention specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.

Element 3.4 Special education behavior intervention specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Special education behavior intervention specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

~~(SEBIS3-K1)~~ a. Concepts and principles of behavior support and programming.

~~(SEBIS3-K2)~~ b. Relationship of academic competence and social-emotional and behavior competence.

~~(SEBIS3-K3)~~ c. Relationship among communication, cognitive functioning, and behavior competence.

~~(SEBIS3-K4)~~ d. Interrelationship of co-occurring diagnoses and the impact on behavior intervention planning.

~~(SEBIS3-S1)~~ e. Facilitate and conduct comprehensive person-centered planning that incorporates participation in school, home, community, and vocational activities.

~~(SEBIS3-S2)~~ f. Facilitate and conduct comprehensive functional behavior assessments.

~~(SEBIS3-S3)~~ g. Use assessment information to identify and incorporate function-based techniques into behavior intervention plans.

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- ~~(SEBIS3 S4)~~ h. Monitor, evaluate, and revise behavior intervention plans based upon a range of data.
- ~~(SEBIS3 S5)~~ i. Integrate behavioral, educational, medical, mental health, related services, and personal goals into comprehensive behavior intervention plans.

**Advanced Standard 4. Research and Inquiry**

Special Education Behavior Intervention Specialists conduct, evaluate, and use inquiry to guide professional practice.

Element 4.1 Special education behavior intervention specialists evaluate research and inquiry to identify effective practices.

Element 4.2 Special education behavior intervention specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Special education behavior intervention specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

- ~~(SEBIS4 K1)~~ a. Research in positive behavior interventions and supports and applied behavior analysis that supports individuals with behavior challenges and their families.
- ~~(SEBIS4 K2)~~ b. Evidence-based promising practices and program models that address social emotional competence.
- ~~(SEBIS4 S1)~~ c. Evaluate the quality of research examining positive behavior intervention strategies and disseminate new advances and evidence-based practices.
- ~~(SEBIS4 S2)~~ d. Assist professionals and other stakeholders in designing, implementing, and evaluating comprehensive interventions to decrease challenging behavior and increase appropriate behavior.

**Advanced Standard 5. Leadership and Policy**

Special Education Behavior Intervention Specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Special education behavior intervention specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Special education behavior intervention specialists support and use linguistically and culturally responsive practices.

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Element 5.3 Special education behavior intervention specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Special education behavior intervention specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Special education behavior intervention specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

- (SEBIS5-K1)–a. Characteristics and behavior support needs of individuals with challenging behavior.
- (SEBIS5-K2)–b. Responsibilities and functions of school committees and boards regarding the behavior support and discipline of individuals with behavior challenges.
- (SEBIS5-K3)–c. Relationship of challenging behavior patterns and access to behavior supports.
- (SEBIS5-S1)–d. Promote use of a continuum of services and placement options to meet the needs of individuals with behavior challenges.
- (SEBIS5-S2)–e. Advocate for educational policy that addresses seclusion, restraints, and other disciplinary practices consistent with the evidence base.
- (SEBIS5-S3)–f. Act as a systems change agent to improve social-emotional outcomes for individuals with challenging behavior.
- (SEBIS5-S4)–g. Identify, compare, and implement evidence-based practices to support students with challenging behavior patterns.

**Standard 6. Professional and Ethical Practice**

Special Education Behavior Intervention Specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education behavior intervention specialist

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leadership.

Element 6.2 Special education behavior intervention specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.

Element 6.3 Special education behavior intervention specialists model and promote respect for all individuals and facilitate ethical professional practice.

Element 6.4 Special education behavior intervention specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

Element 6.5 Special education behavior intervention specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

Element 6.6 Special education behavior intervention specialists actively facilitate and participate in the preparation and induction of prospective special educators.

Element 6.7 Special education behavior intervention specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

(SEBIS6-K1)–a. Ethical and moral implications of intrusive and aversive interventions.

(SEBIS6-K2)–b. Systems development that promotes fidelity of implementation and sustainability of behavior intervention plans.

(SEBIS6-S1)–c. Advocate for ethical interventions for individuals with challenging behavior.

(SEBIS6-S2)–d. Use consultation, including performance feedback and fidelity of implementation data, for decision-making.

**Standard 7. Collaboration**

Special Education Behavior Intervention Specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Special education behavior intervention specialists use culturally responsive practices to enhance collaboration.

Element 7.2 Special education behavior intervention specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Special education behavior intervention specialists collaborate to promote understanding, resolve conflicts, and build consensus for

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improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

- ~~(SEBIS7-K1)~~ a. Strategies for promoting integrated systems of care and self-determination that include the individuals with challenging behaviors, family and community agencies.
- ~~(SEBIS7-S1)~~ b. Organize and facilitate collaborative behavior intervention decision-making.

Guidelines based on The Council for Exceptional Children (CEC), Advanced Preparation Standards for Special Education Teachers (2012), and CEC Special Education Behavior Intervention Specialty Set (2013).

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006.61 Special Education Deaf or Hard of Hearing Education /Subject

006.61A Grade Levels: Birth through Grade 12, PK-6, PK-3, K-9, 7-12, K-12, or PK-12 dependent on other certification.

006.61B Endorsement Type: Subject

006.61C Persons with this endorsement may teach, consult, or provide services for children with hearing impairments from birth through age 21, PK-6, or 7-12. This includes deafness, hard of hearing, and hearing impairment associated with other disabilities. students who are deaf or hard of hearing at one of the following levels: prekindergarten through grade 3, K-9, 7-12, K-12, or prekindergarten through grade 12.

006.61D Certification Endorsement Requirements: This endorsement shall require an applicant to hold, or earn concurrently, a regular teaching certificate with a subject or field endorsement and earn a minimum of 36 30 semester hours in special education courses, of which 12 including six (6) semester hours are in general special education and 24 semester hours are in the education of students-children who are deaf or hard of hearing.

006.61E 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.

006.61F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

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Through the courses identified in its plan, the institution must provide special education deaf or hard of hearing education ~~should prepare prospective teachers candidates for~~

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~~this endorsement of students who are deaf, or hard of hearing with opportunities to:~~  
~~demonstrate the dispositions and competencies required by the following guidelines.~~

#### **Standard 1. Learner Development and Individual Learning Differences**

~~Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how hearing impairments may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with hearing impairments.~~

~~Element 1.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how language, culture, and family background influence the learning of individuals with hearing impairments.~~

~~Element 1.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use understanding of development and individual differences to respond to the needs of individuals with hearing impairments.~~

~~Indicators include, but are not limited to:~~

- ~~(DHH1K1) a. Cognitive and language development of individuals who are deaf, hard of hearing, or deaf-blind.~~
- ~~(DHH1K2) b. Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of individuals who are deaf, hard of hearing, or deaf-blind.~~
- ~~(DHH6K7) c. Etiologies of hearing loss that can result in additional disabilities,~~
- ~~(DHH1K3) d. Influence of experience and educational placement on all developmental domains.~~
- ~~(Add) e. Impact of language in learning content areas.~~
- ~~(DHH1K4) f. Influence of cultural identity and language on all developmental domains.~~
- ~~(DHH1K5) g. Components of linguistic and non-linguistic communication.~~
- ~~(DHH1K6) h. Importance of early intervention to language development.~~
- ~~(DHH1K7) i. Effects of sensory input on the development of language and learning.~~
- ~~(DHH1K8) j. Spoken and visual communication modes, and~~
- ~~(DHH1K9) k. Current theories of the development of spoken language and signed languages.~~

#### **Standard 2. Learning Environments**

~~Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind create safe, inclusive, culturally responsive learning environments so that~~

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individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind, through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with hearing impairments in meaningful learning activities and social interactions.

Element 2.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use motivational and instructional interventions to teach individuals with hearing impairments how to adapt to different environments.

Element 2.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind know how to intervene safely and appropriately with individuals with hearing impairments in crisis.

Indicators include, but are not limited to:

~~(DHH2K1)~~ a. Influence of family communication and culture on all developmental domains,

~~(DHH2S1)~~ b. Provide ongoing opportunities for interactions between individuals who are deaf, hard of hearing, or deaf-blind with peers and role models who are deaf, hard of hearing, or deaf-blind,

~~(DHH2S2)~~ c. Provide access to incidental language experiences,

~~(Add)~~ d. Provide opportunities to communicate directly with peers and staff,

~~(DHH2S3)~~ e. Prepare individuals who are deaf, hard of hearing, or deaf-blind to use interpreters,

~~(DHH2S4)~~ f. Manage assistive technology for individuals who are deaf, hard of hearing, or deaf-blind, and

~~(DHH2S5)~~ g. Design a classroom environment that maximizes opportunities for visual and/or auditory learning, meets developmental and learning needs, and provides input to classroom teaching regarding their classroom environment.

### Standard 3. Curricular Content Knowledge

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use knowledge of general and specialized curricula to individualize learning for individuals with hearing impairments.

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Element 3.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with hearing impairments.

Element 3.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with hearing impairments.

Element 3.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind modify general and specialized curricula to make them accessible to individuals with hearing impairments.

Indicators include, but are not limited to:

(DHH3S1) a. Plan and implement transitions specific to individuals who are deaf, hard of hearing, or deaf-blind across service continuums, and

(DHH3S2) b. Integrate language instruction into academic areas.

**Standard 4. Assessment**

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use multiple methods of assessment and data-sources in making educational decisions.

Element 4.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind select and use technically sound formal and informal assessments that minimize bias.

Element 4.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.

Element 4.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with hearing impairments.

Element 4.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind engage individuals with hearing impairments to work toward quality learning and performance and provide feedback to guide them.

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Indicators include, but are not limited to:

- (DHH4K1) a. Specialized terminology used in assessing individuals who are deaf, hard of hearing or deaf-blind.
- (DHH4S1) b. Administer assessment tools using the individuals preferred mode and language of communication, including ecological assessments.
- (DHH4S2) c. Develop specialized assessment procedures that allow for alternative forms of expression, and
- (DHH4S3) d. Collect and analyze spoken, signed, or written communication samples.

**Standard 5. Instructional Planning and Strategies.**

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with hearing impairments.

- Element 5.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with hearing impairments.
- Element 5.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use technologies to support instructional assessment, planning, and delivery for individuals with hearing impairments.
- Element 5.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with hearing impairments.
- Element 5.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use strategies to enhance language development and communication skills of individuals with hearing impairments.
- Element 5.5 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind develop and implement a variety of education and transition plans for individuals with hearing impairments across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

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Element 5.6 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind teach to mastery and promote generalization of learning.

Element 5.7 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with hearing impairments.

Indicators include, but are not limited to:

- ~~(DHH5K1)~~ a. Visual tools and organizers that support content mastery and retention by individuals who are deaf, hard of hearing, or deaf-blind.
- ~~(DHH5S1)~~ b. Apply strategies to facilitate cognitive and communicative development.
- ~~(DHH5S2)~~ c. Implement strategies for stimulating and using residual hearing.
- ~~(DHH5S3)~~ d. Facilitate independent communication in all contexts.
- ~~(DHH5S4)~~ e. Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals.
- ~~(DHH5S5)~~ f. Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf, hard of hearing, or deaf-blind.
- ~~(DHH5S6)~~ g. Develop successful inclusion experiences.
- ~~(DHH5S7)~~ h. Develop proficiency in the languages used to teach individuals who are deaf, hard of hearing, or deaf-blind.
- ~~(DHH5S8)~~ i. Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the American Sign Language (ASL).
- ~~(DHH5S9)~~ j. Apply first and second language teaching strategies to the instruction of the individual.
- ~~(DHH5S10)~~ k. Provide balance among explicit instruction, guided instruction, peer learning, and reflection, and
- ~~(Add)~~ l. Foster the development of critical thinking skills.

**Standard 6. Professional Learning and Ethical Practice**

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use foundational knowledge of the field and their professional Ethical Principles and Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

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- Element 6.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use professional Ethical Principles and Professional Practice Standards to guide their practice.
- Element 6.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand how foundational knowledge and current issues influence professional practice.
- Element 6.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 6.4 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 6.5 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind advance the profession by engaging in activities such as advocacy and mentoring.
- Element 6.6 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind provide guidance and direction to paraeducators, tutors, and volunteers.

Indicators include, but are not limited to:

- ~~(DHH6K1)~~ a. Model programs for individuals who are deaf, hard of hearing, or deaf-blind.
- ~~(DHH6K2)~~ b. Roles and responsibilities of teachers and support personnel (i.e. Speech-Language Pathologists, Audiologists, Interpreters, etc.) in educational practice for individuals who are deaf, hard of hearing, or deaf-blind.
- ~~(DHH6K3)~~ c. Professional resources relevant to the field of education of individuals who are deaf, hard of hearing, or deaf-blind.
- ~~(DHH6K4)~~ d. Knowledge of professional organizations in the field of deaf and deaf-blind education.
- ~~(DHH6K5)~~ e. Incidence and prevalence figures for individuals who are deaf, hard of hearing, or deaf-blind.
- ~~(DHH6K6)~~ f. Sociocultural, historical, and political forces unique to deaf and deaf-blind education.
- ~~(DHH6S1)~~ g. Communicate proficiently in spoken language and/or American Sign Language (ASL).
- ~~(DHH6S2)~~ h. Increase proficiency and sustain a life-long commitment to maintaining instructional competence.

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- ~~(DHH6S3)~~ i. Explain historical foundations and research evidence upon which education of the deaf, hard of hearing, and deaf-blind is based, and
- ~~(DHH6S4)~~ j. Develop and enrich cultural competence relative to the deaf and deaf-blind community.

#### **Standard 7. Collaboration**

Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind collaborate with families, other educators, related service providers, individuals with hearing impairments, and personnel from community agencies in culturally responsive ways to address the needs of individuals with hearing impairments across a range of learning experiences.

Element 7.1 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use the theory and elements of effective collaboration.

Element 7.2 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind serve as a collaborative resource to colleagues.

Element 7.3 Special education professionals teaching students who are deaf, hard of hearing, or deaf-blind use collaboration to promote the well-being of individuals with hearing impairments across a wide range of settings and collaborators.

Indicators include, but are not limited to:

- ~~(DHH7K1)~~ a. Services, organizations, and networks that support individuals who are deaf, hard of hearing, or deaf-blind, and
- ~~(DHH7S1)~~ b. Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

Guidelines based on the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012) and the CEC Deaf and Hard of Hearing Initial Specialty Set (2013).

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**006.63 Special Education Early Intervention Specialist**

**006.63A Grade Levels: Birth through Prekindergarten**

**006.63B Endorsement Type: Supplemental**

**006.63C Persons with this endorsement may teach, consult, or provide services for infants, toddlers, and preschool children, ages birth through prekindergarten, including those with verified disabilities, and support families and other personnel with responsibilities for their care and education.**

**006.63D Certification Endorsement Requirements: The endorsement shall require a minimum of 21 semester hours, which shall include a minimum of 15 semester hours in early childhood special education and a minimum of six (6) semester hours in typical early childhood development, and**

**006.63D1 A minimum of 160 clock hours of field experiences. Field experiences shall be conducted in preschool settings which include home-based and center-based programs serving children who have verified disabilities, with their families, and other personnel responsible for their care and education. Of the 160 clock hours, a minimum of 80 clock hours must focus on children ages birth through two years of age and a minimum of 80 clock hours must focus on pre-school aged children, ages 3 through prekindergarten.**

**006.63D2 Additional Requirements: An applicant for this endorsement must have, or earn concurrently, the Special Education endorsement at the K-6 or K-12 level.**

**006.63E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.**

**THE FOLLOWING ARE RECOMMENDED GUIDELINES  
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Through the courses identified in its plan, the institution must provide special education early intervention specialist candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

**Standard 1.Promoting Child Development and Learning**

Special Education Early Intervention Specialists have a child development knowledge base and use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

- Element 1.1 Know and understand young children’s characteristics and needs, from birth to kindergarten.
- Element 1.2 Know and understand the multiple influences on early development and learning.
- Element 1.3 Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

**Standard 2. Learner Development and Individual Learning Differences**

Special Education Early Intervention Specialists understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for infants, toddlers, and preschool-age children with disabilities.

- Element 2.1 Special Education Early Intervention Specialists understand how language, culture, and family background influence the learning of young children with disabilities.
- Element 2.2 Special Education Early Intervention Specialists use understanding of development from birth to kindergarten and individual differences to respond to the needs of young children with disabilities.

Indicators include, but are not limited to: (All Common Core Indicators are assumed.)

- a. Theories of typical and atypical early childhood development.
- b. Biological and environmental factors that affect pre-, peri-, and postnatal development and learning.
- c. Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life.
- d. Impact of medical conditions and related care on development and learning.
- e. Impact of medical conditions on family concerns, resources, and priorities.

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- f. Factors that affect the mental health and social-emotional development of infants and young children.
- g. Infants and young children develop and learn at varying rates.
- h. Impact of child's abilities, needs, and characteristics on development and learning.
- i. Impact of social and physical environments on development and learning.
- j. Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development.
- k. Impact of language delays on behavior.

**Standard 3. Learning Environments**

Special Education Early Intervention Specialists create safe, inclusive, culturally responsive learning environments so that infants, toddlers, and preschool-age children with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 3.1 Special Education Early Intervention Specialists, through collaboration with family, care providers, early childhood educators, and other colleagues, create safe, inclusive, culturally responsive environments to engage young children with disabilities in meaningful learning activities and social interactions.

Element 3.2 Special Education Early Intervention Specialists use developmentally-appropriate and instructional interventions to teach young children with disabilities how to adapt to different environments.

Element 3.3 Special Education Early Intervention Specialists know how to intervene safely and appropriately with young children with disabilities in crisis.

Indicators include, but are not limited to:

- a. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.
- b. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.
- c. Embed learning opportunities in everyday routines, relationships, activities, and places.
- d. Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.
- e. Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.

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- f. Implement basic health, nutrition and safety management procedures for infants and young children.
- g. Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

**Standard 4. Curricular Content Knowledge**

Special Education Early Intervention Specialists use knowledge of general and specialized curricula to individualize learning for infants, toddlers, and preschool-age children with disabilities.

- Element 4.1 Special Education Early Intervention Specialists understand the key developmental milestones across all developmental domains, daily routines, and needs of young children, and tools of inquiry to plan for developmental and functional outcomes for young children.
- Element 4.2 Special Education Early Intervention Specialists can organize their knowledge of child development and disabilities, integrate with cross-disciplinary input, and develop meaningful learning progressions for young children with disabilities.
- Element 4.3 Special Education Early Intervention Specialists understand and use general and specialized knowledge of typical and atypical development for teaching across settings and developmental domains, and to individualize learning for young children with disabilities.
- Element 4.4 Special Education Early Intervention Specialists modify curricula for infants, toddlers, and preschool-age children to make them accessible and appropriate to young children with disabilities.

**Standard 5. Assessment**

Special Education Early Intervention Specialists use multiple methods of assessment and data-sources in making educational decisions.

- Element 5.1 Special Education Early Intervention Specialists select and use technically sound formal and informal assessments that minimize bias.
- Element 5.2 Special Education Early Intervention Specialists use knowledge of measurement principles and practices related to assessment of infants, toddlers, and preschool-age children to interpret assessment results and guide educational decisions for young children with disabilities.
- Element 5.3 Special Education Early Intervention Specialists, in collaboration with colleagues and families, use multiple types of assessment information in making programming decisions about young children with disabilities.
- Element 5.4 Special Education Early Intervention Specialists engage young children with disabilities and family members and/or care providers

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in quality assessments and provide ongoing feedback to guide them in making decisions regarding their interactions with young children with disabilities.

Indicators include, but are not limited to:

- a. Role of the family in the assessment process.
- b. Legal requirements that distinguish among at-risk, developmental delay and disability.
- c. Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.
- d. Assist families in identifying their concerns, resources, and priorities.
- e. Integrate family priorities and concerns in the assessment process.
- f. Assess progress in the five developmental domains, play, and temperament.
- g. Select and administer assessment instruments in compliance with established criteria.
- h. Use informal and formal assessment to make decisions about infants and young children's development and learning.
- i. Gather information from multiple sources and environments.
- j. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.
- k. Participate as a team member to integrate assessment results in the development and implementation of individualized plans.
- l. Emphasize child's strengths and needs in assessment reports.
- m. Produce reports that address development across domains and any functional concerns identified in routine natural learning environments.
- n. Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

**Standard 6. Instructional Planning and Strategies**

Special Education Early Intervention Specialists select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of infants, toddlers, and preschool-age children with disabilities.

- Element 6.1 Special Education Early Intervention Specialists consider a child's and family's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for young children with disabilities.
- Element 6.2 Special Education Early Intervention Specialists use technologies to support instructional assessment, planning, and delivery for young children with disabilities.
- Element 6.3 Special Education Early Intervention Specialists are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the movement, access,

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socialization, communication, and learning of young children with disabilities.

Element 6.4 Special Education Early Intervention Specialists use evidence-based strategies to enhance feeding, movement, cognition, language, literacy, social and play development, and skills for optimizing independence of young children with disabilities.

Element 6.5 Special Education Early Intervention Specialists develop and implement a variety of transition plans for young children with disabilities across a wide range of settings and different learning experiences in collaboration with families, service coordinators, care providers, teachers, and members of IFSP/IEP teams.

Element 6.6 Special Education Early Intervention Specialists teach to mastery and promote generalization of learning for functional participation in everyday routines and activities at home, community and preschool classrooms.

Element 6.7 Special Education Early Intervention Specialists promote acquisition of knowledge and skills for critical thinking and problem solving for young children with disabilities.

Indicators include, but are not limited to:

- a. Concept of universal design for learning.
- b. Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.
- c. Developmental and academic content.
- d. Connection of curriculum to assessment and progress monitoring activities.
- e. Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.
- f. Facilitate child-initiated development and learning.
- g. Use teacher-scaffolded and initiated instruction to complement child-initiated learning.
- h. Link development, learning experiences, and instruction to promote educational transitions.
- i. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.
- j. Use strategies to teach social skills and conflict resolution.
- k. Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.
- l. Implement and evaluate preventative and reductive strategies to address challenging behaviors.

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- m. Develop, implement, and evaluate individualized plans with family members and other professionals, as a member of a team.
- n. Plan and implement developmentally and individually appropriate curriculum.
- o. Design intervention strategies incorporating information from multiple disciplines.
- p. Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.
- q. Align individualized goals with developmental and academic content.
- r. Develop individualized plans that support development and learning as well as caregiver responsiveness.
- s. Develop an individualized plan that supports the child's independent functioning in the child's natural environments.
- t. Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.
- u. Know appropriate ways to assist the family in planning for transition between providers and settings that assures continuity of intervention strategies and outcomes.

**Standard 7. Professional Learning and Ethical Practice**

Special Education Early Intervention Specialists use foundational knowledge of the field and their professional Code of Ethics and Recommended Practices to inform special education practice, to engage in lifelong learning, and to advance the profession.

- Element 7.1 Special Education Early Intervention Specialists understand how foundational knowledge of developmental and learning theories, research, laws, and current issues influence professional practice.
- Element 7.2 Special Education Early Intervention Specialists understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 7.3 Special Education Early Intervention Specialists understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 7.4 Special Education Early Intervention Specialists advance the profession by engaging in activities such as advocacy and mentoring of colleagues and trainees.
- Element 7.5 Special Education Early Intervention Specialists provide guidance and direction to child care providers, paraeducators, and volunteers.

Indicators include, but are not limited to:

- a. Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families.

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- b. Advocacy for professional status and working conditions for those who serve infants and young children, and their families.
- c. Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.
- d. Integrate family systems theories and principles into professional practice.
- e. Respect family choices and goals.
- f. Apply models of team process in early childhood.
- g. Participate in activities of professional organizations relevant to early childhood special education and early intervention.
- h. Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.
- i. Advocate on behalf of infants and young children and their families.

**Standard 8. Collaboration**

Special Education Early Intervention Specialists collaborate with families, care providers, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of natural learning experiences.

Element 8.1 Special Education Early Intervention Specialists use the theory and principles of effective consultation and collaboration.

Element 8.2 Special Education Early Intervention Specialists serve as a collaborative resource to colleagues.

Element 8.3 Special Education Early Intervention Specialists use consultation and collaboration to promote the well-being of young children with disabilities across a wide range of settings and collaborators.

Indicators include, but are not limited to:

- a. Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.
- b. Collaborate with caregivers, professionals, and agencies to support children's development and learning.
- c. Support families' choices and priorities in the development of goals and intervention strategies.
- d. Implement family-oriented services based on the family's identified resources, priorities, and concerns.
- e. Provide consultation in settings serving infants and young children.
- f. Involve families in evaluation of services.
- g. Participate as a team member to identify and enhance team roles, communication, and problem-solving.
- h. Employ adult learning principles in consulting and training family members and service providers.

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- i. Implement processes and strategies that support transitions among settings for infants and young children.

Guidelines based on the Council for Exceptional Children (CEC), Initial Preparation Standards for Special Education Teachers (2012) and CEC Special Education Early Childhood Specialty Set (2013).

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006.64 Special Education Functional Academic Skills and Independent Living Specialist

006.64A Grade Levels: Birth through Grade 12

006.64B Endorsement Type: Supplemental

006.64C Persons with this endorsement may teach, consult, and provide services to children birth through 21 years of age, who have intellectual, sensory, and/or developmental disabilities, including Autism Spectrum Disorders.

006.64D Certification Endorsement Requirements: The endorsement shall require a minimum of 15 semester hours in special education course work related to functional academic skills and independent living. Candidates must have, or earn concurrently, the Special Education endorsement.

006.64E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**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 special education functional academic skills and independent living specialist candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

**Standard 1. Learner Development and Individual Learning Differences**

Special Education Functional Academic Skills and Independent Living Specialists understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

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Element 1.1 Special Education Functional Academic Skills and Independent Living Specialists understand how language, culture, and family background influence the learning of individuals with disabilities.

Element 1.2 Special Education Functional Academic Skills and Independent Living Specialists use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Indicators include, but are not limited to: (All Common Core Indicators are assumed.)

- a. Medical aspects and implications for learning for individuals with developmental disabilities/autism spectrum disorders,
- b. Core and associated characteristics of individuals with developmental disabilities/autism spectrum disorders,
- c. Co-existing conditions and ranges that exist at a higher rate than in the general population,
- d. Sensory challenges of individuals with developmental disabilities/autism spectrum disorders,
- e. Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders,
- f. Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders,
- g. Impact of theory of mind, central coherence, and executive function on learning and behavior,
- h. Impact of neurological differences on learning and behavior, and
- i. Impact of self-regulation on learning and behavior.

**Standard 2. Learning Environments**

Special Education Functional Academic Skills and Independent Living Specialists create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Special Education Functional Academic Skills and Independent Living Specialists, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.

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Element 2.2 Special Education Functional Academic Skills and Independent Living Specialists use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.

Element 2.3 Special Education Functional Academic Skills and Independent Living Specialists know how to intervene safely and appropriately with individuals with disabilities in crisis.

**Standard 3. Curricular Content Knowledge**

Special Education Functional Academic Skills and Independent Living Specialists use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

Element 3.1 Special Education Functional Academic Skills and Independent Living Specialists understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.

Element 3.2 Special Education Functional Academic Skills and Independent Living Specialists understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.

Element 3.3 Special Education Functional Academic Skills and Independent Living Specialists modify general and specialized curricula to make them accessible to individuals with disabilities.

Indicators include, but are not limited to:

- a. Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders.
- b. Provide pragmatic language instruction that facilitates social skills.
- c. Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications.
- d. Plan instruction for independent functional life skills and adaptive behavior.

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- e. Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate,
- f. Use specialized instruction to enhance social participation across environments, and
- g. Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.

**Standard 4. Assessment**

Special Education Functional Academic Skills and Independent Living Specialists use multiple methods of assessment and data-sources in making educational decisions.

- Element 4.1 Special Education Functional Academic Skills and Independent Living Specialists select and use technically sound formal and informal assessments that minimize bias.
- Element 4.2 Special Education Functional Academic Skills and Independent Living Specialists use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.
- Element 4.3 Special Education Functional Academic Skills and Independent Living Specialists in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with disabilities.
- Element 4.4 Special Education Functional Academic Skills and Independent Living Specialists engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.

Indicators include, but are not limited to:

- a. Specialized terminology used in the assessment of individuals with developmental disabilities/autism spectrum disorders,
- b. Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders,
- c. Components of assessment for the core areas for individuals with developmental disabilities/autism spectrum disorders,
- d. Individual strengths, skills, and learning styles,
- e. Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders,

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- f. Develop strategies for monitoring and analyzing challenging behavior and its communicative intent, and
- g. Conduct functional behavior assessments that lead to development of behavior support plans.

**Standard 5. Instructional Planning and Strategies**

Special Education Functional Academic Skills and Independent Living Specialists select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

- Element 5.1 Special Education Functional Academic Skills and Independent Living Specialists consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with disabilities.
- Element 5.2 Special Education Functional Academic Skills and Independent Living Specialists use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.
- Element 5.3 Special Education Functional Academic Skills and Independent Living Specialists are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.
- Element 5.4 Special Education Functional Academic Skills and Independent Living Specialists use strategies to enhance language development and communication skills of individuals with disabilities.
- Element 5.5 Special Education Functional Academic Skills and Independent Living Specialists develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- Element 5.6 Special Education Functional Academic Skills and Independent Living Specialists teach to mastery and promote generalization of learning.
- Element 5.7 Special Education Functional Academic Skills and Independent Living Specialists teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Indicators include, but are not limited to:

- a. Specialized curriculum designed to meet the needs of individuals with developmental disabilities/autism spectrum disorders,

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- b. Evidence-based career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders,
- c. Match levels of support to changing needs of the individual,
- d. Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders,
- e. Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders,
- f. Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context,
- g. Consistent use of proactive strategies and positive behavioral supports,
- h. Involve individuals with developmental disabilities/autism spectrum disorders in the transition planning process,
- i. Plan for transition needs including linkages to supports and agencies focusing on life-long needs,
- j. Provide instruction in community-based settings,
- k. Demonstrate transfer, lifting, and positioning techniques,
- l. Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders,
- m. Provide instruction in self-regulation,
- n. Utilize student strengths to reinforce and maintain social skills,
- o. Plan instruction for independent functional life skills and adaptive behavior,
- p. Plan and implement instruction and related services for individuals with developmental disabilities/autism spectrum disorders that is both age-appropriate and ability-appropriate,
- q. Use specialized instruction to enhance social participation across environments, and
- r. Plan systematic instruction based on learner characteristics, interests, and ongoing assessment.

**Standard 6. Professional Learning and Ethical Practice**

Special Education Functional Academic Skills and Independent Living Specialists use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Element 6.1 Special Education Functional Academic Skills and Independent Living Specialists use professional Ethical Principles and Professional Practice Standards to guide their practice.

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Element 6.2 Special Education Functional Academic Skills and Independent Living Specialists understand how foundational knowledge and current issues influence professional practice.

Element 6.3 Special Education Functional Academic Skills and Independent Living Specialists understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Element 6.4 Special Education Functional Academic Skills and Independent Living Specialists understand the significance of lifelong learning and participate in professional activities and learning communities.

Element 6.5 Special Education Functional Academic Skills and Independent Living Specialists advance the profession by engaging in activities such as advocacy and mentoring.

Element 6.6 Special Education Functional Academic Skills and Independent Living Specialists provide guidance and direction to paraeducators, tutors, and volunteers.

Indicators include, but are not limited to:

- a. Definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders,
- b. Continuum of placement and services available for individuals with developmental disabilities/ autism spectrum disorders,
- c. Historical foundations and classic studies of developmental disabilities/autism spectrum disorders,
- d. Trends and practices in the field of developmental disabilities/autism spectrum disorders,
- e. Theories of behavior problems of individuals with developmental disabilities/autism spectrum disorders,
- f. Perspectives held by individuals with developmental disabilities/autism spectrum disorders, and
- g. Concepts of self-determination, self-advocacy, community and family support and impact in the lives of individuals with developmental disabilities/autism spectrum disorders.

**Standard 7. Collaboration**

Special Education Functional Academic Skills and Independent Living Specialists collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

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Element 7.1 Special Education Functional Academic Skills and Independent Living Specialists use the theory and elements of effective collaboration.

Element 7.2 Special Education Functional Academic Skills and Independent Living Specialists serve as a collaborative resource to colleagues.

Element 7.3 Special Education Functional Academic Skills and Independent Living Specialists use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

Indicators include, but are not limited to:

- a. Services, networks, and organizations for individuals, professionals, and families with developmental disabilities/autism spectrum disorders, and
- b. Collaborate with team members to plan transition to adulthood that encourages full community participation.

Guidelines based on the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012) and CEC Special Education Developmental Disabilities and Autism Specialty Set (2013).

**Special Education Inclusion and Collaboration Specialist  
Endorsement Guidelines  
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(Approved by the State Board  
of Education on \_\_\_\_\_)**

**006.65 Special Education Inclusion and Collaboration Specialist**

**006.65A Grade Levels: PK-Grade 12**

**006.65B Endorsement Type: Supplemental**

**006.65C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.**

**006.65D Certification Endorsement Requirements: The endorsement shall require a minimum of 15 graduate semester hours in inclusion and collaboration. In addition, the candidate shall have previously obtained the Special Education endorsement.**

**006.65E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.**

**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 special education inclusion and collaboration specialist candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.**

**Advanced Standard 1. Assessment**

**Special Education Inclusion and Collaboration Specialists use valid and reliable assessment practices to minimize bias.**

**Element 1.1 Special Education Inclusion and Collaboration Specialists minimize bias in assessment.**

**Element 1.2 Special Education Inclusion and Collaboration Specialists design and implement assessments to evaluate the effectiveness of practices and programs.**

**Indicators include, but are not limited to:**

- a. Promote the use of evidence-based assessment strategies to monitor progress and inform instruction, and**
- b. Use valid procedures to evaluate and improve inclusive school and community-based programs for individuals with disabilities.**

## **Advanced Standard 2. Curricular Content Knowledge**

Special Education Inclusion and Collaboration Specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special Education Inclusion and Collaboration Specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Special Education Inclusion and Collaboration Specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special Education Inclusion and Collaboration Specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

## **Advanced Standard 3. Programs, Services, and Outcomes**

Special Education Inclusion and Collaboration Specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Special Education Inclusion and Collaboration Specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

Element 3.2 Special Education Inclusion and Collaboration Specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.

Element 3.3 Special Education Inclusion and Collaboration Specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.

Element 3.4 Special Education Inclusion and Collaboration Specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Special Education Inclusion and Collaboration Specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

- a. General education curriculum and related standards across age-levels, grade levels, and content areas,
- b. Promote the development of programs that integrate culturally responsive practices,

- c. Incorporate principles of universal design for learning to provide all individuals with disabilities access to the general curriculum and school programs and activities, and
- d. Develop programs across differing learning environments that promote positive academic, social and behavioral outcomes.

#### **Advanced Standard 4. Research and Inquiry**

Special Education Inclusion and Collaboration Specialists conduct, evaluate, and use inquiry to guide professional practice.

- Element 4.1 Special Education Inclusion and Collaboration Specialists evaluate research and inquiry to identify effective practices.
- Element 4.2 Special Education Inclusion and Collaboration Specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.
- Element 4.3 Special Education Inclusion and Collaboration Specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

- a. Research on inclusive program and practices,
- b. Analyze program data relevant to inclusive practices,
- c. Assist stakeholders in designing, implementing, and evaluating inclusive practices research, and
- d. Collaborate with stakeholders in using available data to make decisions related to inclusive practices.

#### **Advanced Standard 5. Leadership and Policy**

Special Education Inclusion and Collaboration Specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

- Element 5.1 Special Education Inclusion and Collaboration Specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.
- Element 5.2 Special Education Inclusion and Collaboration Specialists support and use linguistically and culturally responsive practices.
- Element 5.3 Special Education Inclusion and Collaboration Specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.
- Element 5.4 Special Education Inclusion and Collaboration Specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.
- Element 5.5 Special Education Inclusion and Collaboration Specialists advocate for the allocation of appropriate resources for the preparation and

professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

- a. Historical and social significance of legislation, litigation, advocacy, and other influences on the development of inclusion,
- b. Emerging trends that affect inclusive practices,
- c. Advocate on behalf of individuals with disabilities and their families related to effective inclusive programs,
- d. Support other stakeholders in understanding policies and research that guide practices related to inclusive programs,
- e. Collaborate on school change initiatives that produce or improve effective inclusive programs,
- f. Provide leadership to influence policy, practice, and improved outcomes for individuals with disabilities, and
- g. Advocate for innovations that promote effective inclusive practices.

### **Advanced Standard 6. Professional and Ethical Practice**

Special Education Inclusion and Collaboration Specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

- Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs Special Education Inclusion and Collaboration Specialist leadership.
- Element 6.2 Special Education Inclusion and Collaboration Specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.
- Element 6.3 Special Education Inclusion and Collaboration Specialists model and promote respect for all individuals and facilitate ethical professional practice.
- Element 6.4 Special Education Inclusion and Collaboration Specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- Element 6.5 Special Education Inclusion and Collaboration Specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- Element 6.6 Special Education Inclusion and Collaboration Specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- Element 6.7 Special Education Inclusion and Collaboration Specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

- a. Ethical dilemmas relative to inclusive practices,
- b. Professional development practices that change teacher behavior to improve outcomes for individuals with disabilities,
- c. Historical and social significance of legislation, litigation, advocacy, and other influences on the development of inclusion,
- d. Emerging trends that affect inclusive practices,
- e. Model ethical behavior and promote professional standards relative to inclusive practices,
- f. Develop and implement professional development that improves inclusive instructional practices and outcomes, and
- g. Engage in reflective inquiry to facilitate on-going professional growth.

### **Advanced Standard 7. Collaboration**

Special Education Inclusion and Collaboration Specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Special Education Inclusion and Collaboration Specialists use culturally responsive practices to enhance collaboration.

Element 7.2 Special Education Inclusion and Collaboration Specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Special Education Inclusion and Collaboration Specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

- a. Impact of cultural differences on collaboration,
- b. Demonstrate cultural competence in fostering collaboration among stakeholders,
- c. Facilitate group processes to address issues of inclusive practices and service delivery,
- d. Use face-to-face, electronic, and other interactive formats to foster collaboration,
- e. Ensure parity among participants even during difficult interactions,
- f. Collaboratively engage family members' participation with stakeholders,
- g. Model collaborative roles for educators, including co-teaching, consultation, and teaming, and
- h. Ensure effective roles and responsibilities for paraeducators.

Guidelines based on the Council for Exceptional Children (CEC) Advanced Level Special Educator Preparation Standards (2012), and the CEC Advanced Special Education Inclusion Specialist Set (2013).

006.665 Special Education Visual Impairment

006.665A Grade Levels: Birth through Grade 12PK-12

006.665B Endorsement Type: Subject

006.665C Persons with this endorsement may teach, students consult, and provide services to children with visual impairments from birth through age 21. This "Visual impairment" includes blindness, low vision (legal blindness and partial sight) and vision impairments less-associated with other disabilities. impairments.

006.665D Certification Endorsement Requirements: This endorsement shall require an applicant to hold, or earn concurrently, a subject or field endorsement and complete earn-a minimum of 36 30-additional semester hours in special education courseswork including: six (6) semester hours in general special education, and-24 semester hours in the education of students with visual impairment, and three (3) semester hours of field experience working with students who are visually impaired.

006.665E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.66F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***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 special education visual impairment should prepare prospective candidates teachers for this endorsement to be able to: with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

**Standard 1. Learner Development and Individual Learning Differences**

Special education professionals for the visually impaired understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

- Element 1.1 Special education professionals for the visually impaired understand how language, culture, and family background influence the learning of individuals with disabilities.
- Element 1.2 Special education professionals for the visually impaired use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Indicators include, but are not limited to: (All Common Core Indicators are assumed.)

- a. Development of the human visual system,
- b. Development of secondary senses when vision is impaired,
- c. Effects of visual impairment on development,
- d. Impact of visual impairment on learning and experience,
- e. Psychosocial aspects of visual impairment and cultural identity,
- f. Effects of visual impairment on receptive and expressive literacy and communication,
- g. Select and develop teaching strategies addressing age, visual impairment, and visual prognosis,
- h. Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individual's self-esteem, and
- i. Select, adapt, and use instructional strategies to address the impact of additional disabilities (e.g. low incidence disabilities including deaf-blindness and multiple disabilities).

## **Standard 2. Learning Environments**

Special education professionals for the visually impaired create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

- Element 2.1 Special education professionals for the visually impaired, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.
- Element 2.2 Special education professionals for the visually impaired use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.
- Element 2.3 Special education professionals for the visually impaired know how to intervene safely and appropriately with individuals with disabilities in crisis.

Indicators include, but are not limited to:

- a. Classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities,

- b. Importance of role models with visual impairments and/or deaf-blindness,
- c. Design multi-sensory learning environments that encourage active participation in group and individual activities, and
- d. Provide access to incidental learning experiences.

**Standard 3. Curricular Content Knowledge**

Special education professionals for the visually impaired use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

Element 3.1 Special education professionals for the visually impaired understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with disabilities.

Element 3.2 Special education professionals for the visually impaired understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.

Element 3.3 Special education professionals for the visually impaired modify general and specialized curricula to make them accessible to individuals with disabilities.

Indicators include, but are not limited to:

- a. Relationship among assessment, development of individualized education program, and placement as they affect vision-related services,
- b. Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments, and
- c. Obtain and organize specialized materials to implement instructional goals.

**Standard 4. Assessment**

Special education professionals for the visually impaired use multiple methods of assessment and data-sources in making educational decisions.

Element 4.1 Special education professionals for the visually impaired select and use technically sound formal and informal assessments that minimize bias.

Element 4.2 Special education professionals for the visually impaired use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.

Element 4.3 Special education professionals for the visually impaired, in collaboration with colleagues and families, use multiple types of

assessment information in making decisions about individuals with disabilities.

Element 4.4 Special education professionals for the visually impaired engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.

Indicators include, but are not limited to:

- a. Specialized terminology used in assessing individuals with visual impairments,
- b. Alternative assessment techniques for individuals with visual impairments,
- c. Basic terminology related to the function of the human visual system,
- d. Administer and interpret vision-related assessments,
- e. Use functional evaluations related to the expanded core curriculum,
- f. Select, adapt, and use assessment information when tests are not validated on individuals with visual impairments,
- g. Participate in the standardization process for local and state assessments, and
- h. Interpret and apply background information and family history related to the individual's visual status.

**Standard 5. Instructional Planning and Strategies.**

Special education professionals for the visually impaired select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

Element 5.1 Special education professionals for the visually impaired consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with disabilities.

Element 5.2 Special education professionals for the visually impaired use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.

Element 5.3 Special education professionals for the visually impaired are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.

Element 5.4 Special education professionals for the visually impaired use strategies to enhance language development and communication skills of individuals with disabilities.

Element 5.5 Special education professionals for the visually impaired develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

Element 5.6 Special education professionals for the visually impaired teach to mastery and promote generalization of learning.

Element 5.7 Special education professionals for the visually impaired teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Indicators include, but are not limited to:

- a. Strategies for teaching new concepts,
- b. Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices,
- c. Strategies for teaching organization and study skills,
- d. Strategies for teaching tactual perceptual skills,
- e. Strategies for teaching adapted physical and recreational skills,
- f. Strategies for teaching social, daily living, and functional life skills,
- g. Strategies for teaching career-vocational skills and providing vocational counseling,
- h. Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills,
- i. Techniques for teaching human sexuality,
- j. Strategies for responding and understanding the implications of non-verbal communication as a substructure of language,
- k. Strategies for teaching listening and compensatory auditory skills,
- l. Select and use technologies to accomplish instructional objectives,
- m. Integrate the individualized health care plan into daily programming,
- n. Teach communication through technology and adaptations specific to visual impairments,
- o. Select and adapt materials in Braille, accessible print, and other formats,
- p. Teach the use of braillewriter, slate and stylus, and computer technology to produce Braille materials,
- q. Teach the use of abacus, talking calculator, tactile graphics, and adapted science equipment,
- r. Prepare individuals for sighted guide and pre-cane orientation and mobility instruction, and
- s. Teach literacy skills to individuals who have vision loss as well as other disabilities, including deaf-blindness.

**Standard 6. Professional Learning and Ethical Practice**

Special education professionals for the visually impaired use foundational knowledge of the field and their professional Ethical Principles and Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Element 6.1 Special education professionals for the visually impaired use professional Ethical Principles and Professional Practice Standards to guide their practice.

- Element 6.2 Special education professionals for the visually impaired understand how foundational knowledge and current issues influence professional practice.
- Element 6.3 Special education professionals for the visually impaired understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Element 6.4 Special education professionals for the visually impaired understand the significance of lifelong learning and participate in professional activities and learning communities.
- Element 6.5 Special education professionals for the visually impaired advance the profession by engaging in activities such as advocacy and mentoring.
- Element 6.6 Special education professionals for the visually impaired provide guidance and direction to paraeducators, tutors, and volunteers.

Indicators include, but are not limited to:

- a. Access rights to specialized equipment and materials for individuals with visual impairments,
- b. Historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world,
- c. Incidence and prevalence for individuals with visual impairments,
- d. Basic terminology related to the function of the human visual system,
- e. Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem,
- f. Select, adapt and use instructional strategies to address the impact of additional disabilities,
- g. Articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum,
- h. Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options,
- i. Participate in the activities of professional organizations in the field of visual impairment, and
- j. Advocate for educational policy related to visual impairment.

### **Standard 7. Collaboration**

Special education professionals for the visually impaired collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

- Element 7.1 Special education professionals for the visually impaired use the theory and elements of effective collaboration.

Element 7.2 Special education professionals for the visually impaired serve as a collaborative resource to colleagues.

Element 7.3 Special education professionals for the visually impaired use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

Indicators include, but are not limited to:

- a. Strategies for assisting families and other team members in transition planning.
- b. Services, networks, publications for and organizations of individuals with visual impairments.
- c. Structure and supervise the activities of paraeducators and others who work with individuals with visual impairments, and
- d. Plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum.

Guidelines based on the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012) and CEC Blind and Visually Impaired Initial Specialty Set (2013).

~~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 learners;~~
- ~~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.~~

**REDLINE VERSION**

Draft #1 – 4.2.13

Draft #2 – 7.15.13

Draft #3 – 8.22.13 – NCTE Exec Comm

10.11.13 – NCTE Council Mtg

1.23.14 – NCTE Exec Comm

**Education~~al~~ Audiologist  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on \_\_\_/\_\_\_/\_\_\_)**

007.01 ~~Education~~al Audiologist

007.01A Grade Levels: Birth through ~~g~~Grade 12

007.01B Endorsement Type: Special Services

007.01C Persons with this endorsement may serve as an audiologist or consultant ~~and resource person~~ for programs involving individuals from birth through age 21. ~~grade 12.~~

007.01D Certification Endorsement Requirements: This endorsement shall require a current Nebraska license as a Registered Audiologist from the Nebraska Department of Health and Human Services. ~~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.

**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 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~~

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## **Educational Audiologist Endorsement Guidelines To Accompany Rule 24 (Adopted by the State Board of Education on \_\_\_\_/\_\_\_\_/\_\_\_\_)**

~~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;~~

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## **Educational Audiologist Endorsement Guidelines To Accompany Rule 24 (Adopted by the State Board of Education on \_\_\_\_/\_\_\_\_/\_\_\_\_)**

- ~~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.~~

**School Nurse  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on   /  /   ~~11/16/00~~)**

007.02 School Nurse

007.02A Grade Levels: PK-12

007.02B Endorsement Types: Special Services

007.02C Persons with this endorsement may practice school nursing for students prekindergarten 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.

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