NEBRASKA DEPARTMENT
OF EDUCATION

GUIDELINES RECOMMENDED FOR USE WITH RULE 24 (ENDORSEMENTS)

Approved by the State Board of Education
February 3, 2017

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
- 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
- Geography
- Health Education
- Health and Physical Education
- Health Sciences Education
- High Ability Education
- History
- Horticulture Education
- Industrial Technology Education
- Information Technology
- Instructional Technology Leadership
- Journalism and Media Education
- Mathematics
- Middle Level 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 Generalist (formerly Special Education)
Special Education Behavior Intervention Specialist
Special Education Deaf or Hard of Hearing
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 Visual Impairment
Speech
Speech-Language Pathologist
Theatre
Vocal Music
Vocational Special Needs
Work-Based Learning
World Language

SPECIAL SERVICES ENDORSEMENTS

Audiologist
School Nurse
Speech Language Technician
Special Services Coaching

APPENDIX A Career Education Clusters

APPENDIX B Affirmation of Eligibility Form (See Rule 24)

APPENDIX C Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

005.01 Curriculum Supervisor

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

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

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

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

005.01E1 Have a valid regular teaching certificate,

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

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

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

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

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

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

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

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

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

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

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

005.02 Principal

005.02A Grade Levels: PK-12, PK-8, or 7-12.

005.02B Endorsement Type: Field/Administrative.

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

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

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

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

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

005.02F 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 prospective principals with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on Educational Leadership Constituent Council (ELCC) Standards, 2009 draft.

Building leader candidates are prepared to:

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

Element 1. Collaboratively develop and implement a shared vision and mission; Indicators include, but are not limited to:

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

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

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

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

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

Indicators include, but are not limited to:

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

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

C. Organizational effectiveness and learning;

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

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

Element 3. Create and implement plans to achieve goals;

Indicators include, but are not limited to:

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

B. School improvement planning processes;

C. Variables that affect student achievement;

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

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

Element 4. Promote continuous and sustainable improvement;

Indicators include, but are not limited to:

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

B. Continuous and sustained improvement models and processes;

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

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

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

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

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

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

Element 5. Monitor and evaluate progress and revise plans;

Indicators include, but are not limited to:

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

B. Program evaluation models;

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

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

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

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

Indicators include, but are not limited to:

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

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

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

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

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

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

Indicators include, but are not limited to:

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

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

C. Analyze instructional lessons;

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

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

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

Indicators include, but are not limited to:

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

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

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

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

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

Element 4. Supervise instruction;

Indicators include, but are not limited to:

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

B. Individual professional development plans and continuous progress;

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

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

E. Monitor individual professional development and continuous improvement.

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

Indicators include, but are not limited to:

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

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

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

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

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

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

Indicators include, but are not limited to:

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

B. Effective instructional techniques;

C. Evaluation of professional development;

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

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

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

Element 7. Maximize time spent on quality instruction;

Indicators include, but are not limited to:

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

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

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

Indicators include, but are not limited to:

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

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

C. Use technology for school improvement.

Element 9. Use technology for school improvement;

Indicators include, but are not limited to:

A. Candidates have knowledge about program evaluation;

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

C. Use disaggregated data to improve instructional programs;

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

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

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

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

Indicators include, but are not limited to:

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

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

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

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

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

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

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

Indicators include, but are not limited to:

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

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

C. Methods and procedures for managing school facilities;

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

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

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

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

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

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

J. Use technology to manage school operations.

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

Indicators include, but are not limited to:

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

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

Element 4. Develop the capacity for distributed leadership;

Indicators include, but are not limited to:

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

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

C. Model collaboration skills; and

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

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

Indicators include, but are not limited to:

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

B. How to manage time and priorities;

C. How to create and manage school schedules;

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

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

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

G. Develop a master schedule for the school.

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

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

Indicators include, but are not limited to:

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

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

C. Communicate information about the school to the community.

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

Indicators include, but are not limited to:

A. Candidates have knowledge about cultural competence;

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

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

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

Indicators include, but are not limited to:

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

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

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

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

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

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

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

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

Indicators include, but are not limited to:

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

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

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

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

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

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

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

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

Indicators include, but are not limited to:

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

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

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

Indicators include, but are not limited to:

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

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

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

D. Analyze decisions in terms of established ethical standards.

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

Indicators include, but are not limited to:

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

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

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

Indicators include, but are not limited to:

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

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

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

Indicators include, but are not limited to:

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

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

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

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

Indicators include, but are not limited to:

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

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

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

Indicators include, but are not limited to:

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

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

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

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

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

Indicators include, but are not limited to:

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

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

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

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

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

Element 2. Document all field experiences.

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

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

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

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

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

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

Element 4. Apply knowledge and skills articulated by state standards and district policies for educational leaders within a school.

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

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

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

Standard 10. Qualified On-Site Mentor:

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

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

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

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

005.03 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 with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

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:

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.

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.

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.
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.

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).

005.04 Superintendent

005.04A Grade Levels: PK-12

005.04B Endorsement Type: Field/Administrative

005.04C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as superintendent, principal, or other administrative roles at all levels.

005.04D Certification Endorsement Requirements: This endorsement requires a Master's degree, a minimum of 60 graduate hours in educational administration or educational leadership, completion of an educational specialist, doctoral program, or other state-approved program for the preparation of a superintendent, and a one-semester internship in an approved or accredited school system.

005.04D1 The applicant for this endorsement must qualify for a regular teaching certificate and an administrative certificate and have two (2) years of teaching experience.

005.04E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.04E1 The applicant shall be admitted to the program of studies leading to this endorsement following a screening process which includes (1) a review of transcripts, (2) three letters of recommendation from people who know of the candidate's work, (3) successful completion of a qualifying examination as identified by the standard institution, and (4) a written statement from the candidate outlining his/her professional goals.

005.04F 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 superintendent candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on Educational Leadership Constituent Council (ELCC) Standards (2011 ELCC, District Level).

Standard 1: A district-level education leader applies knowledge that promotes the success of every student by facilitation of the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

Element 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

Element 1.3: Candidates understand and can promote continual and sustainable district improvement.

Element 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

Standard 2: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

Element 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning

through collaboration, trust, and a personalized learning environment with high expectations for all students.

Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

Element 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

Standard 3. A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

Element 3.1: Candidates understand and can monitor and evaluate district management and operational systems.

Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

Element 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

Element 3.4: Candidates understand and can develop district capacity for distributed leadership.

Element 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

Standard 4. A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and

analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.

Element 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

Standard 5. A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

Element 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.

Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

Element 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

Standard 6. A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

Element 6.1: Candidates understand and can advocate for district students, families, and caregivers.

Element 6.2: Candidates understand and can act to influence district, state, and national decisions affecting student learning in a district environment.

Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

Standard 7. A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership standards-based internship experience that has district-based field experience and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

Element 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership District-Level Program Standards* through authentic, district-based leadership experiences.

Element 7.2: Sustained Experience: Candidates are provided a one-semester concentrated (9-12 hours per week) internship that includes field experiences within a district environment.

Element 7.3: Qualified On-Site Mentor: An on-site district mentor is one who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty, and has participated in mentor training provided by the supervising institution.

006.01 Adapted Physical Education

006.01A Grade Level: PK-Grade 12

006.01B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Health and Physical Education, Physical Education, or one of the Special Education endorsements.

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

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

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

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

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

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

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

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

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

Standard 2. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities.

Standard 3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.

Standard 4. Design and implement content that is aligned with lesson objectives.

Standard 5. Plan for and manage resources to provide active, fair, and equitable learning experiences.

Standard 6. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Standard 7. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

Standard 8. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

006.02 Agricultural Education

006.02A Grade Levels: 6-12

006.02B Endorsement Type: Field.

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

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

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

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

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

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

006.02F 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 should provide the following content:

A. A minimum of 12 semester hours of the program should prepare prospective teachers to:

1. manage a comprehensive agricultural education program;
2. utilize advanced instructional technology;
3. access information and resources;
4. analyze community needs and expectations;
5. communicate effectively in both verbal and written form;
6. create and deliver curriculum which meets diverse student needs;
7. manage laboratories and field experiences;
8. manage supervised agricultural experience (work-based learning) programs for all students;
9. provide information regarding agricultural awareness and career opportunities;
10. integrate core content standards into curriculum and instruction; and
11. provide leadership to and serve as advisor for FFA.

B. A minimum of 36 semester hours should prepare prospective teachers to provide a comprehensive and integrated curriculum from the areas of: agribusiness systems, animal systems; plant systems; natural resource systems; environmental service systems; power, structural and technical systems; food products and processing systems; and leadership, research and applied technology and policy within the aforementioned systems and prepare teachers to:

1. demonstrate competence in the application of principles and techniques for the development and management of agribusiness systems;
2. demonstrate competence in the application of scientific principles and practices to the production and management of animals;
3. demonstrate competence in the application of scientific principles and techniques to the production, management and design of plant systems;
4. demonstrate competence in the application of scientific principles and techniques to the management of natural resources;

5. demonstrate competence in the application of scientific principles and techniques to the management of environmental service systems;
6. demonstrate competence in the application of principles and techniques for the development and management of power, structural and technical systems;
7. demonstrate competence in the application of scientific principles, practices and techniques in processing, storage and development of food products; and
8. demonstrate competence integrating leadership, research and applied technology and policy within the agricultural systems.

006.03 American Sign Language (Subject)

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

006.03B Endorsement Type: Subject

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

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

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

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

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

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

A. Demonstrate a Level 4 - American Sign Language Proficiency Interview (ASLPI) proficiency, defined as "Able to use ASL grammar and vocabulary with sufficient accuracy to participate effectively in most formal and informal conversations on social and work topics. There is spontaneous elaboration, when appropriate, on all familiar topics and unfamiliar topics alike. Vocabulary base is broad and conversation is fluent and shared. There is evidence of some colloquial use and cultural references. Comprehension is very good."

ASL candidates are able to perform the following functions:

B. Signing

1. Satisfy the requirements of a broad variety of everyday, school and work situations;

2. Discuss concrete topics relating to particular interests and special fields of competence;
3. Display ability to support opinions, explain in detail and hypothesize;
4. Use communicative strategies, such as paraphrasing and circumlocution;
5. Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning;
6. Follow essential points of signed discourse in areas of special interest and knowledge;
7. Comprehend facts in signed reproductions (i.e., video texts, pictures), and make appropriate inferences;
8. Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involve aspects of Deaf Culture;
9. Comprehend a variety of signed reproductions, including those with literary elements, and demonstrate an emerging awareness of the aesthetic properties of ASL and its literary style;
10. Sign narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli.
11. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.

C. <u>Attending (Listening)</u>

1. Understand the main ideas of signing in ASL;
2. Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation;
3. Understand culturally implied meanings beyond the surface meanings of the message or statement;
4. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.

D. <u>Deaf Culture and Community</u>

1. Discuss research and reflect upon the daily living patterns, societal structure, institutions and value systems of Deaf people;
2. Explore the variability of cultural concepts;
3. Obtain an overview and in-depth experience with the literature/multimedia of Deaf people with an emphasis on contemporary contributors and themes;

4. Obtain an overview of the Deaf Culture and Deaf Community from a variety of perspectives, including historical, geographical, political, and artistic;
5. Develop skills in processing information that promote the understanding and interpretation of Deaf Culture and the Deaf Community. These include:
    a. Observing, comparing and inquiring about cultural phenomena;
    b. Analyzing and hypothesizing about cultural phenomena;
    c. Synthesizing and determining the generalizability of cultural phenomena;
6. Develop the skills and cultural norms necessary to function effectively within the Deaf Community;
7. Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers;
8. Develop respect and understanding of the beliefs, traditions, and cultural values of Deaf people;

E. <u>Applied Linguistics (Language Analysis)</u>

1. Demonstrate knowledge of the nature of spoken and signed languages and the significance of language change and variation which occur over time, space and social class;
2. Demonstrate knowledge of the theories of first and second language acquisition and learning (ASL and English);
3. Demonstrate knowledge of the cherological [phonological], morphological, syntactical and lexical components of ASL;
4. Demonstrate knowledge of how communication occurs in the lives of Deaf people and the Deaf Community, to include:
    a. The contribution of grammatical and lexical elements in expressing basic functions and notions of ASL within the context in which they occur;
    b. Analysis of discourse and communication strategies, such as SEE-2 (Signing Exact English).

F. <u>Rationale for ASL Studies</u>

1. Gain information about the impact of competence in ASL on modern society, including the Deaf Community, and one's own personal development;
2. Emphasize the importance of ASL as it relates to the needs and interests of specific communities;
3. Provide opportunities to develop skills in conveying the benefits of proficiency in ASL to many different audiences (e.g., Students. Parents, Administrators, Businesses, and the Community as a whole);

4. Integrate this rationale in curricular and instructional decision-making;

G. Theories of Child Development and Learning

1. Understand theories of physical, emotional, cognitive and linguistic development of children and adolescents;
2. Understand the interrelationship of these processes in terms of developing competence in ASL and its relationship to other subject areas in the curriculum of a school;

H. Curriculum Development

1. Comprehend the role of curricular design in adapting the nature of the discipline to learner needs, interests and characteristics;
2. Describe the objectives and characteristics of different curricular models and their applicability in the teaching and learning of ASL;
3. Describe the rights and responsibilities of the teacher in making decisions about program planning as it relates to ASL;

I. Instruction

1. Identify the purpose and theoretical underpinnings of a variety of teaching strategies and anticipating the learning outcomes that result;
2. Make critical decisions regarding planning for instruction, selecting materials, sequencing and executing learning activities to meet the individual needs of all students;
3. Evaluate the effectiveness of the total teaching-learning process, including daily interaction with students, continuous assessment of student learning and self-evaluation;
4. Create a multimedia environment that capitalizes on the benefits of existing and emerging technologies;

J. Instructional Setting

1. Gain information about the roles and responsibilities of public schools in the United States;
2. Examine the roles and services of school district/ state personnel: principals, guidance counselors, superintendents, school boards, foreign language supervisors, and State Department of Education personnel;
3. Develop awareness of protocols, reporting mechanisms and rules governing the various functions of schools;
4. Demonstrate and practice self-assessment and reflection.

K. Communication

1. Utilize effective communication skills and strategies in ASL and English, including:
    a. Determining the implied and intended meaning as conveyed by verbal and non-verbal signals;
    b. Conveying thoughts in a clear manner appropriate to the audience being addressed;
    c. Reading or viewing a variety of texts and visual reproductions, and deriving meaning consistent with the author's intentions;
    d. Signing ASL and writing English clearly and concisely in a style appropriate to the intent of the task;
    e. Tailoring language, signed and written, for a variety of audiences.
2. Demonstrate effective interpersonal skills, including:
    a. An awareness of the diverse perspectives of one's audiences, including diverse cultures;
    b. A sense of the appropriateness and effectiveness of behaviors within a range of social and professional contexts;
    c. Flexibility of thought in situations which offer a variety of interpretations and options;
    d. Recognition or creation of alternative resolutions to conflict.

L. Acquisition of Knowledge

1. Demonstrate an awareness of information sources and the ability to:
    a. Identify information sources and assess source reliability;
    b. Evaluate the thoroughness of reporting and the strength of arguments, and distinguish between fact and opinion.
2. Analyze and synthesize new information with emphasis on the development of critical-thinking and study skills, including:
    a. Identifying issues or problems and their causes, securing relevant information and relating, comparing, or quantifying data from various sources;
    b. Making decisions which are based on logical assumptions and which incorporate all pertinent information;
    c. Recognizing personally appropriate and effective strategies for different types of learning.

M. Leadership

1. Demonstrate initiative to create and implement projects.
2. Demonstrate skills in time management and organizational planning to accomplish goals.
3. Utilize both tactical and strategic decision-making.

Complete clinical and field experiences which provide contact with a wide range of students, settings, other subject areas and many non-instructional aspects of life in schools. These experiences may include settings that do not have certificated ASL teachers but include settings where ASL is used on a regular basis;

For candidates seeking a K-12 endorsement, the institution should prepare the prospective teachers to:

1. Demonstrate an understanding of the development and learning characteristics of children and youth at elementary and secondary school levels;
2. Demonstrate appropriate teaching strategies and materials for elementary and secondary school levels; and
3. Engage in field and clinical experiences at both elementary and secondary school levels.

006.04 American Sign Language (Supplemental)

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

006.04B Endorsement Type: Supplemental

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

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

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

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

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

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

A. Demonstrate a Level 4 ASLPI proficiency, defined as "Able to use ASL grammar and vocabulary with sufficient accuracy to participate effectively in most formal and informal conversations on social and work topics. There is spontaneous elaboration, when appropriate, on all familiar topics and unfamiliar topics alike. Vocabulary base is broad and conversation is fluent and shared. There is evidence of some colloquial use and cultural references. Comprehension is very good."

ASL candidates are able to perform the following functions:

B. Signing

1. Satisfy the requirements of a broad variety of everyday, school and work situations;

2. Discuss concrete topics relating to particular interests and special fields of competence;
3. Display ability to support opinions, explain in detail and hypothesize;
4. Use communicative strategies, such as paraphrasing and circumlocution;
5. Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning;
6. Follow essential points of signed discourse in areas of special interest and knowledge;
7. Comprehend facts in signed reproductions (i.e., video texts, pictures), and make appropriate inferences;
8. Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involve aspects of Deaf Culture;
9. Comprehend a variety of signed reproductions, including those with literary elements, and demonstrate an emerging awareness of the aesthetic properties of ASL and its literary style;
10. Sign narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli.
11. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.

C. <u>Attending (Listening)</u>

1. Understand the main ideas of signing in ASL;
2. Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation;
3. Understand culturally implied meanings beyond the surface meanings of the message or statement;
4. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.

D. <u>Deaf Culture and Community</u>

1. Discuss research and reflect upon the daily living patterns, societal structure, institutions and value systems of Deaf people;
2. Explore the variability of cultural concepts;
3. Obtain an overview and in-depth experience with the literature/multimedia of Deaf people with an emphasis on contemporary contributors and themes;

4. Obtain an overview of the Deaf Culture and Deaf Community from a variety of perspectives, including historical, geographical, political, and artistic;
5. Develop skills in processing information that promote the understanding and interpretation of Deaf Culture and the Deaf Community. These include:
    a. Observing, comparing and inquiring about cultural phenomena;
    b. Analyzing and hypothesizing about cultural phenomena;
    c. Synthesizing and determining the generalizability of cultural phenomena;
6. Develop the skills and cultural norms necessary to function effectively within the Deaf Community;
7. Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers;
8. Develop respect and understanding of the beliefs, traditions, and cultural values of Deaf people;

E. <u>Applied Linguistics (Language Analysis)</u>

1. Demonstrate knowledge of the nature of spoken and signed languages and the significance of language change and variation which occur over time, space and social class;
2. Demonstrate knowledge of the theories of first and second language acquisition and learning (ASL and English);
3. Demonstrate knowledge of the cherological [phonological], morphological, syntactical and lexical components of ASL;
4. Demonstrate knowledge of how communication occurs in the lives of Deaf people and the Deaf Community, to include:
    a. The contribution of grammatical and lexical elements in expressing basic functions and notions of ASL within the context in which they occur;
    b. Analysis of discourse and communication strategies, such as SEE-2 (Signing Exact English).

F. <u>Rationale for ASL Studies</u>

1. Gain information about the impact of competence in ASL on modern society, including the Deaf Community, and one's own personal development;
2. Emphasize the importance of ASL as it relates to the needs and interests of specific communities;

3. Provide opportunities to develop skills in conveying the benefits of proficiency in ASL to many different audiences (e.g., Students. Parents, Administrators, Businesses, and the Community as a whole);
4. Integrate this rationale in curricular and instructional decision-making;

G. Theories of Child Development and Learning

1. Understand theories of physical, emotional, cognitive and linguistic development of children and adolescents;
2. Understand the interrelationship of these processes in terms of developing competence in ASL and its relationship to other subject areas in the curriculum of a school;

H. Curriculum Development

1. Comprehend the role of curricular design in adapting the nature of the discipline to learner needs, interests and characteristics;
2. Describe the objectives and characteristics of different curricular models and their applicability in the teaching and learning of ASL;
3. Describe the rights and responsibilities of the teacher in making decisions about program planning as it relates to ASL;
4. Demonstrate and practice self-assessment and reflection.

I. Communication

1. Utilize effective communication skills and strategies in ASL and English, including:
   a. Determining the implied and intended meaning as conveyed by verbal and non-verbal signals;
   b. Conveying thoughts in a clear manner appropriate to the audience being addressed;
   c. Reading or viewing a variety of texts and visual reproductions, and deriving meaning consistent with the author's intentions;
   d. Signing ASL and writing English clearly and concisely in a style appropriate to the intent of the task;
   e. Tailoring language, signed and written, for a variety of audiences.
2. Demonstrate effective interpersonal skills, including:
   a. An awareness of the diverse perspectives of one's audiences, including diverse cultures;

b. A sense of the appropriateness and effectiveness of behaviors within a range of social and professional contexts;

c. Flexibility of thought in situations which offer a variety of interpretations and options;

d. Recognition or creation of alternative resolutions to conflict.

J. Acquisition of Knowledge

1. Demonstrate an awareness of information sources and the ability to:

   a. Identify information sources and assess source reliability;

   b. Evaluate the thoroughness of reporting and the strength of arguments, and distinguish between fact and opinion.

2. Analyze and synthesize new information with emphasis on the development of critical-thinking and study skills, including:

   a. Identifying issues or problems and their causes, securing relevant information and relating, comparing, or quantifying data from various sources;

   b. Making decisions which are based on logical assumptions and which incorporate all pertinent information;

   c. Recognizing personally appropriate and effective strategies for different types of learning.

K. Leadership

1. Demonstrate initiative to create and implement projects.

2. Demonstrate skills in time management and organizational planning to accomplish goals.

3. Utilize both tactical and strategic decision-making.

Complete clinical and field experiences which provide contact with a wide range of students, settings, other subject areas and non-instructional aspects of life in schools. These experiences may include settings that do not have certificated ASL teachers but include settings where ASL is used on a regular basis;

For candidates seeking a K-12 endorsement, the institution should prepare the prospective teachers to:

1. Demonstrate an understanding of the development and learning characteristics of children and youth at elementary and secondary school levels;

2. Demonstrate appropriate teaching strategies and materials for elementary and secondary school levels; and
3. Engage in field and clinical experiences at both elementary and secondary school levels.

006.05 Anthropology

006.05A Grade Levels: 7-12

006.05B Endorsement Type: Subject.

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

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

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

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

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

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Demonstrate an understanding of and be able to explain the historical development of the principal theories of anthropology;

C. Demonstrate an understanding of and be able to explain the key concepts of anthropology, including evolution, race, culture, worldview, and adaptive strategies;

D. Recognize and demonstrate the diversity of views and beliefs that explain the world;

E. Utilize the research methodology and ethics of data collection and analysis of each of the four subfields (physical, cultural, linguistics, and archaeology);

F. Apply the four subfields of anthropology to communities;

G. Define and explain the concepts and theories of physical anthropology;

H. Define and explain the concepts and theories of cultural anthropology;

I. Define and explain the concepts and theories of anthropological linguistics; and

J. Define and explain the concepts and theories of archaeology.

006.06 Art

006.06A Grade Levels: PK-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may teach art for students in prekindergarten through grade 12.

006.06D Certification Endorsement Requirements: The endorsement shall require 52 semester hours in art course work, including studio art, art history, theory and criticism, teaching competencies, new technology, and career opportunities in art.

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

006.06F 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 art teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

The art teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the *Nebraska Fine Arts Standards: Visual Arts* as adopted by the Nebraska State Board of Education.

Standard 1. Studio Art
The art teacher candidate must demonstrate expressive, technical, procedural, and organizational skills, and conceptual insights developed through studio art experiences. Traditional processes, newer technology and media arts developments, and functional

design fields should be included. Art teacher candidates must be aware of, and be able to make students aware of, the all-important process of artistic creation from conceptualized image to finished art work.

Standard 2. Theory and History
The art teacher candidate must demonstrate an understanding of the major styles and periods of art history, analytical methods, and theories of criticism; the development of past and contemporary art forms; philosophies of art; the fundamental and contextual relationships of history and analyses to the making of art; and diverse social, cultural and societal perspectives in art.

Standard 3. Process and Current Technology
The art teacher candidate must apply traditional and emerging processes as well as newer technology and media arts developments in instruction.

Standard 4. Essential Teaching Competencies
The art teacher candidate must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design into the process of education.

Specific competencies include:

Element 1. An understanding of child development and the identification and understanding of psychological principles of learning relevant to art education.

Element 2. An understanding of the content of art, including the philosophical and social foundation underlying art education, so the art teacher candidate is able to express a rationale for selected instruction and curriculum design.

Element 3. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and to devise learning experiences to meet assessed student needs.

Element 4. Knowledge of current methods and materials available in all fields and levels of art education.

Element 5. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.

Element 6. The ability to accept, amend, or reject methods and materials based on professional assessment of specific teaching situations.

Element 7. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.

Element 8. The ability to engage in continuing study and to apply knowledge gained into self-evaluation and professional growth.

Element 9. Recognize that art exists in multiple public and private venues and settings, such as museums, galleries, schools, homes, and other settings of public and private life, and use those settings to expand learning in art.

Element 10. The ability to organize a safe, interesting, and positive classroom environment conducive to creativity, expression, and the making of art.

Standard 5. Career Education
The art teacher candidate must be able to address various career opportunities in art which employ career-ready skills including creativity and innovation, communication, collaboration, critical thinking, and problem-solving.

Standard 6. Professionalism
Art teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in professional development experiences specific to art and art education, draw upon art education research to inform practice, continuously reflect on their own practice, advocate for art education in schools and communities, utilize resources from professional art organizations, and administer the art program.

The art teacher candidate must:

Element 1. Take an active role in professional growth by participating in professional development experiences that directly relate to the learning and teaching of art;

Element 2. Engage in continuous and collaborative learning that draws upon research in art education to inform practice;

Element 3. Utilize resources from professional art organizations to advance development as a reflective practitioner;

Element 4. Demonstrate an understanding of the administration and management of a successful art program; and

Element 5. Advance the profession by engaging in activities such as informed advocacy for art education for all students and mentoring experiences in schools and communities.

Guidelines informed by the National Association of Schools of Art and Design (NASAD), Teacher Competencies, (2013-2014).

006.07 Assessment Leadership

006.07A Grade Levels: PK-12

006.07B Endorsement Type: Supplemental

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

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

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

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

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

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

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

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

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

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

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

A. Understand and communicate the purposes of PreK-12 assessment.

B. Identify what students need to know and be able to do (learning targets).

C. Develop or select assessment(s) that match achievement target(s) and the purpose for the assessment(s).

D. Develop or select appropriate assessment methods to fit the learning targets and context.

E. Assess student achievement efficiently and effectively.

F. Control for relevant sources of bias.

G. Involve students in the assessment process.

H. Determine whether or not assessments meet quality criteria.

I. Utilize appropriate data that supports decision-making at a variety of levels (classroom, building, district, state, and national).

J. Develop an assessment and implementation plan that generates types of needed data.

K. Use appropriate statistical analyses of data for specific purposes.

L. Accurately interpret assessment results using a variety of qualitative and quantitative analyses.

M. Identify the decision-making implications of various types of data (includes decision-making focused on developing sound assessments, instructional planning and interventions, school improvement, and program evaluation).

N. Facilitate the development, articulation, and implementation of a shared vision of assessment to promote the success of all students.

O. Plan assessment strategies collaboratively.

P. Demonstrate sensitivity, respect, and empathy for multiple perspectives.

006.08 Basic Business

006.08A Grade Levels: 6-12

006.08B Endorsement Type: Subject

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

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

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

006.08F 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 should prepare prospective teachers to be able to:

A. Create, revise, analyze, and implement curricula to prepare students for a dynamic and rapidly changing world. The basic business teacher prepares students:
   1. For initial employment and careers in business;
   2. For roles as consumers and citizens;
   3. For postsecondary education in business;
   4. For roles as employees, managers, and owners of businesses;
   5. To understand the role and function of business in a global society;

6. To understand the domestic economy and how it is similar to and different from other economies;
7. To locate, access, use, and present information; and
8. To apply business concepts to issues related to ethics, globalization, society, environment, technology, and diversity;

B. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business, community members, and others;

C. Demonstrate competence in touch keyboarding including ten-key data entry, document formatting, correct technique, and employable speed;

D. Practice effective program management techniques that support curricula, learning environment, and activities;

E. Integrate career student organizations into the curriculum;

F. Communicate effectively with all publics;

G. Incorporate concepts and strategies needed for career exploration, development, and growth;

H. Demonstrate an understanding of and be able to apply business concepts, principles, processes, and skills, including being able to:

1. Demonstrate the basic principles of economics as applied to the domestic economic system and its role in the global economy;
2. Utilize accounting systems to record business transactions and prepare
    a. financial solutions for different business environments;
3. Analyze the role of the consumer in the global economy; and evaluate a
    a. variety of solutions for consumer problems and issues;
4. Demonstrate an understanding of management concepts within
    a. business organizations and operations;
5. Analyze the legal requirements affecting business organizations and apply legal principles to business situations;
6. Analyze the role of the entrepreneur in the economy and the process of starting and maintaining a business;
7. Analyze the role of international business and how it impacts the global business environment;
8. Demonstrate written, oral, and interpersonal communication skills;

I. Demonstrate an understanding of and be able to utilize information technology systems, including:
   1. Technology concepts, issues, and operations; and
   2. Application software;

J. Integrate core academic areas into business education.

006.09 Bilingual Education

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

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

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

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

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

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

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

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

Standard 1. Demonstrate proficiency in the target language at the Advanced Low Level of Proficiency based on criteria identified by the American Council for the Teaching of Foreign Languages (ACTFL).

Standard 2. Understand the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.

Standard 3. Demonstrate the ability to design and deliver developmentally appropriate instruction aligned to the PK-12 content standards using the target language.

Standard 4. Demonstrate the ability to teach listening, speaking, reading, and writing in the target language across the content areas.

Standard 5. Demonstrate the ability to use developmentally appropriate formative and summative assessments in the target language.

Standard 6. Understand the role of family and community engagement in bilingual education.

006.10 Biology

006.10A Grade Levels: 7-12

006.10B Endorsement Type: Subject

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

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

006.10E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.10F 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 biology teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Science Teachers Association Standards (2011).

Secondary science teachers will be prepared with depth and breadth in the content of a given field. The major divisions of the natural sciences are biology, chemistry, the Earth

and space sciences, and physics. All teachers licensed in a given discipline should know, understand, and teach with the breadth of understanding reflected in the core competencies for that discipline.

Standard 1. Content Knowledge - Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and application in their fields of licensure. Candidates will:

Element 1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

Element 2. Understand the central concepts of the supporting disciplines.

Element 3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 7-12 students.

Element 4. Core Competencies. All teachers of biology will lead students to understand:

A. Life processes in living systems including organization of matter and energy;

B. Similarities and differences among animals, plants, fungi, microorganisms, and viruses;

C. Ecological systems including the interrelationships and dependencies of organisms with each other and their environments;

D. Population dynamics and the impact of population on its environment;

E. General concepts of genetics and heredity;

F. Organizations and functions of cells and multi-cellular systems;

G. Behavior of organisms and their relationships to social systems;

H. Regulation of biological systems including homeostatic mechanisms;

I. Fundamental processes of modeling and investigating in the biological sciences;

J. Applications of biology in environmental quality and in personal and community health;

K. Bioenergetics including major biochemical pathways;

L. Molecular genetics and heredity and mechanisms of genetic modification;

M. Molecular basis for evolutionary theory and classification;

N. Principles and practices of biological classification;

O. Scientific theory and principles of biological evolution;

P. How the stability of an ecosystem is increased by biological diversity; and

Q. Applications of biology and biotechnology in society business, industry, and health fields.

Element 5. Advanced Competencies. In addition to these core competencies, teachers of biology as a primary field will be prepared to effectively lead students to understand:

A. Biochemical interactions of organisms and their environments;

B. Causes, characteristics and avoidance of viral, bacterial, and parasitic diseases;

C. Molecular genetics;

D. Issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming;

E. Historical development and perspectives in biology including contributions of significant figures and underrepresented groups, and the evolution of theories in biology; and

F. How to design, conduct, and report research in biology;

Element 6. Supporting Competencies. All teachers of biology will also be prepared to effectively apply concepts from other sciences and mathematics to the teaching of biology including basic concepts of:

A. Chemistry including general chemistry, biochemistry and basic laboratory techniques;

B. Physics including light, sound, optics, electricity, energy and order, and magnetism;

C. Earth and space sciences including energy and geochemical cycles, climate, oceans, weather, natural resources, and changes in the Earth; and

D. Mathematics, including probability and statistics.

Element 7. All secondary teachers will also be prepared to lead students to understand the unifying concepts of science, including:

A. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science;

B. Nature of scientific evidence and the use of models for explanation;

C. Measurement as a way of knowing and organizing observations of constancy and change;

D. Evolution of natural systems and factors that result in evolution or equilibrium; and

E. Interrelationships of form, function, and behaviors in living and nonliving systems.

Standard 2: Content Pedagogy – Effective teachers of science understand how students learn and develop scientific knowledge. Candidates use scientific inquiry to develop this knowledge. Candidates will:

Element 1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how students learn science.

Element 2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.

Element 3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Standard 3: Learning Environments - Effective teachers of science are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met. Candidates will:

Element 1. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities - including laboratory or field settings - to help all students learn.

Element 2. Plans include active inquiry lessons where students collect and interpret data in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences.

Element 3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

Element 4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Standard 4: Safety - Effective teachers of science can, in a 7-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the 7-12 science classroom appropriate to their area of licensure. Candidates will:

Element 1. Design activities in a 7-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

Element 2. Design and demonstrate activities in a 7-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established

state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

Element 3. Design and demonstrate activities in a 7-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 5: Impact on Student Learning - Effective teachers of science provide evidence to show that 7-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates will:

Element 1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

Element 2. Provide data to show that 7-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertion made in the name of science.

Element 3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6: Professional Knowledge and Skills - Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community. Candidates will:

Element 1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

Element 2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

006.11 Business, Marketing, and Information Technology

006.11A Grade Levels: 6-12

006.11B Endorsement Type: Field

006.11C Persons with this endorsement may teach all business, marketing, and information technology education courses and will be eligible for the Cooperative Education/Diversified Occupations endorsement.

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

006.11D1 24 semester hours in business administration;

006.11D2 Nine (9) semester hours in marketing;

006.11D3 12 semester hours in information technology systems;

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

006.11D5 Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of volunteer, internship, or paid work experience; or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.11E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.11F 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 should prepare prospective teachers to be able to:

A. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The business teacher prepares students:
   1. For initial employment and careers in business, marketing, and information technology;
   2. For roles as consumers and citizens;
   3. For postsecondary education in business, marketing, and information
      a. technology;
   4. For roles as employees, managers, and owners of businesses;
   5. To understand the role and function of business in a global society;
   6. To understand the domestic economy and how it is similar to and different from other economies;
   7. To locate, access, use, and present information; and
   8. To apply business concepts to issues related to ethics, globalization,
      a. society, environment, technology, and diversity;

B. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business, community members, and others;

C. Demonstrate competence in touch keyboarding, including ten-key data entry, document formatting, correct technique and employable speed;

D. Practice effective program management techniques that support curricula, learning environment, and activities;

E. Integrate career student organizations into the curriculum;

F. Communicate effectively with all publics;

G. Implement a learning environment that reflects contemporary business, marketing, and information technology practices;

H. Incorporate concepts and strategies needed for career exploration, development, and growth;

I. Demonstrate an understanding of and be able to apply business concepts, principles processes and skills, including being able to:

1. Demonstrate the basic principles of economics as applied to the domestic economic system and its role in the global economy;
2. Utilize accounting systems to record business transactions and prepare financial solutions for different business environments;
3. Demonstrate an understanding of marketing concepts and be able to apply the functions of marketing and the elements of the marketing mix;
4. Analyze the role of the consumer in the global economy; and evaluate a variety of solutions for consumer problems and issues;
5. Demonstrate an understanding of management concepts within business organizations and operations;
6. Analyze the legal requirements affecting business organizations and apply legal principles to business situations;
7. Analyze the role of the entrepreneur in the economy and the process of starting and maintaining a business;
8. Analyze the role of international business and how it impacts the global business environment;
9. Demonstrate written, oral, and interpersonal communication skills;

J. Manage a work-based learning program, which includes the supervision of students in the workplace.

K. Demonstrate an understanding of and be able to utilize information technology systems, including:

1. Technology concepts, issues, and operations; and
2. Digital media, Web design, and application software;

L. Integrate core academic areas into business, marketing, and information technology education.

006.12 Career Education

006.12A Grade Levels: 9-12

006.12B Endorsement Type: Subject

006.12C The endorsement shall be valid only on a career education permit for a career education area where no preparation program is offered by an approved teacher training institution in Nebraska or for which a school system submits documentation that it has not found a qualified teacher for the career education teaching permit.

006.12D This endorsement shall require:

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

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

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

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

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

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

Refer to Appendix A for more information about Career Education Clusters.

006.13 Chemistry

006.13A Grade Levels: 7-12

006.13B Endorsement Type: Subject

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

006.13D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in chemistry and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.13E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.13F 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 chemistry teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Science Teachers Association Standards (2011).

Secondary science teachers will be prepared with depth and breadth in the content of a given field. The major divisions of the natural sciences are biology, chemistry, Earth and space science, and physics. All teachers licensed in a given discipline should know,

understand, and teach with the breadth of understanding reflected in the core competencies for that discipline.

Standard 1. Content Knowledge – Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and application in their fields of licensure. Candidates will:

Element 1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

Element 2. Understand the central concepts of the supporting disciplines.

Element 3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 7-12 students.

Element 4. Core Competencies. All teachers of chemistry will lead students to understand:

A. Fundamental structures of atoms and molecules;

B. Basic principles of ionic, covalent, and metallic bonding;

C. Periodicity of physical and chemical properties of elements;

D. Laws of conservation of matter and energy;

E. Fundamentals of chemical kinetics, equilibrium, and thermodynamics;

F. Kinetic molecular theory and gas laws;

G. Mole concept, stoichiometry, and laws of composition;

H. Solutions, colloids, and colligative properties;

I. Acids/base chemistry;

J. Fundamental oxidation-reduction chemistry, fundamental organic chemistry and biochemistry;

K. Fundamental biochemistry;

L. Nature of science and the fundamental processes in chemistry;

M. Applications of chemistry in personal and community health and environmental quality;

N. Fundamentals of nuclear chemistry; and

O. Historical development and perspectives in chemistry

Element 5. Advanced Competencies. In addition to the core competencies, teachers of chemistry as a primary field will be prepared to effectively lead students to understand:

A. Principles of electrochemistry;

B. Transition elements and coordination compounds;

C. Molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter;

D. Advanced concepts in chemical kinetics, equilibrium, gas laws, and thermodynamics;

E. Lewis structures and molecular geometry;

F. Advanced concepts in acid/base chemistry, including buffers;

G. Major biological compounds and reactions;

H. Solvent system concepts;

I. Chemical reactivity and molecular structure including electronic and steric effects;

J. Organic chemistry;

K. Green chemistry and sustainability;

L. How to design, conduct, and report research in chemistry; and

M. Applications of chemistry and chemical technology in society, business, industry, and health fields.

Element 6. Supporting Competencies. All teachers of chemistry will be prepared to effectively apply concepts from other sciences and mathematics to the teaching of chemistry including:

A. Biology, including molecular biology, bioenergetics, and ecology;

B. Earth and space science, including geochemistry, cycles of matter, and energetics of Earth systems;

C. Physics, including energy, stellar evolution, properties and functions of waves, motions and forces, electricity, and magnetism; and

D. Mathematical and statistical concepts including the use of statistics, of differential equations and of calculus.

Element 7. All secondary teachers will also be prepared to lead students to understand the unifying concepts of science, including:

A. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science;

B. Nature of scientific evidence and the use of models for explanation;

C. Measurement as a way of knowing and organizing observations of constancy and change;

D. Evolution of natural systems and factors that result in evolution or equilibrium; and

E. Interrelationships of form, function, and behaviors in living and nonliving systems.

Standard 2. Content Pedagogy – Effective teachers of science understand how students learn and develop scientific knowledge. Candidates use scientific inquiry to develop this knowledge. Candidates will:

Element 1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how students learn science.

Element 2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.

Element 3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Standard 3. Learning Environments – Effective teachers of science are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met. Candidates will:

Element 1. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities - including laboratory or field settings - to help all students learn.

Element 2. Plans include active inquiry lessons where students collect and interpret data in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences.

Element 3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

Element 4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Standard 4. Safety – Effective teachers of science can, in a 7-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the 7-12 science classroom appropriate to their area of licensure. Candidates will:

Element 1. Design activities in a 7-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

Element 2. Design and demonstrate activities in a 7-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

Element 3. Design and demonstrate activities in a 7-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 5. Impact on Student Learning – Effective teachers of science provide evidence to show that 7-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates will:

Element 1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

Element 2. Provide data to show that 7-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertion made in the name of science.

Element 3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6. Professional Knowledge and Skills – Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy.

They identify with and conduct themselves as part of the science education community. Candidates will:

Element 1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

Element 2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

006.14 Coaching

006.14A Grade levels: 7-12

006.14B Endorsement Type: Supplemental

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 growth, development and learning. 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.

006.15 Driver Education

006.15A Grade Levels: 7-12.

006.15B Endorsement Type: Supplemental

006.15C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.15D Certification Endorsement Requirements: The endorsement requires a minimum of nine (9) semester credit hours in courses that address traffic safety, general safety, first aid, motor vehicle systems, and alcohol and drug education.

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

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

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

A. Demonstrate knowledge and an understanding of current driver education curriculum content, including being able to:

1. articulate and implement the curriculum and content identified in state rules and regulations, (NAC 247, Chapter 11)
2. provide an overview of the Department of Motor Vehicles rules and regulations that pertain to driving,
3. identify safe and appropriate vehicle operation in all driving conditions and environments,
4. describe motor vehicle laws,

5. describe the highway transportation system, which includes the interaction of driver, roadway, and vehicles as it pertains to public safety and personal responsibility, and
6. identify needs of and resources available for diverse populations and individuals with special needs.

B. Apply current methodology and techniques of driver education instruction, including being able to:

1. select and use equipment, materials and technology, and
2. develop driver education curriculum and lesson plans, and
3. diagnose, prescribe, and assess student content knowledge and behind-the-wheel driving proficiency, and
4. model and demonstrate behind-the-wheel driving proficiency to students.

006.16 Early Childhood Education

006.16A Grade Levels: Prekindergarten through Grade 3

006.16B Endorsement type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, the Elementary Education endorsement.

006.16C Persons with this endorsement may teach children from prekindergarten through grade 3.

006.16D Certification Endorsement Requirements: The endorsement shall require a minimum of 18 semester hours of coursework specific to early childhood education that address preschool and kindergarten.

006.16D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (prekindergarten) children.

006.16E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010).

Standard 1. Promoting Child Development and Learning
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

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

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

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

Standard 2. Building Family and Community Relationships

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

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

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

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

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

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

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

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

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

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

Standard 4. Using Developmentally Effective Approaches

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

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

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

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

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

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

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

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

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

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

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

Standard 6. Becoming a Professional

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

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

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

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

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

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

Standard 7. Early Childhood Field Experiences

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

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

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

006.17 Early Childhood Inclusive

006.17A Grade Levels: Birth through Grade 3

006.17B Endorsement Type: Field

006.17C Persons with this endorsement may teach and provide services to children from birth through grade 3 including those with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., and to support families and other personnel with responsibilities for their care and education.

006.17D Certification Endorsement Requirements: The endorsement shall require a minimum of 51 semester hours, including 39 semester hours of coursework in Early Childhood Education and Early Childhood Special Education for children birth through grade 3, and 12 additional semester hours of coursework in one area of concentration, either birth through kindergarten or age 3 through grade 3.

006.17E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.17F 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 candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010) and The Council for Exceptional Children/Division of Early Childhood (2012) and assumes the inclusion of the CEC Common Core Standards in personnel preparation for program accreditation.

A. Early Childhood Inclusive candidates will demonstrate knowledge and understanding of and ability to teach the concepts, skills, and processes of reading/writing,

mathematics, science, and social sciences as defined in the Nebraska Student Standards for grades Kindergarten through 3 as per NAC 92 Rule 10.

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

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

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

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

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

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

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

learning experiences, and choosing strategies appropriate to each child's needs.

Standard 2. Building Family and Community Relationships
Candidates prepared in inclusive early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, communicate and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. They collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of children with disabilities across a range of learning experiences.

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

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

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

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

identify and enhance team roles, communication, and problem solving, and provide consultation as needed in settings serving infants and young children.

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

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

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

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

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

Element 4. Understand assessment practices that can guide:

a) Development of functional goals/targeted outcomes,

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

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

Element 5. Know about assessment partnerships with families and with professional colleagues, recognize the role of the family in the assessment process, and collaborate with them to use multiple types of assessment

information gathered from multiple sources and environments in making decisions about children, including those with disabilities, to build effective learning environments that align assessment with curriculum, content standards, and local, state, and federal regulations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 7. Becoming a Professional
Candidates prepared in inclusive early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice and they use their foundational knowledge of the field and of its Ethical Principles and Practice Standards to inform their practice, engage in life-long learning, and to advance the profession. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

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

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

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

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

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

Standard 8. Early Childhood Field Experiences
Inclusive early childhood field experiences and clinical practice are planned and sequenced so all Early Childhood Inclusive candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children, including those with disabilities, across the entire developmental period of early childhood – infants and toddlers (ages birth to 3), preschool-kindergarten (ages 3 through kindergarten), and the primary grades 1-3 *and* in the variety of group education and care settings that offer early childhood education (such as child care centers and family child care homes, school based preschool and/or Head Start programs, public or private child care centers, community agencies, or home visiting programs).

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

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

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

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

006.18 Earth and Space Science

006.18A Grade Levels: 7-12

006.18B Endorsement Type: Subject

006.18C Persons with this endorsement may teach any Earth and space science course in grades 7 through 12.

006.18D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in Earth and space science and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.18E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.18F 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 Earth and space science teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Science Teachers Association Standards (2011).

Earth and Space Science
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board of Education on 01/11/13)

Secondary science teachers will be prepared with depth and breadth in the content of a given field. The major divisions of the natural sciences are biology, chemistry, Earth and space science, and physics. All teachers licensed in a given discipline should know, understand, and teach with the breadth of understanding reflected in the core competencies for that discipline.

Standard 1. Content Knowledge – Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and application in their fields of licensure. Candidates will:

Element 1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

Element 2. Understand the central concepts of the supporting disciplines.

Element 3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 7-12 students.

Element 4. Core Competencies. All teachers of Earth and space sciences will lead students to understand the unifying concepts required of all teachers of science, and will also be prepared to lead students to understand the following core competencies:

A. Characteristics of land, atmosphere, and ocean systems on Earth;

B. Properties, measurement, and classification of Earth materials;

C. Changes in Earth including land formation and erosion;

D. Geochemical cycles including biotic and abiotic systems;

E. Energy flow and transformation in Earth systems;

F. Internal and external sources of heat energy in Earth's systems;

G. Hydrological features of Earth;

H. Patterns and changes in the atmosphere, weather, and climate;

I. How heat convection in the mantle propels the plates comprising Earth's surface across the face of the globe (Plate Tectonics);

J. Origin, evolution, and planetary behaviors of Earth;

K. Compare and contrast the physical and biological differences of early Earth with the planet we live on today;

L. Origin, evolution, and properties of the universe;

M. Fundamental processes of investigating in Earth and space sciences;

N. Sources and limits of natural resources; and

O. Applications of Earth and space sciences to environmental quality and to personal and community health and welfare;

Element 5. Advanced Competencies. In addition to the core competencies, teachers of Earth and space science as a primary field will be prepared to effectively lead students to understand:

A. Gradual and catastrophic changes in Earth;

B. Oceans and their relationship to changes in atmosphere and climate;

C. Hydrological cycles and problems of distribution and use of water;

D. Dating of Earth and other objects in the universe;

E. Recognition that in any sequence of sediments or rocks that has not been overturned, the youngest sediments or rocks are at the top of the sequence and the oldest are at the bottom (law of superposition);

F. Interpreting Earth's history by observing rock sequences, using fossils to correlate the sequences at various locations, and using data from radioactive dating methods;

G. Structures and interactions of energy and matter in the universe;

H. Impact of changes in earth on the evolution and distribution of living things;

I. Issues related to changes in Earth systems such as global climate change, mine subsidence, and channeling of waterways;

J. Historical development and perspectives in Earth and space sciences, including contributions of significant figures and underrepresented groups, and the evolution of theories in the fields of Earth and space sciences;

K. How to design, conduct, and report research in Earth and space sciences; and

L. Applications of Earth and space sciences and related technologies in society, business, industry, and health fields.

Element 6. Supporting Competencies. All teachers of Earth and space science will also be prepared to effectively apply concepts from other sciences and mathematics to the teaching of Earth and space sciences including basic concepts of:

A. Biology, including evolution, ecology, population dynamics, and the flow of energy and materials through Earth systems;

B. Chemistry, including broad concepts and basic laboratory techniques of inorganic and organic chemistry, physical chemistry, and biochemistry;

C. Physics, including electricity, forces and motion, energy, magnetism, thermodynamics, optics, and sound; as well as basic quantum theory; and

D. Mathematics, including statistics and probability.

Element 7. All secondary teachers will also be prepared to lead students to understand the unifying concepts of science, including:

A. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science;

B. Nature of scientific evidence and the use of models for explanation;

C. Measurement as a way of knowing and organizing observations of constancy and change;

D. Evolution of natural systems and factors that result in evolution or equilibrium; and

E. Interrelationships of form, function, and behaviors in living and nonliving systems.

Standard 2. Content Pedagogy – Effective teachers of science understand how students learn and develop scientific knowledge. Candidates use scientific inquiry to develop this knowledge. Candidates will:

Element 1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how students learn science.

Element 2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.

Element 3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Standard 3. Learning Environments – Effective teachers of science are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met. Candidates will:

Element 1. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities - including laboratory or field settings - to help all students learn.

Element 2. Plans include active inquiry lessons where students collect and interpret data in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences.

Element 3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

Element 4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Standard 4. Safety – Effective teachers of science can, in a 7-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the 7-12 science classroom appropriate to their area of licensure. Candidates will:

Element 1. Design activities in a 7-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

Element 2. Design and demonstrate activities in a 7-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

Element 3. Design and demonstrate activities in a 7-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 5. Impact on Student Learning – Effective teachers of science provide evidence to show that 7-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates will:

Element 1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

Element 2. Provide data to show that 7-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertion made in the name of science.

Element 3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6. Professional Knowledge and Skills – Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community. Candidates will:

Element 1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

Element 2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

006.19 Economics

006.19A Grade Levels: 7-12

006.19B Endorsement Type: Subject.

006.19C Persons with this endorsement may teach economics in grades 7 through 12.

006.19D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in economics and six (6) semester hours in one or more of the other social sciences areas (Geography, History, Political Science, Psychology, and/or either Anthropology or Sociology).

006.19E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in *92 NAC 10* into the curriculum as applicable to the grade level endorsement.

006.19F 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 should prepare prospective teachers to:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Apply the unifying concepts and processes underlying the structure and operations of the United States economy and the role of citizens as producers and consumers;

C. Analyze the characteristics of markets;

D. Examine and relate the role of the national, state, local, and tribal entities in the United States economy;

E. Establish connections and interdependence of the United States economic system and systems in other countries; and

F. Apply primary sources and data to understand economic concepts.

006.20 Elementary Education

006.20A Grade levels: K-6 (K-8 in self-contained classrooms)

006.20B Endorsement type: Field.

006.20C Persons with this endorsement may teach children in all elementary subjects in kindergarten through grade 6 in all schools; and in grades 7 and 8 in self-contained classrooms. Self-contained classrooms exist when students spend more than half the school day with one teacher who provides instruction in more than half of the academic areas of the curriculum.

006.20D Certification Endorsement Requirements: This endorsement shall require professional education coursework related to teaching children from kindergarten through grade eight and academic coursework in all areas of the elementary curriculum.

006.20D1 A minimum of 40 semester hours of professional education coursework shall include the following:

006.20D1a Child growth and development;

006.20D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum;

006.20D1c Instructional strategies that are adapted for diverse students;

006.20D1d Organization and management of the classroom;

006.20D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.20D1f History, trends, and societal and cultural issues which impact elementary education.

006.20D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Coursework in the four core areas includes:

006.20D2a Communication, including literature, composition, and speech;

006.20D2b Mathematics;

006.20D2c Natural sciences; and

006.20D2d Social sciences.

006.20D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.20D3a Fine arts and humanities, and;

006.20D3b Health and wellness.

006.20E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.20F 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 professional education course work based on the Association for Childhood Education International Standards (ACEI), the program should prepare prospective teachers to:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of reading and writing, mathematics, science, and social studies in the content standards through grade eight as defined by the Nebraska State Board of Education.

B. Demonstrate academic background knowledge in all areas of the elementary curriculum and be able to utilize the knowledge, skills, and processes of:

   1. communication, including literature, composition, and speech;

2. health and wellness;
3. mathematics;
4. natural sciences;
5. social sciences; and
6. fine arts.

C. Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

D. Demonstrate competence in the following curricular areas:

1. **Reading, Writing, and Oral Language** – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2. **Science** – Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
3. **Mathematics** – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage in problem solving, reasoning and proof, communication, connections, and representation;
4. **Social studies** – Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
5. **Arts** – Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
6. **Health education** – Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
7. **Physical education** – Candidates know, understand, and use—as appropriate

to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

E. Demonstrate proficiency in instruction-related competencies, including:

1. **Integrating and applying knowledge for instruction** – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
2. **Adaptation to diverse students** – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
3. **Development of critical thinking and problem solving** – Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;
4. **Active engagement in learning** – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments;
5. **Communication to foster collaboration** – Candidates use their knowledge and understanding of effective verbal, nonverbal, and digital communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
6. **Integration of media and technology** - Candidates know how to use a variety of media communication tools, including audio-visual aids and computer-based technologies, to enrich learning opportunities for all students.

F. Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

1. Skills in preparing, interpreting, and utilizing multiple teacher-made assessments for the purpose of planning instruction, implementing interventions, and increasing student achievement;
2. Standardized, criterion referenced, formative, summative, classroom, and curriculum-based assessment tools for the purpose of improving student learning;

G. Demonstrate professionalism, with an emphasis in the following areas:

1. **Professional growth, reflection, and evaluation** – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to

grow professionally.

2. **Collaboration with families, colleagues, and community agencies** – Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
3. **Diversity** - Candidates demonstrate an understanding of and are able to apply methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, socio-economic, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples.

H. Demonstrate an understanding of historical, philosophical, and contemporary backgrounds in elementary education.

I. Participate in clinical experiences. Prospective teachers should be engaged in clinical experiences interpreting the knowledge and skills in standards C through H and which include interactions with:

1. students in primary (K-3) and intermediate grades; and
2. children and young adolescents representing diverse populations.

006.21 English

006.21A Grade Levels: 7-12.

006.21B Endorsement Type: Subject.

006.21C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.21D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in writing, language, and literature coursework.

006.21E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.21F This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a Standard Institution of Higher Education, prior to August 1, 2015. Nebraska institutions will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

006.22 English As A Second Language

006.22A Grade Levels: PK-12, PK-6, 4-9, 7-12.

006.22B Endorsement Type: Supplemental

006.22C Persons with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared.

006.22D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 semester hours of coursework in the following topics: Second Language Acquisition, English Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of English Language Learners (ELL).

006.22D1 Practicum. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

006.22E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

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

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

Element 1. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Element 2. They understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content area achievement.

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

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

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

Element 1. They know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multi-level classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Element 2. They know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. They support ELLs' access to the core curriculum by teaching language through academic content.

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

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

Element 1. They demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Element 2. They know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Element 3. They know and can use a variety of performance-based assessment tools and techniques to inform instruction for use in the classroom.

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

Element 1. They demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Element 2. They take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

006.23 English Language Arts

006.23A Grade Levels: 7-12

006.23B Endorsement Type: Field

006.23C Persons with this endorsement may teach English Language Arts courses such as literature, writing, language, communications (including speech, theatre, and journalism), and reading/literacy skills in grades 7 through 12.

006.23D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours of content and pedagogical content coursework in literature, writing, language, communications, and reading/literacy skills and strategies.

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

006.23F 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 candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the National Council of Teachers of English (NCTE)/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012).

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

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

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

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

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

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

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

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

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

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

Element 2. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address

interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Element 2. Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness

for leadership, collaboration, ongoing professional development, and community engagement.

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

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

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

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

006.24 Family and Consumer Sciences

006.24A Grade Levels: 6-12

006.24B Endorsement Type: Field

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

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

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

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

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

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

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

006.24F 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 should prepare prospective teachers to:

A. Career, Community and Family Connections

Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

B. Consumer Economics and Family Resources

Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

C. Family and Human Development

Apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.

D. Nutrition, Food, and Wellness

Promote nutrition, food, and wellness practices that enhance individual and family well-being across the lifespan and address related concerns in a global society.

E. Curriculum Development and Program Management

Manage a comprehensive Family and Consumer Sciences program; develop, justify, and implement curricula that address perennial and evolving family, career, and community issues that reflects the integrative nature of family and consumer sciences; and integrate core academic areas.

F. Instructional Strategies and Resources

Facilitate students' critical thinking and problem solving in family and consumer sciences through appropriate instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace; organize and manage laboratory experiences; and manage work-based learning which includes the supervision of students in the workplace.

G. Learning Environment

Create and implement a safe, supportive learning environment that encourages experiential learning and is sensitive to diverse needs, values, and characteristics of students, families, and communities.

H. Professionalism

Engage in professional development and ethical professional practice to support the history and philosophy of Family and Consumer Sciences and Career Education through collaboration, civic engagement, and advocacy.

I. Student and Program Assessment

Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

J. Student Organization Integration

Integrate the Family, Career and Community Leaders of America (FCCLA) student organization into the program to foster students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.

K. Technology

Analyze the impact of emerging technologies among individuals, families, community and careers and their interrelationships.

006.25 Geography

006.25A Grade Levels: 7-12

006.25B Endorsement Type: Subject

006.25C Persons with this endorsement may teach geography in grades 7 through 12.

006.25D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in geography and six (6) semester hours in one or more of the other social sciences areas (Economics, History, Political Science, Psychology, and/or either Anthropology or Sociology).

006.25E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in *92 NAC 10* into the curriculum as applicable to the grade level endorsement.

006.25F 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 should prepare prospective teachers to:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Demonstrate an understanding of maps, including mental maps, and other geographic representations, tools, and technologies to acquire and report information from a spatial perspective;

C. Analyze the geographic information about people, places, and environments on the Earth's surface, which includes an understanding of both the physical and human characteristics of places;

D. Demonstrate an understanding of the physical and cultural geography of Nebraska;

E. Develop the concept of regions as a means to interpret Earth's complexity in terms of how culture and experience influence people's perceptions of places and regions including identification of Earth's ecosystems;

F. Demonstrate an understanding of population distributions, human migrations and the complexity of the world's cultural mosaic;

G. Analyze the patterns and networks of economic interdependency, the processes, patterns, and functions of human settlements, and explain the forces of cooperation and conflict;

H. Demonstrate an understanding of the interrelationships of human actions and the physical environment, including being able to show cross cultural comparison of ideology and behaviors; and

I. Provide examples of how to use geography to interpret the past and present and to plan for the future.

006.26 Health Education

006.26A Grade Levels: 7-12

006.26B Endorsement Type: Subject

006.26C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.26D Certification Endorsement Requirements: The health education endorsement program requires a minimum of 30 semester hours in health courses–that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

006.26E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.26F 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 should prepare prospective Health teachers, according to the American Association for Health Education (AAHE) standards to:

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

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

Element 2. The National Health Education Standards;

Element 3. Practices that promote health and/or safety;

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

Element 5. Disease etiology and prevention practices; and

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

Standard 2. Demonstrate content knowledge and understanding of:

Element 1. Human anatomy and physiology;

Element 2. Community Health;

Element 3. Consumer Health;

Element 4. Environmental Health;

Element 5. Family Life including sexuality education;

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

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

Element 8. Nutrition;

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

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

Element 11. Substance Use/Misuse/Abuse.

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

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

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

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

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

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

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

Element 6. Conducting feasibility analysis for implementing selected strategies.

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

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

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

Element 3. Exhibition of competency in classroom management; and

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

Standard 6. Assess student learning, including:

Element 1. Develop assessment plans;

Element 2. Analyze available assessment instruments;

Element 3. Develop instruments to assess student learning;

Element 4. Implement plans to assess student learning; and

Element 5. Utilize assessment results to guide future instruction.

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

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

Element 2. Explaining how a health education program fits the culture of a school and contributes to the school's mission;

Element 3. Designing a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.

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

Element 1. Using current credible and reliable health information resources;

Element 2. Responding to requests for health information;

Element 3. Selecting accurate, current, and reliable educational resource materials for dissemination; and

Element 4. Describing ways to establish effective consultative and collaborative relationships with others involved in Coordinated School Health Programs.

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

Element 1. Analyzing and responding to factors that impact current and future needs in comprehensive school health education;

Element 2. Applying a variety of communication methods and techniques;

Element 3. Advocating for coordinated school health and comprehensive school health education; and

Element 4. Demonstrating professionalism.

006.27 Health and Physical Education

006.27A Grade Levels: PK-12

006.27B Endorsement Type: Field

006.27C Persons with this endorsement may teach health and physical education in prekindergarten through grade 12.

006.27D Certification Endorsement Requirements: This endorsement requires 54 semester hours of preparation in health and physical education courses with:

006.27D1 A minimum of 27 semester hours in foundations of physical education, including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; skill and fitness based competencies; planning and implementation; instructional delivery and curriculum classroom management; adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.27D2 A minimum of 27 semester hours in health education foundations that: demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

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

006.27F 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 should prepare Health and Physical Education teachers, according to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the American Association for Health Education (AAHE) standards to:

Standard 1. Demonstrate Scientific and Theoretical Knowledge:

Element 1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness;

Element 2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness;

Element 3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness;

Element 4. Identify historical, philosophical, and social perspectives of physical education issues and legislation; and

Element 5. Analyze and correct critical elements of motor skills and performance concepts.

Standard 2. Demonstrate Skill and Fitness Based Competence:

Element 1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns;

Element 2. Achieve and maintain a health-enhancing level of fitness throughout the program; and

Element 3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Standard 3. Plan and Implement Curriculum:

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

Element 2. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities;

Element 3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards;

Element 4. Design and implement content that is aligned with lesson objectives;

Element 5. Plan for and manage resources to provide active, fair, and equitable learning experiences;

Element 6. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities;

Element 7. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students; and

Element 8. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4. Demonstrate Instructional Delivery and Classroom Management:

Element 1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats;

Element 2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;

Element 3. Provide effective instructional feedback for skill acquisition, student learning, and motivation;

Element 4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses;

Element 5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment; and

Element 6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5. Demonstrate Impact on Student Learning:

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

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

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

Standard 6. Demonstrate Professionalism:

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

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

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

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

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

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

Element 2. The National Health Education Standards;

Element 3. Practices that promote health and safety;

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

Element 5. Disease etiology and prevention practices; and

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

Standard 8. Demonstrate content knowledge and understanding of:

Element 1. Human anatomy and physiology;

Element 2. Community Health;

Element 3. Consumer Health;

Element 4. Environmental Health;

Element 5. Family Life including sexuality education;

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

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

Element 8. Nutrition;

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

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

Element 11. Substance Use/Misuse/Abuse.

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

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

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

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

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

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

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

Element 6. Conducting feasibility analysis for implementing selected strategies.

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

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

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

Element 3. Exhibition of competency in classroom management; and

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

Standard 12. Assess student learning, including:

Element 1. Develop assessment plans;

Element 2. Analyze available assessment instruments;

Element 3. Develop instruments to assess student learning;

Element 4. Implement plans to assess student learning; and

Element 5. Utilize assessment results to guide future instruction.

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

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

Element 2. Explaining how a health education program fits the culture of a school and contributes to the school's mission;

Element 3. Designing a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and

Element 4. Implementing health education programs.

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

Element 1. Using current credible and reliable health information resources;

Element 2. Responding to requests for health information;

Element 3. Selecting accurate, current, and reliable educational resource materials for dissemination; and

Element 4. Describing ways to establish effective consultative and collaborative relationships with others involved in Coordinated School Health Programs.

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

Element 1. Analyzing and responding to factors that impact current and future needs in comprehensive school health education;

Element 2. Applying a variety of communication methods and techniques;

Element 3. Advocating for coordinated school health and comprehensive school health education; and

Element 4. Demonstrating professionalism.

006.28 Health Sciences Education

006.28A Grade Levels: 6-12

006.28B Endorsement Type: Supplemental
This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Science, Biology, Health and Physical Education, Physical Education, Health Education, Agriculture Education, or Family and Consumer Science.

006.28C Persons with this endorsement may teach and manage a Health Sciences career field and will be eligible for the Cooperative Education/Diversified Occupations endorsement.

006.28D Certification Endorsement Requirements: This supplemental endorsement shall require a minimum of fifteen (15) semester hours of Health Science subject matter, including:

006.28D1 A minimum of three (3) semester hours in principles/foundations of career education; and

006.28D2 A minimum of six (6) semester hours which must include:

006.28D2a A minimum of three (3) semester hours in human anatomy and/or human physiology; and

006.28D2b A minimum of three (3) semester hours in one or more additional Health Science areas: medical terminology, exercise physiology, kinesiology, and public/community health; and

006.28D3 A minimum of three (3) semester hours of career exploration, or independent work-based study in the Health Sciences industry under the direction of the college or university recommending the endorsement; and

006.28D4 A minimum of three (3) semester hours in coursework designed to develop educator competencies including, but not limited to, student development, learning differences, learning environments, content knowledge and its application, classroom management, student assessment, planning for instruction, instructional strategies, collaboration, and ethical practice.

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

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

Through the courses identified in its plan, the institution must provide Health Science teacher candidates with opportunities to demonstrate the knowledge and competencies required by the following guidelines:

Standard 1. Content Knowledge
Health Science candidates will have the knowledge and skills to deliver appropriate Health Science content knowledge to all students.

Health Science candidates will:

Element 1. Possess content knowledge upon which to build the Health Science curriculum.

Element 2. Apply knowledge of core academic areas (English Language Arts, Mathematics, Science, and Social Studies) within the Health Science curriculum.

Element 3. Incorporate an understanding of historical, current, and evolving domestic and global Health Science trends, including Health Science career possibilities and associated career preparation.

Element 4. Demonstrate knowledge of, and the ability to develop student skills for successful employment in the Health Science industry.

Element 5. Demonstrate knowledge of health and safety policies/guidelines, regulatory standards, legal and ethical practices, and safety procedures related to Health Science occupations.

Standard 2. Pedagogical Knowledge and Skills

Health Science candidates will have the appropriate pedagogical knowledge and skills to develop and deliver an effective Health Science curriculum to prepare students for entry-level positions in Health Science career settings.

Health Science candidates will:

Element 1. Plan and implement an effective Health Science program of study that aligns with the Nebraska Department of Education:

a. Career and Technical Education Health Sciences Approved State Model Programs of Study;

b. Nebraska College and Career Ready Practices; and

c. Health Science Cluster and Pathway Standards.

Element 2. Design instructional methods and assessment tools using current and research-based strategies to advance learning.

Element 3. Plan, implement, assess, and reflect on instruction that promotes student engagement, builds sustained Health Science college and career readiness, and responds to diverse student needs.

Element 4. Recognize current health care and Allied Health resources and technology to manage instruction and to support learning in the Health Science field.

Standard 3. Communication and Collaboration
Health Science candidates will utilize effective communication and collaboration skills to enhance the Health Science curriculum by working with education and Health Science partners.

Health Science candidates will:

Element 1. Collaborate with secondary educational systems, post-secondary educational institutions, and/or medical profession partners in the development of an articulated curriculum.

Element 2. Collaborate with school personnel and Health Science industry representatives to provide instruction and field-based experiences in settings with qualified staff to support student learning.

Element 3. Collaborate with community-based advisory committees to support and enhance the Health Science program.

Standard 4. Professional Knowledge and Skills
Health Science candidates will demonstrate attitudes, knowledge, skills and dispositions needed for success as a teacher in Health Science.

Health Science candidates will:

Element 1. Model legal/ethical practices, guidelines and procedures for Health Science.

Element 2. Identify concepts and strategies through Career Student Organizations (CSO) that assist students to be college and career ready.

Element 3. Facilitate collaborative learning by working together in groups that may include students, teachers, business and industry leaders, and others.

006.29 High Ability Education

006.29A Grade Levels: K-12

006.29B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.29C Persons with this endorsement may teach learners with high ability; facilitate the identification of learners with high ability; develop, coordinate, and evaluate programs for learners with high ability; and act as a resource person in education for students with high ability in grades kindergarten through grade 12.

006.29D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12) levels.

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

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

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

A. Design cognitively complex learning experiences for high ability learners, including being able to:
   1. Develop and follow a scope and sequence of instruction across grade levels;
   2. Apply appropriate instructional methods, models, and materials to meet the unique needs of learners with high ability;
   3. Select, adapt, and use instructional strategies and materials according to individual student characteristics;
   4. Incorporate career, ethical, multicultural, and service learning opportunities into the instruction; and
   5. Create and use appropriate methods to evaluate student learning (e.g., rubrics).

B. Demonstrate knowledge and an understanding of the unique socio-emotional development of high ability learners, and be able to apply the information, including being able to:

   1. Use appropriate resources to facilitate the positive social and emotional development of all learners with high ability, including but not limited to, affective curriculum, career guidance, and awareness in meeting the needs of second language, twice exceptional (LD, ADHD, Aspergers, etc.), at-risk, and under-achieving high ability learners.

C. Demonstrate knowledge and an understanding of student identification strategies and procedures, and be able to apply the information, including being able to:

   1. Identify high ability learners based on a wide variety of assessment instruments and nomination procedures;
   2. Identify high ability learners among diverse, atypical groups;
   3. Compare the validity of current assessment measures; and
   4. Interpret assessment data.

D. Develop high ability learner programs based on philosophical, theoretical, and empirical evidence, including being able to:

   1. Design a continuum of services accessible to the diverse needs of all high ability learners;
   2. Identify adequate funding;
   3. Anchor the program in the history, theory and philosophy of the field;
   4. Prescribe curriculum and instruction for high ability learners based on their unique developmental characteristics to meet both cognitive and affective needs, including but not limited to:
      a. Differentiated curriculum,
      b. Curriculum acceleration,
      c. Curriculum enrichment,
      d. Compacted curriculum,
      e. Student grouping,
      f. Mentoring/shadowing,
      g. Affective curriculum, and
      h. Specialized counseling;
   5. Develop policies that make/include provisions for the needs of high ability learners; and
   6. Design and deliver tiered staff development, including mentoring of colleagues.

E. Demonstrate knowledge and an understanding of the concepts and principles of program management and be able to:
   1. Administer/manage a comprehensive high ability learner program which includes the ability to:
      a. Identify qualified personnel to direct programs,
      b. Integrate a high ability learner program into the school or district's general education program,
      c. Organize advocacy efforts,
      d. Evaluate and select requisite materials and resources,
      e. Oversee the evaluation of program effectiveness,
      f. Consult and collaborate with a variety of stakeholders, and
      g. Communicate legal and professional issues in the field of high ability learners to colleagues.

F. Demonstrate knowledge and an understanding of professional development theories and strategies, and be able to apply them, including being able to:
   1. Develop and deliver ongoing professional development for teachers involved in the education of high ability learners;
   2. Consult and collaborate with a variety of audiences; and
   3. Develop, prescribe and demonstrate to other staff members appropriate curriculum to meet the unique needs of high ability learners, including but not limited to:
      a. Differentiated curriculum,
      b. Curriculum acceleration,
      c. Curriculum enrichment,
      d. Compacted curriculum,
      e. Student grouping, and
      f. Mentoring/shadowing.

G. Demonstrate knowledge and an understanding of program evaluation, and be able to apply the information, including being able to:
   1. Use appropriate evaluation practices, valid and reliable instruments, and procedures to regularly monitor and report the progress of learners with high ability; and
   2. Conduct evaluation of program effectiveness in meeting intended goals, including being able to use formative and summative evaluation strategies for substantive program improvement and development to meet the needs and interests of diverse groups.

H. Clinical Experiences: The 90 clock hours of clinical experiences should provide teachers with opportunities to:

1. Have clinical experiences with elementary and secondary students with high ability, under the auspices of a qualified educator of learners with high ability; and
2. Provide consultation services to colleagues, parent, or other stakeholders.

006.30 History

006.30A Grade Levels: 7-12

006.30B Endorsement Type: Subject

006.30C Persons with this endorsement may teach history in grades 7 through 12.

006.30D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in history and a minimum of six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, Political Science, Psychology, and/or either Anthropology or Sociology).

006.30E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in *92 NAC 10* into the curriculum as applicable to the grade level endorsement.

006.30F 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 should prepare prospective teachers to:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Compare patterns of development, continuity and influence between the United States and the rest of the Western Hemisphere;

C. Demonstrate knowledge and an understanding of the people, cultures and civilizations of the Western Hemisphere;

D. Demonstrate knowledge and an understanding of Western and Eastern civilizations;

E. Use historical analysis and interpretation to consider the perspectives of cultural groups;

F. Identify and describe significant historical periods that impacted the development of the United States;

G. Use a chronological framework to understand the sociological, political, economic, and cultural history of the global community through time;

H. Demonstrate knowledge and an understanding of the cultural history of Nebraska, including Native American cultures;

I. Analyze the impact of Nebraska's past and present on United States history;

J. Investigate, interpret, and analyze important events and persistent issues using multiple historical and contemporary resources; and

K. Engage in historical research using primary sources.

006.31 Horticulture Education

006.31A Grade Levels: 7-12

006.31B Endorsement Type: Subject

006.31C Persons with this endorsement may teach horticultural education programs in grades 7 through 12.

006.31D Certification Endorsement Requirements: This endorsement shall require a minimum of 27 semester hours of horticulture education and work experience in horticulture.

006.31D1 Work Experience: The endorsement is available to those persons who have (A) 1000 verified hours of work experience in horticulture, or (B) at least 300 hours of supervised employment in horticulture under the direction of the college or university recommending the endorsement.

006.31E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

Through the courses identified in its plan, the institution should provide the following content:

A. A minimum of 3 semester hours of the program which prepares prospective teachers to:
   1. manage a comprehensive horticultural education program;
   2. create curriculum which meets diverse student needs;
   3. manage laboratories and field experiences;
   4. manage supervised horticultural experience programs for all students;
   5. provide leadership to and serve as advisor for FFA and Young Farmers; and
   6. provide educational opportunities for adult learners.

B. A minimum of 24 semester hours which prepares prospective teachers to organize instruction in the basic content in the following areas, and to apply such knowledge in analyzing situations, creating viable environments, and problem solving:

1. Soil Science, including being able to:
   a. analyze types of soil; and
   b. analyze the causes and effects of the following interaction with the soil: water, temperature, organic matter, nutrients, pollutants, salt, and erosion.
2. Horticultural plant identification, including being able to:
   a. demonstrate an understanding of plant anatomy, morphology, and taxonomy;
3. Plant propagation, including being able to:
   a. demonstrate the different techniques involved for various types of propagation;
   b. demonstrate identification of plant tissues involved in root/shoot initiation and formation of graft unions; and
   c. demonstrate accurate laboratory record keeping;
4. Greenhouse plant production, including being able to:
   a. identify and discuss the modification of the environmental factors that influence plant growth and development;
   b. identify and discuss the basic types of plant forcing structures;
   c. describe the accepted methodology of greenhouse crop production;
   d. demonstrate a knowledge of the component systems that make up a plant forcing operation : i.e., heating, cooling, automation, control systems; and
   e. describe and identify the plant disorders that are most common to the greenhouse industry;
5. Turf management, including being able to:
   a. demonstrate an understanding of the principles of turf-grass species growth and development and relate these to establishment and maintenance of turf-grass and ground covers;
   b. demonstrate an understanding of the principles of soil and water management and relate these principles to the genetic potential of cool and warm season species and varieties;
   c. demonstrate an understanding of the concepts and use of low or reduced maintenance turf-grasses and ground cover species and varieties; and
   d. demonstrate an understanding of pest problems associated with turf-grass and the science associated with pest control methods.
6. Landscape, including being able to:

a. demonstrate an understanding of land use ethics;

b. demonstrate an understanding of the aesthetics of landscapes;

c. analyze personal and public environments;

d. analyze the applications of theory and process of design in:

   1) human perception mechanisms and our aesthetic response;

   2) alteration and management of the natural landscape;

   3) interactions among cultures, technology and the environment resulting in designed forms; and

   4) creation of sustainable landscapes;

e. floral design, including being able to:

   1) demonstrate both design and business techniques used in the floral industry.

006.32 Industrial Technology Education

006.32A Grade Levels: 6-12

006.32B Endorsement Type: Field

006.32C Persons with this endorsement may teach Industrial Technology Education and will be eligible for the Cooperative Education/Diversified Occupations endorsement.

006.32D Certification Endorsement Requirements: This endorsement shall require 48 semester hours of coursework in industrial technology education and professional education, including:

006.32D1 A minimum of six (6) semester hours in each of the following areas: Architecture and Construction; Manufacturing; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics. The career area courses will include career information, occupational and environmental safety.

006.32D2 A minimum of three (3) semester hours in the principles/foundations of career education; and

006.32D3 A minimum of three (3) semester hours in the supervision of work-based learning.

006.32D4 Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of volunteer, internship, or paid work experience; or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

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

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

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

A. Describe a personal philosophy regarding industrial technology education based on current research findings, and the application of that philosophy in curriculum and instructional design, assessment, and professional development, including being able to:

   1. Design programs based on a mission statement with stated goals and objectives which reflect the definition and intent of industrial technology education; and,
   2. Use an organized set of concepts, processes and systems that are technological when designing course outlines, instructional strategies, and evaluations of student work.

B. Demonstrate teaching and technical skills appropriate to successfully teach the study of industrial technology, including being able to:

   1. Demonstrate knowledge and an understanding of the development of industrial technology, its effects on people, the environment and culture; and industry, its organization, personnel systems, techniques, resources and products; and their impact on society and culture;
   2. Use instruction content from the content organizers of:
      a. Architecture and Construction Career Cluster including the Design and Pre-Construction Pathway and Construction Pathway;
      b. Manufacturing Career Cluster including the Production Pathway and the Maintenance, Installation and Repair Pathway;
      c. Science, Technology, Engineering and Mathematics (STEM) Career Cluster including the Engineering and Technology Pathway;
      d. Transportation, Distribution and Logistics Career Cluster including the Facility and Mobile Equipment Maintenance Pathway.
   3. Identify and incorporate safe and efficient use of contemporary technological tools, instruments, and machines into a program of study;
   4. Incorporate insight, knowledge, and applications of technological concepts, processes and systems into a teaching program;
   5. Use skills, creative abilities, positive self-concepts, and individual potential in teaching industrial technology;
   6. Identify the use of contextual academics used in the industrial technology program;
   7. Apply problem-solving and creative abilities involving human and material resources, processes, and technological systems;

8. Use activity-oriented laboratory instruction which reinforces abstract concepts through concrete experiences;
9. Apply current and emerging technologies to the design and production of activities for student use;
10. Incorporate employability skills into the program;
11. Design industrial technology education programs that advance student attitudes, knowledge, and skills regarding how industrial technological systems function;
12. Facilitate the ability of students to apply industrial technological knowledge and skills; and
13. Manage a work-based learning program which includes the supervision of students in the workplace.

C. Demonstrate the ability to develop, manage, and evaluate an industrial technology program in schools, including being able to:

1. Demonstrate a philosophy and understanding of Career and Technology education;
2. Design a strategic program plan that includes a mission statement, rationale for change, goals and objectives, action steps, and program evaluation strategies;
3. Select content based on the goals and objectives appropriate to the specific industrial technology content organizers (Architecture and Construction; Manufacturing; Science, Technology, Engineering and Mathematics/STEM; and Transportation, Distribution and Logistics Clusters) or other clusters as applicable;
4. Structure an educational environment in the classroom and laboratory to advance the instructional process including:
   a. Contextual academics
   b. Technical skills based on national standards
   c. Employability skills
   d. Safety training and daily practice
5. Select appropriate instructional technologies to effectively teach all student populations;
6. Demonstrate laboratory management (i.e., inventory, requisitioning equipment and materials, maintenance, and budgeting);
7. Integrate career student organizations in the curriculum;

8. Communicate and promote a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community;
9. Organize and coordinate an external advisory committee; and,
10. Use standards to evaluate and revise an industrial technology education program, including being able to identify standards for the program, establish a process for using the standards, and utilize findings for subsequent program revisions.

D. Demonstrate attitudes, knowledge, and skills needed for success as a teacher in Industrial Technology Education, including being able to:

1. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The Industrial Technology teacher prepares students:
   a. For exploration of careers in industrial technology;
   b. For their roles as consumers and citizens;
   c. For advanced education in industrial technology;
   d. For roles as employees, owners and managers of industrial technology businesses;
   e. To understand domestic industrial technology and how it is similar to and different from global industrial technology; and,
   f. To access and apply current industrial technologies;
2. Organize classroom and laboratory experiences for the study of industrial technology;
3. Manage technological activities in both an individual and group setting;
4. Apply multi-cultural and global perspectives as they relate to the study of industrial technology;
5. Demonstrate an understanding of the role and function of industrial technology in the global society; and,
6. Apply values and ethics as they relate to content issues in the study of industrial technology.

E. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and industry leaders, and others.

F. Demonstrate an understanding of and be able to apply industrial technology concepts, principles and processes in each of the following career clusters: Architecture and Construction; Manufacturing; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics.

G. Identify concepts and strategies needed for career exploration, development and growth in industrial technology areas.

006.33 Information Technology

006.33A Grade Levels: PK-12

006.33B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.33C Persons with this endorsement may teach information technology courses in prekindergarten through grade 12.

006.33D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses.

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

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

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

Standard 1. Demonstrate knowledge of ethical, human, legal and social issues, which may include privacy, accessibility, copyright, intellectual property, plagiarism, and information validity.

Standard 2. Demonstrate knowledge of classroom and instructional management methodologies using appropriate materials, methods, resources, and curricula for teaching information technology, which may include:

Element 1. Instructional strategies that create authentic and meaningful learning experiences;

Element 2. Instructional strategies for dealing with learning styles and diverse populations; and

Element 3. Effective methods of assessment and evaluation with appropriate feedback techniques.

Standard 3. Demonstrate knowledge of methods and skills appropriate to planning and designing learning environments, which may include:

Element 1. Classroom design that includes access to technical resources and tools; and

Element 2. Management skills and techniques.

Standard 4. Demonstrate knowledge and application of basic programming concepts, that may include:

Element 1. Design principles and common programming structures;

Element 2. Procedural and object-oriented programs;

Element 3. Application development tools;

Element 4. Program solutions coded in a common high-level language; and

Element 5. Strategies for testing and debugging code.

Standard 5. Demonstrate knowledge in the areas of selection, installation, management, and maintenance of infrastructure for information support and services, which may include:

Element 1. Operating systems;

Element 2. Organization and architecture of computer systems and software;

Element 3. Database design, development, and management;

Element 4. Technical research and documentation;

Element 5. Troubleshooting strategies;

Element 6. Communication skills;

Element 7. Emerging hardware and software technologies;

Element 8. Security of hardware, software, and data; and

Element 9. Ergonomic principles that foster a healthy and productive environment.

Standard 6. Demonstrate a basic knowledge of interactive media, which may include:

Element 1. Web-based media and applications;

Element 2. Multimedia tools; and

Element 3. Digital media.

Standard 7. Demonstrate a basic knowledge of network systems, which may include:

Element 1. Network concepts and operating systems;

Element 2. Management and security for networked environments; and

Element 3. Emerging technologies.

006.34 Instructional Technology Leadership

006.34A Grade Levels: PK-12

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

006.34C Persons with this endorsement may assist in or facilitate the development of technology programs for students in prekindergarten through grade 12.

006.34D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 semester hours that shall include the following:

006.34D1 The study of school and district level technology integration into curriculum areas for instructional improvement;

006.34D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.34D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

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

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

Through the courses identified in its plan, the institution shall prepare prospective teachers, according to the International Society for Technology in Education (ISTE) standards, to address the following:

Standard 1. Demonstrate leadership in educational technology, which may include:

Element 1. Policy design;

Element 2. Educational application of new techniques and hardware; and

Element 3. Integrating technology planning in current school improvement planning.

Standard 2. Demonstrate knowledge of ethical, human, legal and social issues when using electronic communications, which may include privacy, accessibility, copyright, intellectual property, plagiarism, and information validity.

Standard 3. Demonstrate knowledge of classroom and instructional management methodologies using appropriate materials, methods, resources, and curricula for integrating technology which may include:

Element 1. Instructional strategies that create authentic and meaningful learning experiences;

Element 2. Instructional strategies for dealing with learning styles and diverse populations; and

Element 3. Instructional strategies for alternative learning opportunities.

Standard 4. Demonstrate knowledge of methods and skills appropriate to planning and designing learning environments, which may include:

Element 1. Classroom design that facilitates access to technical resources and tools;

Element 2. 24/7 learning solutions for students and teachers;

Element 3. Management skills and techniques;

Element 4. Differentiation and personalization of learning; and

Element 5. Use of education technology research and best practices.

Standard 5. Demonstrate knowledge of assessment, which may include:

Element 1. Formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching;

Element 2. Technology based test opportunities;

Element 3. Student skill requirements for technology based tests;

Element 4. Understanding and preparing the test environment; and

Element 5. Accommodations for student access to testing.

Standard 6. Demonstrate knowledge of appropriate professional development, which may include:

Element 1. Modeling and promotion of the effective use of technology for learning;

Element 2. Designing appropriate integration learning opportunities for staff; and

Element 3. Adult learning styles and techniques.

Standard 7. Demonstrate knowledge of integrating interactive media, which may include:

Element 1. Web-based media and applications;

Element 2. Multimedia tools;

Element 3. Games, simulations, augmented reality; and

Element 4. Digital media.

006.35 Journalism and Media Education

006.35A Grade Levels: 7-12

006.35B Endorsement Type: Supplemental

006.35C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and cocurricular media intended for public consumption in grades 7 through 12.

006.35D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 semester hours in journalism and digital literacies, including an approved field experience.

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

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

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Journalism Education Association Standards for Journalism Educators (2012).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

006.36 Mathematics

006.36A Grade Levels: 6-12

006.36B Endorsement Type: Field

006.36C Persons with this endorsement may teach mathematics in grades 6 through 12.

006.36D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of mathematics.

006.36E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.36F 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 will prepare prospective mathematics teachers according to the 2012 standards of the National Council of Teachers of Mathematics (NCTM) to:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of mathematics as defined in the currently adopted Nebraska Content Standards as per 92 NAC Rule 10.

Standard 1. Content Knowledge. Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical domains. They understand the influence of curriculum standards on the mathematical content knowledge needed for teaching secondary (6-12) students.

Preservice teacher candidates:

1.a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics)

as outlined in the NCTM NCATE Mathematics Content for Secondary (listed below); and

1.b) Demonstrate an understanding of curriculum standards for mathematics and their impact on the mathematical content knowledge necessary for teaching secondary students.

All secondary mathematics teachers are prepared with depth and breadth in the following mathematical domains: Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics. All teachers certified in secondary mathematics will know, understand, and teach with the breadth of understanding reflecting the following competencies for each of these domains:

1. **Number and Quantity.** All secondary mathematics teachers are prepared to develop student proficiency with the following topics related to number and quantity:

   1.1 Structure, properties, relationships, and operations including standard and non-standard algorithms on various types of numbers and number systems, including integer, rational, irrational, real, and complex numbers;

   1.2 Fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic)

   1.3 Quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations;

   1.4 Vector and matrix operations, modeling, and applications;

   1.5 Utilization of technological tools to explore number and quantity; and

   1.6 Historical development and perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures.

2. **Algebra.** All secondary mathematics teachers are prepared to develop student proficiency with the following topics related to algebra:

   2.1 Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, and modeling relationships;

   2.2 Function classes including polynomial, exponential and logarithmic, absolute value, rational, periodic, and discrete and how the choices of parameters determine particular cases and model specific situations;

   2.3 Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences) and notations as a means to describe, interpret, and analyze relationships and to build new functions;

   2.4 Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model;

2.5 Linear algebra including vectors, matrices, and transformations;

2.6 Abstract algebra including groups, rings, and fields and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations;

2.7 Utilization of technological tools to explore algebraic ideas, individual functions, and classes of related functions and to solve problems; and

2.8 Historical development and perspectives of algebra including contributions of significant figures and diverse cultures.

3. **Geometry and Trigonometry.** All secondary mathematics teachers are prepared to develop student proficiency with the following topics related to geometry and trigonometry:

3.1 Core concepts and principles of Euclidean geometry in two and three dimensions and examples of non-Euclidean geometry;

3.2 Transformations including dilations, translations, rotations, reflections, glide reflections, and the expression of symmetry in terms of transformations;

3.3 Congruence, similarity and scaling, and their development and expression in terms of transformations;

3.4 Right triangles and trigonometry;

3.5 Application of periodic phenomena and trigonometric identities;

3.6 Identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres);

3.7 Formula rationale and derivation (perimeter, area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements;

3.8 Geometric constructions, axiomatic reasoning, and proof;

3.9 Analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations;

3.10 Utilization of concrete models and dynamic technological tools to conduct geometric and trigonometric investigations that emphasize visualization, recognizing patterns, conjecturing, and proof and to model and solve problems; and

3.11 Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures.

4. **Statistics and Probability.** All secondary mathematics teachers are prepared to develop student proficiency with the following topics related to statistics and probability:

   4.1 Statistical variability and its sources and the role of randomness in statistical inference;

   4.2 Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results;

   4.3 Construction and interpretation of graphical displays of univariate data distributions, summary measures and comparison of distributions of univariate data, and exploration of bivariate and categorical data;

   4.4 Continuous and discrete probability, conditional probability, and combinatorial techniques;

   4.5 Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and decision making;

   4.6 Utilization of technological tools to explore statistical ideas, represent information, create simulations, and solve problems; and

   4.7 Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.

5. **Calculus.** All secondary mathematics teachers are prepared to develop student proficiency with the following topics related to calculus:

   5.1 Limit, continuity, and the techniques and applications of differentiation and integration;

   5.2 Parametric, polar, and vector functions;

   5.3 Sequences and series;

   5.4 Applications of function, geometry, and trigonometry concepts to solve problems involving calculus;

   5.5 Utilization of technological tools to explore and represent fundamental concepts of calculus and to solve problems taken from real-world contexts; and

   5.6 Historical development and perspectives of calculus including contributions of significant figures and diverse cultures.

6. **Discrete Mathematics.** All secondary mathematics teachers are prepared to develop student proficiency with the following topics related to discrete mathematics:

   6.1 Discrete structures including sets, relations, functions, graphs, trees, and networks;

6.2 Enumeration including permutations, combinations, iteration, recursion, and finite differences;

6.3 Propositional and predicate logic;

6.4 Applications of discrete structures such as modeling and solving linear programming problems and designing data structures;

6.5 Utilization of technological tools to solve problems involving discrete structures, the application of algorithms, and programming; and

6.6 Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures.

Standard 2. Mathematical Practices. Effective teachers of secondary mathematics know the importance of problem solving, reasoning and proof, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, and making connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding of mathematical content relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

Preservice teacher candidates:

2.a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contests, and formulate and test generalizations.

2.b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; and use multiple representations to model and describe mathematics; and utilize appropriate mathematic vocabulary and symbols to communicate mathematical ideas to others;

2.c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

2.d) Organize mathematical thinking and utilize appropriate mathematical vocabulary and symbols to precisely express ideas orally, pictorially, and in writing to diverse audiences;

2.e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts; and

Standard 3. Content Pedagogy. Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, and implement formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Preservice teacher candidates:

3.a) Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains;

3.b) Analyze and consider research in planning for and leading students in rich mathematical learning experiences;

3.c) Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural fluency;

3.d) Provide all students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace;

3.e) Implement techniques related to student engagement and communication including selecting high quality tasks, identifying student misconceptions, and employing a range of questioning strategies;

3.f) Plan, select, and implement formative and summative assessments reflecting mathematical knowledge, skills, understanding, and performance that are essential for all students; and

3.g) Monitor all students' progress, make instructional decisions, and measure all students' mathematical understanding and ability using formative and summative assessments.

Standard 4. Mathematical Learning Environment. Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, including culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and have high expectations for all students. They use

instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Preservice teacher candidates:

4.a) Exhibit in-depth knowledge of adolescent development and behavior and demonstrate a positive disposition toward mathematical processes and learning;

4.b) Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which all students are actively engaged in building new knowledge from prior knowledge and experiences;

4.c) Incorporate knowledge of individual differences and the cultural diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students;

4.d) Demonstrate equitable and ethical treatment of and high expectations for all students;

4.e) Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and technology; and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations.

Standard 5. Impact on Student Learning. Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, which supports the continual development of a productive disposition toward mathematics, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

Preservice teacher candidates:

5.a) Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include technology in building new knowledge; and

5.b) Analyze, reflect, and provide data that students have built new knowledge by their engagement in developmentally appropriate mathematical activities and investigations that include technology.

Standard 6. Professional Knowledge and Skills. Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform

practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Preservice teacher candidates:

6.a) Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics;

6.b) Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance all students' knowledge of mathematics; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner; and

6.c) Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

Standard 7. Secondary Mathematics Field Experiences and Clinical Practice. Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching experience in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

Preservice teacher candidates:

7.a) Engage in a sequence of planned field experiences and clinical practice prior to full-time student teaching experience that include observing and participating in both middle and high school mathematics classrooms under the supervision of experienced and highly qualified mathematics teachers and in varied settings that reflect cultural, ethnic, gender, and learning differences.

7.b) Experience full-time student teaching in secondary mathematics that is supervised by a highly qualified mathematics teacher and a university or college supervisor with secondary mathematics teaching experience or equivalent knowledge base.

7.c) Develop knowledge, skills, and professional behavior across both middle and high school settings; examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment; and work with a diverse range of students individually, in small groups, and in large class settings.

006.37 Middle Level Education

006.37A Grade Levels: 5–9

006.37B Endorsement Type: Subject

006.37C Persons with this endorsement may teach grades 5 through 9 in the area(s) of the endorsement.

006.37D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of which 12 semester hours shall be in professional education courses, not including clinical experience, related to middle level education, and a minimum of 24 semester hours in one core academic area as listed in 006.38D1.

006.37D1 Core Academic Areas

006.37D1a English Language Arts
006.37D1b Mathematics
006.37D1c Science
006.37D1d Social Science

006.37D2 Additional content areas may be added with a minimum of 24 semester hours in any of the core academic areas as listed above, or in any of the following content areas:

006.37D2a Agriculture Education;
006.37D2b Business, Marketing and Information Technology Education;
006.37D2c Family and Consumer Sciences;
006.37D2d Health and Physical Education;
006.37D2e Industrial Technology Education;
006.37D2f World Language

006.37E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

Through the courses identified in its plan, the institution must provide middle level teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

Standard 1: Demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the Nebraska Content Standards in the areas of reading/writing, mathematics, science, and social studies for grades five through nine, and demonstrate knowledge of how these concepts, skills, and processes relate to the Nebraska Content Standards beyond the eighth grade in the areas of reading/writing, mathematics, science, and social studies.

Standard 2: Young Adolescent Development:
Middle level teacher candidates understand, use and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Element 1. Knowledge of Young Adolescent Development:
Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

Element 2. Knowledge of the implications of Diversity on Young Adolescent Development:
Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.), and they participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

Element 3. Implications of young Adolescent Development for Middle Level Curriculum and Instruction:
Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Element 4. Implications of Young Adolescent Development for Middle Level Programs and Practices:
Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory program.

Standard 3: Middle Level Philosophy and School Organization:
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Element 1. Middle Level Philosophical Foundations:
Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Element 2. Middle Level Organization and Best Practices:
Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.) They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

Standard 4: Middle Level Curriculum:
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.)

Element 1. Subject Matter Content Knowledge:

Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, science, social science). They incorporate information literacy skills and state-of-the-are technologies into teaching their subjects.

Element 2. Middle Level Student Standards:
Middle level teacher candidates use their knowledge of local, state, and national standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

Element 3. Interdisciplinary Nature of Knowledge:
Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

Element 4. Reading in the Content Area
Middle level teacher candidates plan, organize, deliver, and assess content area reading strategies, demonstrate techniques for content area and grade level appropriate vocabulary instruction, and develop essential, grade level, content specific comprehension strategies for reading complex text.

Standard 5: Middle Level Instruction and Assessment:
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, literacy skills, and technologies to meet the learning needs of all young adolescents.

Element 1. Content Pedagogy:
Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

Element 2. Middle Level Instructional Strategies:
Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem

solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.)

Element 3. Middle Level Assessment and Data-Informed Instruction:
Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element 4. Young Adolescent Motivation:
Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

The institution must provide opportunities for middle level teacher candidates to demonstrate the following competencies and dispositions in at least one core academic area, selected from the following content areas:

1. <u>English Language Arts</u>

Standard 1. Content Knowledge
Candidates demonstrate knowledge of English language arts subject matter content that specifically incudes literature and multimedia texts as well as knowledge of the nature of young adolescents as readers.

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

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

Standard 2. Content Knowledge
Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of young adolescents as language users.

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

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

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

Standard 3. Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts

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

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

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

Element 3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

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

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

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

Standard 4. Content Pedagogy: Planning Writing and Composition Instruction in English Language Arts

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

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

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

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

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

Standard 5. Learners and Learning: Implementing English Language Arts Instruction

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

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

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

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

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

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

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

Element 2. Candidates use knowledge of theories and research to plan instruction responsive to young adolescent students' local, national and international histories, individual identities (e.g., race, ethnicity, age, appearance, abilities, socioeconomic status, community environment, etc.), and languages as they affect students' opportunities to learn in English Language Arts.

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

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

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

2. Mathematics

Standard 1. Content Knowledge

Effective teachers of middle grades mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Element 1. Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as outlined in the *NCTM CAEP Mathematics Content for Middle Grades*.

Standard 2. Mathematical Practices

Effective teachers of middle grades mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

Element 1. Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Element 2. Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reason of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Element 3. Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Element 4. Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

Element 5. Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

Element 6. Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Standard 3. Content Pedagogy
Effective teachers of middle grades mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Element 1. Apply knowledge of curriculum standards for middle grades mathematics and their relationship to student learning within and across mathematical domains.

Element 2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

Element 3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics—specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Element 4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Element 5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding

mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Element 6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

Element 7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

Standard 4. Mathematical Learning Environment
Effective teachers of middle grades mathematics exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Element 1. Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

Element 2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

Element 3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

Element 4. Demonstrate equitable and ethical treatment of and high expectations for all students.

Element 5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

Standard 5. Impact on Student Learning
Effective teachers of middle grades mathematics provide evidence demonstrating that as a result of their instruction, middle grades students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a positive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

Element 1. Verify that middle grades students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

Element 2. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

Element 3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Standard 6. Professional Knowledge and Skills
Effective teachers of middle grades mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Element 1. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.

Element 2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

Element 3. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

3. Science

Standard 1. Content Knowledge
Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Element 1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

Element 2. Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.

Element 3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching middle level students.

Standard 2. Content Pedagogy
Effective teachers of science understand how students learn and develop scientific knowledge. They use scientific inquiry to develop this knowledge for all students.

Element 1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

Element 2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

Element 3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Standard 3. Learning Environments
Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Element 1. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology – to allow access so that all students learn. These strategies are inclusive and motivating for all students.

Element 2. Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

Element 3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

Element 4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Standard 4. Safety
Effective teachers of science can, in a middle level classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the middle level science classroom.

Element 1. Design activities in a middle level classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

Element 2. Design and demonstrate activities in a middle level classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

Element 3. Design and demonstrate activities in a middle level classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 5. Impact on Student Learning

Effective teachers of science provide evidence to show that middle level students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Element 1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

Element 2. Provide data to show that middle level students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

Element 3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6. Professional Knowledge and Skills
Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Element 1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

Element 2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

4. <u>Social Sciences</u>

Standard 1. Demonstrate knowledge and understanding of the four major 'motifs' or concerns of young adolescents and make connections with the social sciences to address those 'motifs,' which include:

Element 1. To meet students' concern with self: development of self-esteem and a strong sense of identity, the teacher candidate will:
a. Acquire appropriate skills and attitudes to be a lifelong learner;
b. Communicate effectively;
c. Conduct activities necessary for research, critical thinking and problem solving;

d. Recognize and capitalize upon the relationships between school subjects, as well as integrate experiences with academic knowledge;
e. Awareness and use of primary sources.

Element 2. To meet students' concern for right and wrong: development of ethics, the teacher candidate will:
a. Show a strong commitment to democratic values and ethical standards;
b. Think critically and to analyze one's own thoughts and actions.

Element 3. To meet students' concern for others: development of group and other-centeredness, the teacher candidate will:
a. Function effectively as a member of a variety of political, economic, and social groups such as the family, marketplace, and the community;
b. Show efficacy in analyzing and participating in contemporary affairs, public policy matters, and global issues;
c. Understand the significance of the past to one's own life and to current social issues.

Element 4. To meet student's concern for the world: development of a global perspective, the teacher candidate will:
a. Demonstrate respect for cultural diversity, knowledge of diverse cultures, and intercultural competencies;
b. Understand and appreciate the delicate relationship between humans and the natural world;
c. Demonstrate knowledge of temporal and spatial relationships and of the world as a dynamic system.

Standard 2. Demonstrate knowledge and an understanding of the unifying concepts and processes of the social sciences, including being able to:

Element 1. Communicate – The teacher candidate will:
a. Listen, read critically, interpret, translate, and express ideas and information in both group and interpersonal communication.

Element 2. Inquire – The teacher candidate will:
a. Formulate and clarify questions, investigate problems, and develop rational conclusions supported by evidence.
b. Recognize there are various perspectives in the area of inquiry.
c. Recognize there is bias in others and themselves.
d. Recognize the value of critical and creative thinking.

Element 3. Participate – The teacher candidate will:

a. Act both individually and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.
b. Take responsibility for individual and group work.
c. Respond to class, school, community, state, or national public issues.
d. Value the importance of taking action to support reasonable citizenship.

Standard 3. Demonstrate knowledge and an understanding of empowering and engaging social studies teaching which includes:

Element 1. Providing meaningful experiences, which encourage students to learn through purposeful experiences, designed around stimulating ideas, social issues and themes, and discourages the memorization of disconnected pieces of information.

Element 2. Providing significant experiences, which are student-centered and age appropriate and centered around truly significant events, concepts, and principles that students need to know and apply in their everyday lives.

Element 3. Providing challenging experiences, which involve modeling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.

Element 4. Providing active experiences which encourage students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

Element 5. Providing integrative social studies instruction, which crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the cultural and physical environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.

Element 6. Providing issues-based social studies which considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and the differences, and a commitment to social responsibility and action.

Standard 4. Demonstrate a knowledge and understanding of the learning context of the middle grades social studies classroom that is inclusive and inviting, emphasizes respect for diversity, encourages engagement and interactivity, uses relevant and

significant resource-based learning; expands literacy through social studies, integrates technology and social studies, applies a variety of instructional approaches and strategies, and assesses and evaluates student learning using a variety of research-based assessment strategies.

Standard 5. Demonstrate a knowledge and understanding of and be able to teach the following social science disciplines at the middle level:

Element 1. Civics

a. Develop and apply knowledge of responsible citizenship within local, state, and national levels, including constitutional government, citizen rights and responsibilities, political processes, public policy, and judicial systems.

Element 2. Economics

a. Develop and apply knowledge of economic decisions within the American economy and the impact within local, state, national, and international levels, including marketplace operation, economic structure, role of government, and personal finance.

Element 3. Geography

a. Develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels, including the world in spatial terms, places and regions, physical systems, human systems, human/environment interactions, and application of geography to issues and events.

Element 4. History

a. Develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels, including chronological thinking, historical comprehension, multiple perspectives, historical analysis and interpretation, and historical research skills.

Middle Level Guidelines based on the Association for Middle Level Education (AMLE) Teacher Preparation Standards (2012).

Middle Level core academic content guidelines based on National Council of Teachers of English Standards (2012), National Council of Teachers of Mathematics Standards for Middle Grades Initial Preparation (2012), National Science Teachers Association Standards for Middle Grades Preservice Teachers (2012), and National Standards for Social Studies Teachers (2002). Institutions should refer to appropriate standards for additional content areas.

006.38 Music

006.38A Grade Levels: PK-12

006.38B Endorsement Type: Field

006.38C Persons with this endorsement may teach music in prekindergarten through grade 12.

006.38D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in music education. Music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

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

006.38F 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 opportunities for music education teacher candidates to demonstrate the dispositions and competencies required by the following guidelines. The music teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the *Nebraska Fine Arts Standards: Music* as adopted by the Nebraska State Board of Education.

Standard 1. Conducting and Musical Leadership
The music education teacher candidate must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.

Standard 2. Musical Creation and Adaptation
The music education teacher candidate must compose, arrange, and improvise music.

The music education teacher candidate must demonstrate ability to:

Element 1. Create original music in a variety of styles and settings;

Element 2. Arrange/adapt music from a variety of sources; and

Element 3. Spontaneously create music in a variety of styles and settings.

Standard 3. Performance
The music education teacher candidates must demonstrate abilities in solo and ensemble performance.

The music education teacher candidate must:

Element 1. Display technical skills for artistic self-expression in at least one major applied area; and

Element 2. Understand and perform standard repertoire in a variety of ensemble settings.

Standard 4. Theory and History
The music education teacher candidate must develop knowledge and skills pertaining to the structure, function and context of music.

The music teacher education candidate must:

Element 1. Apply analytical skills to a variety of styles and time periods through music theory and analysis; and

Element 2. Possess understanding of music as an art form across various time periods and cultures through the study of music history and literature.

Standard 5. Essential Teaching Competencies
The music education teacher candidate must apply music knowledge and skills in teaching situations; and integrate music instruction within the context of PK-12 education.

The music education teacher candidate must:

Element 1. Apply understanding of child growth and development and learning principles relevant to music instruction;

Element 2. Plan and deliver developmentally appropriate instruction utilizing relevant methods and materials to meet the diverse experiences and needs of the student;

Element 3. Utilize effective classroom management and rehearsal techniques;

Element 4. Apply vocal and instrumental skills and pedagogy for effective student instruction;

Element 5. Enhance classroom learning through the use of piano (may include other accompanying instruments);

Element 6. Model and apply technology tools and resources that promote music teaching and learning;

Element 7. Utilize formative and summative assessment to monitor student progress and evaluate instructional effectiveness and curriculum management; and

Element 8. Use best practices and research-based data to inform curriculum development and continuous music program improvement.

Standard 6. Professionalism
Music education teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in professional development experiences specific to music and music education, draw upon music education research to inform practice, continuously reflect on their own practice, advocate for music education in schools and communities, utilize resources from professional music organizations, and administer the music program.

The music education teacher candidate must:

Element 1. Take an active role in their own professional growth by participating in professional development experiences that directly relate to the learning and teaching of music;

Element 2. Engage in continuous and collaborative learning that draws upon research in music education to inform practice;

Element 3. Utilize resources from professional music organizations to advance their own development as a reflective practitioner;

Element 4. Demonstrate an understanding of the administration and management of a successful music program; and

Element 5. Advance the profession by engaging in activities such as informed advocacy for music education for all students and mentoring experiences in schools and communities.

Guidelines informed by National Association of Schools of Music (NASM) Standards for Music Educators (2014).

006.39 Physical Education

006.39A Grade Levels: PK-6, 7-12, PK-12

006.39B Endorsement Type: Subject

006.39C Persons with this endorsement may teach physical education in prekindergarten through grade 6, grades 7 through 12, or prekindergarten through grade 12.

006.39D Certification Endorsement Requirement: This endorsement shall require a minimum of 30 semester hours in physical education courses for prekindergarten through grade 6 or grades 7-12 endorsements.

006.39D1 The PK-6 endorsement shall require a minimum of 15 semester hours in foundations of physical education, including anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs.

006.39D2 The 7-12 endorsement shall require a minimum of 15 semester hours in foundations of physical education, including anatomy, kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in secondary school physical education programs.

006.39D3 Applicants seeking both the PK-6 and 7-12 endorsements or the PK-12 endorsement, are required to earn a minimum of 42 semester hours of coursework as prescribed above for elementary and secondary school physical education programs.

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

006.39F 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 should prepare prospective physical education teachers, according to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards to:

Standard 1. Demonstrate Scientific and Theoretical Knowledge

Element 1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

Element 2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

Element 3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

Element 4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.

Element 5. Analyze and correct critical elements of motor skills and performance concepts.

Standard 2. Demonstrate Skill and Fitness Based Competence

Element 1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

Element 2. Achieve and maintain a health-enhancing level of fitness throughout the program.

Element 3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Standard 3. Plan and Implement Curriculum

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

Element 2. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities.

Element 3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.

Element 4. Design and implement content that is aligned with lesson objectives.

Element 5. Plan for and manage resources to provide active, fair, and equitable learning experiences.

Element 6. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Element 7. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

Element 8. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4. Demonstrate Instructional Delivery and Classroom Management

Element 1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

Element 2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

Element 3. Provide effective instructional feedback for skill acquisition, student learning, and motivation.

Element 4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

Element 5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

Element 6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5. Demonstrate Impact on Student Learning

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

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

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

Standard 6. Demonstrate Professionalism

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

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

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

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

006.40 Physics

006.40A Grade Levels: 7-12

006.40B Endorsement Type: Subject

006.40C Persons with this endorsement may teach any physics course in grades 7 through 12.

006.40D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in physics, and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

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

006.40F 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 physics teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Science Teachers Association Standards (2011).

Secondary science teachers will be prepared with depth and breadth in the content of a given field. The major divisions of the natural sciences are biology, chemistry, Earth and space science, and physics. All teachers licensed in a given discipline will know,

understand, and teach with the breadth of understanding reflected in the core competencies for that discipline.

Standard 1. Content Knowledge – Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and application in their fields of licensure. Candidates will:

Element 1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

Element 2. Understand the central concepts of the supporting disciplines.

Element 3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

Element 4. Core Competencies. All teachers of physics will lead students to understand:

A. Energy, work, and power;

B. Motion, major forces, and momentum;

C. Newtonian physics including engineering applications;

D. Conservation of mass, momentum, energy, and charge;

E. Physical properties of matter;

F. Kinetic-molecular motion and atomic models;

G. Radioactivity, nuclear reactors, fission, and fusion;

H. Wave theory, sound, light, the electromagnetic spectrum and optics;

I. Electricity and magnetism;

J. Fundamental processes of investigating in physics; and

K. Applications of physics in environmental quality and to personal and community health.

Element 5. Advanced Competencies. In addition to the core competencies, teachers of physics as a primary field will be prepared to effectively lead students to understand:

A. Thermodynamics and energy-matter relationships;

B. Nuclear physics including matter-energy duality and reactivity;

C. Angular rotation and momentum, centripetal forces, and vector analysis;

D. Quantum mechanics, space-time relationships, and special relativity;

E. Models of nuclear and subatomic structures and behavior;

F. Light behavior, including wave-particle duality and models;

G. Electrical phenomena including electric fields, vector analysis, energy, potential, capitance, and inductance;

H. Issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development;

I. Historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and evolution of theories in physics;

J. How to design, conduct, and report research in physics; and

K. Applications of physics and engineering in society, business, industry, and health fields.

Element 6. Supporting Competencies. All teachers of physics will be prepared to effectively apply concepts from other sciences and mathematics to the teaching of physics including concepts of:

A. Biology, including organization of life, bioenergetics, biomechanics, and cycles of matter;

B. Chemistry, including organization of matter and energy, electrochemistry, thermodynamics, and bonding;

C. Earth sciences and space sciences related to structure of the universe, energy, and interactions of matter; and

D. Mathematical and statistical concepts and skills including statistics and the use of differential equations and calculus.

Element 7. All secondary teachers will also be prepared to lead students to understand the unifying concepts of science, including:

A. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science;

B. Nature of scientific evidence and the use of models for explanation;

C. Measurement as a way of knowing and organizing observations of constancy and change;

D. Evolution of natural systems and factors that result in evolution or equilibrium; and

E. Interrelationships of form, function, and behaviors in living and nonliving systems.

Standard 2. Content Pedagogy – Effective teachers of science understand how students learn and develop scientific knowledge. Candidates use scientific inquiry to develop this knowledge. Candidates will:

Element 1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how students learn science.

Element 2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.

Element 3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Standard 3. Learning Environments – Effective teachers of science are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met. Candidates will:

Element 1. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities - including laboratory or field settings - to help all students learn.

Element 2. Plans include active inquiry lessons where students collect and interpret data in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences.

Element 3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

Element 4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Standard 4. Safety – Effective teachers of science can, in a 7-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the 7-12 science classroom appropriate to their area of licensure. Candidates will:

Element 1. Design activities in a 7-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

Element 2. Design and demonstrate activities in a 7-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

Element 3. Design and demonstrate activities in a 7-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 5. Impact on Student Learning – Effective teachers of science provide evidence to show that 7-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates will:

Element 1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

Element 2. Provide data to show that 7-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertion made in the name of science.

Element 3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6. Professional Knowledge and Skills – Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community. Candidates will:

Element 1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

Element 2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

006.41 Political Science

006.41A Grade Levels: 7-12

006.41B Endorsement Type: Subject

006.41C Persons with this endorsement may teach political science in grades 7 through 12.

006.41D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in Political Science and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Psychology, and/or either Anthropology or Sociology).

006.41E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in *92 NAC 10* into the curriculum as applicable to the grade level endorsement.

006.41F 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 should prepare prospective teachers to:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Demonstrate the purpose of government;

C. Demonstrate an understanding of the history, structure, and function of the federal, state, county, local, and tribal governments, including being able to identify the key

ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;

D. Demonstrate an understanding of the United States two party political system;

E. Demonstrate an understanding of United States domestic and foreign policies;

F. Demonstrate an understanding of citizenship in the United States, including being able to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;

G. Demonstrate an understanding of sovereign tribal nations and their relationship to local, state, and federal governments;

H. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view; and

I. Analyze and evaluate the influence of various forms of citizen action on public policy, including the impact of lobbyists.

006.42 Psychology

006.42A Grade Levels: 7-12

006.42B Endorsement Type: Subject

006.42C Persons with this endorsement may teach psychology in grades 7 through 12.

006.42D Certification Endorsement Requirements: This endorsement requires a minimum of 36 hours including 30 semester hours in Psychology and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Political Science, and/or Anthropology or Sociology).

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

006.42F 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 should prepare prospective teachers to:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting psychology research methods;

C. Demonstrate an understanding of psychology's origins, subfields, and ethical research standards;

D. Demonstrate an understanding of the biological bases of behavior;

E. Demonstrate an understanding of lifespan development;

F. Demonstrate an understanding of the cognitive areas of memory, learning, and thought and language; and

G. Demonstrate an understanding of the socio-cultural areas of social psychology, personality, and psychological health or disorders.

006.43 Reading and Writing

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

006.43B Endorsement Type: Supplemental

006.43C Persons with this endorsement may teach reading and writing, in prekindergarten through grade 6, or in grades 7 through 12.

006.43D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in courses selected from reading, writing, and language theories, developmental reading and writing on the elementary or secondary level, appropriate strategies and skills, diagnostic and intervention techniques and resources, and children's or adolescent literature, language, and writing, and including an approved field experience.

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

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

Through the courses identified in its plan, the institution must prepare candidates for this endorsement to demonstrate an understanding of and an ability to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska State Standards for students at all grade levels, and provide opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the International Reading Association (IRA) Standards for Reading and Writing (2010):

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

Element 1. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including work recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence may include, but is not limited to:

Elementary Level Candidates:

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

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

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

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

Secondary Level Candidates:

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

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

Elementary and Secondary Level Candidates:

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

Elementary Level Candidates:

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

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

Secondary Level Candidates:

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

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

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

Elementary and Secondary Level Candidates:

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

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

Elementary Level Candidates:

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

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

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

Secondary Level Candidates:

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

Secondary Level Candidates:

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

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

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

Elementary and Secondary Level Candidates:

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

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

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

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

Secondary Level Candidates:

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

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

Elementary and Secondary Level Candidates:

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

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

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

Elementary Level Candidates:

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

Secondary Level Candidates:

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

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

Elementary and Secondary Level Candidates:

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

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

Elementary Level Candidates:

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

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

Elementary and Secondary Level Candidates:

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

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

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

Elementary and Secondary Level Candidates:

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

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

Elementary and Secondary level Candidates:

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

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

Elementary and Secondary Level Candidates:

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

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

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

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

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

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

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

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

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

Elementary and Secondary Level Candidates:

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

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

C. Apply learning from professional development to instructional practices.

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

Elementary and Secondary Level Candidates:

A. Are informed about important professional issues; and

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

006.44 Reading Specialist

006.44A Grade Levels: PK-12

006.44B Endorsement Type: Subject

006.44C Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students in prekindergarten through grade 12.

006.44D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level.

006.44D1 Additional Requirements: An applicant for this endorsement shall have a regular teaching certificate and two (2) years of teaching experience.

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

006.44F 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 candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the International Reading Association (IRA) Standards for Reading Professionals (2010).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

Element 4.3 Candidates develop and implement strategies to advocate for equity. Evidence that demonstrates competence shall include, but is not limited to:

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

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

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

D. Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

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

Element 5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. Evidence that demonstrates competence shall include, but is not limited to:

A. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same; and

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

Element 5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students'

opportunities for learning to read and write. Evidence that demonstrates competence shall include, but is not limited to:

A. Create supportive social environments for all students, especially those who struggle with reading and writing;

B. Model for and support teachers and other professionals in doing the same for all students; and

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

Element 5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). Evidence that demonstrates competence shall include, but is not limited to:

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

B. Create effective routines for all students, especially those who struggle with reading and writing; and

C. Support teachers in doing the same for all readers.

Element 5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. Evidence that demonstrates competence shall include, but is not limited to:

A. Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing; and

B. Support teachers in doing the same for all students.

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

Element 6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change. Evidence that demonstrates competence shall include, but is not limited to:

A. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals;

B. Use knowledge of students and teachers to build effective professional development programs; and

C. Use the research base to assist in building an effective, school-wide professional development program.

Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Evidence that demonstrates competence shall include, but is not limited to:

A. Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community;

B. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians;

C. Join and participate in professional literacy organizations, symposia, conferences, and workshops;

D. Demonstrate effective interpersonal, communication, and leadership skills; and

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

Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Evidence that demonstrates competence shall include, but is not limited to:

A. Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning);

B. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings; and

C. Support teachers in their efforts to use technology in literacy assessment and instruction.

Element 6.4 Candidates will understand and influence local, state, or national policy decisions. Evidence that demonstrates competence shall include, but is not limited to:

A. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction;

B. Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts;

C. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members; and

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

006.45 Religious Education

006.45A Grade Levels: PK-6, 7-12, K-12

006.45B Endorsement Type: Subject

006.45C Persons with this endorsement may teach religion in private schools.

006.45D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of religion.

006.45D1 College Limitation: This endorsement may be approved to be offered as part of an approved teacher education program only in nonpublic institutions of higher education.

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

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

006.46 Reserve Officer Training Corps (ROTC)

006.46A Grade Levels: 9-12

006.46B Endorsement Type: Subject

006.46C The endorsement shall be valid only in the area of ROTC and may appear only on a career education certificate.

006.46C1 Five (5) years of full time or salaried employment in the military.

006.46D A letter of recommendation from a military supervisor.

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

006.47 School Counselor

006.47A Grade Levels: PK-8, 7-12, PK-12

006.47B Endorsement Type: Subject (PK-8; 7-12); Field (PK-12)

006.47C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-8; 7-12; PK-12).

006.47D Certification Endorsement Requirements: This endorsement shall require:

006.47D1 A Master's Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours;

006.47D2 A minimum of 100 clock hours of school counseling field experiences prior to internship; and

006.47D3 A school counseling internship with a minimum of 450 clock-hours of internship at the grade levels of the endorsement; and

006.47D4 A previously earned teaching certificate with an endorsement contained in 92 NAC 24; or

006.47D41 If the candidate has not previously earned a teaching certificate with an endorsement contained in 92 NAC 24, the candidate must also complete a minimum of 12 additional semester hours of professional teacher education coursework related to core curriculum design, lesson plan development, classroom management strategies, student assessment, and differentiated instructional strategies.

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

006.47F 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 School Counselor candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines:

SCHOOL COUNSELING PROGRAM

School counselors shall possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the American School Counselor Association (ASCA) National Model: *A Framework for School Counseling Programs* (Third Edition 2012 or most current). The competencies required include the following:

Standard 1. School counselors shall articulate and demonstrate an understanding of:

Element 1. Their role as leaders who collaborate with stakeholders to improve student achievement and who are uniquely positioned to be student advocates and systems change agents.

Element 2. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate postsecondary education for every student to be college and career ready;

Element 3. Educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives;

Element 4. Measurement and assessment literacy;

Element 5. The continuum of mental health services, including prevention, intervention, and referral strategies to enhance student success.

Element 6. Theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.

Element 7. Legal and ethical issues unique to school counseling.

FOUNDATION

Standard 2. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the foundation component and implement the elements in a school counseling program, including:

Element 1. Program Focus complete with beliefs, benefits, vision and outcomes; for students and for the school counseling program.

Element 2. Student School Counseling Standards & Competencies
A. Mindsets and Behaviors – National School Counseling standards
B. Local, district and state academic standards
C. Nebraska Career Readiness Standards (employability skills)

Element 3. ASCA Professional School Counselor Competencies

MANAGEMENT

Standard 3. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Management component and implement these elements in a school counseling program, including:

Element 1. Use school counselor competency assessment and school counseling program assessments;

Element 2. Use current and emerging technology to efficiently manage the school counseling program;

Element 3. Use time assessment to measure and determine that 80% of time is spent in direct and indirect services as recommended;

Element 4. Create annual agreements with administrators;

Element 5. Establish advisory councils to review and make recommendations for the program;

Element 6. Use data to measure results of the school counseling program;

Element 7. Prepare action plans detailing how the school counselor intends to achieve results in school counseling curriculum, small groups and closing-the-gap activities;

Element 8. Develop lesson plans, design curriculum, implement classroom management strategies and differentiated instructional strategies;

Element 9. Create annual and weekly calendars to provide information about program activities.

DELIVERY

Standard 4. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Delivery component and implement the elements of a school counseling program in classroom school counseling

lessons, small group activities, and individual counseling/student planning sessions.

Element 1. Direct Services in Academic Development: Develop a program for PreK-12 Academic Development.

Develop an Academic Development program to teach effective learning strategies, self-management behaviors and related skills for academic achievement. The program includes academic counseling and advisement to access higher education. Content should include: transitions strategies through the PreK-12 and to postsecondary education, instruction of postsecondary entrance requirements, education planning, academic growth mindsets, knowledge of grading, transcripts, registering for courses/activities aligned to goals, assessments, access to special academic programs, career academies, advanced placement, dual credit, college early entry, or other educational opportunities and related skills needed for academic achievement aligned to postsecondary and career goals of students.

Element 2. Direct Services in Career Development: Develop a program for PreK-12 College and Career Readiness.

Develop a Career Development program that includes: self-awareness, career exploration, and career planning and management. Content should include: NDE-Nebraska Career Education and Career Technical Education resources; Nebraska Career Readiness Standards; Postsecondary access and financial aid resources from Nebraska EducationQuest Foundation; transition activities, and planning for all students, including students with disabilities.

Element 3. Direct Services in Social/Emotional Development: Develop a program for PreK-12 Social Emotional Development.

Develop a Social Emotional Learning program to support students to acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, appreciate diversity, establish and maintain positive relationships, and make responsible decisions to improve achievement.

Element 4. Direct Services for Individual Student Planning: Develop a program for Individual Student Planning (Personal Learning Plans in Nebraska), a document and a process that students use-with support from school

counselors, teachers, and parents to define career goals and postsecondary plans to inform decisions for registration of courses and activities throughout high school that lead to graduation and college and career access.

Element 5. Direct Services for Responsive Services: Develop a program for Responsive Services--services designed to help students resolve academic, career and social/emotional issues--including: counseling, crisis response, and referral resources within the school and community.

Element 6. Develop a program for Indirect Services-to promote student achievement and to improve equity and access for all students. Indirect Services may include strategies for referral processes, consultation, collaboration, and parent/family engagement, establishing community partnerships and/or development of new evidence based programs to support student achievement.

ACCOUNTABILITY

Standard 5. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Accountability component and implement these elements in a school counseling program, including:

Element 1. School Data Profile Analysis: Provide summary of school achievement, attendance, behavior, safety, assessments, dual credit participation, course taking patterns, college and career readiness, graduation rate, postsecondary going rate, parent participation etc.;

Element 2. Use-of-Time Assessment Analysis: School counselor will plan for 80% or more of their time on direct and indirect student services;

Element 3. Program Results-Analysis: Develop school counseling program results reports to ensure effectiveness and to inform decisions related to program improvement using curriculum results, small-group results and closing-the-gap results;

Element 4. School Counselors will share results and goals of the school counseling program to stakeholders regularly; employing school counselor skills of leadership, advocacy and systemic change for the benefit of all students to higher achievement.

Element 5. Evaluation and Improvement: The school counselor will self-assess using the ASCA School Counselor competencies and ethics and participate in a school counselor performance appraisal with school administration. The school counselor will conduct program assessments to evaluate goals and results of the school counseling program.

Standard 6. School Related Field Experiences for a School Counselor candidate must shall include at least 100 clock-hours in school settings at the grade levels of the endorsement in one or more components of the ASCA National Model (i.e., Foundation, Management, Delivery, and/or Accountability) prior to the internship experience.

Standard 7. Internship experiences must include a minimum of 450 clock-hours under the supervision of a certified school counselor, and demonstration of the competencies in these guidelines. The internship experiences must take place in a school setting at the grade levels of the endorsement. One hundred eighty (180) of the 450 clock-hours must be in direct service, including but not limited to, individual and group counseling, individual student planning, or developmental classroom guidance.

006.48 School Librarian

006.48A Grade Levels: PK-12

006.48B Endorsement Type: Field

006.48C Persons with this endorsement may supervise the development and organization of a library media program and teach or direct the use of the library media resources and services in prekindergarten through grade12.

006.48D Certificate Endorsement Requirements: This endorsement shall require the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including leadership, library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction.

006.48E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.48F 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 should prepare prospective school librarians, according to the American Library Association (ALA), American Association of School Librarians (AASL), and International Society for Technology in Education (ISTE) standards, to address the following:

Standard 1. Teaching for Learning: Candidates are effective teachers who can demonstrate knowledge of learners and learning, model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their

ability to inquire, think critically, gain and share knowledge. Elements of these competencies are:

Element 1. Knowledge of learners and learning;

Element 2. Effective and knowledgeable teachers;

Element 3. Instructional partners; and

Element 4. Integration of 21st-century skills and learning standards.

Standard 2. Literacy and Reading: Candidates promote reading for learning, personal growth, and enjoyment. They are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. Elements of these competencies are:

Element 1. Literature;

Element 2. Reading promotion;

Element 3. Respect for diversity; and

Element 4. Literacy strategies.

Standard 3. Information and Knowledge: Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community and demonstrate the use of a variety of research strategies to generate knowledge to improve practice. Elements of these competencies are:

Element 1. Efficient and ethical information-seeking behavior;

Element 2. Access to information;

Element 3. Information technology; and

Element 4. Research and knowledge creation.

Standard 4. Advocacy and Leadership: Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. They provide leadership by articulating how school libraries contribute to student achievement. Elements of these competencies are:

Element 1. Networking with the library community;

Element 2. Professional development;

Element 3. Leadership; and

Element 4. Advocacy.

Standard 5. Program Management and Administration: Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. Elements of these competencies are:

Element 1. Collections;

Element 2. Professional ethics;

Element 3. Personnel, funding, and facilities; and

Element 4. Strategic planning and assessment.

006.49 School Psychologist

006.49A Grade Levels: PK-12

006.49B Endorsement Type: Field

006.49C Persons with this teaching endorsement may provide school psychological services to students (birth to age 21), school personnel, parents and other specialists related to individual student needs or school program considerations.

006.49D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 are exclusive of credit for the supervised internship.

006.49D1 A minimum of 1,200 clock hours of internship experience, supervised by a Standard Institution of Higher Education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

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

006.49F 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 shall prepare prospective school psychologists according to the standards of the National Association of School Psychologists (NASP). School psychologist candidates will possess the following skills:

Standard 1. Data- Based Decision Making and Accountability:

Element 1. Have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes; and

Element 2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

Standard 2. Consultation and Collaboration:

Element 1. Have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and use to promote effective implementation of services; and

Element 2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Standard 3. Interventions and Instructional Support to Develop Academic Skills:

Element 1. Have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies; and

Element 2. In collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Standard 4. Interventions and Mental Health Services to Develop Social and Life Skills:

Element 1. Have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based supported strategies to promote social-emotional functioning and mental health; and

Element 2. In collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.

Standard 5. Development and Learning:

Element 1. Have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity

factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity; and

Element 2. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

Standard 6. School-Wide Practices to Promote Learning:

Element 1. Have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health; and

Element 2. In collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Standard 7. Preventive and Responsive Services:

Element 1. Have knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention; and empirically supported strategies for effective crisis response; and

Element 2. In collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Standard 8. Family-School Collaboration Services:

Element 1. Have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; and

Element 2. In collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Standard 9. Research and Program Evaluation:

Element 1. Have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; and

Element 2. Demonstrate skills to evaluate and apply research as a foundation for service techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Standard 10. Legal, Ethical, and Professional Practice:

Element 1. Have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practices at the individual, group, and/or systems levels; and

Element 2. Demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

006.50 Science

006.50A Grade Levels: 7-12

006.50B Endorsement Type: Field

006.50C Persons with this endorsement may teach any science course in grades 7 through 12.

006.50D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours of laboratory-based courses with a minimum of two laboratory-based courses in each of the four disciplines in the sciences (biology, chemistry, Earth and space, and physics). A laboratory-based course provides activity-based, hands-on experiences for all students. Laboratory activities shall be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concepts to the real lives of students.

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

006.50F 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 secondary science teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Science Teachers Association Standards (2011).

Standard 1. Content Knowledge – Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and application in their fields of licensure. Candidates will:

Element 1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

Element 2. Understand the central concepts of the supporting disciplines.

Element 3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 7-12 students.

Element 4. All teachers of **biology** should be prepared to lead students to understand the unifying concepts required of all teachers of science, and should also be prepared to lead students to understand the following:

A. Life processes in living systems including organization of matter and energy;

B. Similarities and differences among animals, plants, fungi, microorganisms, and viruses;

C. Ecological systems including the interrelationships and dependencies of organisms with each other and their environments;

D. Population dynamics and the impact of population on its environment;

E. General concepts of genetics and heredity;

F. Organizations and functions of cells and multi-cellular systems;

G. Behavior of organisms and their relationships to social systems;

H. Regulation of biological systems including homeostatic mechanisms;

I. Fundamental processes of modeling and investigating in the biological sciences;

J. Applications of biology in environmental quality and in personal and community health;

K. Bioenergetics including biochemical pathways;

L. Molecular genetics and heredity and mechanisms of genetic modification; and

M. Molecular basis for evolutionary theory and classification.

Element 5. All teachers of **chemistry** will be prepared to lead students to understand the unifying concepts required of all teachers of science, and will also be prepared to lead students to understand the following:

A. Fundamental structures of atoms and molecules;

B. Basic principles of ionic, covalent, and metallic bonding;

C. Periodicity of physical and chemical properties of elements;

D. Laws of conservation of matter and energy;

E. Fundamentals of chemical kinetics, equilibrium, and thermodynamics;

F. Kinetic molecular theory and gas laws;

G. Mole concept, stoichiometry, and laws of composition;

H. Solutions, colloids, and colligative properties;

I. Acids/base chemistry;

J. Fundamental oxidation-reduction chemistry, fundamental organic chemistry and biochemistry;

K. Fundamental biochemistry;

L. Nature of Science and fundamental processes in chemistry;

M. Applications of chemistry in personal and community health and environmental quality;

N. Fundamentals of nuclear chemistry; and

O. Historical development and perspectives in chemistry.

Element 6. All teachers of the **Earth and space sciences** will be prepared to lead students to understand the unifying concepts required of all teachers of science, and will also be prepared to lead students to understand the following:

A. Characteristics of land, atmosphere, and ocean systems on Earth;

B. Properties, measurement, and classification of Earth materials;

C. Changes in the Earth including land formation and erosion;

D. Geochemical cycles including biotic and abiotic systems;

E. Energy flow and transformation in Earth systems;

F. Hydrological features of the Earth;

G. Patterns and changes in the atmosphere, weather, and climate;

H. Origin, evolution, and planetary behaviors of Earth;

I. Origin, evolution, and properties of the universe;

J. Fundamental processes of investigating in the Earth and space sciences;

K. Sources and limits of natural resources; and

L. Applications of Earth and space sciences to environmental quality and to personal and community health and welfare.

Element 7. All teachers of **physics** will be prepared to lead students to understand the unifying concepts required of all teachers of science, and will also be prepared to lead students to understand:

A. Energy, work, and power;

B. Motion, major forces, and momentum;

C. Newtonian principles and laws including engineering applications;

D. Conservation of mass, momentum, energy, and charge;

E. Physical properties of matter;

F. Kinetic-molecular motion and atomic models;

G. Radioactivity, nuclear reactors, fission, and fusion;

H. Wave theory, sound, light, the electromagnetic spectrum and optics;

I. Electricity and magnetism;

J. Fundamental processes of investigating in physics; and

K. Applications of physics in environmental quality and to personal and community health.

Element 8. All secondary teachers will also be prepared to lead students to understand the unifying concepts of science, including:

A. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science;

B. Nature of scientific evidence and the use of models for explanation;

C. Measurement as a way of knowing and organizing observations of constancy and change;

D. Evolution of natural systems and factors that result in evolution or equilibrium;

E. Interrelationships of form, function, and behaviors in living and nonliving systems; and, in addition,

F. How to design, conduct, and report research in science.

Standard 2: Content Pedagogy – Effective teachers of science understand how students learn and develop scientific knowledge. Candidates use scientific inquiry to develop this knowledge. Candidates will:

Element 1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how students learn science;

Element 2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences; and

Element 3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Standard 3: Learning Environments – Effective teachers of science are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met. Candidates will:

Element 1. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities - including laboratory or field settings - to help all students learn;

Element 2. Make plans which include active inquiry lessons where students collect and interpret data in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences;

Element 3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated; and

Element 4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Standard 4: Safety -- Effective teachers of science can, in a 7-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the

ethical treatment of living organisms needed in the 7-12 science classroom appropriate to their area of licensure. Candidates will:

Element 1. Design activities in a 7-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction;

Element 2. Design and demonstrate activities in a 7-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students; and

Element 3. Design and demonstrate activities in a 7-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 5: Impact on Student Learning -- Effective teachers of science provide evidence to show that 7-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates will:

Element 1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected;

Element 2. Provide data to show that 7-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science; and

Element 3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6: Professional Knowledge and Skills -- Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community. Candidates will:

Element 1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community; and

Element 2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

006.51 Secondary English

006.51A Grade Levels: 7-12

006.51B Endorsement Type: Subject

006.51C Persons with this endorsement may teach secondary English courses such as English I, English II, English III, English IV, and Reading in grades 7 through 12.

006.51D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of content and pedagogical content coursework in reading/literacy skills and strategies, writing, language, and literature.

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

006.51F 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 candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the National Council of Teachers of English (NCTE)/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012).

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

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

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

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

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

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

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

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

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

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

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

Element 3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

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

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

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

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

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

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

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

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

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

Element 1. Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community

contexts, and knowledge about students' linguistic and cultural backgrounds.

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

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

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

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

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

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

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

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

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

006.52 Secondary Transition Specialist

006.52A Grade Levels: 7-12

006.52B Endorsement Type: Supplemental

006.52C Persons with this endorsement may teach, consult, or provide transition services for youth with verified disabilities in grades 7 through 12.

006.52D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 graduate semester hours of coursework and clinical experience related to transition with emphasis on youth with disabilities, ages 14 through 21.

006.52E Endorsement Program requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the 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 with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

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.
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:

a. Procedures and requirements for referring individuals to community service agencies.
b. Implications of individual characteristics with respect to post-school outcomes and support needs.

c. Formal and informal approaches for identifying students' interests and preferences related to educational experiences and post-school goals.
d. Match skills and interests of the individuals to skills and demands required by vocational and post-school settings.
e. Interpret results of career and vocational assessment for individuals, families, and professionals.
f. Use a variety of formal and informal career, transition, and vocational assessment procedures.
g. Evaluate and modify transition goals on an ongoing basis.
h. Assess and develop natural support systems to facilitate transition to post-school environments.

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.

Standard 3. Programs, Services, and Outcomes
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:

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

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:

a. Theoretical and applied models of transition.
b. Research on relationships between individual outcomes and transition practices.

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:

a. Transition-related laws and policies.
b. History of national transition policies.

Standard 6. Professional and Ethical Practice
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:

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

Standard 7. Collaboration
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:

a. Methods to increase transition service delivery through interagency agreements and collaborative funding.
b. Transition planning strategies that facilitate input from team members.
c. Design and use procedures to evaluate and improve transition education and services in collaboration with team members.
d. Provide information to families about transition education, services, support networks, and post-school options.
e. Involve team members in establishing transition policy.

f. Provide transition-focused technical assistance and professional development in collaboration with team members.
g. Collaborate with transition-focused agencies.
h. Develop interagency strategies to collect, share, and use student assessment data.
i. Use strategies for resolving differences in collaborative relationships with interagency agreements.
j. Assist teachers to identify educational program planning team members.
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).

006.53 Skilled and Technical Science Education

006.53A Grade Levels: 9-12

006.53B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an endorsement in Agricultural Education or Industrial Technology Education.

006.53C Persons with this endorsement may teach Skilled and Technical Science Education (formerly Trade and Industrial Education) in grades 9 through 12.

006.53D Certification Endorsement Requirements: This endorsement requires the following:

006.53D1 A minimum of 12 semester hours in one of the specific career areas listed below:

006.53D1a Architecture and Construction Career Area:

006.53D1a(1) Design and Pre-Construction; or
006.53D1a(2) Construction; or
006.53D1a(3) Maintenance and Operations

006.53D1b Manufacturing Career Area:

006.53D1b(1) Health, Safety and Environmental Assurance; or
006.53D1b(2) Logistics and Inventory Control; or
006.53D1b(3) Maintenance, Installation, and Repair; or
006.53D1b(4) Manufacturing Production Process Development; or
006.53D1b(5) Production; or
006.53D1b(6) Quality Assurance

006.53D1c Science Technology, Engineering, and Mathematics (STEM) Career Area:

006.53D1c(1) Engineering and Technology

006.53D1d Transportation, Distribution and Logistics Career Area:

006.53D1d(1) Facility and Mobile Equipment Maintenance; or
006.53D1d(2) Health, Safety and Environmental Management; or
006.53D1d(3) Logistics Planning and Management Services; or

006.53D1d(4) Transportation/Systems Infrastructure; or
006.53D1d(5) Warehousing and Distribution Center Operations

006.53D2 Work Experience: The endorsement is available only to those persons who have:

006.53D2a 1000 verified hours of paid employment in the industry in which the specific career area coursework is taken; or

006.53D2b 500 hours of verified paid employment in the industry in which the specific career area coursework is taken plus a valid nationally recognized trade certification/licensure in the career area in which the specific career area coursework is taken.

006.53D3 This endorsement shall require an applicant to earn, or qualify for, a Cooperative Education/Diversified Occupations endorsement which includes:

006.53D3a A minimum of three (3) semester hours in the principles/foundations of career education; and

006.53D3b A minimum of three (3) semester hours in the supervision of work-based learning.

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

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

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

A. Describe a personal philosophy regarding Skilled and Technical Science Education based on current research findings, and the application of that philosophy in curriculum and instructional design, assessment, and professional development, including being able to:

1. Design programs based on a mission statement with stated goals and objectives which reflect the definition and intent of Skilled and Technical Science Education; and,
2. Use an organized set of concepts, processes and systems that are technological when designing course outlines, instructional strategies, and evaluations of student work.

B. Demonstrate teaching and technical skills appropriate to successfully teaching the study of Skilled and Technical Science, including being able to:

1. Demonstrate knowledge and an understanding of the development of industry, its effects on people, the environment and culture; its organization, personnel systems and techniques, as well as resources and products and their impact on society and culture;
2. Use instructional content from a specific skilled and technical science education area at an industry level standard as determined by the institution;
3. Identify the use of contextual academics used in the skilled and technical science area;
4. Incorporate employability skills training into the teaching program;
5. Identify and incorporate safe and efficient use of contemporary technological tools, instruments, and machines into a program of study;
6. Incorporate insight, knowledge, and applications of technological concepts, processes and systems into a teaching program;
7. Use skills, creative abilities, positive self-concepts, and individual potentials in teaching skilled and technical sciences;
8. Apply problem-solving and creative abilities involving human and material resources, processes, and technological systems;
9. Use activity-oriented laboratory instruction which reinforces abstract concepts through concrete experiences;
10. Apply technology to the design and production of activities for student use;
11. Design Skilled and Technical Science Education programs that advance student attitudes, knowledge, and skills regarding how skilled and technical science systems function;
12. Facilitate the ability of students to apply skilled and technical sciences knowledge and skills, and to assess new or different past-present-future skilled and technical science systems; and
13. Manage a work-based learning program which includes the supervision of students in the workplace.

C. Demonstrate the ability to develop, manage, and evaluate a Skilled and Technical Science Education program in schools, including being able to:

1. Demonstrate a philosophy and understanding of career education;
2. Design a strategic program plan that includes a mission statement, rationale for change, goals and objectives, action steps, and program evaluation strategies;
3. Select content based on the goals and objectives appropriate to the specific skilled and technical science content;
4. Structure an educational environment in the classroom and laboratory to advance the instructional process including:
    a. Contextual academics;
    b. Technical skills based on national standards;
    c. Employability skills;
    d. Safety training and daily practice;
5. Select appropriate instructional technologies to effectively teach all student populations;
6. Demonstrate laboratory management (i.e., inventory, requisitioning equipment and materials, maintenance, and budgeting);
7. Integrate career student organizations into the curriculum;
8. Communicate and promote a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community;
9. Organize and coordinate an external advisory committee; and,
10. Use standards to evaluate and revise Skilled and Technical Science Education programs, including being able to identify standards for the program, establish a process for using the standards, and utilize findings for subsequent program revisions.

D. Demonstrate attitudes, knowledge, and skills needed for success as a teacher in Skilled and Technical Science Education, including being able to:

1. Create, revise, and analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The Skilled and Technical Science Education teacher prepares students:
    a. For initial employment and careers in a specific skilled and technical science area;
    b. For their roles as consumers and citizens;
    c. For advanced education in skilled and technical science areas;
    d. For roles as employees, owners and managers of skilled and technical science businesses;
    e. To understand domestic industries and how they are similar to and different from global industries; and,

   f. To access and apply current industrial technologies;

2. Organize classroom and laboratory experiences for the study of skilled and technical science;
3. Manage technological activities in both an individual and group setting;
4. Demonstrate positive and effective management techniques to include programs, learning environment, and activities outside the classroom that support and complement the program;
5. Apply multi-cultural and global perspectives as they relate to the study of skilled and technical science;
6. Demonstrate an understanding of the role and function of skilled and technical science in the global society; and,
7. Apply values and ethics as they relate to content issues in the study of skilled and technical science.

E. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and industry leaders, and others.

F. Demonstrate an understanding of and be able to apply skilled and technical science concepts, principles and processes in the specified career pathway.

G. Identify concepts and strategies needed for career exploration, development and growth in skilled and technical science areas.

H. Facilitate students in the realization of their full potential through career development.

006.54 Social Science

006.54A Grade Levels: 7-12

006.54B Endorsement Type: Field

006.54C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.54D Certification Endorsement Requirements: This endorsement shall require a minimum of 60 semester hours of coursework in the social sciences (Economics, Geography, History, Political Science, Psychology, and either Anthropology or Sociology). The 60 semester hours include a minimum of 21 semester hours in History, of which nine (9) must be in U.S. History and nine (9) in World History. There must be a minimum of six (6) semester hours in each of the remaining five social sciences areas (Economics, Geography, Political Science, Psychology, and either Anthropology or Sociology).

006.54E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in *92 NAC 10* into the curriculum as applicable to the grade level endorsement.

006.54F 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 should prepare prospective teachers to demonstrate the skills identified in sections A through G, and those in either H or I.

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Demonstrate the ability to create and deliver instruction which integrates three or more of the cognate areas of the social sciences (anthropology/sociology, economics, geography, history, political science, and psychology).

C. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **economics**, and be able to apply them, including being able to:

   1. Apply the unifying concepts and processes underlying the structure and operations of the United States economy and the role of citizens as producers and consumers;
   2. Analyze the characteristics of markets;
   3. Examine and relate the role of the national, state, local, and tribal entities in the United States economy;
   4. Establish connections and interdependence of the United States economic system and systems in other countries; and
   5. Apply primary sources and data to understand economic concepts.

D. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **geography**, and be able to apply them, including being able to:

   1. Demonstrate an understanding of maps, including mental maps, and other geographic representations, tools, and technologies to acquire and report information from a spatial perspective;
   2. Analyze the geographic information about people, places, and environments on the Earth's surface, which includes an understanding of both the physical and human characteristics of places;
   3. Demonstrate an understanding of the physical and cultural geography of Nebraska;
   4. Develop the concept of regions as a means to interpret Earth's complexity in terms of how culture and experience influence people's perceptions of places and regions including identification of Earth's ecosystems;
   5. Demonstrate an understanding of population distributions, human migrations and the complexity of the world's cultural mosaic;
   6. Analyze the patterns and networks of economic interdependency, the processes, patterns, and functions of human settlements, and explain the forces of cooperation and conflict;
   7. Demonstrate an understanding of the interrelationships of human actions and the physical environment, including being able to show cross cultural comparison of ideology and behaviors; and

8. Provide examples of how to use geography to interpret the past and present and to plan for the future.

E. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **history**, and be able to apply them, including being able to:

1. Compare patterns of development, continuity and influence between the United States and the rest of the Western Hemisphere;
2. Demonstrate knowledge and understanding of the people, cultures and civilizations of the Western Hemisphere;
3. Demonstrate knowledge and an understanding of Western and Eastern civilizations;
4. Use historical analysis and interpretation to consider the perspectives of cultural groups;
5. Identify and describe significant historical periods that impacted the development of the United States;
6. Use a chronological framework to understand the sociological, political, economic and cultural history of the global community through time;
7. Demonstrate knowledge and understanding of the cultural history of Nebraska, including Native American cultures;
8. Analyze the impact of Nebraska's past and present on United States history;
9. Investigate, interpret, and analyze important events and persistent issues using multiple historical and contemporary resources; and
10. Engage in historical research using primary sources.

F. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **political science**, and be able to apply them, including being able to:

1. Demonstrate the purpose of government;
2. Demonstrate an understanding of the history, structure, and function of the federal, state, county, local, and tribal governments, including being able to identify the key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
3. Demonstrate an understanding of the United States two party political system;
4. Demonstrate an understanding of United States domestic and foreign policies;
5. Demonstrate an understanding of citizenship in the United States, including being able to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
6. Demonstrate an understanding of sovereign tribal nations and their relationship to local, state, and federal governments;

7. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view; and
8. Analyze and evaluate the influence of various forms of citizen action on public policy, including the impact of lobbyists.

G. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **psychology**, and be able to apply them, including being able to:

1. Apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting psychology research methods;
2. Demonstrate an understanding of psychology's origins, subfields, and ethical research standards;
3. Demonstrate an understanding of the biological bases of behavior;
4. Demonstrate an understanding of lifespan development;
5. Demonstrate an understanding of the cognitive areas of memory, learning, and thought and language; and
6. Demonstrate an understanding of the socio-cultural areas of social psychology, personality, and psychological health and disorders.

H. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **anthropology**, and be able to apply them, including being able to:

1. Demonstrate an understanding of and be able to explain the historical development of the principal theories of anthropology;
2. Demonstrate an understanding of and be able to explain the key concepts of anthropology, including evolution, race, culture, worldview, and adaptive strategies;
3. Recognize and demonstrate the diversity of views and beliefs that explain the world;
4. Utilize the research methodology and ethics of data collection and analysis of each of the four subfields (physical, cultural, linguistics, and archaeology);
5. Apply the four subfields of anthropology to communities;
6. Define and explain the concepts and theories of physical anthropology;
7. Define and explain the concepts and theories of cultural anthropology;
8. Define and explain the concepts and theories of anthropological linguistics; and
9. Define and explain the concepts and theories of archaeology.

I. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in **sociology**, and be able to apply them, including being able to:

1. Recognize the relationship between historical social conditions and the development of sociological thought;
2. Analyze and describe strengths and weaknesses of major research methods used in sociology;
3. Recognize the relationship between culture and the individual, and the process of socialization;
4. Demonstrate an understanding of the different aspects of culture and cultural diversity;
5. Demonstrate knowledge and an understanding of social inequalities of race, class, and gender;
6. Recognize the institutional structure of society and how interrelated institutions order the lives of individuals; and
7. Recognize the nature of social change, including globalization, and analyze its effects on societies, communities, and the individual.

006.55 Sociology

006.55A Grade Levels: 7-12

006.55B Endorsement Type: Subject

006.55C Persons with this endorsement may teach sociology in grades 7 through 12.

006.55D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in sociology and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Political Science, Psychology, and/or Anthropology).

006.55E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses shall incorporate the Nebraska social studies/history content standards found in *92 NAC 10* into the curriculum as applicable to the grade level endorsement.

006.55F 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 should prepare prospective teachers to:

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards from grade seven through grade twelve;

B. Recognize the relationship between historical social conditions and the development of sociological thought;

C. Analyze and describe strengths and weaknesses of major research methods used in sociology;

D. Recognize the relationship between culture and the individual, and the process of socialization;

E. Demonstrate an understanding of the different aspects of culture and cultural diversity;

F. Demonstrate knowledge and an understanding of social inequalities of race, class, and gender;

G. Recognize the institutional structure of society and how interrelated institutions order the lives of individuals; and

H. Recognize the nature of social change, including globalization, and analyze its effects on societies, communities, and the individual.

006.56 Special Education Generalist

006.56A Grade Levels: K-6, 7-12; K-12

006.56B Endorsement Type: K-6 or 7-12 – Subject;
K-12 - Field

006.56C Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth who have one or more verified disabilities.

006.56D Certification Endorsement Requirements: This endorsement shall require:

006.56D1 For a Subject endorsement, kindergarten through grade six (K-6), or grades seven through twelve (7-12), a minimum of 42 semester hours is required, of which 30 semester hours must be special education content coursework; or

006.56D2 For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of 51 semester hours is required, of which 36 semester hours must be special education content coursework.

006.56E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.56F 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 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) Initial Standards for Preparation of Special Educators (2012).

Standard 1. Learner Development and Individual Learning Differences. Special education professionals understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

Element 1.1 Special education professionals understand how language, culture, and family background can influence the learning of individuals with disabilities.

Element 1.2 Special education professionals use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Standard 2. Learning Environments Special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.

Element 2.2 Special education professionals use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.

Element 2.3 Special education professionals know how to intervene safely and appropriately with individuals with disabilities in crisis.

Standard 3. Curricular Content Knowledge. Special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

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

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

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

Standard 4. Assessment. Special education professionals use multiple methods of assessment and data-sources in making educational decisions.

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

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

Element 4.3 Special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with disabilities.

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

Standard 5. Instructional Planning and Strategies. Special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

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

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

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

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

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

Element 5.6 Special education professionals teach to mastery and promote generalization of learning.

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

Standard 6. Professional Learning and Ethical Practice. Special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

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

Element 6.2 Special education professionals understand how foundational knowledge and current issues influence professional practice.

Element 6.3 Special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Element 6.4 Special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

Element 6.5 Special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

Element 6.6 Special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7. Collaboration. Special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Element 7.1 Special education professionals use the theory and elements of effective collaboration.

Element 7.2 Special education professionals serve as a collaborative resource to colleagues.

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

006.57 Special Education Behavior Intervention Specialist

006.57A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.57B Endorsement Type: Supplemental

006.57C 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.

006.57D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 graduate semester hours in behavior intervention strategies and closely related topics. In addition, the candidate shall have previously obtained a special education endorsement.

006.57D1 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.

006.57E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE 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 behavior intervention specialist candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

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.)

a. Communicate the assessment of individual's performance and evaluation of behavior intervention plans.
b. Use strategies for monitoring the fidelity of implementation of behavior intervention plans.
c . Behavior intervention specialists evaluate the social validity of interventions across all stakeholders and settings.

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

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:

a. Concepts and principles of behavior support and programming.
b. Relationship of academic competence and social-emotional and behavior competence.
c. Relationship among communication, cognitive functioning, and behavior competence.
d Interrelationship of co-occurring diagnoses and the impact on behavior intervention planning.
e. Facilitate and conduct comprehensive person-centered planning that incorporates participation in school, home, community, and vocational activities.
f. Facilitate and conduct comprehensive functional behavior assessments.
g. Use assessment information to identify and incorporate function-based techniques into behavior intervention plans.
h. Monitor, evaluate, and revise behavior intervention plans based upon a range of data.
i . Integrate behavioral, educational, medical, mental health, related services, and personal goals into comprehensive behavior intervention plans.

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:

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

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.
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:

a. Characteristics and behavior support needs of individuals with challenging behavior.
b. Responsibilities and functions of school committees and boards regarding the behavior support and discipline of individuals with behavior challenges.
c. Relationship of challenging behavior patterns and access to behavior supports.
d . Promote use of a continuum of services and placement options to

meet the needs of individuals with behavior challenges.

e . Advocate for educational policy that addresses seclusion, restraints, and other disciplinary practices consistent with the evidence base.

f . Act as a systems change agent to improve social-emotional outcomes for individuals with challenging behavior.

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 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:

a. Ethical and moral implications of intrusive and aversive interventions.

b. Systems development that promotes fidelity of implementation and sustainability of behavior intervention plans.

c. Advocate for ethical interventions for individuals with challenging behavior.
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 improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

a. Strategies for promoting integrated systems of care and self-determination that include the individuals with challenging behaviors, family and community agencies.
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).

006.58 Special Education Deaf or Hard of Hearing Education

006.58A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.58B Endorsement Type: Subject

006.58C 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.

006.58D 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 semester hours in special education courses, of which 12 semester hours are in general special education and 24 semester hours are in the education of children who are deaf or hard of hearing.

006.58E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.58F 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 deaf or hard of hearing education candidates 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:

a. Cognitive and language development of individuals who are deaf, hard of hearing, or deaf-blind,
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,
c. Etiologies of hearing loss that can result in additional disabilities,
d. Influence of experience and educational placement on all developmental domains,
e. Impact of language in learning content areas,
f. Influence of cultural identity and language on all developmental domains,
g. Components of linguistic and non-linguistic communication,
h. Importance of early intervention to language development,
i. Effects of sensory input on the development of language and learning,
j. Spoken and visual communication modes, and
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 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:

a. Influence of family communication and culture on all developmental domains,
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,
c. Provide access to incidental language experiences,
d. Provide opportunities to communicate directly with peers and staff,
e. Prepare individuals who are deaf, hard of hearing, or deaf-blind to use interpreters,
f. Manage assistive technology for individuals who are deaf, hard of hearing, or deaf-blind, and
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.

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:

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

Indicators include, but are not limited to:

a. Specialized terminology used in assessing individuals who are deaf, hard of hearing or deaf-blind,
b. Administer assessment tools using the individuals preferred mode and language of communication, including ecological assessments,
c. Develop specialized assessment procedures that allow for alternative forms of expression, and
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.

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:

a. Visual tools and organizers that support content mastery and retention by individuals who are deaf, hard of hearing, or deaf-blind,
b. Apply strategies to facilitate cognitive and communicative development,
c. Implement strategies for stimulating and using residual hearing,
d. Facilitate independent communication in all contexts,
e. Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals,
f. Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf, hard of hearing, or deaf-blind,
g. Develop successful inclusion experiences,
h. Develop proficiency in the languages used to teach individuals who are deaf, hard of hearing, or deaf-blind,
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),

j. Apply first and second language teaching strategies to the instruction of the individual,
k. Provide balance among explicit instruction, guided instruction, peer learning, and reflection, and
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.

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:

a. Model programs for individuals who are deaf, hard of hearing, or deaf-blind,
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,
c. Professional resources relevant to the field of education of individuals who are deaf, hard of hearing, or deaf-blind,
d. Knowledge of professional organizations in the field of deaf and deaf-blind education,

e. Incidence and prevalence figures for individuals who are deaf, hard of hearing, or deaf-blind,
f. Sociocultural, historical, and political forces unique to deaf and deaf-blind education,
g. Communicate proficiently in spoken language and/or American Sign Language (ASL),
h. Increase proficiency and sustain a life-long commitment to maintaining instructional competence,
i. Explain historical foundations and research evidence upon which education of the deaf, hard of hearing, and deaf-blind is based, and
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:

a. Services, organizations, and networks that support individuals who are deaf, hard of hearing, or deaf-blind, and
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).

006.59 Special Education Early Childhood Special Education

006.59A Grade Levels: Birth through Kindergarten

006.59B Endorsement Type: Subject

006.59C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for children, ages birth through kindergarten, with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., and to support families and other personnel with responsibilities for their care and education.

006.59D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 graduate semester hours including a minimum of 12 graduate semester hours of coursework in Early Childhood Education and a minimum of 18 graduate semester hours of coursework in Early Childhood Special Education; and 100 clock hours of related field experiences.

006.59D1 Field experiences shall consist of a minimum of 100 clock hours working with young children, ages birth through kindergarten, including those with special developmental and/or learning needs. At least 20 clock hours will be spent assisting families and children with verified disabilities at each of the following levels: birth up to age three, ages three to five, and ages five to seven.

006.59E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.59F 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 candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on Council for Exceptional Children (CEC)

Standards (2012) and the Special Education Early Childhood Specialty Set, (Draft, 2013).

Initial Standard 1. Learner Development and Individual Learning Differences. Early childhood special education professionals understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.

Element 1.1 Early childhood special education professionals understand how language, culture, and family background influence the learning of individuals with disabilities.

Element 1.2 Early childhood special education professionals use understanding of development and individual differences to respond to the needs of individuals with disabilities.

Indicators include, but are not limited to:

A. Theories of typical and atypical early childhood development.

B. Biological and environmental factors that affect pre-, peri-, and postnatal development and learning.

C. Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life.

D. Impact of medical conditions and related care on development and learning.

E. Impact of medical conditions on family concerns, resources, and priorities.

F. Factors that affect the mental health and social-emotional development of infants and young children.

G. Infants and young children develop and learn at varying rates.

H. Impact of child's abilities, needs, and characteristics on development and learning.

I. Impact of social and physical environments on development and learning.

J. Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development.

K. Impact of language delays on behavior.

Initial Standard 2. Learning Environments. Early childhood special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Element 2.1 Early childhood special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.

Element 2.2 Early childhood special education professionals use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.

Element 2.3 Early childhood special education professionals know how to intervene safely and appropriately with individuals with disabilities in crisis.

Indicators include, but are not limited to:

A. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.

B. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.

C. Embed learning opportunities in everyday routines, relationships, activities, and places.

D. Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.

E. Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.

F. Implement basic health, nutrition and safety management procedures for infants and young children.

G. Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

Initial Standard 3. Curricular Content Knowledge. Early childhood special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.

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

Element 3.2 Early childhood special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.

Element 3.3 Early childhood special education professionals modify general and specialized curricula to make them accessible to individuals with disabilities.

Initial Standard 4. Assessment. Early childhood special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Element 4.1 Early childhood special education professionals select and use technically sound formal and informal assessments that minimize bias.

Element 4.2 Early childhood special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.

Element 4.3 Early childhood special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with disabilities.

Element 4.4 Early childhood special education professionals engage individuals with disabilities in quality learning and performance and provide feedback to guide them.

Indicators include, but are not limited to:

A. Role of the family in the assessment process.

B. Legal requirements that distinguish among at-risk, developmental delay and disability.

C. Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.

D. Assist families in identifying their concerns, resources, and priorities.

E. Integrate family priorities and concerns in the assessment process.

F. Assess progress in the five developmental domains, play, and temperament.

G. Select and administer assessment instruments in compliance with established criteria.

H. Use informal and formal assessment to make decisions about infants and young children's development and learning.

I. Gather information from multiple sources and environments.

J. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.

K. Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

L. Emphasize child's strengths and needs in assessment reports.

M. Produce reports that address development across domains and any functional concerns identified in routine natural learning environments.

N. Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

Initial Standard 5. Instructional Planning and Strategies. Early childhood special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.

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

Element 5.2 Early childhood special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.

Element 5.3 Early childhood special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.

Element 5.4 Early childhood special education professionals use strategies to enhance language development and communication skills of individuals with disabilities.

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

Element 5.6 Early childhood special education professionals teach to mastery and promote generalization of learning.

Element 5.7 Early childhood special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.

Indicators include, but are not limited to:

A. Concept of universal design for learning.

B. Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.

C. Developmental and academic content.

D. Connection of curriculum to assessment and progress monitoring activities.

E. Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

F. Facilitate child-initiated development and learning.

G. Use teacher-scaffolded and initiated instruction to complement child-initiated learning.

H. Link development, learning experiences, and instruction to promote educational transitions.

I. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.

J. Use strategies to teach social skills and conflict resolution.

K. Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.

L. Implement and evaluate preventative and reductive strategies to address challenging behaviors.

M. Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.

N. Plan and implement developmentally and individually appropriate curriculum.

O. Design intervention strategies incorporating information from multiple disciplines.

P. Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.

Q. Align individualized goals with developmental and academic content.

R. Develop individualized plans that support development and learning as well as caregiver responsiveness.

S. Develop an individualized plan that supports the child's independent functioning in the child's natural environments.

T. Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

Initial Standard 6. Professional Learning and Ethical Practice. Early childhood special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Element 6.1 Early childhood special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

Element 6.2 Early childhood special education professionals understand how foundational knowledge and current issues influence professional practice.

Element 6.3 Early childhood special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Element 6.4 Early childhood special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

Element 6.5 Early childhood special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

Element 6.6 Early childhood special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Indicators include, but are not limited to:

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

B. Advocacy for professional status and working conditions for those who serve infants and young children, and their families.

C. Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.

D. Integrate family systems theories and principles into professional practice.

E. Respect family choices and goals.

F. Apply models of team process in early childhood.

G. Participate in activities of professional organizations relevant to early childhood special education and early intervention.

H. Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

I. Advocate on behalf of infants and young children and their families.

Initial Standard 7. Collaboration. Early childhood special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

Element 7.1 Early childhood special education professionals use the theory and elements of effective collaboration.

Element 7.2 Early childhood special education professionals serve as a collaborative resource to colleagues.

Element 7.3 Early childhood special education professionals use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.

Indicators include, but are not limited to:

A. Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.

B. Know appropriate ways to assist the family in planning for transition.

C. Collaborate with caregivers, professionals, and agencies to support children's development and learning.

D. Support families' choices and priorities in the development of goals and intervention strategies.

E. Implement family-oriented services based on the family's identified resources, priorities, and concerns.

F. Provide consultation in settings serving infants and young children.

G. Involve families in evaluation of services.

H. Participate as a team member to identify and enhance team roles, communication, and problem-solving.

I. Employ adult learning principles in consulting and training family members and service providers.

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

The following standards may be applied to the candidates pursuing advanced degrees in early childhood special education:

Advanced Standard 1. Assessment. Early childhood special education specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Early childhood special education specialists minimize bias in assessment.

Element 1.2 Early childhood special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

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

A. Policy and research implications that promote recommended practices in assessment and evaluation.

B. Systems and theories of child and family assessment.

C. Provide leadership in the development and implementation of unbiased assessment and evaluation procedures that include family members as an integral part of the process.

D. Provide leadership in the development and implementation of unbiased assessment and evaluation procedures for childcare and early education environments and curricula.

E. Provide leadership when selecting effective formal and informal assessment instruments and strategies.

Advanced Standard 2. Curricular Content Knowledge. Early childhood special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Early childhood special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

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

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

Advanced Standard 3. Programs, Services, and Outcomes. Early childhood special education specialists facilitate the continuous improvement of general and special education programs, supports and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Early childhood special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

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

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

Element 3.4 Early childhood special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Early childhood special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

A. Range of delivery systems for programs and services available for infants and young children and their families.

B. Apply various curriculum theories and early learning standards, and evaluate their impact.

C. Design, implement, and evaluate home and community-based programs and services.

D. Integrate family and social systems theories to develop, implement, and evaluate family and educational plans.

E. Address medical and mental health issues and concerns when planning, implementing, and evaluating programs and services.

F. Incorporate and evaluate the use of universal design and assistive technology in programs and services.

G. Use recommended practices to design, implement, and evaluate transition programs and services.

H. Design, implement, and evaluate plans to prevent and address challenging behaviors across settings.

I. Design, implement, and evaluate developmentally responsive learning environments, preventative strategies, program wide behavior supports, and tiered instruction.

Advanced Standard 4. Research and Inquiry. Early childhood special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Element 4.1 Early childhood special education specialists evaluate research and inquiry to identify effective practices.

Element 4.2 Early childhood special education specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Early childhood special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

A. Create and/or disseminate new advances and evidence-based practices.

B. Apply interdisciplinary knowledge from the social sciences and the allied health fields.

C. Help others understand early development and its impact across the life span.

D. Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings.

Advanced Standard 5. Leadership and Policy. Early childhood special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Early childhood special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Early childhood special education specialists support and use linguistically and culturally responsive practices.

Element 5.3 Early childhood special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Early childhood special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Early childhood special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

A. Sociocultural, historical, and political forces that influence diverse delivery systems, including mental health.

B. Policy and emerging trends that affect infants and young children, families, resources, and services.

C. Community resources on national, state, and local levels that impact program planning and implementation and the individualized needs of the child and family.

D. Advocate on behalf of infants and young children with disabilities and their families, at local, state, and national levels.

E. Provide leadership to help others understand policy and research that guide recommended practices.

F. Provide leadership in the collaborative development of community-based services and resources.

G. Provide effective supervision and evaluation.

Advanced Standard 6. Professional and Ethical Practice. Early childhood special education specialists use foundational knowledge of the field and

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

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

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

Element 6.3 Early childhood special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

Element 6.4 Early childhood special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

Element 6.5 Early childhood special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

Element 6.6 Early childhood special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

Element 6.7 Early childhood special education specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

A. Specialized knowledge in at least one developmental period or one particular area of disability or delay.

B. Engage in reflective inquiry and professional self-assessment.

C. Participate in professional mentoring and other types of reciprocal professional development activities.

D. Participate actively in organizations that represent recommended practices of early intervention and early childhood special education on a national, state, and local level.

Advanced Standard 7. Collaboration. Early childhood special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Early childhood special education specialists use culturally responsive practices to enhance collaboration.

Element 7.2 Early childhood special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Early childhood special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

A. Roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services.

B. Theories, models, and research that support collaborative relationships.

C. Implement and evaluate leadership and models of collaborative relationships.

D. Collaborate with stakeholders in developing and implementing positive behavior support plans to prevent and address challenging behavior.

006.60 Special Education Early Intervention Specialist

006.60A Grade Levels: Birth through Prekindergarten

006.60B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement at the K-6 or K-12 level.

006.60C 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.

006.60D 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

006.60D1 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.

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

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

Through the courses identified in its plan, the institution 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.
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.
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 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, 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.
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.
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.
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).

006.61 Special Education Functional Academic Skills and Independent Living Specialist

006.61A Grade Levels: Birth through Grade 12

006.61B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement.

006.61C 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.

006.61D Certification Endorsement Requirements: The endorsement shall require a minimum of 15 semester hours in special education coursework related to functional academic skills and independent living.

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.

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.

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.

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,
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,
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,
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.
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.

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).

006.62 Special Education Inclusion and Collaboration Specialist

006.62A Grade Levels: PK – Grade 12

006.62B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained the Special Education Generalist endorsement.

006.62C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.

006.62D 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.

006.62E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

Through the courses identified in its plan, the institution must provide special education inclusion and collaboration specialist candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

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.

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.

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.

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.

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.

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.

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).

006.63 Special Education Visual Impairment

006.63A Grade Levels: Birth through Grade 12

006.63B Endorsement Type: Subject.

006.63C Persons with this endorsement may teach, consult, and provide services to children with visual impairments from birth through age 21. This includes blindness, low vision (legal blindness and partial sight) and vision impairments associated with other disabilities.

006.63D Certification Endorsement Requirements: This endorsement shall require an applicant to hold, or earn concurrently, a subject or field endorsement and complete a minimum of 36 additional semester hours in special education coursework including six (6) semester hours in general special education, 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.

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

006.63F 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 candidates 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).

006.64 Speech

006.64A Grade Levels: 7-12

006.64B Endorsement Type: Supplemental

006.64C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.64D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 semester hours in speech and communication courses, including an approved field experience.

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 candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines:

Standard 1. Demonstrate an understanding of communication theory, including:

Element 1. Rhetoric,

Element 2. Intercultural communication, and

Element 3. Organizational communication.

Standard 2. Demonstrate an understanding of and be able to apply the principles of reciprocal communication including:

Element 1. Conflict resolution,

Element 2. Relationship building,

Element 3. Interviewing, and

Element 4. Listening.

Standard 3. Demonstrate an understanding of and be able to apply the principles of performance theory, including:

Element 1. Selection, adaptation, and presentation of text, and

Element 2. Critiquing and evaluating presentation of text.

Standard 4. Demonstrate an understanding of and be able to apply the elements of public address, including:

Element 1. Presentation skills,

Element 2. Research skills, and

Element 3. Listening skills.

Standard 5. Demonstrate an understanding of and be able to apply the principles of forensics, including being able to:

Element 1. Direct and coordinate curricular and cocurricular activities, including debate, public address, performance of text and acting, and

Element 2. Critique and evaluate forensic performances.

006.65 Speech-Language Pathologist

006.65A Grade Levels: Birth through age 21

006.65B Endorsement Type: Field

006.65C Persons with this teaching endorsement may provide speech language pathology services to and consultative services for individuals from birth through age 21 or completion of their Individualized Education Program.

006.65D Certification Endorsement Requirements: This endorsement requires a minimum of a master's degree in speech-language pathology which includes at least 36 graduate semester hours in speech-language pathology and course work in related areas. Applicants must complete a minimum of 400 clock hours of clinical experiences and an internship, supervised by the standard institution, in school and clinic settings.

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

006.65F 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 shall prepare prospective speech-language pathologists based on the Council for Clinical Certification (CFCC) of the American Speech-Language Hearing Association (ASHA) Standards (2008) to:

A. Demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences;

B. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;

C. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

1. Specific knowledge must be demonstrated in the following areas:
   a. speech sound disorders (articulation and phonology);
   b. fluency;
   c. voice and resonance, including respiration and phonation;
   d. receptive and expressive language (prelinguistic, paralinguistic, phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities;
   e. hearing, including the impact on speech and language;
   f. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction);
   g. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
   h. social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities); and
   i. communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).

D. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for students with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders;

E. Complete a program of study that includes supervised school and clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities);
   b. Collect case history information and integrate information from students, families, caregivers, teachers, relevant others, and other professionals;

c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures;
d. Adapt evaluation procedures to meet student needs;
e. Interpret, integrate, and synthesize all information to assist in the eligibility and make appropriate recommendations for intervention;
f. Complete administrative and reporting functions necessary to support evaluation; and
g. Refer students for appropriate services

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet student needs by collaborating with students and relevant others in the planning process;
   b. Implement intervention plans by involving students and relevant others in the intervention process;
   c. Select or develop and use appropriate materials and instruments for prevention and intervention;
   d. Measure and evaluate students' performance and progress;
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of students;
   f. Complete administrative and reporting functions necessary to support intervention; and
   g. Identify and refer students for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the student, family, caregivers, and relevant others;
   b. Collaborate with other professionals in case management;
   c. Provide counseling regarding communication and swallowing disorders to students, families, caregivers, and relevant others; and
   d. Adhere to the ASHA Code of Ethics and behave professionally.

F. Demonstrate knowledge of processes used in research and the integration of research principles into evidence-based practice;

G. Demonstrate knowledge of contemporary professional issues and advocacy including the provision of services in educational and clinical settings;

H. Demonstrate skill in oral, written, and other forms of communication sufficient for entry into professional practice;

I. Demonstrate knowledge of and experience with individuals from culturally/ linguistically diverse backgrounds; and

J. Complete a minimum of 400 clock hours of supervised school and clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client contact, of which 325 clock hours occur during graduate study.

006.66 Theatre

006.66A Grade Levels: 7-12

006.66B Endorsement Type: Supplemental

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

006.66D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

006.66E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines:

Standard 1. Candidates demonstrate an understanding of history and foundations of theatre, including:

Element 1. Theatre history and criticism; and

Element 2. Dramatic works, both historical and contemporary, reflecting multiple cultural perspectives.

Standard 2. Candidates understand and apply the principles of basic acting, including:

Element 1. Voice control and projection;

Element 2. Movement;

Element 3. Acting techniques; and

Element 4. Period and style.

Standard 3. Candidates apply the principles of play direction, including:

Element 1. Analysis and selection of plays;

Element 2. Auditioning;

Element 3. Casting;

Element 4. Staging;

Element 5. Rehearsal processes; and

Element 6. Evaluation of performances.

Standard 4. Candidates demonstrate an understanding of the principles of theatre design and technology, including:

Element 1. Stagecraft;

Element 2. Scenery design and construction;

Element 3. Makeup;

Element 4. Costume design and construction;

Element 5. Sound and projections; and

Element 6. Lighting.

Standard 5. Candidates demonstrate and apply an understanding of theatre as a cocurricular and extracurricular activity, including the elements of:

Element 1. Theatre management, including:

A. Royalties;

B. Advertisement;

C. Budgeting;

D. Box office;

E. Facilities; and

F. Scheduling;

Element 2. Play selection;

Element 3. Stagecraft;

Element 4. Play casting and directing; and

Element 5. Production and technical design.

006.67 Vocal Music

006.67A Grade Levels: PK-12

006.67B Endorsement Type: Subject

006.67C Persons with this endorsement may teach vocal music in prekindergarten through Grade 12.

006.67D Certification Endorsement Requirements: This endorsement shall require a minimum of 45 semester hours in vocal music education. Vocal music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.67E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.67F 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 opportunities for Vocal Music education teacher candidates to demonstrate the dispositions and competencies required by the following guidelines. The vocal music teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the *Nebraska Fine Arts Standards: Music* as adopted by the Nebraska State Board of Education.

Standard 1. Conducting and Musical Leadership
The vocal music education teacher candidate must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting

includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.

Standard 2. Musical Creation and Adaptation
The vocal music education teacher candidate must compose, arrange, and improvise music.

The vocal music education teacher candidate must demonstrate ability to:

Element 1. Create original music in a variety of styles and settings;

Element 2. Arrange/adapt music from a variety of sources; and

Element 3. Spontaneously create music in a variety of styles and settings.

Standard 3. Performance
The vocal music education teacher candidate must demonstrate abilities in solo and ensemble performance.

The vocal music education teacher candidate must:

Element 1. Display technical skills for artistic self-expression in at least one major applied area; and

Element 2. Understand and perform standard repertoire in a variety of ensemble settings.

Standard 4. Theory and History
The vocal music education teacher candidate must develop knowledge and skills pertaining to the structure, function and context of music.

The vocal music teacher education candidate must:

Element 1. Apply analytical skills to a variety of styles and time periods through music theory and analysis; and

Element 2. Possess understanding of music as an art form across various time periods and cultures through the study of music history and literature.

Standard 5. Essential Teaching Competencies
The vocal music education teacher candidate must apply vocal music knowledge and skills in teaching situations; and integrate vocal music instruction within the context of PK-12 education.

The vocal music education teacher candidate must:

Element 1. Apply understanding of child growth and development and learning principles relevant to vocal music instruction;

Element 2. Plan and deliver developmentally appropriate instruction utilizing relevant methods and materials to meet the diverse experiences and needs of the student;

Element 3. Utilize effective classroom management and rehearsal techniques;

Element 4. Apply vocal skills and pedagogy for effective student instruction;

Element 5. Enhance classroom learning through the use of piano (may include other accompanying instruments);

Element 6. Model and apply technology tools and resources that promote vocal music teaching and learning;

Element 7. Utilize formative and summative assessment to monitor student progress and evaluate instructional effectiveness and curriculum management; and

Element 8. Use best practices and research-based data to inform curriculum development and continuous vocal music program improvement.

Standard 6. Professionalism
Vocal music education teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in professional development experiences specific to vocal music and vocal music education, draw upon vocal music education research to inform practice, continuously reflect on their own practice, advocate for vocal music education in schools and communities, utilize resources from professional vocal music organizations, and administer the vocal music program.

The vocal music education teacher candidate must:

Element 1. Take an active role in professional growth by participating in professional development experiences that directly relate to the learning and teaching of vocal music;

Element 2. Engage in continuous and collaborative learning that draws upon research in vocal music education to inform practice;

Element 3. Utilize resources from professional vocal music organizations to advance their own development as a reflective practitioner;

Element 4. Demonstrate an understanding of the administration and management of a successful vocal music program; and

Element 5. Advance the profession by engaging in activities such as informed advocacy for vocal music education for all students and mentoring experiences in schools and communities.

Guidelines informed by National Association of Schools of Music (NASM) standards for music educators (2014).

006.68 Vocational Special Needs

006.68A Grade Levels: 7-12

006.68B Endorsement Type: Supplemental

006.68C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.68D Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester hours in vocational special needs courses.

006.68E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR USE WITH THIS ENDORSEMENT

006.69 Work-Based Learning

006.69A Grade Levels: 9-12

006.69B Endorsement Type: Supplemental

006.69C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.69D Certification Endorsement Requirements: This endorsement requires a minimum of three (3) semester hours in the coordination and supervision of work-based learning.

006.69E Work Experience: This endorsement is available only to those who have either (A) 1,000 verified hours of paid work-based experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.69F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the 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 Work-Based Learning teacher candidates with opportunities to demonstrate the knowledge and competencies required by the following guidelines:

Standard 1. Work-Based Learning candidates will understand and articulate the role and purpose of work-based learning.

Standard 2. Work-Based Learning candidates will demonstrate ability to coordinate school and work-site learning experiences that enable students to develop the following career and life skills competencies:

Element 1. Nebraska Career Readiness Standards

A. Applies appropriate academic and technical skills;
B. Communicates effectively and appropriately;
C. Contributes to employer and community success;
D. Makes sense of problems and perseveres in solving them;
E. Uses critical thinking;
F. Demonstrates innovation and creativity;
G. Models ethical leadership and effective management;
H. Works productively in teams and demonstrates cultural competency;
I. Utilizes technology;
J. Manages personal career development; and
K. Attends to personal and financial well-being.

Standard 3. Work-Based Learning candidates will demonstrate ability to coordinate work-based learning experiences, including:

Element 1. Appropriate documentation (e.g. training agreements, forms, etc.);
Element 2. Compliance with federal and state laws;
Element 3. Proper safety instructions and procedures;
Element 4. Supervision and evaluation of students; and
Element 5. Selection of and evaluation of training sites.

Standard 4. Work-Based Learning candidates will demonstrate ability to coordinate school-site learning experiences, including:

Element 1. Work-based learning programs;
Element 2. Pre-apprenticeships;
Element 3. Entrepreneurial opportunities;
Element 4. Job coaching (or mentor/mentee relationships);
Element 5. School-based enterprise;
Element 6. Internships;
Element 7. Job shadowing; and
Element 8. Service learning.

Standard 5. Work-Based Learning candidates will demonstrate knowledge and understanding of the principles of career and technical education, including relationships to:

Element 1. Nebraska Career Readiness Standards;

Element 2. Career and Technical Education legislation;

Element 3. Nebraska Career Education Model;

Element 4. Planning for career and personal success;

Element 5. Business and industry;

Element 6. An individual's role as a professional; and

Element 7. Application of core academics to work-based learning experiences.

Guidelines are based, in part, on the *Nebraska Career Readiness Standards* as adopted by the Nebraska State Board of Education.

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

006.70A Grade Levels: K-8, 7-12, or K-12

006.70B Endorsement Type: Subject

006.70C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.70D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in the world language for either the K-8 or 7-12 endorsement. Those candidates seeking a K-12 endorsement must complete coursework and clinical experiences which address elementary and secondary levels.

006.70D1 Upon successful completion of the Official American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the Official ACTFL Writing Proficiency Test (WPT) at the Advanced-Low level of proficiency in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level for Arabic, Chinese, Japanese, and/or Korean, the Nebraska teacher education institutions may waive up to 15 hours of the 30 hours required in the world language.

006.70E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.70F 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 should prepare prospective teachers to:

A. Demonstrate Advanced-Low level of proficiency on the ACTFL scale in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level of proficiency on the ACTFL scale for Arabic, Chinese, Japanese, and/or Korean;

1. French, German, Hebrew, Italian, Portuguese, Russian, and Spanish candidates are able to:

   a. Participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work, current, public, and personal interest; narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; combine and link sentences into connected discourse of paragraph length; handle appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events; and be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement;

2. Arabic, Chinese, Japanese, and Korean candidates are able to:

   a. handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; handle the tasks pertaining to the Advanced level, but performance of these tasks will exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; and be generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.

3. Candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of the message;

   For readers of target languages that use a Roman alphabet, including classical languages (Latin and Greek), candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text;

   For readers of target languages that use a non-Roman alphabet or characters, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s);

4. Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time

frames and vocabulary appropriate to the topic. They use extra linguistic support as needed to facilitate audience comprehension (e.g., visuals);

5. For target languages that use the Roman alphabet, candidates write at the Advanced-Low level on the ACTFL scale. They are able to write about familiar topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; combine sentences in texts of paragraph length; incorporate a limited number of cohesive devices; writing demonstrates control of simple target-language sentence structures and partial control of more complex syntactic structures; and writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text;

   For target languages that use a non-Roman alphabet or characters, candidates write at the Intermediate-High level on the ACTFL scale. They meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; and writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur;

6. Candidates maintain and enhance proficiency by interacting in the target language outside of the classroom, reading, and using technology to access target language communities;

B. Demonstrate knowledge of linguistic elements of the target language system and recognize the changing nature of language;

C. Describe the similarities and differences between the target language and other languages, and identify the key differences between the varieties of the target language;

D. Describe the connections among the perspectives of culture and its practices and products, and integrate the cultural framework for foreign language standards into instructional practices;

E. Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time;

F. Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language;

G. Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive, engaging, and active learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction;

H. Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners, including activities that promote critical thinking and problem-solving skills;

I. Demonstrate an understanding of national, state and local standards, and integrate them into curricular planning;

J. Integrate national, state, and local standards into language instruction;

K. Use standards and curricular goals to evaluate, select, design, and adapt instructional resources;

L. Demonstrate an understanding of the value of ongoing assessment, and demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures;

M. Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction;

N. Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion;

O. Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on instructional practices, including the use of technology;

P. Describe the value of foreign language learning to the overall success of all students and describe the ways in which foreign language teachers are advocates of the field with students, colleagues, and members of the community;

Q. Work with families, other professionals, and diverse communities, including the ability to foster relationships and collaborative skills with families, colleagues, and community agencies to support foreign language acquisition;

R. Field and Clinical Experiences: The program should provide applicants with opportunities to observe and participate in a variety of settings (e.g., public, and/or private school classrooms, community agencies, and/or businesses) where foreign language instruction is occurring or the applicant is engaged in utilization of the target language;

For candidates seeking a K-12 endorsement, the institution should prepare the prospective teachers to:

A. Demonstrate an understanding of the development and learning characteristics of children and youth at elementary and secondary school levels.

B. Demonstrate appropriate teaching strategies and materials for elementary and secondary school levels.

C. Engage in field and clinical experiences at both elementary and secondary school levels.

For clarification and/or amplification of the above standards refer to the "American Council on the Teaching of Foreign Languages Program Standards for the Preparation of Foreign Language Teachers, approved by NCATE 2002."

007.01 Audiologist

007.01A Grade Levels: Birth through Grade 12

007.01B Endorsement Type: Special Services

007.01C Persons with this endorsement may serve as an audiologist or consultant for programs involving individuals from birth through age 21.

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.

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

007.02 School Nurse

007.02A Grade Levels: PK-12

007.02B Endorsement Type: Special Services

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

007.02D Certification Endorsement Requirements: This endorsement shall require a current Nebraska license as a Registered 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.

007.03 Speech Language Technician

007.03A Grade Levels: Birth to age 21

007.03B Endorsement Type: Special Services

007.03C Persons with this endorsement may provide speech-language services for individuals from birth to age 21. The person must be supervised by a certified speech-language pathologist. The person may not fulfill the requirement(s) of a speech-language pathologist on a multi-disciplinary evaluation team or an individualized family service plan (IFSP) team or individual education plan (IEP) team.

007.03D Certification Endorsement Requirements: This endorsement requires the applicant to have completed a baccalaureate degree in communication disorders/speech-language pathology.

007.03E Limited Purpose: This endorsement may be placed only on the Nebraska Provisional Special Services Permit with validity, terms and renewal options as described for that permit in 92 NAC 21.

007.03F No Nebraska Standard Institution of Higher Education will be granted approval to offer a program of study leading to this endorsement.

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

007.04 Special Services Coaching

007.04A Grade Levels: 7-12

007.04B Endorsement Type: Special Services

007.04C The endorsement shall be valid only in the area of coaching extracurricular activities and may appear only on a special services permit.

007.04D The endorsement shall be valid only in the Nebraska school system requesting the issuance of such permit and shall require:

007.04D1 Successful completion of the following content from a college with an approved teacher education program or from other organizations who provide instruction in the same content:

007.04D1a First-aid, health and safety for coaches, and

007.04D1b Fundamentals of coaching.

THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR USE WITH THIS ENDORSEMENT

Appendix A

CAREER EDUCATION CLUSTERS

The following chart describes the career education areas of specialization appropriate for the Career Education Certificate. This chart is for **reference only** and is not part of the State Board approved Guidelines for Rule 24. More information on Career Education can be found at: http://www.education.ne.gov/NCE/

CAREER CLUSTER AREA	OCCUPATIONAL EXAMPLES	DESCRIPTION
Agriculture, Food, and Natural Resources	Food Scientist, Meat Processor, Plant or Animal Geneticist, Certified Crop Consultant, Botanist, Turf Grass Specialist, Greenhouse Manager, Aquaculturalist, Animal Nutritionist, Veterinarian, Agricultural Engineer, Fish and Game Officer, Environmental Technician, Water Quality Manager, AgriMarketer, Farm/Ranch Manager, Agricultural Salesperson	The study of the planning, implementation, production , management, processing and/or marketing of agricultural commodities and services including food, fiber, wood products, natural resources, horticulture and other plant and animal products. It also includes the study of related agriculture, food and natural resources professional, technical, and educational services.
Architecture and Construction	Architect, Electrician, Plumber, Carpenter, Computer Aided Drafter, Mechanical Engineer, Surveyor, General Contractor, Millwright	The study of the design, construction, and maintenance of the built environment such as buildings, roadways, bridges, etc., including work on new structures, restorations, additions, alterations, and repairs.
Arts, A/V Technology, and Communications	Audio Video Technician, Camera Operator, Lighting Technician, Audio Technician, Broadcast Technician, Graphic Artist, Press Operator, Desktop Publishing Specialist	The study of audio and video production such as sound/lightning engineers and technicians, radio and television broadcast, electronic and printed communication.
Business Management and Administration	Chief Executive Officer, Controller, Public Relations Manager, Financial Analyst, Human Resource Manager, Labor and Personnel Relations Specialist, Business Analyst	The study of the planning, organizing, directing and evaluating business functions essential to efficient and productive business operations, including specific skills in organization, time management, customer service, and communication.
Education and Training	Teacher, Human Resource Trainer, Early Childhood Specialist, Child Care Director, Professor, Speech-Language Pathologist, Counselor, Psychologist, Education Administrator, Instructional Medial Designer	The study of the planning, managing, and providing of education and training services and related learning support services.
Finance	Financial Advisor, Accountant, Controller, Auditor, Economist, Loan Officer, Insurance Appraiser, Actuary, Insurance Investigator	The study of financial and investment planning, banking, insurance and business financial management.
Government and Public Administration	Legislative Assistant, Lobbyist, Elected Official, Military Officer, Intelligence Analyst, Diplomatic Officer, Ambassador, Economic Developer, Internal Revenue Investigator, Assessor, Bank Examiner, City Manager	The study of careers that are unique to government and not contained in another cluster.

CAREER CLUSTER AREA	OCCUPATIONAL EXAMPLES	DESCRIPTION
Health Science	Pharmacist, Physician, Physical Therapist, Respiratory Therapist, Surgical Technician, Dentist, Nurse, Respiratory Therapist, Medical Lab Technologist, Pathologist, Dietary Technician	The study of the health sciences that promote health, wellness, and diagnosis as well as treat injuries and diseases.
Hospitality and Tourism	Food and Beverage Manager, Certified Chief, General Manager, Director of Sales and Marketing, Certified Meeting Planner, Convention Services Manager, Museum/Zoo/Festival Planner or Developer, Amusement Park Manager	The study of the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services.
Human Services	Preschool Teachers, Certified Child Care Worker, Counseling Psychologist, Substance Abuse Counselor, Marriage Counselor, Geriatric Care, Community Service Director, Social Services Worker, Cosmetologist, Funeral Director, Consumer Research Director, Consumer Affairs Director	The study of services related to families and human needs.
Information Technology	Software Applications Architect, Programmer, Applications Engineer, Operating System Designer/Engineer, Software Design Engineer Network Administrative Technician, Security Administrator, Network Administrator, Network Specialist, Webmaster, Multimedia Producer, 3D Animator, Web Designer, Printer, Press Operator, Database Administrator, Data Systems Designer	The study of the design, installation, and maintenance of digital information systems including data bases, video games, and other digital software and the study of the transfer of information digitally over the internet.
Law, Public Safety, and Security	Attorney, Law Enforcement Officer, Detective, Criminal Investigator, Security Specialist, Correction Officer, Probation Officer, Warden, Probation/Parole Officer, Emergency Medical Technician, Emergency Medical Responder, Fire Fighter, Fire Investigator, Sheriff, Federal Marshall	The study of the planning, managing, and providing of legal, public safety, protective services and homeland security, including professional and technical support services.
Manufacturing	Metals/Welding, Mechatronics, Computer Aided Manufacturing, Machine Operator, Tool and Die Maker, Design Engineer, Industrial Engineer, Instrument Control Technician, Process Control Technician, Quality Engineer	The study of the planning, managing, and performing the processing of materials into intermediate or final products including the related professional and technical support activities such as production, planning, and control, maintenance and manufacturing/process engineering.
Marketing	Account Executive, Sales Executive, Merchandising Buyer/Manager, Advertising Manager, Public Relations Manager, Marketing Research Specialist, E-Commerce Specialist	The study of the planning, managing and performing marketing activities to reach organizational objectives.
Energy and Engineering	Engineering Careers, Statistician, Geneticist, Lab Technician, Quality Technician, Quality-Control Scientist	The study of the planning, managing and providing scientific research and professional and technical services including laboratory and testing services, research and development services.

CAREER CLUSTER AREA	OCCUPATIONAL EXAMPLES	DESCRIPTION
Transportation, Distribution, and Logistics	Logisticians, Traffic Manager, RFID Technician, Warehousing Manager, Automotive Technician, Auto Body Technician, Pilot, Locomotive Engineer, Diesel Engine Specialist	The study of the operation, maintenance, and repair of equipment used in moving people as well as manufactured and produced goods including professional and support technical services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

APPENDIX C

Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

Effective September 1, 2015: All candidates applying for certification in Nebraska must provide evidence they have taken the required subject content test and received the required passing score to have the endorsement placed on their Nebraska teaching certificate or permit for the first time.

Rule 24 Endorsement	Required Content Test (from Educational Testing Service/ETS, Princeton, NJ)	Passing Score
ADMINISTRATIVE ENDORSEMENTS		
Principal	*Praxis* 5411 Educational Leadership Administration and Supervision (ELAS)	145
Special Education Supervisor	*Praxis* 0354/5354 Special Education: Core Knowledge and Applications	151
Superintendent	*School Leadership* 6021 School Superintendent Assessment (SSA)	152
TEACHING ENDORSEMENTS		
Agricultural Education	*Praxis* 0701/5701 Agriculture	147
Art	*Praxis* 0134/5134 Art: Content Knowledge	158
Basic Business	*Praxis* 5101 Business Education: Content Knowledge	154
Biology	*Praxis* 5235 Biology: Content Knowledge	148
Business, Marketing, Information Technology (BMIT)	*Praxis* 5101 Business Education: Content Knowledge	154
Chemistry	*Praxis* 5245 Chemistry: Content Knowledge	140
Early Childhood Inclusive	*Praxis* 5024 Education of Young Children (*Praxis* 0021/5021 Education of Young Children also accepted.)	160 160
Earth and Space Science	*Praxis* 0571/5571 Earth and Space Science: Content Knowledge	147
Economics	*Praxis* 5911 Economics	150
Elementary Education	*Praxis* 5017 (EECIA) Elementary Education: Curriculum and Instruction Assessment (*Praxis* 0011/5011 EECIA and (*Praxis* 5018 Elementary Education: Content Knowledge also accepted.)	153 159 163
English Language Arts	*Praxis* 5039 English Language Arts: Content and Analysis	168
Family and Consumer Sciences	*Praxis* 5122 Family and Consumer Sciences	153
Geography	*Praxis* 0921/5921 Geography	157
Health Sciences Education	*Praxis* 5551 Health Education (*Praxis* 0550/5550 Health Education also accepted.)	155 630
Health and Physical Education	*Praxis* 5857 Health and Physical Education: Content Knowledge (*Praxis* 0856/5856 Health and Physical Education also accepted.)	160 151
History	*Praxis* 5941 World and US History: Content Knowledge	147
Mathematics	*Praxis* 5161 Mathematics: Content Knowledge	146
Music	*Praxis* 0114/5114 Music: Content and Instruction	152

Physical Education	*Praxis* 0091/5091 Physical Education: Content Knowledge	146
Physics	*Praxis* 0265/5265 Physics: Content Knowledge	131
Political Science	*Praxis* 5931 Government/Political Science	149
Psychology	*Praxis* 5391 Psychology	154
Reading Specialist	*Praxis* 5301 Reading Specialist	164
School Counselor	*Praxis* 0421/5421 Professional School Counselor	156
School Librarian	*Praxis* 0311/5311 Library Media Specialist	151
School Psychologist	*Praxis* 5402 School Psychologist (*Praxis* 0401 School Psychologist also accepted)	147 165
Science	*Praxis* 0435/5435 General Science: Content Knowledge	148
Secondary English	*Praxis* 5039 English Language Arts: Content and Analysis	168
Social Science	*Praxis* 0081/5081 Social Studies: Content Knowledge	154
Sociology	*Praxis* 5952 Sociology	154
Special Education Generalist	*Praxis* 0354/5354 Special Education: Core Knowledge and Applications	151
Special Education: Deaf or Hard of Hearing	*Praxis* 0272/5272 Special Education: Education of Deaf and Hard of Hearing Students	160
Special Education: Early Childhood Special Education	*Praxis* 0691/5691 Special Education: Preschool/Early Childhood	159
Special Education: Visual Impairment	*Praxis* 0282/5282 Special Education: Teaching Students with Visual Impairments	163
Speech Language Pathologist	*Praxis* 5331 Speech Language Pathology (*Praxis* 0330/5330 Speech Language Pathology also accepted)	162 600
Vocal Music	*Praxis* 0114/5114 Music: Content and Instruction	152
World Language	*Praxis* 0174/5174 French: World Language	162
	Praxis 0183/5183 German: World Language	163
	Praxis 0601/5601 Latin	155
	Praxis 0195/5195 Spanish: World Language	156