NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

Meeting Date:	**Friday, March 3, 2023 9:00 AM**
Meeting Title:	**State Board of Education Meeting Notification and Agenda**
Location:	**The Lincoln Marriott Cornhusker Hotel** **Lancaster 1, 2, 3** **333 South 13th Street** **Lincoln, NE 68508**
Agenda:	**Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website.** **The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.**
Interpreter:	**If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.**
Website:	**An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/state-board-agendas/**
Lunch:	**On Friday Friday, March 3, 2023, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.**

1. CALL TO ORDER (The Board may take a 45 minute recess at or after 12:00 p.m.)
   President Gubbels

   1.1. Roll Call
   President Gubbels

   1.2. Pledge of Allegiance
   President Gubbels

   1.3. Announcement of the placement of the Open Meetings Act information
   President Gubbels

2. SPECIAL PRESENTATIONS
   President Gubbels

   2.1. Provide an update to the State Board on progress of ESSER investments
   Lane Carr and Deborah Dogba

3. DEPUTY COMMISSIONER'S REPORT
Deputy Commissioner Frison

3.1. Agenda Overview and Consent Agenda Process
Deputy Commissioner Frison

3.1.A. Deputy Commissioner's recommendations and items to be removed from consent agenda
Deputy Commissioner Frison

3.2. Update on the Teacher of the Year and Milken Educator Award Programs
David Jespersen

4. PRESIDENT'S REPORT
President Gubbels

5. CONSENT AGENDA
President Gubbels

5.1. Board Member Out-of-State Travel Approval

5.2. Committee Appointments

5.3. Contract Approvals

5.3.A. Authorize the Deputy Commissioner to renew a contract with University of Nebraska Medical Center – Munroe Meyer Institute's division of Education and Child Development
Amy Rhone

5.4. Grant Approvals

5.5. Lease Approvals

5.6. Minutes of the Previous State Board of Education Meeting

5.7. Miscellaneous Approvals

6. STANDING COMMITTEE REPORTS
President Gubbels

6.1. Executive Committee
President Gubbels

6.1.A. Review 2023 Proposed State Legislation and Take Action on Board Positions
Deputy Commissioner Halstead

6.2. Budget and Finance Committee
Patsy Koch Johns

6.2.A. Monthly Board Travel Expense Report

6.2.B. In-State Travel Authorization Reports

6.2.C. Action Item: Accept the 2022 Annual Comprehensive Financial Report (ACFR) Audit
Bryce Wilson

6.2.D. Action Item: Amend the contract with McPherson & Jacobson, LLC.

6.2.E. Action Item: Authorize the Deputy Commissioner to accept funds from the Nebraska Arts Council to participate in the Arts Education Data Project
Marissa Payzant and Cody Talarico

6.2.F. Action Item: Authorize the Deputy Commissioner to accept a Subaward Grant from the University of Nebraska Public Policy Center to engage qualified individual(s) to deliver training in the evidence-based Psychological First Aid for Schools (PFA-S) model
Zainab Rida

6.2.G. Action Item: Authorize the Deputy Commissioner to contract with multiple partners to develop and implement support services for the Afghan Refugee School Impact Grant
Zainab Rida

6.3. Planning and Evaluation Committee
Deborah Neary

6.3.A. Discussion Item: Information on the Community Achievement Plan for the Learning Community of Douglas and Sarpy Counties
Shirley Vargas, NDE and Bradley Ekwerekwu, CEO, Learning Community of Douglas and Sarpy Counties

6.4. Rules and Regulations Committee
Elizabeth Tegtmeier

6.4.A. Report On Rules

6.4.B. Action Item: Approve proposed revisions to Rule 10 (92 NAC 10) Regulations and Procedures for the Accreditation of Schools
Brad Dirksen

6.4.C. Action Item: Approve proposed revisions to Rule 14 (92 NAC 14) Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools

Brad Dirksen

6.4.D. Action Item: Approve proposed repeal of Rule 23 (92 NAC 23) Regulations for the Basic Skills Competency Testing of Teachers and Administrators
Brad Dirksen

6.4.E. Discussion Item: Discuss proposed revisions to Rule 20 (92 NAC 20) Regulations for the Approval of Teacher Education Programs
Brad Dirksen

6.4.F. Discussion Item: Discuss proposed revisions to Rule 21 (92 NAC 21) Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools
Brad Dirksen and Clayton Waddle

6.4.G. Discussion Item: Discuss proposed revisions to Rule 24 (92 NAC 24) Regulations for Certification Endorsements
Brad Dirksen

6.4.H. Discussion Item: Substitute Certificates
Kirk Penner

7. SPECIAL COMMITTEE REPORTS

7.1. Ad Hoc Search Committee Report
President Gubbels

8. ADDITIONAL BUSINESS
President Gubbels

8.1. Board Discussion on Public Comment time

9. PUBLIC COMMENT PERIOD (The Board will hear Public Comment at or after 1:00 p.m.)
President Gubbels

9.1. Public Comment

9.2. Written Public Comment

10. INFORMATION ITEMS AND REPORTS
President Gubbels

10.1. Contracts Approved by Commissioner

10.2. Grants Approved by Commissioner

10.3. Information Item: Notification of vacancies on the Nebraska Private Postsecondary Career Schools Advisory Council
Marisol Birth and Brad Dirksen

11. GOOD OF THE ORDER
This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda items or introduce new agenda items.
President Gubbels

12. ADJOURNMENT
President Gubbels

The next regularly scheduled meeting of the State Board of Education will be held on Friday, April 14, 2023, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, April 13, 2023 in Lincoln, Nebraska.
The agenda contains a list of subjects known at the time of its distribution on February 23, 2023. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda
page: www.education.ne.gov/StateBoard/Agendas.html. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 15, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy and Strategic Initiatives

Deborah Dogba
Office of Policy & Strategic Initiatives

PROPOSED AGENDA ITEM: Provide an update to the State Board on progress of ESSER investments.

AGENDA ITEM TYPE: Other

RATIONALE/BACKGROUND INFORMATION:
The American Rescue Plan was signed into law in March 2021. As part of this act, $546 million was allocated to the State of Nebraska's public schools to ensure safe in-person learning and to address unfinished teaching and learning.

This update will share new resources on the NDE's ESSER webpages, and staff from the NDE will provide high-level updates on statewide investments.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

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FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 02.07.2023*

ARP ESSER III:
Celebrating Two Years of Impact

LANE CARR & DEBORAH DOGBA

OFFICE OF POLICY & STRATEGIC INITIATIVES

Agenda

Provide a high-level ESSER overview

Briefly outline the NDE's priorities, and core values for ESSER storytelling

Share testimonials on the impact of these investments

Describe next steps

ESSER OVERVIEW

Nebraska's Allocation of ESSER Funds

	Coronavirus Aid, Relief, and Economic Security Act (CARES) March 2020	**Coronavirus Response and Relief Supplemental Appropriations Act** (CRRSA) December 2020	**American Rescue Plan** March 2021
Total Allocation	$65 million	$243 million	$546 million
Formula-Based Direct Aid to Districts	$59 million	$218 million	$492 million
NDE Set-Aside	$6 million	$24 million	$53 million

ARP ESSER III

- March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act
- The ARP Act includes nearly $122 billion for the Elementary and Secondary School Emergency Relief (ESSER III)
- ESSER III allows state and local education agencies (LEAs) to take additional steps for continued *safe in-person instruction* and to *address unfinished teaching and learning* to mitigate the pandemic
- ESSER III funding enables Nebraska school districts to promote safe school operations and equity-driven, sustainable, evidence-based programs to serve students

ARP ESSER III Primary Goals

- Implement strategies to meet students' social, emotional, mental health, and academic needs;
- Offer crucial summer, afterschool, and other extended learning and enrichment programs;
- Support early childhood education;
- Invest in staff capacity; and
- Avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers; counselors, and other school personnel to support their needs.

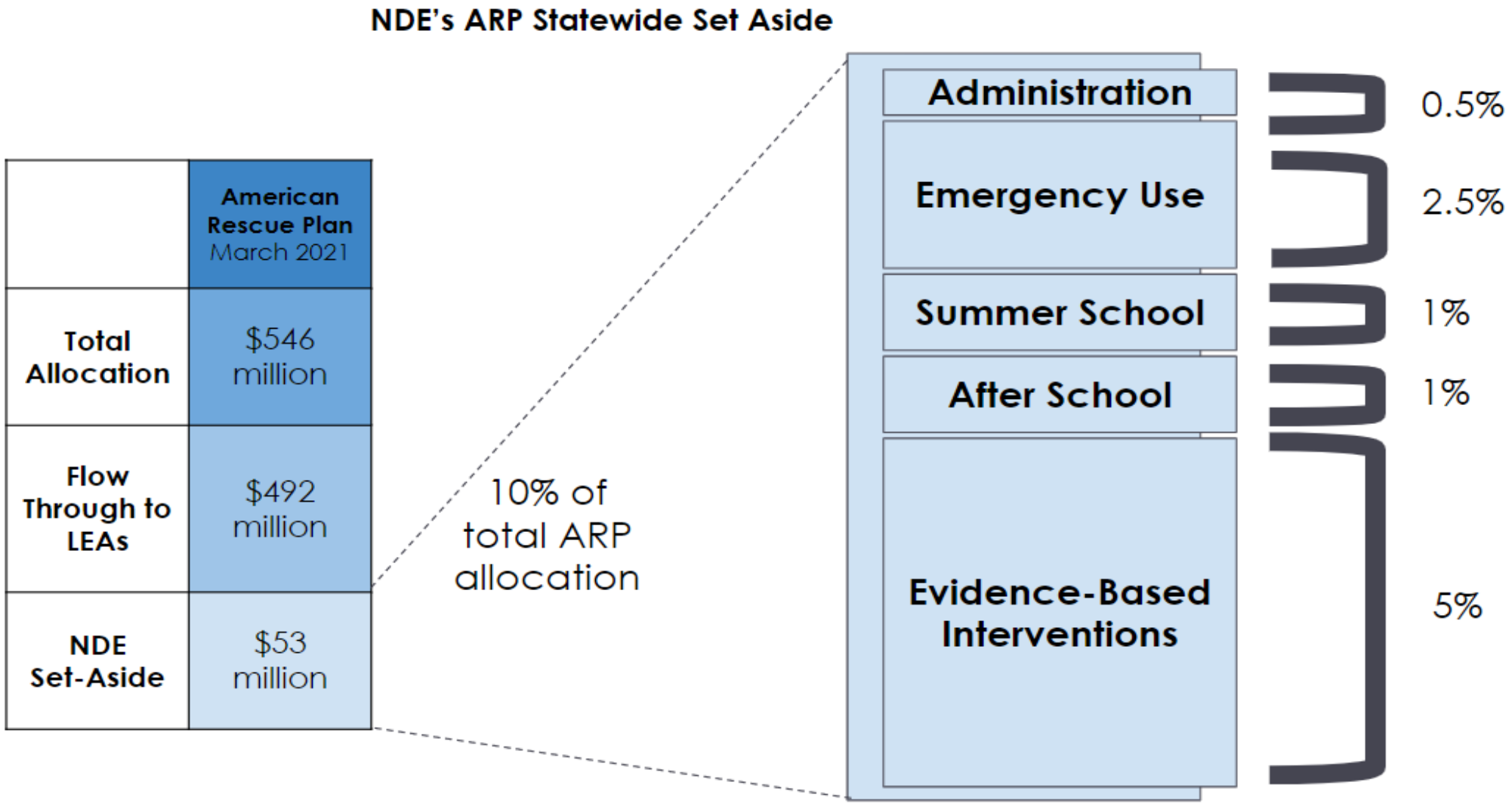
NDE's ESSER III Statewide Investments

NDE's Five Investment Priorities

After extensive feedback from stakeholders and reviewing preliminary data from the 2020-21 school year, the NDE developed the following five priority areas for statewide investments.

- Access to Comprehensive Mental Health Services
- Reimagined Family and Community Engagement
- Focus on Unfinished Learning and Supporting Learning Acceleration
- High-Quality Professional Learning and Bolstering the Teacher Pipeline
- Modernize Information, Data, Technology, and Process Systems

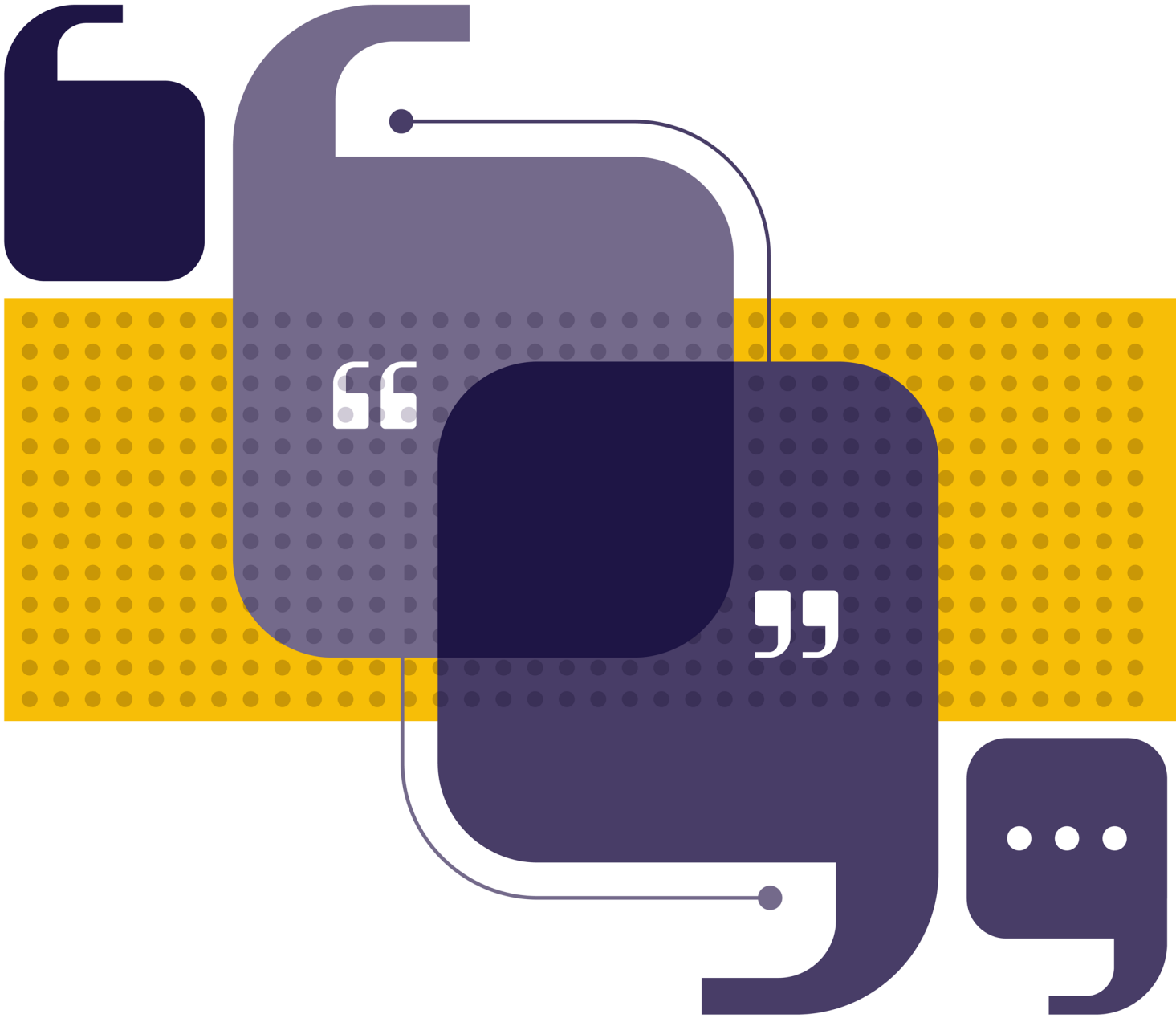
NDE Allocation of ESSER Funds



Key Considerations

Opportunities	Core Values for ESSER Reporting
➢ Highlight stories from the field ➢ Build on what was already working ➢ Focus funds on schools most impacted by COVID-19 ➢ Emphasize the need for sustainability	➢ Transparency ➢ Accountability ➢ Communication ➢ Evaluation


What are the stakeholders saying about ESSER's impact?



Comprehensive Mental health Services

The ESSER funds ***increased*** the capacity of our service unit to support the mental health of students and staff in our school districts. Specifically, the funds ***provided*** training to create a ***sustainable improvement process*** by focusing on the foundations of an ***effective*** system of support. The funds were also used to support specific components of district action plans.

Name: Michele Rayburn
Role: Director of Student Services at Educational Service Unit 6

Name: Amie Albrecht

Role : School Counselor at Wilber-Clatonia Public Schools

We have been able to put a lot of new incentives in place to help our students and staff at Wilber-Clatonia. This year we have focused on gather information, sorting what we currently have and allocating time to figuring out what works best based on needs and age groups. We have been able to bring in presentations, create flowcharts and visuals, and implement some services that we otherwise wouldn't have had access to. We look forward to continuing in this grant and doing more wonderful things for the students at Wilber-Clatonia

This project has been one of the most impactful initiatives I have been a part of in my educational career.

Name: Haley Hoarty
Role: 7-12 Counselor at Fillmore Central Public Schools

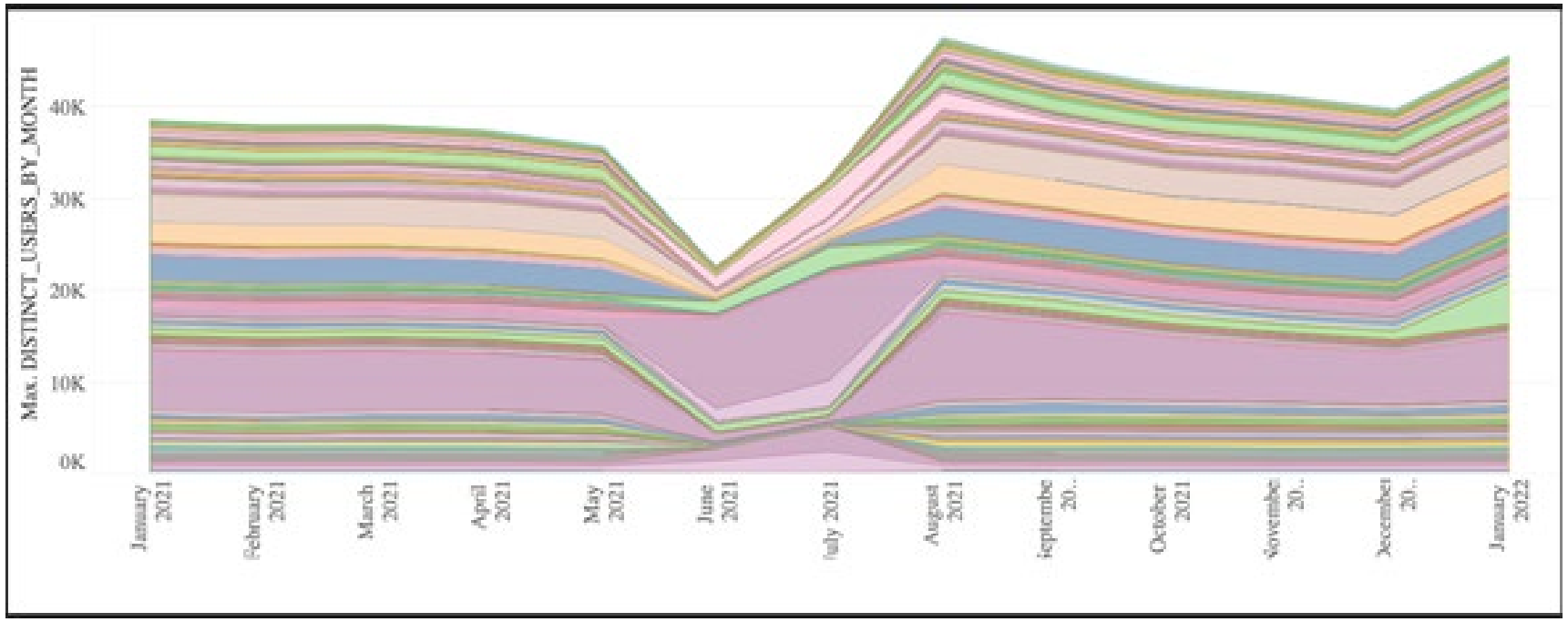
I think all students and staff at Fillmore Central will feel a positive lasting effect from our work with the Mental Health Project. We are beyond grateful to ESU 6

As a staff, we knew we were saying more concerns, but I was hoping to find some solid data showing its impact on learning; furthermore, I was hoping to learn some strategies or idea to help facilitate social emotional growth in our students. ESU 6 has done a great job facilitating this project and has really encouraged our mental health team, as well as our whole staff, to take a closer look at our students social and emotional wellbeing. They have provided resources for trauma informed care, resilience, staff wellness, and a multitude of others which has our team at Fillmore Central excited to continue in this work.



Modernize Information, Data, Technology, and Process Systems: Canvas

Canvas



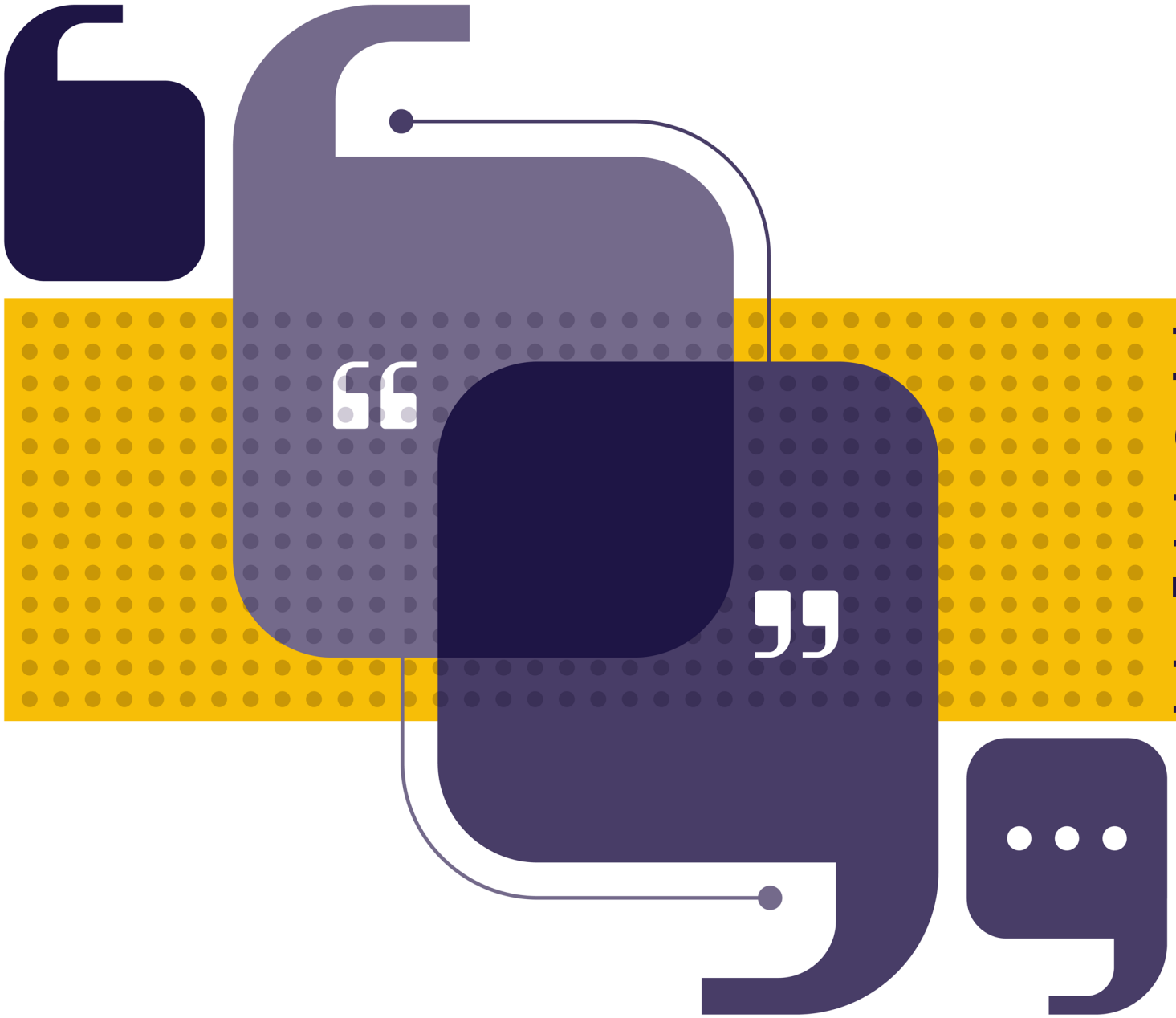
As a result of our investment, over 50,000 students use Canvas *per day* in the state.

Jess Bland – Superintendent of Oakland -Craig

[Canvas is a] *great way to organize everything for students and staff; rather than using a variety of learning management systems and having students log in to multiple sites, we've been able to use single sign-on* with their Gmail accounts, so it is quick and easy for kids and staff; All courses are loaded in Canvas from PowerSchool as our students, so the process is much quicker than adding them individually; simplified things for parents, staff, etc.; grading syncs directly to PowerSchool

The use of Canvas within our district has *helped create consistency with a single learning management system (LMS)*. A single LMS has helped the district provide support and professional development in an easier fashion than when we had multiple platforms across the district. *Teachers use the Canvas platform to create and engage students within discussion groups, house and share learning resources, and create both formative and summative assignments and assessments.* We have also used the Canvas platform to streamline how our building leaders share information and house important documents in a consistent manner. All team notes from Professional Learning Community (PLC) meetings are linked within Canvas.

Josh Snyder – Director of Learning at Wahoo



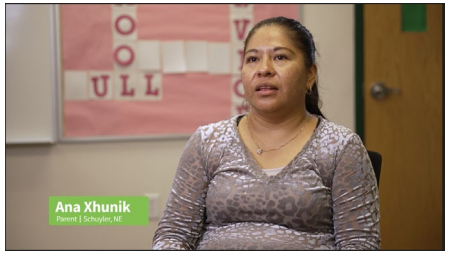
Reimagined Family & Community Engagement: Together, Better Partnership

nebraskachildren

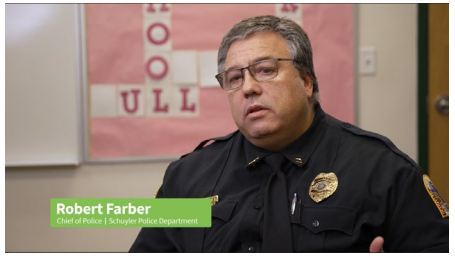
AND FAMILIES FOUNDATION



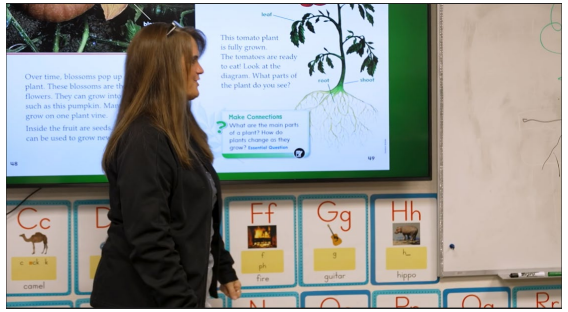




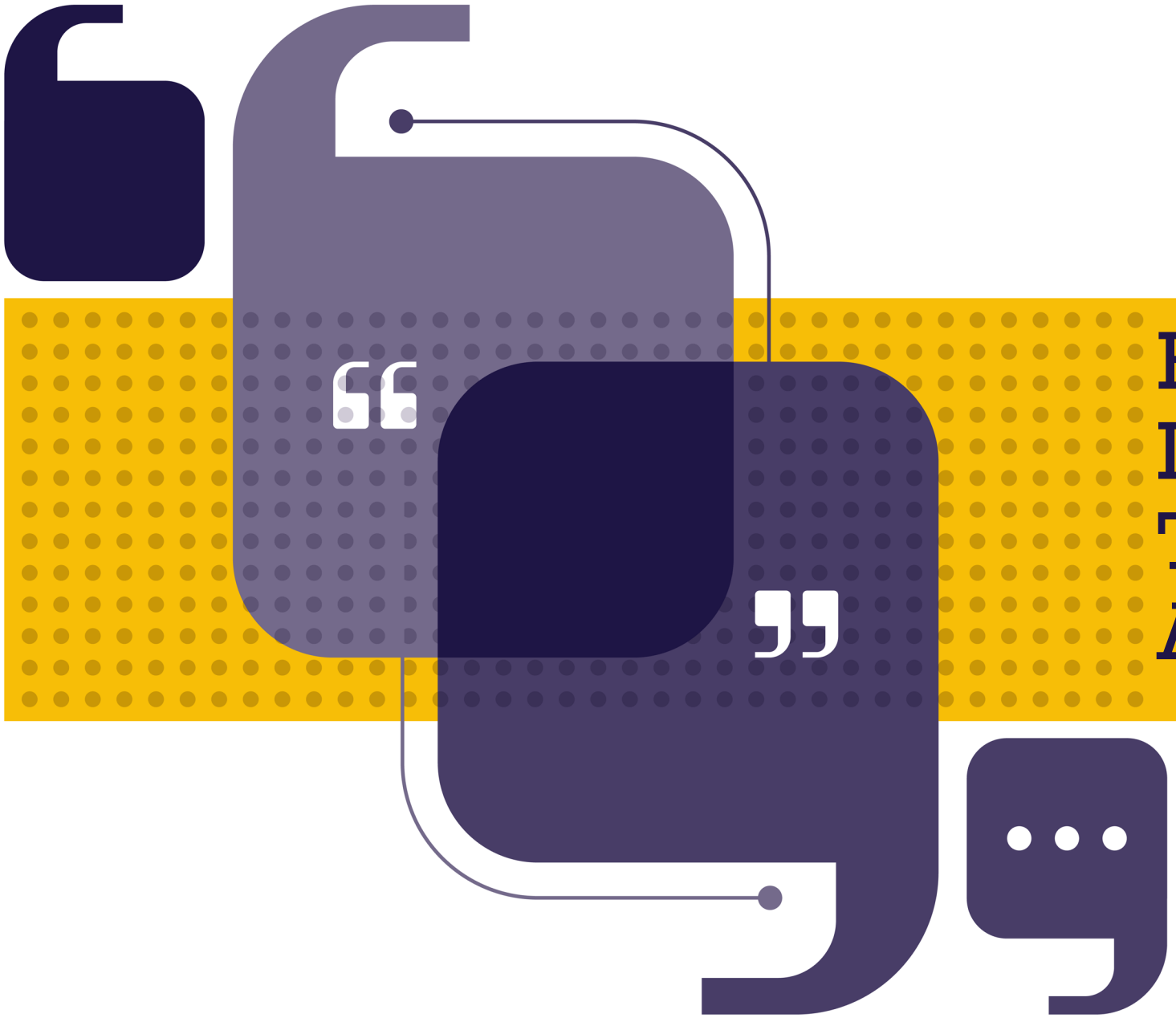












Focus on Unfinished Learning: The Math Acceleration Project

"This was a really good opportunity to pair with another math person, and talk and learn from each other, and just really dive into what's happening.

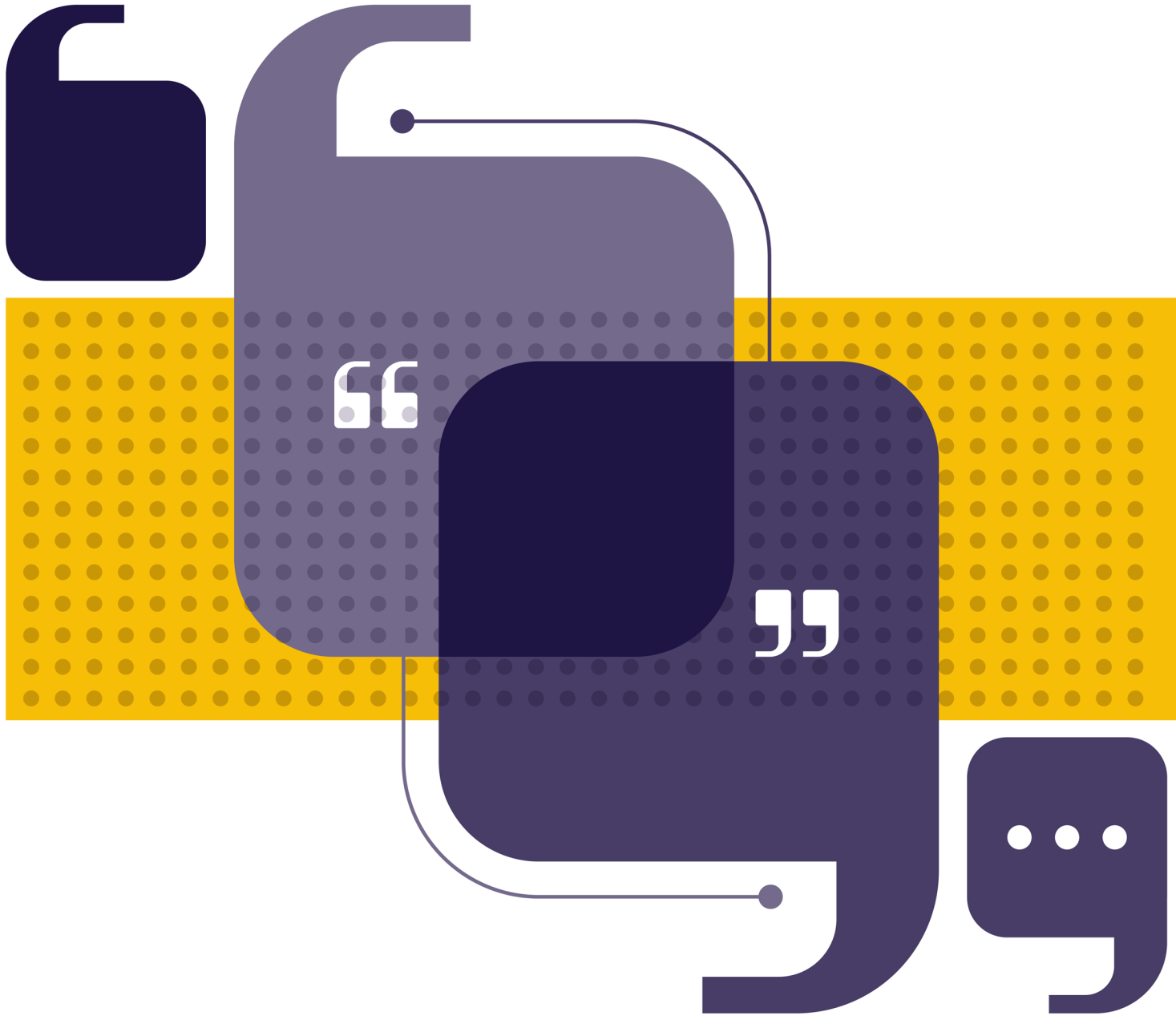
Kelly Georgius from ESU 2
ESU 2/Northeast
Elementary at Lyons

"Seeing teachers make connections with each other and the curriculum through grades [kept] the district moving forward with good conversations."

ESU 4/Pawnee City Schools
Jen Madison and Tara
Gossman in ESU 4

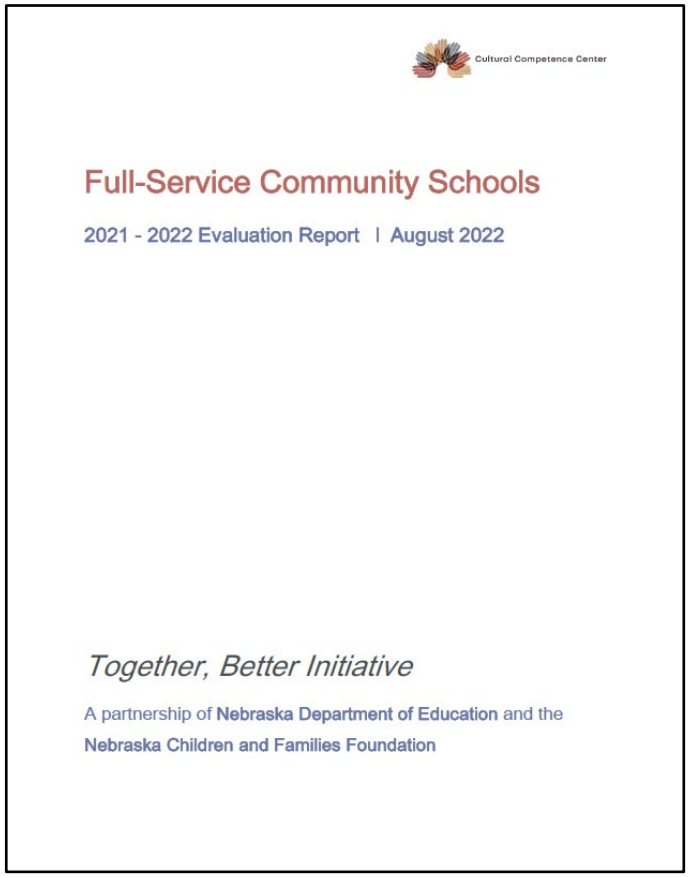
"This project has provided a roadmap to guide successful implementation of HQIM while building leadership capacity. As a professional development provider, coming alongside the teachers and leaders has been critical with the process of the math acceleration project so that true implementation of HQIM occurs and all, and I mean all, students grow in their learning.

ESU 16/Sutherland
Alison Smith from ESU 16



Early Evaluations

Example Evaluations

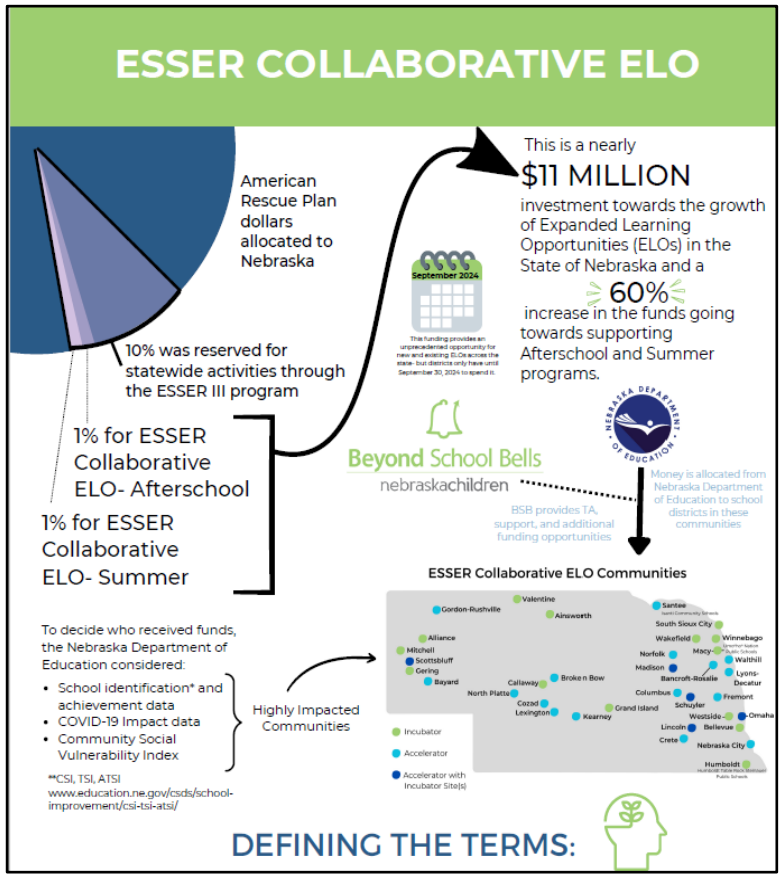

Cultural Competence Center

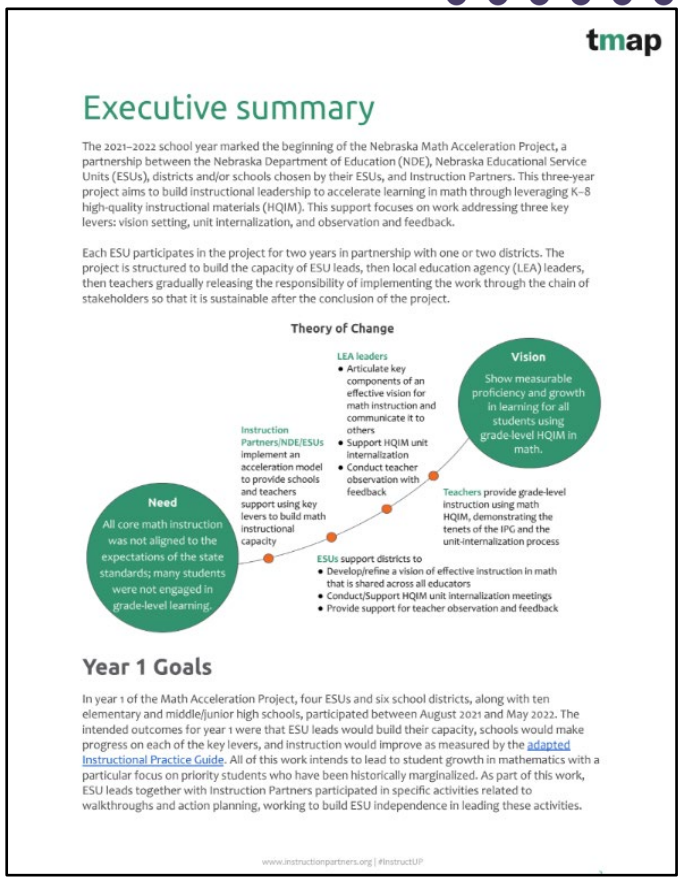
Full-Service Community Schools

2021 - 2022 Evaluation Report | August 2022

Together, Better Initiative

A partnership of **Nebraska Department of Education** and the **Nebraska Children and Families Foundation**




tmap

Executive summary

The 2021–2022 school year marked the beginning of the Nebraska Math Acceleration Project, a partnership between the Nebraska Department of Education (NDE), Nebraska Educational Service Units (ESUs), districts and/or schools chosen by their ESUs, and Instruction Partners. This three-year project aims to build instructional leadership to accelerate learning in math through leveraging K–8 high-quality instructional materials (HQIM). This support focuses on work addressing three key levers: vision setting, unit internalization, and observation and feedback.

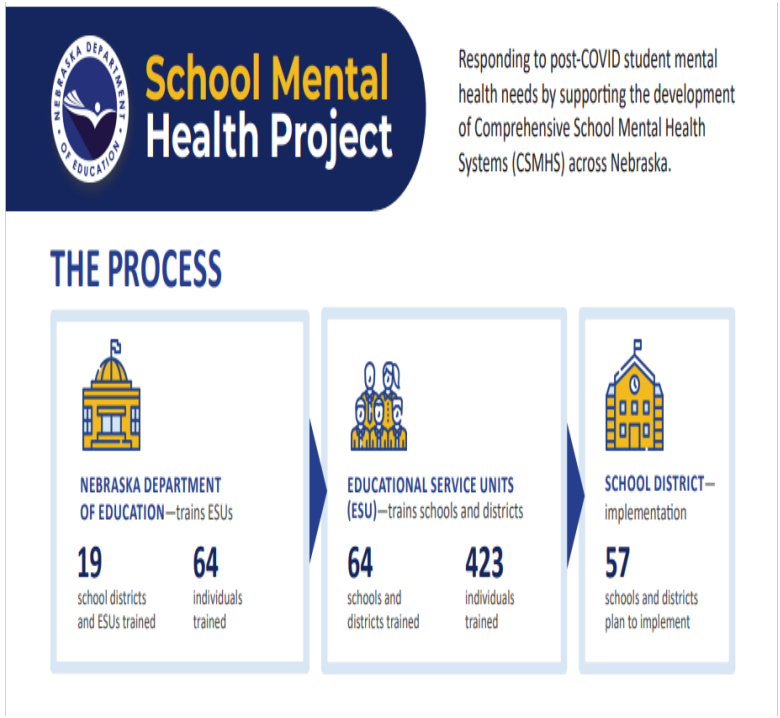
Each ESU participates in the project for two years in partnership with one or two districts. The project is structured to build the capacity of ESU leads, then local education agency (LEA) leaders, then teachers gradually releasing the responsibility of implementing the work through the chain of stakeholders so that it is sustainable after the conclusion of the project.

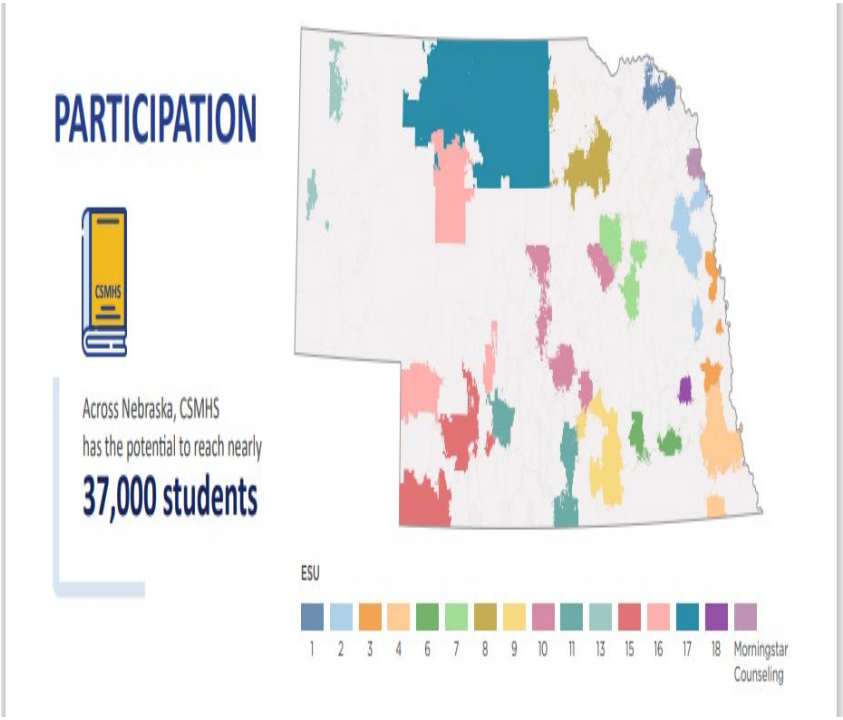
Theory of Change

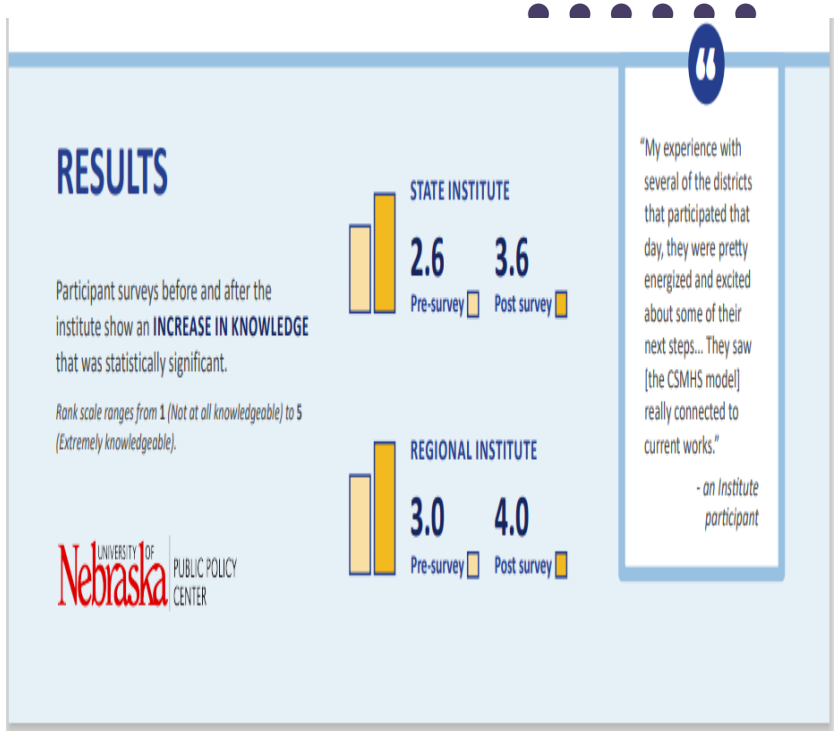
Year 1 Goals

In year 1 of the Math Acceleration Project, four ESUs and six school districts, along with ten elementary and middle/junior high schools, participated between August 2021 and May 2022. The intended outcomes for year 1 were that ESU leads would build their capacity, schools would make progress on each of the key levers, and instruction would improve as measured by the adapted Instructional Practice Guide. All of this work intends to lead to student growth in mathematics with a particular focus on priority students who have been historically marginalized. As part of this work, ESU leads together with Instruction Partners participated in specific activities related to walkthroughs and action planning, working to build ESU independence in leading these activities.

Example Evaluations

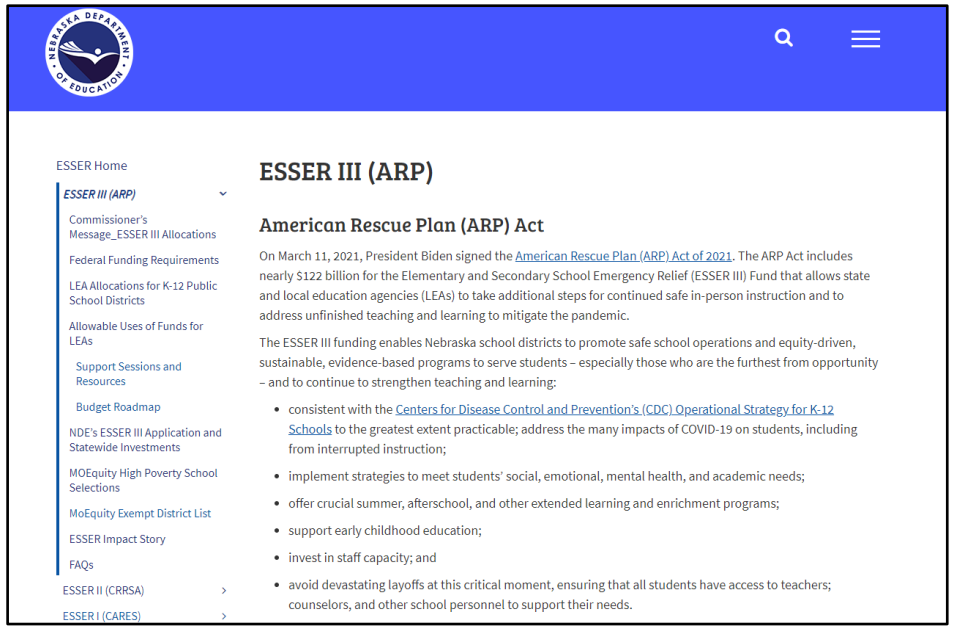






Next Steps

- Transparency Dashboards
  - School-Level Expenditures
  - NDE Statewide Expenditures
- Updates to the NDE page
- Engaging School & District Leaders





Thank You!

Nebraska Teacher of the Year Program





National Teacher of the Year Program

- CCSSO's National Teacher of the Year Program is the most prestigious teacher recognition program in the country.
- Each year, CCSSO provides State Teachers of the Year with a yearlong, one-of-a-kind professional learning and development experience designed to increase each educator's leadership skills while celebrating their talents and commitment as extraordinary teachers.
- One teacher is selected to be the National Teacher of the Year. That teacher brings national public attention to the importance of excellence in teaching.

Teacher of the Year Highlights

State Teachers of the Year are invited to a number of special events.

- A visit to Google
- Assistance in developing a TEDEd talk
- NASA Space Camp
- White House visit
- College Football Championship



Nebraska's 2023 Teacher of the Year

Renee Jones

English Teacher

Lincoln High School

Teacher of the Year Conference




Google


Google
Workspace
for Education
Google for Education
EXIT

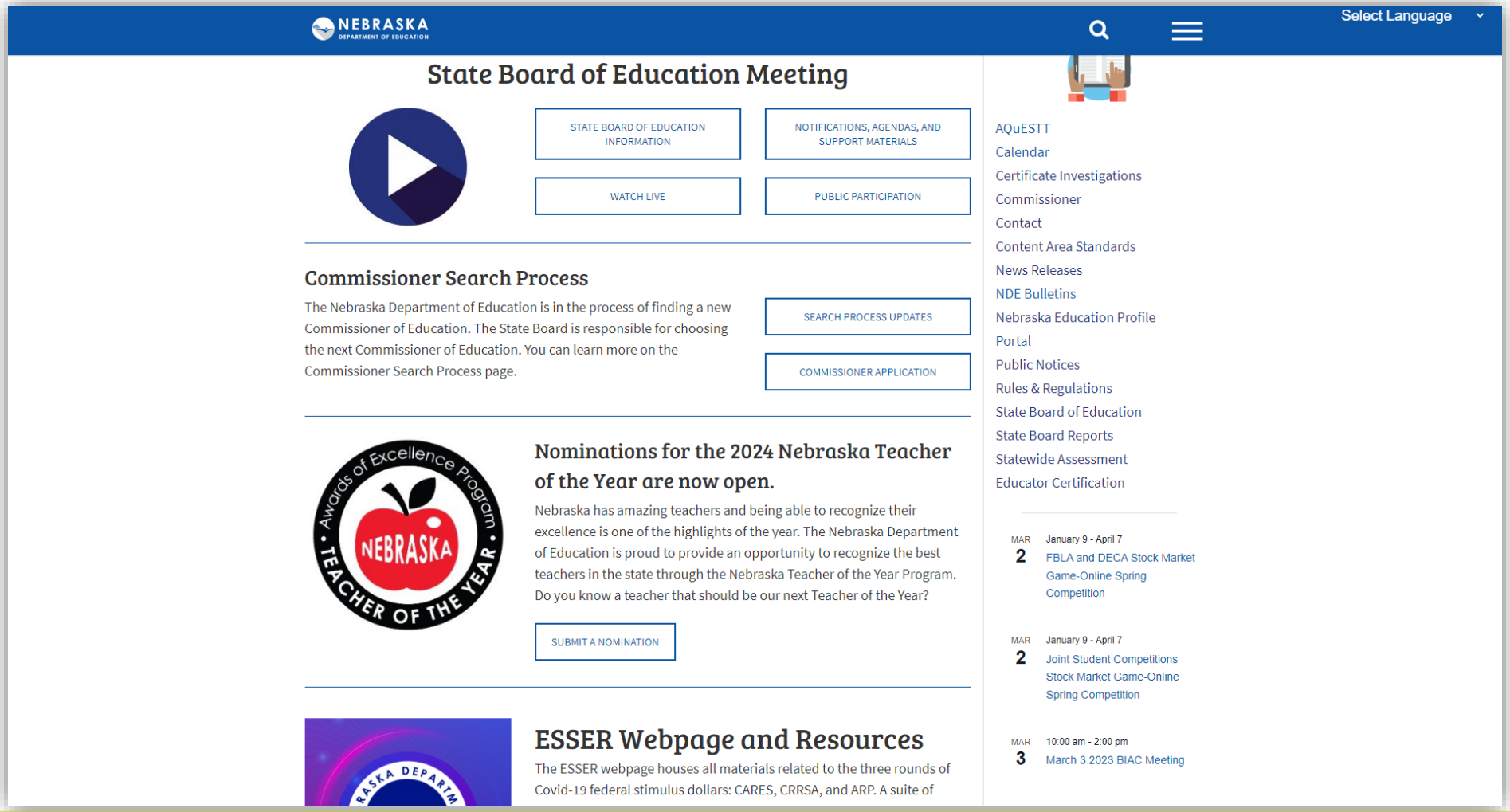

Google for Education
Google for Education



National Education Topics

- Teacher shortage
- Increased responsibilities
- Outside influence
- Sharing good stories
- Advocating for the profession
- Supporting other teachers

2024 Teacher of the Year Nominations



Out-State Travel Authorization Reports - March				
Name	**Event Name**	**Date**	**Location**	**Trip Request (i.e. 1st, 2nd, Other)**
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

Out-State Travel Authorization Reports - March				
Name	**Event Name**	**Date**	**Location**	**Trip Request (i.e. 1st, 2nd, Other)**
Patsy Koch Johns	NASBE Legislative Conference 2023	03/19/23 - 03/21/23	Washington DC	1st
Patti Gubbels	NASBE Legislative Conference 2023	03/19/23 - 03/21/23	Washington DC	1st
Elizabeth Tegtmeier	(NONE)			
Sherry Jones	(NONE)			

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 16, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Deputy Commissioner to renew a contract with University of Nebraska Medical Center – Munroe Meyer Institute's division of Education and Child Development.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION:
The Office of Special Education is required to report Birth to 5 child outcomes annually under IDEA Part B and C Results Driven Accountability through the Annual Performance Report (APR) to the US Department of Education, Office of Special Education. This endeavor requires consistent longitudinal data evaluation, analysis, and review by personnel who are uniquely engaged in and knowledgeable about:

1) the federal data collection process;
2 the evaluation tools being used within the State of Nebraska as well as other states and territories and;
3) the mathematical algorithms used to provide statistical analysis, pattern checking, and calculation corrections for all data collected.

The child outcome data must be reported by school districts and reported to NDE, Office of Special Education to satisfy federal reporting requirements under IDEA Part B and IDEA Part C.
The Education and Child Development division of the Munroe Meyer Institute is uniquely qualified to provide these evaluations and analysis supports as their personnel have worked, and continue to work, closely with the US Department of Education, federal technical assistance centers, and the publisher of the federally approved child outcome tool to develop and implement these types of services and supports to states in meeting the federal early childhood outcome reporting requirements.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: $74,888

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: IDEA Part B 619 Funds and IDEA Part C Funds
- New or Renewal: Renewal
- If renewal, date of first approval: June Board 2018

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education.ne.gov

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: NA

- Rationale for method of procurement: Per NDE Procurement, Appendix C, the following are situations for which an exemption to the requirements for competitive bidding or negotiation for state agencies are set out in 73-507 R.R.S.
    - vii) Agreements for services to be performed by or between a state agency and the University of Nebraska, the Nebraska state colleges, the courts, the Legislature, or other officers or agencies established by the Constitution of Nebraska.

- Rationale for contractor selection: The Education and Child Development division of the Munroe Meyer Institute is uniquely qualified to provide these evaluations and analysis supports as their personnel have worked, and continue to work, closely with the US Department of Education, federal technical assistance centers, and the publisher of the federally approved child outcome tool to develop and implement these types of services and supports to states in meeting the federal early childhood outcome reporting requirements.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

State Board of Education Work Session and Business Meeting.
Thursday-Friday February 2-3, 2023
Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508
Link to Agenda and Attachments
Link to Video of Meeting

Publicized notice of the business meeting was given by posting notice on the Department's website and emailed to news media requesting notification, which gave the date, time, and location of the meeting.

STATE BOARD WORK SESSION, Thursday, February 2, 2023, 9:00 a.m.

1. CALL TO ORDER

President Gubbels called the meeting to order at 9:04 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke	Patti Gubbels	Jacquelyn Morrison (arrived at 10:47 a.m.)
Patsy Koch Johns	Elizabeth Tegtmeier	Deborah Neary (arrived at 10:25 a.m.)
Sherry Jones	Kirk Penner	

Deputy Commissioner Frison was also in attendance.

1.2. President Gubbels led the Pledge of Allegiance.

1.3. President Gubbels announced the placement of the Open Meetings Act.

2. BUSINESS

2.1. The State Board engaged in a work session on board working agreements and priorities, led by Linda Richards and Blane McCann, PRISM Advisors.

Elizabeth Tegtmeier left at 10:26 a.m. Returned at 10:29 a.m.

Kirk Penner left at 10:30 a.m. Returned at 10:36 a.m.

Lisa Fricke left at 10:40 a.m. Returned at 10:43 a.m.

3. ADJOURNMENT

President Gubbels adjourned the meeting at 10:56 a.m.

The State Board of Education will reconvene this afternoon, Thursday, February 2, 2023, at 2:30 p.m. at Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508

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STATE BOARD WORK SESSION, Thursday, February 2, 2023, 2:30 p.m.

1. CALL TO ORDER

President Gubbels called the meeting to order at 2:35 p.m.

1.1. Roll Call

Roll Call showed the following attendance:

Lisa Fricke	Patti Gubbels	Jacquelyn Morrison
Patsy Koch Johns	Elizabeth Tegtmeier	Deborah Neary
Sherry Jones	Kirk Penner	

Deputy Commissioner Frison was also in attendance.

1.2. President Gubbels announced the placement of the Open Meetings Act.

2. BUSINESS

2.1. Review 2023 Proposed State Legislation and Take Action on Board Positions

The Executive Committee presented its recommendations on the legislative bills related to the work of the State Board and to the Commissioner of Education.

2.1.A. Discuss Constitutional Amendments and Legislative Bill on State Board

Board Members discussed the introduced legislation regarding the governance of the State Board of Education and the Commissioner of Education.

Elizabeth Tegtmeier left at 3:34 p.m. Returned at 3:38 p.m.

Jacquelyn Morrison left at 3:41 p.m. Returned at 3:51 p.m.

President Gubbels called for a break at 3:42 p.m. The meeting resumed at 3:51 p.m.

Patsy Koch Johns left at 4:54 p.m. Returned at 5:00 p.m.

2.1.B. Executive Committee Recommendation on Legislative Positions

Board Members discussed the Executive Committees recommendations on each of the Constitutional Amendments and Legislative Bills. Board members recommended changing the Committees recommendation on Bill 753 to add Neutral.

3. ADJOURNMENT

President Gubbels adjourned the meeting at 5:14 p.m.

The State Board of Education will reconvene Friday, February 3, 2023, at 9:00 a.m. at Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508.

DRAFT

STATE BOARD OF EDUCATION MEETING, Friday, February 3, 2023, 9:00 a.m.

1. CALL TO ORDER – President Patti Gubbels called the meeting to order at 9:02 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Sherry Jones	Patti Gubbels	Elizabeth Tegtmeier
Patsy Koch Johns	Lisa Fricke	Deborah Neary
Jacquelyn Morrison (arrived at 9:18 a.m.)		

Deputy Commissioner Frison was also in attendance.

Absent: Kirk Penner

1.2. President Gubbels led the Pledge of Allegiance.

1.3. President Gubbels announced the placement of the Open Meetings Act.

2. SPECIAL PRESENTATIONS

2.1. Career and Technical Student Organization Presentation

Katie Graham, Administrator of the Office of Career and Technical Education, recognized February as National CTE Month and introduced the following guests who made presentations on their Career and Technical Education experiences:

Educators Rising (CTSO State Officers)
Milan Aranda (President), Burke High School
Maddie Saub (Secretary), Millard Education Academy
Aliyah Aljaddou (VP of Communication), South High School (absent)
Eric Snyder, Educators Rising State Adviser, NDE

Raymond Central FFA (Rural District CTE)
Aleyna Cuttlers, Senior, AFNR/FFA Student
Tony Kobza, Assistant Principal/Activities Director, Raymond Central Public Schools

Grand Island (Middle School and Career Academy)
Bella Arrants, 8th grader at Westridge MS
Alex Johnson, Senior at Grand Island Senior High
Dan Phillips, Director of Innovation for College and Career Readiness, Grand Island Public Schools

3. DEPUTY COMMISSIONER'S REPORT

Deputy Commissioner Frison delivered the Deputy Commissioner's Report.

3.1. Agenda Overview and Consent Agenda Process

3.1.A. Deputy Commissioner's recommendation and items to be removed from consent agenda

No consent agenda items were requested for removal.

4. PRESIDENT'S REPORT

President Gubbels delivered the President's Report

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5. CONSENT AGENDA

Motion by Sherry Jones, second by Patsy Koch Johns to approve the Consent Agenda.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Absent

The motion passed.

6. SPECIAL COMMITTEE REPORTS

6.1. **Executive Committee** – Patti Gubbels, Chair, reported on the meeting of the Committee.

6.1.A. Action Item: Review 2023 Proposed State Legislation and Take Action on Board Positions

Motion by Lisa Fricke, second by Deborah Neary to adopt the legislative positions as recommended by the Executive Committee with the exception of LB188.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Absent

The motion passed.

Motion by Jacquelyn Morrison, second by Deborah Neary to amend the NDE Recommendation on LB188 to strike the word "Neutral" and insert the word "Opponent".

Lisa Fricke:	No
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	No
Elizabeth Tegtmeier:	No
Patti Gubbels:	No
Jacquelyn Morrison:	Yes
Kirk Penner	Absent

The motion is lost.

Motion by Sherry Jones, second by Lisa Fricke to adopt the recommended position of the Executive Committee on LB188

Lisa Fricke:	No
Patsy Koch Johns:	No
Deborah Neary:	No
Sherry Jones:	Yes

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Elizabeth Tegtmeier: No
Patti Gubbels: Yes
Jacquelyn Morrison: No
Kirk Penner Absent

The motion is lost.

President Gubbels called for a break at 10:15 a.m. The meeting resumed at 10:30 a.m.

Motion by Elizabeth Tegtmeier, second by Patsy Koch Johns to reconsider the vote on the motion to amend the Executive Committee's recommendation on LB188 to strike "Neutral" and insert "Opponent".

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Sherry Jones: No
Elizabeth Tegtmeier: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner Absent

The motion passed.

Elizabeth Tegtmeier called up the motion to reconsider the vote on the LB188 recommendation to strike "Neutral" and insert "Opponent".

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Sherry Jones: No
Elizabeth Tegtmeier: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner Absent

The motion passed.

6.1.B. Action Item: Proposed Changes to April 2023 and December 2023 Meeting Dates

Motion by Deborah Neary, second by Patsy Koch Johns to adopt the proposed change~~d~~ to the April 2023 and December 2023 meeting dates as recommended by the Executive Committee.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Sherry Jones: Yes
Elizabeth Tegtmeier: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner Absent

The motion passed.

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6.2. **Budget and Finance Committee** – Patsy Koch Johns, Chair, reported on the meeting of the Committee.

6.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item

6.2.B. Review In-State Travel Authorization Reports

There was no further discussion on this item.

6.2.C Action Item: Authorize the Deputy Commissioner to contract with ESU 10 to perform duties associated with UNK's Mid-Nebraska Educator Pipeline Grant

Motion by Elizabeth Tegtmeier, second by Lisa Fricke to authorize the Deputy Commissioner to hire a Contractor to serve as a Farm to School and early Care Project Coordinator.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Absent

The motion passed.

6.2.D. Action Item: Authorize the Deputy Commissioner to contract with BIC Construction LLC for the remodel of leased office space at 500 S. 84th St., Lincoln, NE

Motion by Patsy Koch Johns, second by Sherry Jones to authorize the Deputy Commissioner to contract with BIC Construction LLC for the remodel of leased office space at 500 S. 84th St., Lincoln, NE

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Absent

The motion passed.

6.2.E. Action Item: Approve the 2023-2025 NDE-NAPE/AFSCME Bargaining Agreement

Motion by Patsy Koch Johns, second by Deborah Neary to approve the 2023-2025 NDE-NAPE/AFSCME Bargaining Agreement.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes

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Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Absent

The motion passed.

6.3. **Planning and Evaluation Committee Report** – Deborah Neary, Chair reported on the meeting of the Committee.

6.3.A. Action Item: Authorize the Deputy Commissioner to amend the current 2022-2023 NWEA contract for statewide assessment services to include the additional of MAP Growth for grades 3-8 for the 2023-2024 school year

Motion by Sherry Jones, second by Patsy Koch Johns to authorize the Deputy Commissioner to amend the current 2022-2023 NWEA Contract for statewide assessment services to include the addition of MAP Growth for grades 3-8 for the 2023-2024 school year.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Absent

The motion passed.

6.3.B. Discussion Item: Discuss necessary updates to Nebraska's Every Student Succeeds Act (ESSA) plan

No additional discussion.

6.3.C. Discussion Item: Teach in Nebraska Today Action

Board Member Jones shared information on the Teach in Nebraska Today Act.

6.4. **Rules and Regulations Committee** – Elizabeth Tegtmeier, Chair reported on the meeting of the Committee.

6.4.A. Report on Rules

There is no action on rules.

6.4.B. Discussion Item: Approve proposed revisions to Rule 10 (92 NAC 10) *Regulations and Procedures for the Accreditation of Schools*

6.4.C. Discussion Item: Approve proposed revisions to Rule 14 (92 NAC 14) *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*

Brad Dirksen, NDE Representative, reviewed revisions to Rule 10 (92 NAC 10) *Regulations and Procedures for the Accreditation of Schools* and Rule 14 (92 NAC 14) *Regulations and Procedures for the Legal Operation f Approved Nonpublic Schools*.

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6.4.D. Discussion Item: Approve proposed repeal of Rule 23 (92 NAC 23) *Regulations for the Basic Skills Competency Testing of Teachers and Administrators*

Brad Dirksen, NDE Representative, reviewed revisions to Rule 23 (92 NAC 23) *Regulations for the Basic Skills Competency Testing of Teachers and Administrators.*

7. SPECIAL COMMITTEE REPORTS

7.1. Report from the Ad Hoc Search Committee – Patti Gubbels, Chair, reported on the meeting of the Committee.

8. ADDITIONAL BUSINESS

NONE

9. PUBLIC COMMENT PERIOD

9.2. Written Public Comment

Submitted written public comments are linked through SPARQ in Board Agenda item number 9.2., SBOE Written Public Comment February 2023.

10. INFORMATION ITEMS AND REPORTS

President Gubbels referred Board Members to review information items and reports.

11. GOOD OF THE ORDER

President Gubbels mentioned the National Association of State Board of Education (NASBE) Legislative Conference March 19-21, 2023, in Washington, DC.

President Gubbels called for a break at 11:41 a.m. The meeting resumed at 1:00 p.m.

PUBLIC COMMENT CON'T

Jacquelyn Morrison left at 1:00 p.m.

9.1. Public Comment

Marilyn Hoskins spoke regarding LB298 to require collection and reporting of information regarding dyslexia in schools.

Connie Schmidt spoke regarding LB298 to require collection and reporting of information regarding dyslexia in schools.

12. ADJOURNMENT

President Gubbels adjourned the meeting at 1:10 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, March 3, 2023, at 9:00 a.m. in Lincoln, NE.

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STATE BOARD OF EDUCATION

EXECUTIVE COMMITTEE REPORT

Date: March 2, 2023

The Executive Committee reports on it's Thursday, March 2, 2023 meeting. Members present were chair, Patti Gubbels, vice chair Kirk Penner, Lisa Fricke, and Jacquelyn Morrison.

Chair Gubbels discussed talking points and preparation for testimony on March 7. The Board will consider the full slate of bills and positions at the Friday meeting.

Additionally, Chair Gubbels discussed additional upcoming tasks for the Committee to consider. This included a full review of Policy Bylaw Revisions, consideration and planning for the new Commissioner's performance evaluation, and the development of legislative and regulatory board priorities. The committee suggested providing some guidelines for how legislative positions are determined.

Additional topics included new board orientation and opportunities for continuing education, teacher certification and permits, and how the State Board keeps up-to-date with advisory boards.

This concludes the Executive Committee report.

Patti Gubbels, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

State Board Executive Committee Recommendations on Legislation
March 1, 2023

State Board Bylaw B4 outlines the duties of Board committees. The bylaw notes "The Executive Committee shall be charged with making recommendations to the Board on the NDE's position on specific bills and legislative resolutions." The Executive Committee has met weekly from January 18 through February 1, 2023, to advise the Commissioner on legislation. The Executive Committee has reviewed bills introduced in the Nebraska Legislature and brings to the board the following recommendations for adoption by the full Board:

Board Legislative Priority Areas:

1. Increase Third Grade English Language Arts Proficiency to 75% by 2030
2. Half the Gap in 8th Grade Math Achievement for Each Student Group by 2030.
3. Increase the Number of High School CTE Concentrators to 50%.
4. Reduce Chronic Absenteeism by Half by 2030
5. For Youth who are Systems-Involved, Raise the High School Graduation Rate and/or High School Equivalency Attainment to 70%.
6. Eliminate the Special Education Staffing Vacancy and Cut the Educator Shortage in Half by 2030.

Hearings Scheduled Next Week:

Bill	One Liner	Fiscal Impact	Board Priority Area	NDE Recommendation	Executive Committee Advice	Rationale
Monday, March 6						
LB159 (McDonnell)	Adopt the Fostering Independence Higher Education Grant Act			Monitor	Concur	Higher education related matter.
LB178 (Erdman)	Require display of the national motto in schools	Unknown		Monitor	Concur	Does not align with any Board priority areas.
LB679 (Day)	Create the Holocaust and Genocide Education Training Grant Program and provide duties for the State Department of Education, State Board of Education, and Commissioner of Education	$2 million		Monitor	Concur	While an important topic, this bill does not align to the State Board's Priorities.
LB372 (Murman)	Change provisions relating to part-time enrollment in public schools and extracurricular activities	Unknown		Monitor	Concur	Local school district matter.
LB635 (Albrecht)	Provide requirements regarding access to digital and online resources provided for students by school	Unknown		Monitor	Concur	Local school district matter.

	districts, schools, and the Nebraska Library Commission					
LB638 (Albrecht)	Adopt the Nebraska K-12 Cybersecurity and Data Protection Act	Unknown		Proponent	Concur – Submit a letter of support	Critical aspect to school and student safety and data privacy.
Tuesday, March 7						
LB632 (McKinney)	Prohibit the suspension of students in prekindergarten through second grade in a school in a city of the metropolitan class	None		Monitor	Concur	Local school district matter.
LB340 (McKinney)	Change provisions related to expelled students under the Student Discipline Act	Unknown		Monitor	Concur	Local school district matter.
LB690 (Linehan)	Change provisions relating to powers and duties of the State Department of Education, State Board of Education, and Commissioner of Education	None		Neutral – Work with Sponsor	Concur	The bill provides an opportunity to develop a further understanding of the distinct roles of the State Board and Commissioner of Education, and how the "Nebraska Department of Education is comprised of both the state board and commissioner."
LR24CA (Albrecht)	Constitutional amendment to eliminate the State Board of Education and provide for the Governor to appoint the Commissioner of Education	Unknown		Opponent	Concur	Use this opportunity to share the value of the voters having authority of electing members of the board by local districts, for which the board selects the commissioner.
LR28CA (Linehan)	Constitutional amendment to change the membership of the State Board of Education	Unknown		Opponent	Concur	

LR29CA (Linehan)	Constitutional amendment to provide term limits for the members of the State Board of Education	Unknown		Opponent	Concur	

February 27- March 3

Bill	One Liner	Fiscal Impact	Board Priority Area	NDE Recommendation	Executive Committee Advise	Rationale:
February 28						
LB708 (Arch)	Require the Office of Probation Administration, the State Court Administrator, the State Department of Education, and the Department of Health and Human Services to enter into a memorandum of understanding for the sharing of data regarding data relevant to students who are under the jurisdiction of the juvenile court	Not Specified	5	Proponent - NDE testified on this bill	Concur	Supports Board Priority 5 re: systems-involved youth.
LB550 (Ballard)	Change provisions relating to the enrollment option program	None		Monitor	Concur	Local school district matter.
LB528 (Hansen)	Create the Nebraska Option Enrollment Tuition Account Program	Unknown		Monitor	Concur	Local school district matter.
LB356 (Walz)	Redefine terms under the Nebraska Opportunity Grant Act			Monitor	Concur	Higher education related matter.
LB811 (Murman)	Change provisions relating to the Student Discipline Act and provide for use of physical contact or physical restraint or removal from a class in response to student behavior, provide for behavioral awareness and intervention training, and change provisions relating to lottery funds used for education	$2.1 million		Neutral	Concur	While the behavioral training component of this bill is important and needed, this is a local matter pertaining to disciplinary practices. SEAC shared their opposition to this bill in a letter to the State Board.

LB703 (Murman)	Change provisions relating to the University of Nebraska			Monitor	Concur	Higher education related matter.
LB700 (Murman)	Remove redundant language relating to the community college system			Monitor	None	Higher education related matter.
March 3						
LB523 (Walz)	Require a state plan amendment to include school psychologists as medicaid providers		4	Proponent	NDE will draft a letter.	Supports Board Priority 4 re: reducing chronic absenteeism. Specifically addresses the need to *work with DHHS Medicaid Administration to ensure school psychologists are reimbursable by Medicaid.*

February 13-17

Bill	**One Liner**	**Fiscal Impact**	**Board Priority Area**	**NDE Recommendation**	**Executive Committee Advice:**	**Rationale**
February 15						
507 (Conrad) (Judiciary)	Change provisions relating to truancy, juvenile courts, the Community-based Juvenile Services Aid Program, and compulsory education	Negligible for NDE	4	Proponent – Written testimony submitted to sponsor	Concur with NDE rec.	Board Priority 4 specifically notes: *Revise and update attendance statutes and encourage partnerships with probation, county attorneys, and others to prevent chronic school absence.* This bill attempts to do that.
February 21						
LB222 (Fredrickson)	Prescribe requirements for the student application and admission process of	Unknown		Monitor	Concur with NDE rec.	Higher education related matter.

	public colleges and universities regarding criminal history and juvenile court record information					
LB231 (Dungan)	Change provisions related to student attendance and require plans for excessive absences	No fiscal impact	4	Proponent - Written testimony	Concur with NDE rec.	State Board Priority 4 seeks to reduce chronic absenteeism, and this bill reflects a need to create plans for students experiencing excessive absenteeism.
LB386 (Linehan)	Prohibit changes to the base limitation for school districts and the local effort rate calculation under the Tax Equity and Educational Opportunities Support Act	Unknown		Neutral	Concur with NDE rec.	NDE staff technical experts on topic.
LB455 (Wayne)	Require the State Department of Education to create a grant program	$1,170,000	1	Proponent - Written testimony	Concur with NDE rec.	Supports Board Priority 1 re: early literacy.
LB705 (Murman)	Change provisions for the distribution of lottery funds used for education, transfer powers and duties, create new acts and funds, and change education provisions			Proponent (With changes) – NDE testified on this bill	Concur with NDE rec.	Provisions in the bill support a number of Board Priorities including addressing the teacher shortage and behavioral and mental health.
LB702 (Murman)	Change provisions relating to educational service units	No fiscal impact		~~Neutral~~ Monitor	Committee recommended "Monitor"	NDE staff technical experts on topic.
LB701 (Murman)	Change legislative intent provisions under the Tax Equity and Educational Opportunities	No fiscal impact		Neutral	Concur with NDE rec.	NDE staff technical experts on topic.

Adopted at February 2-3 Board Meeting:

February 6 - 10

Bill	One Liner	Fiscal Impact	Board Priority Area	NDE Recommendation	Executive Committee Advice	Rationale
February 7						
585 (Hughes)	Change a duty of the state school security director and require behavioral and mental health training for certain school personnel	Negligible	4	Proponent – Written testimony	Concur with NDE rec.	Supports Board priority to reduce chronic absenteeism through improved mental health support.
520 (Walz)	Change provisions relating to high school graduation requirements and academic content standards and the Computer Science and Technology Education Act	Negligible		Proponent – Written testimony	Concur with NDE rec.	NDE worked in partnership with Sen. Walz to refine the bill based on district feedback.
153 (DeBoer)	Adopt the Extraordinary Increase in Special Education Expenditures Act	$10,000,000	1	Proponent – Written testimony	Concur with NDE rec.	Supports Board priority to seek additional funding for special education.
805 (von Gillern)	Require schools to allow certain youth organizations to provide information, services, and activities	Negligible		Monitor	Concur with NDE rec	Local school district matter.
414 (Conrad)	Change provisions relating to the enrollment option program	Unknown		Neutral	Concur with NDE rec.	Local school district matter with NDE staff available to answer questions on bill.
583 (Sanders)	Provide for foundation aid and special education supplemental aid under the Tax Equity and Educational Opportunities Support Act			Neutral	Concur with NDE rec.	NDE staff technical experts on topic.

698 (Murman)	Change provisions relating to residency for enrollment in a public college or university		n/a	Proponent	Concur with NDE rec.	NDE worked with Sen. Murman to ensure state statute aligns with federal law on veterans' education.
February 3						
753 (Linehan) Revenue	Adopt the Opportunity Scholarships Act and provide tax credits			Monitor	Concur with NDE rec.	This matter involves tax policy, which is not within the purview of the State Board.

January 30 – February 3

Bill	**One Liner**	**Fiscal Impact**	**Board Priority Area**	**NDE Recommendation**	**Executive Committee Advice**	**Rationale**
January 30						
LB413 (Blood)	Adopt the Interstate Teacher Mobility Compact	Unknown	6	Proponent – Statement supporting all bills that address the educator shortage.	Concur with NDE rec.	Addresses Board Priority 6 re: teacher shortages.
LB324 (Wishart)	Change provisions relating to reimbursements under the Special Education Act	$8.7 million	1	Proponent – Written testimony	Concur with NDE rec.	Supports Board priority to seek additional funding for special education.
LB603 (Linehan)	Change provisions relating to the Alternative Certification for Quality Teachers Act and authorize the Commissioner of Education to issue alternative certificates to teach as prescribed	Negligible	6	Proponent – Statement supporting all bills that address the educator shortage.	Concur with NDE rec.	Addresses Board Priority 6 re: teacher shortages.

LB519 (Walz)	Eliminate certification fees for teaching certificates, create and terminate funds, state intent regarding an appropriation for school employees, change provisions of the Excellence in Teaching Act, and adopt the Student Teaching Assistance Act	>$65,813,000	6	Proponent – Statement supporting all bills that address the educator shortage.	Concur with NDE rec.	Addresses Board Priority 6 re: teacher shortages.
LB385 (Linehan)	Adopt the Nebraska Teacher Recruitment and Retention Act	$10 million	6	Proponent – Statement supporting all bills that address the educator shortage.	Concur with NDE rec.	Addresses Board Priority 6 re: teacher shortages.
January 31						
LB673 (Hansen)	Provide grants to schools that adopt a policy to provide emergency response mapping data to law enforcement agencies and provide powers and duties for the State Department of Education and State Board of Education	$4.9 million	4	Proponent – Written Testimony	Concur with NDE rec.	Supports Board priority to reduce chronic absenteeism through improvements to school safety.
LB374 (Murman)	Adopt the Parents' Bill of Rights and Academic Transparency Act	$121,336		Monitor	Concur with NDE rec.	Local school district matter.
LB71 (Sanders)	Change provisions relating to parental involvement in and access to learning materials in schools	Negligible		Monitor	Concur with NDE rec.	Local school district matter.
LB762 (DeBoer)	Provide powers and duties to the State Department of Education relating to a teacher apprenticeship program	TBD	6	Proponent – Statement supporting all bills that address the educator shortage.	Concur with NDE rec.	Addresses Board Priority 6 re: teacher shortages.

LB787 (Wayne)	Adopt the STEEM Development Act	$5 million	2 & 3	Proponent – Written testimony	Concur with NDE rec.	Supports Board priorities re: math and career and technical education.
LB800 (Murman)	Change provisions relating to the Superintendent Pay Transparency Act and provide a limit for superintendent and educational service unit administrator compensation	Unknown		Monitor	Concur with NDE rec.	Local school district matter.

January 23-27

Bill	**One Liner**	**Fiscal Impact**	**Board Priority Area**	**NDE Recommendation**	**Executive Committee Advice**	**Rationale**
January 23						
LB141 (Briese)	Require the State Department of Education to provide guidance to school districts relating to a moment of silence in schools	Negligible		Neutral – No testimony but present to answer questions.	Concur with NDE rec.	Does not align with any Board priority areas.
LB188 (B. Hansen)	Authorize the Commissioner of Education to issue temporary certificates to teach to veterans as prescribed	Negligible	6	Neutral – 1.18.23 Opponent – 2.3.23		The NDE has worked with Sen. Hansen to share the multiple pathways available for veterans to become teachers.
LB225 (Dungan)	Change provisions relating to the committee on American civics	Negligible		Neutral - Monitor	Concur with NDE rec.	Local school district matter.
January 24						
LB285 (Walz)	Adopt the School Community Eligibility Provision Maximization Act	Unknown		Neutral – No testimony but	Concur with NDE rec.	Neutral pending review of other school nutrition bills.

				present to answer any questions.		
LB298 (Linehan)	Require collection and reporting of information regarding dyslexia in schools	$129,285	1	Proponent – Provide written testimony	Concur with NDE rec.	Supports Board Priority 1 focused on early literacy.
LB299 (Linehan)	Require approval by the voters of a school district or educational service unit for the issuance of certain bonds under the Interlocal Cooperation Act	None		Monitor	Concur with NDE rec.	Local school district matter.

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STATE BOARD OF EDUCATION
BUDGET AND FINANCE COMMITTEE REPORT

Date: March 2, 2023

"The Budget and Finance Committee reports that on its Thursday, March 2, 2023, meeting. Members present were Patsy Koch Johns, Elizabeth Tegtmeier, Sherry Jones, and Deborah Neary.

The Committee reviewed the Annual Comprehensive Financial Report Audit with NDE staff reviewing the one finding for access to systems not being removed soon enough for terminated employees. NDE has already implemented a corrective action plan to correct the issue moving forward. The Committee recommends approving this item.

The Committee then reviewed the amendment to the contract with McPherson Jacobson, LLC and recommended the item be brought to the full board as two separate action items. The Committee is recommending the cost for the candidate's travel be one motion with the expenses for consultants' attendance at the special board meeting as the second motion.

The third action item reviewed by the Committee was authorizing the Deputy Commissioner to accept funds from the Nebraska Arts Council to participate in the Arts Education Data Project for three years. This project takes Art offerings and student participation data already collected and displays it on a website for public review. The Committee recommends approving this item.

The next action item reviewed was the subaward grant from the University of Nebraska Public Policy Center for $50,000 for four years to deliver training for psychological first aid for all Nebraska schools including private schools. The training will be created and provided as both in person and virtual. There is estimated to be 1,000 participants in this training over 4 years.

The last action item reviewed was to authorize the Deputy Commissioner to contract with partners for the Afghan Refugee School Impact grant. The grant is for $1.3 million and will go to districts with the majority of the Afghan Refugees to provide specialized services and supports.

Additionally, the Committee reviewed the monthly board travel expense report and is recommending that board policy 1.07 be updated to require the board travel expenses be reported every 6 months to the full board instead of monthly with the Budget and Finance Committee reviewing at least quarterly.

Last, NDE staff reviewed work being done that will result in contracts being brought to the board next month including the procurement that is being undertaken for these contracts. There are four different contracts that will be coming to the board. The items were for a rate provider study for Vocational Rehabilitation, a contract for Prek – 3rd grade leadership academy, Grants to CSI schools for support with Title I funds, and for Cybersecurity services.

This concludes the Budget and Finance Committee report."
Patsy Koch Johns, Chair

NEBRASKA STATE BOARD OF EDUCATION

TRAVEL REPORT

FEBRUARY 2023

2022-2023 Board Travel

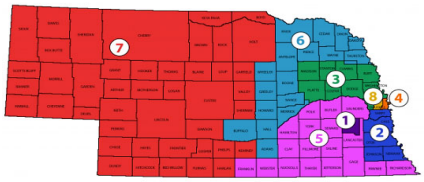
At-A-Glance

Budgeted
$29,381

Monthly Spending
$2,100
Average

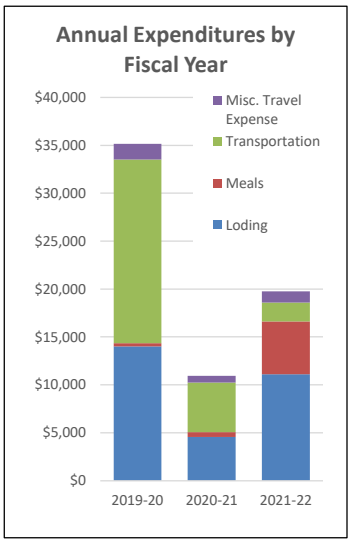
Annual Spending
$25,200
Projected

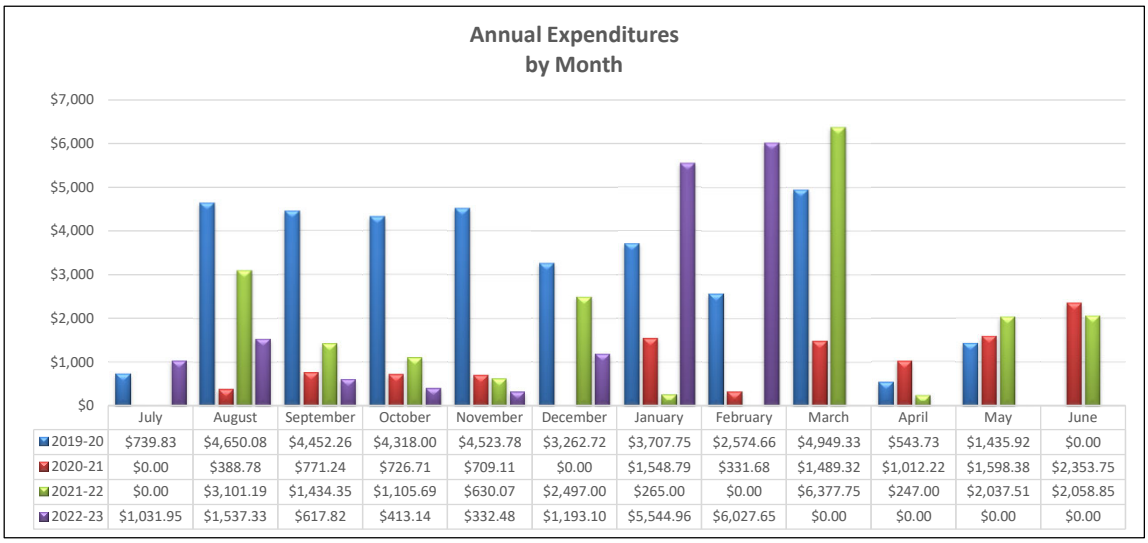
Expenditures
Lodging
Meals
Mileage



Board Member Activity

District	Board Member	Current Year July 2022-June 2023 February	Current Year July 2022-June 2023 Year-To-Date		Prior Year July 2021-June 2022 February	Prior Year July 2021-June 2022 Year-To-Date		Variance February	Variance Year-To-Date
1	Patsy Koch Johns	$204	$1,296		$0	$661		$204	$635
2	Lisa Fricke	$813	$3,316		$0	$928		$813	$2,388
3	Patti Gubbels - President	$1,071	$2,904		$0	$934		$1,071	$1,970
4	Jacquelyn Morrison	$838	$1,988		$0	$1,047		$838	$941
5	Kirk Penner - Vice President	$206	$1,114		$0	$0		$206	$1,114
5	Patricia Timm *Incumbent Dec. 2021*	$0	$0		$0	$807		$0	-$807
6	Sherry Jones *Appointed Dec. 2022*	$372	$372		$0	$0		$372	$372
6	Maureen Nickels *Incumbent*	$240	$1,172		$0	$401		$240	$771
7	Elizabeth Tegtmeier *Appointed Dec. 2022*	$743	$743		$0	$0		$743	$743
7	Robin Stevens *Incumbent*	$481	$2,066		$0	$1,029		$481	$1,037
8	Deborah Neary	$1,061	$1,575		$0	$642		$1,061	$933
		$6,028	**$16,545**	**56%**	**$0**	**$6,450**	**22%**	**$6,028**	**$10,095**
	Annual Budget		$29,381			$29,381			
	Over/(Under) Budget		**($12,836)**	**44%**		**($22,931)**	**78%**		





	July	August	September	October	November	December	January	February	March	April	May	June
2019-20	$739.83	$4,650.08	$4,452.26	$4,318.00	$4,523.78	$3,262.72	$3,707.75	$2,574.66	$4,949.33	$543.73	$1,435.92	$0.00
2020-21	$0.00	$388.78	$771.24	$726.71	$709.11	$0.00	$1,548.79	$331.68	$1,489.32	$1,012.22	$1,598.38	$2,353.75
2021-22	$0.00	$3,101.19	$1,434.35	$1,105.69	$630.07	$2,497.00	$265.00	$0.00	$6,377.75	$247.00	$2,037.51	$2,058.85
2022-23	$1,031.95	$1,537.33	$617.82	$413.14	$332.48	$1,193.10	$5,544.96	$6,027.65	$0.00	$0.00	$0.00	$0.00

In-State Travel Authorization Reports - March				
Name	**Event Name**	**Date**	**Location**	**Board Bylaw B16 Code A-F**
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	NRCSA Spring Conference	03/23/23	Crowne Plaza and Younes North Convention Center, Kearney, NE	E

In-State Travel Authorization Reports - March				
Name	**Event Name**	**Date**	**Location**	**Board Bylaw B16 Code A-F**
Patsy Koch Johns	(NONE)			
Patti Gubbels	Meet with Governor Pillen on Rule 23	03/06/23	State Capitol, Lincoln, NE	E
	NSEA Legislative Dinner	03/07/23	Nebraska Champions Club, Lincoln, NE	E
	NRCSA Spring Conference	03/22/23-03/23/23	Crowne Plaza and Younes North Convention Center, Kearney, NE	E
Elizabeth Tegtmeier	Meet with Governor Pillen on Rule 23	03/05/23 - 03/06/23	State Capitol, Lincoln, NE	E
	NRCSA Spring Conference	03/23/23	Crowne Plaza and Younes North Convention Center, Kearney, NE	E
Sherry Jones	NRCSA Spring Conference	03/23/23 and 3/24/23	Crowne Plaza and Younes North Convention Center, Kearney, NE	E

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 17, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Bryce Wilson, Finance Officer

PROPOSED AGENDA ITEM: Accept the 2022 Annual Comprehensive Financial Report (ACFR) Audit.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION:
The ACFR audit is an annual audit performed by the State Auditor's office on the financial information for the State. The purpose of the ACFR audit is to make sure the State's financial statements are correct and that appropriate controls are in place to protect State resources. The attached ACFR Management Letter notes the one finding related to the Department of Education and includes the Department's response and/or corrective action plan.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS: N/A

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS: N/A

- Describe the grantee selection process:

**Updated 02.07.2023*

NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

Charlie Janssen
State Auditor

Charlie.Janssen@nebraska.gov
PO Box 98917
State Capitol, Suite 2303
Lincoln, Nebraska 68509
402-471-2111, FAX 402-471-3301
auditors.nebraska.gov

October 13, 2022

Matt Blomstedt, Commissioner
Nebraska Department of Education
500 S. 84th St.
Lincoln, Nebraska 68510

Dear Commissioner Blomstedt:

Attached is a copy of the Annual Comprehensive Financial Report (ACFR) Early Communication Management Letter of the Nebraska Department of Education for the fiscal year ended June 30, 2022. You can also access the management letter on our website at auditors.nebraska.gov.

If you have any questions concerning this management letter, please do not hesitate to write or call.

Sincerely,

Charlie Janssen
Auditor of Public Accounts

Enclosure

cc: Bryce Wilson, Finance Officer
Kristin Yates, NDE Information Officer

NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

Charlie Janssen
State Auditor

Charlie.Janssen@nebraska.gov
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Lincoln, Nebraska 68509
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October 13, 2022

Matt Blomstedt, Commissioner
Nebraska Department of Education
500 S. 84th St.
Lincoln, Nebraska 68510

Dear Commissioner Blomstedt:

This letter is provided pursuant to AICPA Auditing Standards AU-C Section 265.A17, which permits the early communication of audit findings due to their significance and the urgent need for corrective action. The audit work addressed herein was performed as part of the fiscal year ended June 30, 2022, Annual Comprehensive Financial Report (ACFR) audit. This communication is based on our audit procedures through June 30, 2022. Because we have not completed our audit of the fiscal year 2022 ACFR, additional matters may be identified and communicated in our final report.

In planning and performing our audit of the State's financial statements as of and for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered the State's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the State's internal control. Accordingly, we do not express an opinion on the effectiveness of the State's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses, and, therefore, material weaknesses may exist that were not identified.

We noted certain internal control or compliance matters related to the activities of the Department of Education (Department), or other operational matters, which are presented below for your consideration. The following comment and recommendation, which has been discussed with the appropriate members of the agencies and their management, is intended to improve internal control or result in other operating efficiencies.

Draft copies of this letter were furnished to the Department to provide management with an opportunity to review and to respond to the comment and recommendation contained herein. Any formal response received has been incorporated into this letter. Such response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, the auditor does not express an opinion on it. Such response has been objectively evaluated and recognized, as appropriate, in the letter. A response that indicates corrective action has been taken was not verified at this time, but it will be verified in the next audit.

The following is our comment and recommendation for the year ended June 30, 2022.

User Access Issues

During the Auditor of Public Accounts' (APA) review of users with access to the Child Nutrition Program (CNP) and Grants Management System (GMS) applications, we noted that users did not have their access removed in a timely manner (three business days) after termination of employment.

- CNP is used by the Department to administer the National School Lunch Program, Summer Food Service Program, Child and Adult Care Food Program, and the Commodity Program, which included processing claims and applications. During testing, we noted that one employee terminated employment with the State on December 3, 2021; however, this employee still had access to the CNP application when the APA inquired with the Department on June 1, 2022. The terminated employee's CNP access was removed on June 2, 2022, or 181 days after termination.

- GMS is a web-based system used by the Department for processing grant applications and grant payments for various State and Federal grants. During testing, we noted that on July 7, 2022, there were eight active GMS IDs assigned to terminated State employees and contractors.

  The Department removed the eight users' access on July 20, 2022, or nine working days after the APA's inquiry. The number of days these users had access to GMS after their termination dates ranged from 119 to 385 days. The table below summarizes these eight terminated users' periods of unauthorized access.

Employee/Contractor	Termination Date	Access Removal Date	Total Days
Employee #1	3/23/2022	7/20/2022	119
Employee #2	2/28/2022	7/20/2022	142
Employee #3	1/14/2022	7/20/2022	187
Employee #4	12/31/2021	7/20/2022	201
Employee #5	12/3/2021	7/20/2022	229
Employee #6	6/30/2021	7/20/2022	385
Contractor #1	6/30/2021	7/20/2022	385
Contractor #2	6/30/2021	7/20/2022	385

Nebraska Information Technology Commission (NITC) Technical Standards and Guidelines, Information Security Policy 8-701 (July 2017), "Auditing and compliance; responsibilities; review," states the following, in relevant part:

> *An agency review to ensure compliance with this policy and applicable NIST SP 800-53 security guidelines must be conducted at least annually.*

National Institute of Standards and Technology (NIST) Special Publication 800-53, Security and Privacy Controls for Information Systems and Organizations, Access Control 6 (AC-6), Least Privilege, states, in part, the following:

> *Employ the principle of least privilege, allowing only authorized accesses for users (or processes acting on behalf of users) that are necessary to accomplish assigned organizational tasks.*

NITC Technical Standards and Guidelines, Information Security Policy 8-502 (July 2017), "Minimum user account configuration," states the following, in relevant part:

> *(1) User accounts must be provisioned with the minimum necessary access required to perform duties*

A good internal control plan requires procedures to ensure that access to the CNP and GMS applications is disabled in a timely manner upon the termination of a user's employment.

Without such procedures, there is an increased risk of not only inappropriate access to State assets and resources but also unauthorized processing of transactions and changes.

> We recommend the Department implement procedures to ensure that access to the CNP and GMS applications is disabled in a timely manner (three business days) after the termination of a user's employment.

Department Response:

GMS User Access Issue Response:

The Office of Budget & Grants Management is appreciative of the recommendation to deploy a good internal control plan ensuring that access to the GMS application is disabled in a timely manner upon termination of a user's employment. To mitigate circumstances of unauthorized or unnecessary access to a State application, an internal control policy and procedure was deployed and made effective July 1, 2020. To mitigate future risk and generate sustaining internal controls the Department trained staff and annually reviews this process to include procedure updates as identified on July 1, 2021, and July 1, 2022. As the role which supports this work is currently vacant, the Department seeks a suitable candidate and has identified that hiring this role will further foster and strengthen the GMS user access internal control environment.

CNP User Access Issue Response:

NDE has implemented a new procedure to verify that anytime a Nutrition staff change occurs that CNP access is updated in a timely manner. The new process is already in place and allows for CNP user access to reviewed at any time by the Director of Nutrition.

* * * * *

Our audit procedures are designed primarily on a test basis and, therefore, may not bring to light all weaknesses in policies or procedures that may exist. Our objective is, however, to use our knowledge of the Department and its interaction with other State agencies and administrative departments gained during our work to make comments and suggestions that we hope will be useful to the Department.

This interim communication is intended solely for the information and use of the Department, the Governor and State Legislature, others within the Department, Federal awarding agencies, pass-through entities, and management of the State of Nebraska and is not suitable for any other purpose. However, this communication is a matter of public record, and its distribution is not limited.



Zachary Wells, CPA, CISA
Assistant Deputy Auditor

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Lincoln, NE 68509-4987
education.ne.gov

PROPOSED AGENDA ITEM RATIONALE

DATE: February 17, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Ryan M. Foor, Commissioner's Office

PROPOSED AGENDA ITEM: Amend contract with McPherson & Jacobson, LLC

AGENDA ITEM TYPE (contract/grant/rule/program/other): contract

RATIONALE/BACKGROUND INFORMATION:
At the December 2, 2022, State Board of Education meeting, the board took action to contract with McPherson & Jacobson, LLC, to perform an executive search for the position of commissioner of education. The initial contract did not include fees and expenses for consultants' attendance at the interviews. The search committee recommended that the search firm consultants attend the finalist interviews on March 30 & 31, 2023. Additionally, the initial contract does not include a provision for the search firm to pay for finalists' interview expenses. NDE staff recommended to the search committee that finalists work directly with the search firm to make travel arrangements and obtain reimbursement for eligible expenses. The NDE would then reimburse the search firm for actual expenses incurred by finalists. Eligible expenses include meals for those candidates in overnight travel status, lodging, transportation (including mileage for ground transportation, taxi/Uber, and airfare), airline baggage costs, and parking.

The attached estimate includes an estimated amount for candidate travel expenses at $1,500 per candidate, at an estimated five candidates, for a total estimate of $7,500. The estimated fees for consultants to attend interviews is $3000 for two consultants, with an estimated $300 of expenses for consultants to attend interviews. The total contract amendment estimate is $10,800.

PROPOSED BOARD MEETING (MONTH/YEAR): March/2023

ESTIMATED COST: $10,800

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: general funds
- New or Renewal: amendment
- If renewal, date of first approval: December 2, 2022

TEL 402.471.2295
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Lincoln, NE 68509-4987
education.ne.gov

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 02.07.2023*

McPherson Jacobson, LLC
Executive Recruitment & Development
11725 Arbor Street, Suite 220 ♦ Omaha, Nebraska 68144 ♦ 402-991-7031/888-375-4814
Fax: 402-991-7168 ♦ Email: mail@macnjake.com ♦ Website: www.macnjake.com

February 16, 2023

Fees and expenses for additional requests from the Nebraska Board of Education for the Nebraska Commissioner of Education search.

• Candidate expenses for attending interviews (five candidates, estimated at $1,500 per trip)	$ 7,500
• Fees for consultants to attend interviews (two consultants for two days)	$ 3,000
• Expenses for consultants to attend interviews	$ 300
TOTAL	$10,800

A Proposal Prepared for

Nebraska State Board of Education

Lincoln, Nebraska

for

The Search and Selection of Nebraska Commissioner of Education

submitted by

McPherson Jacobson, LLC

Executive Recruitment & Development

11725 Arbor St., Suite 220
Omaha, Nebraska 68144
Phone: 888-375-4814/402-991-7031
Fax: 402-991-7168
Email: mail@macnjake.com
Website: www.macnjake.com

BETTER BUSINESS BUREAU® INTEGRITY AWARD 2015 WINNER

TABLE OF CONTENTS

A. Cover Letter 3
1) Executive Summary 3
2) Our contact information 4
3) Signature 4

B. Qualifications 5
1) Qualifications and Background of McPherson & Jacobson, L.L.C. 5
McPherson & Jacobson, L.L.C. Non-Discrimination Policy 5
2) Organizational Chart 6
3) Nebraska Searches Conducted by McPherson & Jacobson, L.L.C. (since 1991) ... 7
4) Vendor Capabilities 11
Consultants 11
Additional Resources 11
5) Project Staff 12
Search Team 12
Bios 12
Resumes 15

C. Project Plan 25
Phases of an Administrator Search 25
1) Preliminary Search Activities 25
2) Solicit Stakeholder Input 25
3) Public Relations 26
4) Marketing and Recruiting 26
5) Scoring Applicants 29
6) Coordinate Interview 30
7) Screen Applicants 32
8) Verify Applicants 32
9) Assistance with Discussions and Deliberations 32
10) Communication with the Candidates 33
11) Potential Conflict of Interest 33
12) Transition 33
Timeline 35

D. Cost of Proposed Services *36*
Services available to select from *36*
McPherson & Jacobson Guarantees *37*
Client Satisfaction *37*
Price Match *37*
Recruiting the Selected Candidate *38*
Additional Services: *38*

E. References *39*

This proposal is the property of McPherson & Jacobson L.L.C. and has been prepared at the request of the Nebraska State Board of Education, Lincoln, Nebraska. The contents of this proposal are not to be reproduced or distributed for any reason other than for use by the Nebraska State Board of Education, Lincoln, Nebraska.

A. Cover Letter

MCPHERSON JACOBSON, LLC
EXECUTIVE RECRUITMENT & DEVELOPMENT
11725 ARBOR STREET, SUITE 220 ♦ OMAHA, NEBRASKA 68144 ♦ 402-991-7031/888-375-4814
FAX: 402-991-7168 ♦ EMAIL: MAIL@MACNJAKE.COM ♦ WEBSITE: WWW.MACNJAKE.COM

October 24, 2022

Nebraska State Board of Education
500 S. 84th Street
Lincoln, Nebraska 68510

Thank you for the opportunity to respond to your RFP. The enclosed proposal describes the professional services McPherson & Jacobson, L.L.C. will provide the Nebraska State Board of Education in ensuring your Commissioner of Education search secures quality leadership for your organization.

Our firm has designed a protocol allowing the organization to concentrate on the most important segments: the interview and selection of the successful candidate. Our team of consultants, working in conjunction with the organization and diverse stakeholder groups you identify, will implement a systematic, comprehensive process culminating in the hiring of the most qualified candidate for your organization.

1) Executive Summary

McPherson & Jacobson L.L.C. provides a comprehensive search process. Below are some of the highlights of our process:

1) Our process is comprehensive and provides critical support for the most time-consuming aspects of recruiting and screening the candidates, so the Search Committee can focus on interviewing and selection.
2) Transparency is a hallmark of our protocol. Stakeholder participation emphasizes the transparency of our process.
3) We take the entire Search Committee through a consensus decision-making process to identify the top criteria for the selection of the new administrator.
4) We meet with groups to ensure broad-based stakeholder input in the selection process. In addition, we provide an online survey to reach out to anyone who could not attend a stakeholder meeting. The consultants will present a comprehensive written report to the organization, which includes all of the comments recorded during the input sessions.

5) McPherson & Jacobson's consultants actively recruit candidates that meet the selection criteria. If desired, we will recruit non-traditional candidates.

6) Applicant confidentiality is important to attract top candidates. Names remain confidential until the organization selects their finalists.

7) We continue to work with your organization until an administrator is hired and in place.

8) The Transition Phase provides a continued commitment to work with your organization and new administrator for one year. We help you collaboratively establish annual performance objectives for the new administrator's first year. Evidence from previous searches shows this phase to be very positive as it fosters a good transition.

9) We are so confident of our ability to identify the organization's criteria, recruit and screen applicants against those criteria, and assist during the transition period, that we guarantee our service. If your administrator leaves for whatever reason during the guarantee period, we will repeat the process for no charge except for actual expenses.

Our mission is to ensure your search results in quality leadership for education excellence.

With over 130 consultants across the United States, McPherson & Jacobson has been successfully conducting searches for public entities since 1991.

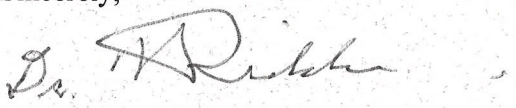
2) Our contact information

McPherson & Jacobson, L.L.C.
11725 Arbor St., Suite 220
Omaha, Nebraska 68144
Telephone: 402-991-7031/888-375-4814
Fax: 402-991-7168
Email: mail@macnjake.com

We welcome the opportunity to meet with your organization to present our proposal and discuss our proven search process.

3) Signature

Sincerely,



Dr. Norman Ridder
Owner, McPherson & Jacobson L.L.C.

B. Qualifications

1) Qualifications and Background of McPherson & Jacobson, L.L.C.

Leading National Search Firm

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 940 administrators** and other officials in public and non-profit organizations across the United States. **McPherson & Jacobson is one of the leading national search firms.**

Nationwide Network of Experienced Consultants

McPherson & Jacobson has **over 130 consultants** across the nation, with 17 located in Nebraska. Over one-fourth of McPherson & Jacobson consultants are minorities or female. Our diverse group of consultants has extensive backgrounds in public service. Their diversity and expertise ensures your search results in quality leadership.

Sustainability in Leadership

Organizations using the McPherson & Jacobson protocol have enjoyed sustainability of leadership. Over the last five years, **over eighty five percent** of administrators are in the position for which they were hired. **Almost sixty percent** of administrators are still in the position for which they were hired within the past ten years. **Over forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

McPherson & Jacobson, L.L.C. Non-Discrimination Policy

McPherson & Jacobson, L.L.C. is dedicated to serving organizations by supporting all candidates regardless of cultural and ethnic diversity

As an organization, we are committed to equitable practices that will ensure the equal access for all candidates. This commitment means that success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion.

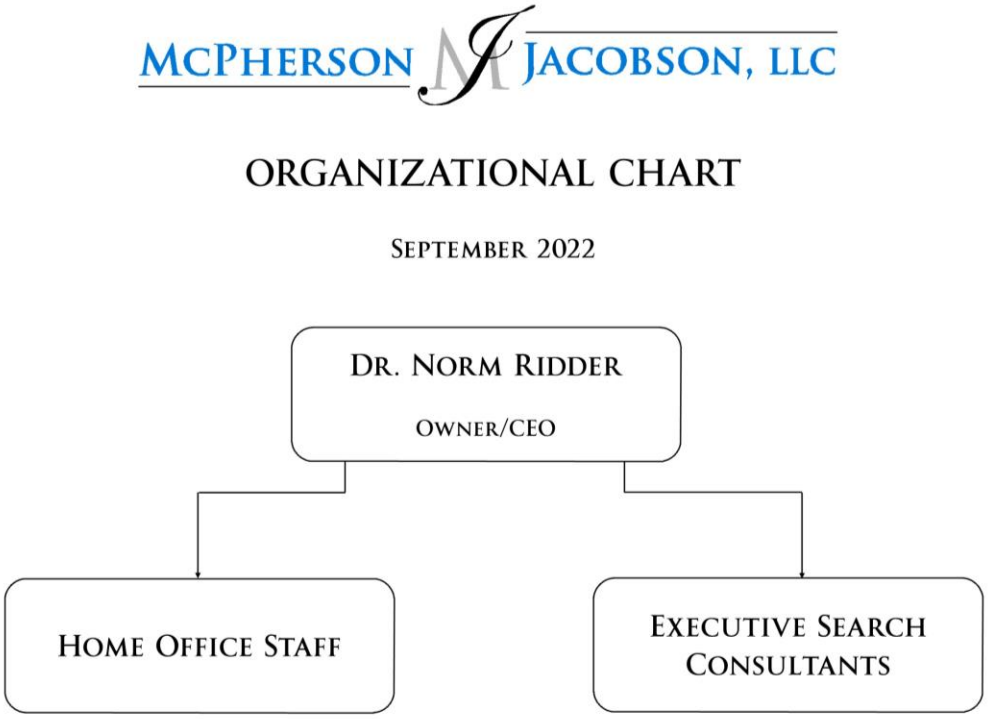
Every decision McPherson & Jacobson, L.L.C. makes will be committed to the following foundational beliefs:

1. Consultants share the moral imperative and collective ownership to identify and eliminate disparities to ensure all candidates have an equal opportunity regardless

of their race, ethnicity, socioeconomic status, cognitive/physical ability, language, marital status, gender, sexual orientation, gender identity, disability, or religion;

2. Eliminate barriers in recruitment, hiring, retention, and internal processes;
3. Utilize culturally relevant practices that do not discriminate based upon language, marital status, gender, sexual orientation, gender identity, cognitive/physical ability, or religion;
4. Promote catalytic leadership for educational and community partners;
5. Support the continuing development of all personnel with a focus on their mindset, beliefs, knowledge, and skills, including an understanding of implicit bias and racial identity;
6. Incorporate the voices, cultures, and perspectives of diverse students, families, and communities into decision making to create a sense of belonging for all;
7. Support and comply with State and Organization policies.

2) Organizational Chart



3) Nebraska Searches Conducted by McPherson & Jacobson, L.L.C. (since 1991)

Year	District	City	Enrollment
2000/01	Adams Central Jr.-Sr. High School	Hastings	452
2003/04	Ainsworth Community Schools	Ainsworth	548
1997/98	Ainsworth Community Schools	Ainsworth	
2001/02	Allen Consolidated School District	Allen	225
2012/13	Alliance Public Schools	Alliance	1,700
2008/09	Alliance Public Schools	Alliance	1,737
1997/98	Alliance Public Schools	Alliance	2,300
2000/01	Alma Public Schools	Alma	371
2006/07	Anselmo-Merna Public Schools	Merna	257
1994/95	Anselmo-Merna Public Schools	Merna	170
2018/19	Arlington Public Schools	Arlington	660
1999/00	Arlington Public Schools	Arlington	597
1994/95	Arnold Public Schools	Arnold	
1997/98	Auburn Public Schools	Auburn	1,028
2016/17	Axtell Community School	Axtell	264
2011/12	Axtell Community School	Axtell	301
2003/04	Banner County Public School District	Harrisburg	168
1994/95	Banner County Public School District	Harrisburg	209
1997/98	Battle Creek Public Schools	Battle Creek	461
2012/13	Beatrice Public Schools	Beatrice	2,200
1999/00	Beatrice Public Schools	Beatrice	2,320
2011/12	Blair Community Schools	Blair	2,400
2008/09	Blair Community Schools	Blair	2,416
1994/95	Bloomfield Community Schools	Bloomfield	435
2004/05	Boone Central Schools	Albion	654
2013/14	Bridgeport Public Schools	Bridgeport	500
2007/08	Bridgeport Public Schools	Bridgeport	510
2003/04	Bridgeport Public Schools	Bridgeport	533
1998/99	Bridgeport Public Schools	Bridgeport	580
2014/15	Broken Bow Public Schools	Broken Bow	810
2001/02	Brunning-Davenport Unified School District	Davenport	208
2013/14	Central City Public Schools	Central City	690
2001/02	Central City Public Schools	Central City	800
2006/07	Centura Public School	Cairo	550
2017/18	Centura Public Schools	Cairo	486
2003/04	Chadron Public Schools	Chadron	866
2009/10	Chambers Public School	Chambers	203

Year	District	City	Enrollment
2004/05	Chambers Public School	Chambers	203
2017/18	Chase County Schools	Imperial	620
1994/95	Clarks Public Schools		
2009/10	Columbus Public Schools	Columbus	3,600
1997/98	Crawford Public Schools	Crawford	270
2014/15	Creek Valley Public Schools	Chappell	252
2015/16	Crete Public Schools	Crete	1,800
2005/06	Crete Public Schools	Crete	1,465
1998/99	David City Public Schools	David City	597
1996/97	Doniphan Public Schools	Doniphan	
2020/21	Doniphan-Trumbull Public School	Doniphan	426
2017/18	Doniphan-Trumbull Public School	Doniphan	465
2005/06	Doniphan-Trumbull Public School	Doniphan	517
2004/05	Dorchester Public Schools	Dorchester	218
1994/95	Dorchester Public Schools	Dorchester	251
2004/05	Douglas County West Community Schools	Waterloo	720
2011/12	Dundy County Stratton Public Schools	Benkelman	403
1992/93	Elba Public Schools	Elba	141
1998/99	Elkhorn Valley School District No. 80	Tilden	483
1997/98	Elm Creek Public Schools	Elm Creek	358
1997/98	ESU #11--Executive Director	Holdrege	
2007/08	ESU #13--Executive Director	Scottsbluff	14,400
2001/02	ESU #6--Executive Director	Milford	12,850
2011/12	ESU #8--Executive Director	Neligh	
1998/99	ESU #9--Executive Director	Hastings	
2003/04	Eustis-Farnam School District	Eustis	252
2014/15	Fairbury Public Schools	Fairbury	901
1997/98	Fairbury Public Schools	Fairbury	1,068
1994/95	Fairmont Public Schools	Fairmont	
2009/10	Franklin Public Schools	Franklin	350
2002/03	Franklin Public Schools	Franklin	350
1999/00	Franklin Public Schools	Franklin	350
2000/01	Fremont High School (principal)	Fremont	1,350
2005/06	Garden County Public Schools	Oshkosh	289
1994/95	Geneva Public Schools	Geneva	
2000/01	Gering Public Schools	Gering	1,828
2016/17	Gibbon Public Schools	Gibbon	598
2003/04	Gibbon Public Schools	Gibbon	545
2000/01	Gothenburg Public Schools	Gothenburg	860
2015/16	Grand Island Public Schools	Grand Island	9,607

Year	District	City	Enrollment
2010/11	Grand Island Public Schools	Grand Island	8,820
1996/97	Guide Rock Public Schools		
2018/19	Hastings Public Schools	Hastings	3,740
2000/01	Hastings Public Schools	Hastings	3,327
1994/95	Hemingford Public Schools	Hemingford	475
1998/99	Hershey Public Schools	Hershey	476
2004/05	Holdrege Public Schools	Holdrege	943
1999/00	Humboldt Public Schools	Humboldt	
2002/03	Humphrey Public Schools	Humphrey	222
2000/01	Kearney Public Schools	Kearney	4,526
2012/13	Kimball Public Schools	Kimball	543
2008/09	Lakeview Community Schools	Columbus	200
2008/09	Lakeview Community Schools	Columbus	750
2008/09	Laurel-Concord Public Schools	Laurel	351
2015/16	Learning Community of Douglas and Sarpy Counties	Omaha	
2000/01	Leigh Community Schools	Leigh	288
2005/06	Lexington Public Schools	Lexington	2,762
2000/01	Lexington Public Schools	Lexington	2,519
2000/01	Lodgepole Public Schools	Lodgepole	163
2011/12	Logan View Public Schools	Hooper	527
2003/04	Logan View Public Schools	Hooper	634
2004/05	Madison Public Schools	Madison	566
1998/99	Madison Public Schools	Madison	584
2001/02	McCook Public Schools	McCook	1,401
1997/98	McCook Public Schools	McCook	1,597
2013/14	Meridian Public Schools	Daykin	200
2010/11	Meridian Public Schools	Daykin	200
2006/07	Meridian Public Schools	Daykin	200
2003/04	Morrill Public Schools	Morrill	457
2010/11	Mount Michael Benedictine--Head of Schools	Elkhorn	200
1998/99	Mullen Public Schools	Mullen	194
1996/97	Neligh-Oakdale, NE	Neligh	538
2002/03	Newcastle Public Schools	Newcastle	175
2009/10	Norris School District 160	Firth	2,040
2011/12	North Platte Public Schools	North Platte	4,100
1997/98	Ord Public Schools	Ord	622
2019/20	Palmyra Bennet District OR-1 Schools	Palmyra	581
1997/98	Palmyra District OR 1	Palmyra	244
2015/16	Pawnee City Public Schools	Pawnee City	297
2008/09	Pawnee City Public Schools	Pawnee City	280

Year	District	City	Enrollment
1996/97	Paxton Consolidated Schools	Paxton	
2004/05	Pender Public Schools	Pender	353
2001/02	Plattsmouth Community School District	Plattsmouth	1,678
2014/15	Potter-Dix Public Schools	Potter	191
2022/23	Ralston Public Schools	Ralston	4,000
1997/98	Ralston Public Schools	Ralston	3,000
1997/98	Randolph Public Schools	Randolph	
1996/97	Red Cloud Community Schools	Red Cloud	
1992/93	Rising City Public Schools	Rising City	120
1999/00	Rushville Public Schools--District I & VI	Rushville	273
1996/97	Sandy Creek Public Schools		500
1999/00	Schuyler Central Public Schools	Schuyler	
2003/04	Scottsbluff Public Schools	Scottsbluff	2,700
1992/93	Scribner-Synder Community Schools	Scribner	382
2016/17	Seward Public Schools	Seward	1,406
2019/20	Shelton Public Schools	Shelton	300
2015/16	Shelton Public Schools	Shelton	300
2010/11	Shelton Public Schools	Shelton	300
1994/95	Shelton Public Schools	Shelton	362
2006/07	Silver Lake Public Schools	Roseland	254
2017/18	South Central Nebraska Unified #5	Fairfield	681
2000/01	South Central Nebraska Unified School District #5	Fairfield	1,249
2009/10	South Sioux City Community Schools	South Sioux City	3,800
1998/99	South Sioux City Community Schools	South Sioux City	3,130
2016/17	Southern Public Schools	Wymore	395
2000/01	Stanton Community Schools	Stanton	454
2020/21	Summerland Public Schools	Ewing	402
1994/95	Sumner-Eddyville-Miller Public School	Sumner	201
2017/18	Superior Public Schools	Superior	435
1995/96	Superior Public Schools	Superior	
2010/11	Tekamah-Herman Community Schools	Tekamah	579
2002/03	Tri County Public Schools	DeWitt	480
2013/14	Twin River Public Schools	Genoa	480
1999/00	Valentine Rural High School	Valentine	280
1997/98	Wahoo Public Schools District #39	Wahoo	865
1997/98	Wakefield Community Schools	Wakefield	467
2016/17	Waverly School District 145	Waverly	1,920
1997/98	Wayne Community Schools	Wayne	934

Year	District	City	Enrollment
1999/00	Weeping Water Public Schools	Weeping Water	435
2003/04	West Point Public Schools	West Point	694
2010/11	Westside Community Schools	Omaha	5,990
1997/98	Wheeler Central Schools	Bartlett	
2009/10	Wilber Clatonia Public Schools	Wilber	553
2002/03	Wilber-Clatonia Public Schools	Wilber	548
2000/01	Wisner-Pilger Public Schools	Wisner	518
2013/14	Wood River Rural Schools	Wood River	549
1999/00	York Public Schools	York	1,400
2014/15	Yutan Public Schools	Yutan	477

4) Vendor Capabilities

Consultants

The consultants proposed are not engaged in any searches or other projects that would affect the timeline of a Commissioner of Education search for the Nebraska State Board of Education.

McPherson & Jacobson has over 130 consultants located across the United States and 17 in Nebraska; this allows us to tailor each search to the timeline that best meets the needs of the organization—while still giving the search our utmost attention.

Additional Resources

McPherson & Jacobson will be working with K12 *Insight* to analyze the stakeholder input obtained through the in-person meetings, online meetings, and online stakeholder survey. The stakeholder report the organization receives will contain the input received during the stakeholder meetings in addition to an analysis of the data obtained from the input.

K12 *Insight* is the only all-in-one, experience-wide customer experience and intelligence platform purpose-built for education.

K12 *Insight*
2291 Wood Oak Drive, Suite 300
Herndon, Virginia 20171
703-542-9600
https://www.k12insight.com/

5) Project Staff

Search Team

The search team for the Nebraska State Board of Education Commissioner of Education search will be Dr. Steve Joel, Dr. Michelle Hamilton, Dr. Walt Cooper, Dr. Randy Gilson, and Mr. Darren Toby. The bios and resumes for the consultants follow.

Dr. Joel and Dr. Hamilton are just completing the State Superintendent Search for the Mississippi Department of Education. Dr. Cooper recently completed the search for Colorado Springs D-11 and is currently leading the search for the Executive Director for the Colorado Association of School Boards. Dr. Gilson and Mr. Toby are both successful Nebraska school district superintendents.

Bios

Dr. Steve Joel—Lead Consultant



Dr. Steve Joel has been with McPherson and Jacobson since 1996 and serves as a member of the Executive Board as well as on the Board of Directors.

A native of Long Island, NY his entire career has been in education beginning as a teacher in a small rural Nebraska School District followed by 36 years as a school administrator; the last 34 serving as a superintendent. In 2022, after serving 12 years, Dr. Joel retired as the superintendent in Lincoln, Nebraska which has more than 41,000 students. He has attained a number of state and national awards including the Nebraska Superintendent of the Year.

Dr. Joel is a member of AASA and has recently served as a mentor/teacher with the Urban Superintendent's Academy and serves on the Board of the Urban Superintendent's Association of America. Dr. Joel is also a frequent national presenter on topics such as the superintendent search, leadership development, board and administrative goal setting and operating principles.

Dr. Joel has degrees from Doane College, The University of Nebraska, and Kansas State University.

Dr. Joel has conducted over 50 superintendent searches and is McPherson & Jacobson's primary recruiter; for Clark County Schools District, Las Vegas, Nevada, he recruited over 30 applicants. Dr. Joel has also extensively recruited candidates and/or been the consultant for: Little Rock School District, Little Rock, Arkansas; Orange County Public Schools, Orlando, Florida; Jefferson County Public Schools, Louisville, Kentucky; Fayette County Public Schools, Lexington, Kentucky; Duval County Schools, Jacksonville, Florida; Wake County Public School System, Cary, North Carolina; Sunnyside Unified School District, Tucson, Arizona; Charlotte-Mecklenburg Schools, Charlotte, North Carolina; Dysart Unified School District, Surprise, Arizona; Peoria Unified School District, Glendale, Arizona, Mesa Public Schools, Mesa, Arizona; Scottsdale Unified School District, Scottsdale, Arizona; Fox Chapel Area School District, Pittsburgh, PA, North Allegheny School District, Pittsburg, PA Gardner Edgerton USD

231 in Kansas; Patricia A. Hannaford Career Center in Vermont, and the Mississippi State Superintendent. Dr. Joel was the lead consultant for many of these searches.

Dr. Michelle Hamilton--Consultant



Dr. Michelle Hamilton joined McPherson & Jacobson, L.L.C. in 2018.

Dr. Hamilton has thirty years of experience in public education. She recently retired from the position of area assistant superintendent and has served as an assistant principal, principal, and chief academic officer.

Dr. Hamilton has extended her professional growth by participating in the Harvard National Institute for Urban School Leaders, National Alliance of Black School Educators Aspiring Superintendent Institute, National Institute for School Leadership Instructor Certification Training, and the Millsaps Principal's Institute. She has been a presenter for Southwest Mississippi Education Consortium, Jackson Public Schools' Leadership Development Academy, and the Southern Minority Leadership Council's regional conference.

Dr. Hamilton earned her bachelor and master's degrees in education from Mississippi College in Clinton, Mississippi, and a doctoral degree in early childhood education from Jackson State University in Jackson, Mississippi.

Dr. Hamilton has participated in the Mississippi State Superintendent and Alexandria City Public Schools superintendent searches.

Dr. Walter Cooper—Consultant



Dr. Walt Cooper joined McPherson & Jacobson in 2021.

Dr. Cooper started his public education career as a high school teacher and coach in Hill City, Kansas in 1984. He later served as middle school principal in Hill City before returning to Colorado as principal of North Valley Middle School in LaSalle. Following a two-year term as Assistant Superintendent in Weld County, Colorado, he was named superintendent of the Ellicott, Colorado School District in 1998. He served in this role for four years before moving to the Cheyenne Mountain School District as assistant superintendent for business operations in 2002. Dr. Cooper was selected by his peers across the state as the 2018 Colorado Superintendent of the year. He retired in 2021 after serving 15 years as superintendent of the Cheyenne Mountain School District in Colorado Springs, Colorado.

Dr. Cooper is a native of Lakewood, Colorado. He holds a bachelor's degree in physical education from the University of Northern Colorado, a master's degree in educational administration from Ft. Hays (Kansas) State University, and a doctorate in educational leadership from Nova Southeastern University in Ft. Lauderdale, Florida.

Dr. Cooper has participated in numerous searches since joining McPherson and Jacobson, serving as lead consultant for many of them. He has been involved in superintendent searches for Summit School District RE-1, Edison School District 54JT, Springfield

School District, East Grand School District, Moffat Consolidated School District #2, Colorado Springs School District 11, and Archuleta School District. He has also been the lead consultant for the Executive Director searches for Colorado Association of School Boards and South Central BOCES.

Dr. Randall Gilson—Consultant



Dr. Randy Gilson joined McPherson & Jacobson L.L.C. in 2015. He currently serves as the Superintendent of Blair Community Schools, Blair, Nebraska.

Dr. Gilson has been employed in school administration in Phoenix, Arizona, Eastern Nebraska and Central Nebraska as an Activities Director, Elementary Principal, Middle School Principal, Director of Human Resources, and Superintendent.

Dr. Gilson earned his Doctorate degree in Leadership and Innovation from Arizona State University. He holds a specialist and master's degree from the University of Nebraska at Kearney.

Dr. Gilson has participated in or lead superintendent searches for Arlington Public Schools, NE; Superior Public Schools, NE; South Central Nebraska Unified #5, NE; Seward Public Schools, NE; and Maize Unified School District 266, KS.

Mr. Darren Tobey--Consultant



Mr. Darren Tobey joined McPherson & Jacobson L.L.C. in 2019. He currently serves as superintendent of Broken Bow Public Schools in Broken Bow, Nebraska.

Prior to becoming the superintendent of schools at Broken Bow in July 2018, Mr. Tobey served as superintendent and high school principal at Southern Valley Schools in Oxford, Nebraska. HE started his educational career at Brady Public Schools, Nebraska in 2006.

Mr. Tobey earned his Ed. Specialists from Wayne State College and his M.A. from Chadron State College.

Mr. Tobey has participated in superintendent searches for Summerland Public Schools in Nebraska, and Wall School District 51-5 in South Dakota.

Resumes

Dr. Steve Joel

5524 S. 88th Street
Lincoln, NE 68526
Email: s_joel@macnjake.com
Phone: 402-525-3221

Educational Background

Ed.D.	1991	Kansas State University	Ed. Admin.
M.Ed.	1981	University of Nebraska-Lincoln	Ed. Leadership
B.A.	1976	Doane College	History Education

Professional Experience

Dates			Title	District	Location	Enrollment
2010	to	2022	Superintendent	Lincoln Public School District	Lincoln, NE	42,000
2005	to	Present	Instructor	Doane University	Crete, NE	
2000	to	2010	Superintendent	Grand Island Public School District	Grand Island, NE	9,000
1996	to	Present	Consultant/ Executive Dir.	McPherson & Jacobson, L.L.C.	Omaha, NE	
1992	to	2000	Superintendent	Beatrice Public School District	Beatrice, NE	2,000
1990	to	Present	Professor	Benedictine College	Atchison, KS	

Professional Recognition/Awards

Date	Name of Award	State
2000-2001	Nebraska Superintendent of the year	NE

Related Involvements

Dates			Title	Name of Organization
2016	to	Present	Instructor/Mentor	AASA Urban Superintendent Academy
			Member and Past President	Urban Superintendents Association of America – 100 Districts
			Advisory Member	National Route to Management (RTM)

Community/Service/Fraternal Organizations

Name of Organization	Dates			Offices Held
McPherson & Jacobson Executive Board	2000	to	Present	Member
Rotary International	1992	to	Present	Past President
United Way				Past President
Foundation of Lincoln Public Schools				Member
Lincoln Chamber of Commerce				Member
Commissioner's Advisory for Educational Leadership				Member
Advisory Board for ERDI				Member

Michelle K. Hamilton, EdD

4235 Arley Court
Marietta, Georgia 30062
Email: m_hamilton@macnjake.com
Phone: 601-624-2657

Educational Background

Ed.D.	1997	Jackson State University
M.S.Ed.	1993	Mississippi College
B.S.Ed.	1991	Mississippi College

Professional Experience

Dates			Title	District	Location	Enrollment
2018	to	Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE	
2018	to	Present	District Effectiveness Specialist	Georgia Dept. of Education	Atlanta, GA	
2017	to	2018	Area Assistant Superintendent	Jackson Public School District	Jackson, MS	26,000
2009	to	2017	Assistant Superintendent/ Chief Academic Officer	Jackson Public School District	Jackson, MS	26,000
2005	to	2013	Part-time instructor	Walden University	Minneapolis, MN	
2000	to	2009	Elementary Principal	Jackson Public School District	Jackson, MS	26,000
1996	to	2000	Assistant Principal	Jackson Public School District	Jackson, MS	26,000
1991	to	1996	Teacher	Jackson Public School District	Jackson, MS	26,000

Professional Organization Memberships

Name of Organization	Offices Held
Association for Supervision and Curriculum Development	Member
National Association for Elementary School Principals	Member
Partners in Education	Advisory Board Member
National Alliance of Black School Educators	Member

Professional Recognition/Awards

Name of Award	Awarding Organization
Value Added Award in Language Arts and Math	Program of Research and Evaluation for Public Schools
Woman of Status Award	
Dr. Mary McLeod Bethune Outstanding Educator Award	
Principal of the Year	Junior Achievement
African-American Doctoral Teacher Scholarship	
Eisenhower Grant Recipient	

Community/Service/Fraternal Organizations

Name of Organization	Offices Held
United Way of America	Alignment Jackson Operating Board Member
MS American Heart Association	Board Member
Salvation Army	Advisory Board Member
Junior League of Jackson	Advisory Board Member
Lynch Street Christian Methodist Episcopal Church	Member
Board of Christian Education	Director
Delta Sigma Theta Sorority, Inc.	Member

Dr. Walter Cooper

3460 Clubheights Drive
Colorado Springs, CO 80906
Email: w_cooper@macnjake.com
Phone: 719-499-2317

Educational Background

Ed.D.	1999	Southeastern University, Ft. Lauderdale, FL	Educational Leadership
M.S.	1990	Fort Hays State University, Hays, KS	Educational Administration
B.A.	1984	University of Northern Colorado, Greeley, CO	Physical Education

Professional Experience

Dates			Title	District	Location
2021	to	Present	Consultant	McPherson & Jacobson, L.L.C	Omaha, NE
2006	to	2021	Superintendent of Schools	Cheyenne Mountain School District 12	Colorado Springs, CO
2002	to	2006	Assistant Superintendent for Business Operations	Cheyenne Mountain School District 12	Colorado Springs, CO
1998	to	2002	Superintendent of Schools	Ellicott School District 22	Ellicott, CO
1996	to	1998	Assistant Superintendent of Schools	Weld County School District RE-1	Gilcrest, CO
1993	to	1996	Principal – North Valley Middle School	Weld County School District RE-1	Gilcrest, CO
1990	to	1993	Principal – Longfellow Middle School	Unified School District 281	Hill City, KS
1984	to	1990	Physical Education and English Teacher – Hill City High and Longfellow Middle Schools	Unified School District 281	Hill City, KS

Professional Organization Memberships

Name of Organization	Dates			Offices Held
Colorado Association of School Executives Legislative Committee	2016	to	2018	Chair
Department of Business Officials Board of Directors	2004	to	2006	Director
Colorado Association of Superintendents and Senior Administrators	2001	to	2003	Director

Professional Organization Memberships (continued)

Name of Organization	Dates			Offices Held
Pikes Peak BOCES Superintendent Advisory Council	2001	to	2002	Chair
Northwest Evaluation Association	1999	to	2003	Facilitator, Interpreting Assessment Reports
Colorado Partnership for Educational Renewal	1996	to	1998	Governing Board

Professional Recognition/Awards

Date	Name of Award	Awarding Organization, Committee, etc.
2018	Colorado Superintendent of the Year	American Association of School Administrators
2017	Colbert Cushing Award	Colorado Association of Superintendents and Senior Executives
2012	Policy Leadership Award	Colorado Association of School Executives
1996	Administrator of the Year	Colorado Association for Health, Physical Education, Recreation, and Dance

Randall D. Gilson

1244 Skyline Drive
Blair, Nebraska
Email: r_gilson@macnjake.com
Phone: 402-999-6224

Educational Background

Ed. D	2009	Arizona State University	Educational Leadership, Policy, and Innovation
Ed. S	2005	University of Nebraska at Lincoln	Assessment Specialist in Curriculum Endorsement
Ed. S	2003	University of Nebraska at Kearney	Specialist in Education Administration - Superintendency
M. Ed	2000	University of Nebraska at Kearney	Educational Administration-Principalship
A. B.	1996	University of Nebraska at Kearney	Business Education and Physical Education

Professional Experience

Dates			Title	District	Location
2018	to	Present	Superintendent	Blair Community Schools	Blair, NE
2015	to	Present	Consultant	McPherson & Jacobson, L.L.C.	Omaha, NE
2014	to	Present	Adjunct Professor	Concordia College	Seward, NE
2011	to	2018	Superintendent	South Central Nebraska USD 5	Fairfield, NE
2009	to	2011	Director of Human Resources	Buckeye Elementary School District	Buckeye, AZ
2006	to	2009	K-8 Principal	Buckeye Elementary School District	Buckeye, AZ
2002	to	2006	K-6 Principal	Gothenburg Elementary School	Gothenburg, NE
2000	to	2002	K-8 Principal & Activities Dir.	Eustis - Farnam Public School	Eustis & Farnam, NE
1997	to	2000	Teacher / Coach	Loomis Public School	Loomis, NE

Professional Organization Memberships

Name of Organization	Offices Held
CHI Health Community Board Member	Governance Chair
Washington County Economic Development - Gateway	Member-Treasurer
Rotary	Member
American Association of School Administrators	Member
Nebraska Council of School Administrators Association	Member
Learning Forward	Member
Nebraska Rural Community Schools Association	Member
Association for Supervision and Curriculum Develop	Member
Arizona School Personnel Administrators Association	Member
Arizona School Administrators Association	Member
International Reading Association	Member
STANCE for Children's Education	Member

Darren Tobey

618 Hillcrest Drive
Broken Bow, Nebraska, 68822
Email: d_tobey@macnjake.com
Phone: (308) 920-0651

Educational Background

	2016	Wayne State College, Wayne, NE	Ed. Specialists
	2011	Chadron State College, Chadron, NE	K-12 Education Admin.
B.S.	2005	Peru State College, Peru, NE	

Professional Experience

Dates			Title	District	Location	Enrollment
2019	to	Present	Consultant	McPherson & Jacobson, LLC	Omaha, NE	
2018	to	Present	Superintendent	Broken Bow Public Schools	Broken Bow, NE	822
2014	to	2018	Superintendent	Southern Valley Schools	Oxford, NE	380
2011	to	2016	7-12 Principal	Southern Valley Schools	Oxford, NE	380
2010	to	2014	Activities Director	Southern Valley Schools	Oxford, NE	380
2006	to	2010	Title I/K-12 P.E./Activities Director	Brady Public Schools	Brady, NE	225

Professional Recognition/Awards

Date	Name of Award	Awarding Organization, Committee, etc.
2019	Closing Achievement Gap ACT - Broken Bow Spring 2019	NRCSA
2017	Awards and Scholarships	NRCSA Board Member
2016	Cornerstone Award	Nebraska FFA
2016	Elected	School Masters Member
2014	Administrator of the Year	District V

Community/Service/Fraternal Organizations

Name of Organization

Oxford Baseball/Softball Association

Board Member Chamber of Commerce – Broken Bow

Board Member Capable – Broken Bow

Economic Development

Implemented Teammates mentoring program that serves 5^{th} – 12^{th} grade students

C. Project Plan

Phases of an Administrator Search

1) Preliminary Search Activities

- ✓ **Using a group process with the Search Committee, identify the most important characteristics of the future administrator.**

  Using Nominal Group Technique, the consultants will assist the Search Committee in identifying the most important characteristics the Search Committee would like the new administrator to possess. These characteristics will be used as a template for recruiting and selecting candidates.

- ✓ **Establish appropriate timelines and target dates for the selection process.**

  The consultants will prepare a proposed calendar for the search process. Dates for advertising the announcement of vacancy, closing date, dates for interviewing, a target date for selecting the new administrator, and a date for the new administrator to begin will be determined.

- ✓ **Identify the point of contact for the organization.**

  The organization will identify an appropriate staff person to work with the consultants to coordinate the logistics of the search. This includes tasks such as assisting with information for the promotional brochure and coordinating details for stakeholder input and other meetings within the organization.

2) Solicit Stakeholder Input

- ✓ **Identify appropriate stakeholder groups.**

  The organization will identify the various stakeholder groups that they want McPherson & Jacobson's consultants to meet with to solicit input into the process.

- ✓ **Work with the organization to schedule the stakeholder input meetings.**

  The consultants will work with the organization's point of contact to determine the stakeholder input schedule and coordinate notifying the stakeholders about the meetings.

- ✓ **Meet with groups identified by the organization to provide stakeholder input into the selection process.**

  The consultants will meet with the stakeholder groups identified by the organization and solicit their input into the selection process. Each group is asked to identify the strengths of the organization and community, the issues facing the new administrator,

and the characteristics they would like to see the new administrator possess. The organization chooses which groups it would like the consultants to meet with. The consultants will assist the organization in choosing which groups it wishes to include.

For any unable to attend a stakeholder meeting, we provide an online version of the questions we ask the groups. At the request of the organization, the survey can be available in multiple languages.

✓ **K12 *Insight* Analysis.**

McPherson & Jacobson will work with K12 *Insight* to analyze the input received from the stakeholder meetings and online input.

✓ **Stakeholder Input Results.**

The results of the stakeholder meetings and online stakeholder input are summarized by the consultants and presented to the organization. The K12 *Insight* Analysis will also be included in the final report to the organization.

3) Public Relations

McPherson & Jacobson will prepare press releases for the organization to use as they deem necessary.

4) Marketing and Recruiting

Advertising/Marketing the Vacancy

✓ **Determine, with the Search Committee, appropriate advertising venues.**

The consultants will discuss with the organization the advertising options available and the pricing for them. The minimum advertising we recommend are the following online venues: AASA, *TopSchoolJobs.org*, ALAS (Association of Latino Administrators & Superintendents), NABSE (National Alliance of Black School Educators), and posting on Nebraska Council of School Administrators website.

McPherson & Jacobson will not place any media advertising without approval from the organization.

Additional advertising/recruiting tools provided at no additional cost to the organization:

- The opening and application materials will be posted on the McPherson & Jacobson website which averages 225,000 hits per month
- Information regarding the position will be sent to the over 130 McPherson & Jacobson consultants located nationwide asking for names of potential applicants
- The over 1,000 potential applicants registered with McPherson & Jacobson will receive an email giving them opportunity to apply

- Posted on McPherson & Jacobson's social media accounts: Facebook, LinkedIn, and Twitter
- Vacancy announcements sent to school board and school administrator associations

✓ **Develop promotional literature and brochures announcing the vacancy.**

In order to attract quality applicants, it is important to promote your organization and community. With assistance from the organization, the consultants will prepare an announcement of vacancy that highlights the strengths of your organization and community. Our graphic artist will prepare a professional color brochure that highlights the organization and community, including the selection criteria, the application procedures, and timelines.

✓ **Prepare and place announcement of vacancy.**

McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent media venues selected by the organization. Additionally, McPherson & Jacobson maintains an interactive website (www.macnjake.com) that allows applicants to access all the application materials and apply online. The website averages over 250,000 hits per month.

✓ **Develop an application unique to your vacancy that reflects the selection criteria determined by the Search Committee.**

McPherson & Jacobson's staff will create an application form requiring applicants to describe their strengths and experiences relating to each criterion identified by the Search Committee. This will be one of the preliminary screening devices used by the consultants when assessing potential candidates.

✓ **Post application information and notify interested applicants.**

McPherson & Jacobson's staff contacts potential applicants and manages all the application materials using our online application software. Our office staff handles this task without assistance from your organization.

Identifying and Recruiting Applicants

✓ **Actively recruit applicants who meet the organization's needs.**

While McPherson & Jacobson does not represent candidates, we keep a data base of quality candidates. Once the Selection Committee identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the Selection Committee's identified criteria.

Over one-fourth of McPherson & Jacobson consultants are minorities or female. We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at many national and state education conferences. We participate in Job Central at the American Association of School Administrators (AASA) Conference, the National School Boards Association annual conference, and others such as the AASA Women's & Minority Leadership Conference. In addition, McPherson & Jacobson consultants are members of the National Alliance of Black School Educators (NASBE), and the Association of Latino Administrators and Superintendents (ALAS).

Once the Selection Committee has identified its selection criteria, the consultants of McPherson & Jacobson will immediately begin to identify potential applicants both locally and nationally. McPherson & Jacobson has over 130 consultants across the United States; we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. Those candidates will be invited to apply. Some of our best candidates may not be actively seeking another position and will need to be recruited.

We do not maintain a stable of candidates, but we do follow the careers of successful administrators. Individuals who are currently looking to take a new position are encouraged to register with us so they can receive notification of the vacancies we are representing. We have over 1,000 potential applicants currently registered with McPherson & Jacobson who will receive notification of the administrator opening. Additionally, we will vigorously pursue current or emerging leaders through personal contact.

We have maintained an ongoing presence at the American Association of School Administrators' Job Central at their annual conference where we have an opportunity to meet and interact with potential applicants. We maintain an ongoing presence at the National Association of School Boards' annual conference. We represent two state school board associations as their superintendent search process; therefore, we are the only private firm allowed to participate in their Job Central.

Our searches draw applicants from across the United States. Most searches have applicants from 10 to up to 25 states apply. Some of our searches also have applicants from outside the United States.

✓ **Assist the organization in determining compensation parameters.**

In order to recruit and select top candidates, compensation packages need to be competitive. Our consultants will present data indicating what organizations in the same geographic region and similar size are paying administrators. Whenever possible, they will also present compensation information for organizations that recently hired an administrator. This information is provided for the organization's consideration of compensation parameters.

Final compensation decisions will be determined by the organization and the selected candidate.

✓ **Keep all applicants informed of their status in the selection process.**

During the application process, McPherson & Jacobson staff monitors applicants and notifies them of what is still needed to complete the process.

Applicant Diversity

While McPherson & Jacobson does not represent candidates, we keep a data bank of quality candidates. Once the Selection Committee identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the Selection Committee's identified criteria.

McPherson & Jacobson has **over 130 consultants** across the nation. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over fifty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

For the past five years, approximately **one-third** of our applicants have been female and almost **one-fourth** of our applicants have been ethnically diverse.

In the past ten years, **one-third** of the boards we have represented have placed women or ethnically diverse candidates.

McPherson & Jacobson recruits from a diverse pool of applicants. **McPherson & Jacobson lead the search for the first black woman superintendent hired in Nebraska.**

Progress Reports

With each search, McPherson & Jacobson identifies a Lead Consultant who will coordinate the search process, and the organization will identify a Point of Contact. The Lead Consultant and the Point of Contact communicate on a regular basis during the search. Typically, the organization's Point of Contact communicates regularly with the Search Committee; however, the Lead Consultant is available to all Search Committee and State Board members if they have a question or concern.

5) Scoring Applicants

✓ **Review candidates with the Search Committee and assist Search Committee members in determining which candidates they will interview.**

The consultants will present a complete list of applicants, who completed the application process, to the Search Committee for its review. We do not eliminate any applicants; however, a short list will be submitted of those applicants who we found most closely met the organization's criteria. The consultants will present a reference profile demonstrating the consistent feedback for each short list applicant. A short video interview of each short list applicant will be provided for the Search Committee to view.

Upon reviewing the recommendations, the consultants will assist the Search Committee in identifying which applicants they wish to consider as candidates for interviews.

✓ **Pre-Interview and Video of Shortlist Applicants.**

The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants will share with the Search Committee.

6) Coordinate Interview

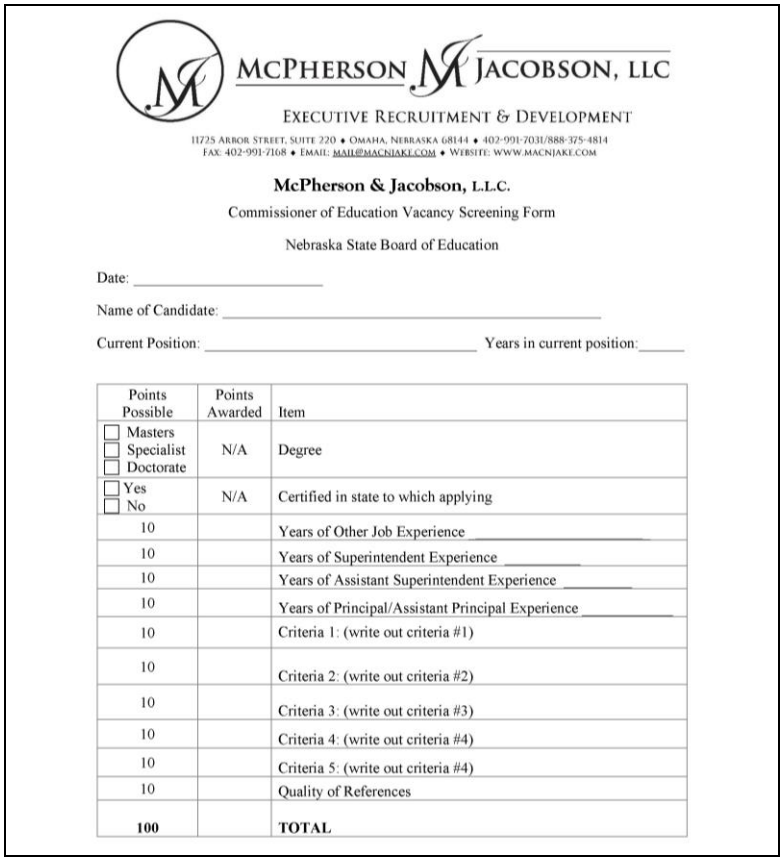
✓ **Assist the Search Committee in developing a set of interview questions that reflect the identified selection criteria and characteristics.**

The consultants will present an extensive list of potential interview questions that reflect the selection criteria and characteristics desired by the Search Committee. The Search Committee members choose interview questions that reflect their criteria and priorities.

If the organization chooses to conduct two rounds of interviews, the consultants will assist in developing interview questions for both rounds of interviews.

✓ **Scoring Rubric.**

Sample of a rubric that could be tailored to meet the needs of the organization.



McPHERSON JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

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McPherson & Jacobson, L.L.C.

Commissioner of Education Vacancy Screening Form

Nebraska State Board of Education

Date: _____

Name of Candidate: _____

Current Position: _____ Years in current position: _____

Points Possible	Points Awarded	Item
☐ Masters ☐ Specialist ☐ Doctorate	N/A	Degree
☐ Yes ☐ No	N/A	Certified in state to which applying
10		Years of Other Job Experience _____
10		Years of Superintendent Experience _____
10		Years of Assistant Superintendent Experience _____
10		Years of Principal/Assistant Principal Experience _____
10		Criteria 1: (write out criteria #1)
10		Criteria 2: (write out criteria #2)
10		Criteria 3: (write out criteria #3)
10		Criteria 4: (write out criteria #4)
10		Criteria 5: (write out criteria #4)
10		Quality of References
100		**TOTAL**

- ✓ **Contact all finalists and schedule their interview dates.**

  The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the organization.

- ✓ **Notify all applicants not selected for an interview.**

  Once the Search Committee has selected its final candidates, all other applicants will receive, on behalf of the organization, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

- ✓ **Assist the organization in determining interview procedures.**

  After the Search Committee selects their final candidates to interview, the names of these candidates will be made public upon confirming the interviews. During the interview process, the stakeholder groups will have an opportunity to meet the individual candidates.

  If the Search Committee chooses to conduct semi-finalist interviews, the candidates will only meet with the Search Committee. The names of the semi-finalist candidates will remain confidential (in states where an executive session is allowed), and stakeholders will not meet the semi-finalists. The finalist interviews will be conducted as described in the paragraph above.

- ✓ **Coordinate interview and visitation procedures.**

  If the Search Committee chooses, McPherson & Jacobson will schedule semi-finalist interviews. Semi-finalist interviews are typically conducted with the Search Committee only. After the semi-finalist interviews, the Search Committee will select their finalists.

  If the Search Committee chooses to involve stakeholder groups in the interview process, the consultants will assist in establishing the finalist interview schedule that includes organization staff, stakeholders, and community groups. A typical interview day will include a tour of the organization and community, meeting with stakeholder groups, and a formal interview with the Search Committee.

- ✓ **Coordinate visitation procedures for the candidate's spouse/significant other.**

  We encourage organizations to invite spouses/significant others to attend the interview day. The consultants will coordinate, with the point of contact, a portion of the interview day for the spouse/significant other to have an expanded visitation of the community. Tours typically include available educational facilities, housing, medical facilities, churches, recreational opportunities, and areas of interest unique to your community.

- ✓ **Assist the organization in making final arrangements for each candidate's visit.**

  It is common practice for the organization to pay interview expenses for the candidates and their spouses/significant others. In order to ensure that expenses stay

within established guidelines, the consultants will assist the point of contact in making lodging and travel arrangements for each candidate.

7) Screen Applicants

- ✓ **Evaluate each applicant against the selection criteria.**

  The consultants will read and evaluate all of the completed files submitted by applicants. They will read the application form and all of the additional material in each file and begin reviewing against the selection criteria.

- ✓ **Conduct reference checks.**

  We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant's qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the names of other people who could speak of the applicant's qualifications. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant's strengths and weaknesses.

  In addition to contacting references, the consultants conduct an extensive Internet search of the applicants.

8) Verify Applicants

- ✓ **Conduct background checks.**

  Included in the expenses are criminal/financial/educational degree verification background checks for the finalists selected to be interviewed.

- ✓ **Pre-Interview and Video of Shortlist Applicants.**

  The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants will share with the Search Committee.

- ✓ **Reports on the applicants.**

  The consultants will present a complete list of applicants to the Selection Committee for its review. We do not eliminate any applicants. We will submit a short list of those applicants who we feel most closely meet the organization's criteria and will present a written analysis for each.

9) Assistance with Discussions and Deliberations

If requested, McPherson & Jacobson's consultants can be present at the meeting(s) when the Search Committee and State Board conduct discussions and deliberate. If

the first round of candidates do not meet the needs of the Search Committee and State Board, our consultants will assist in identifying additional candidates.

10) Communication with the Candidates

- ✓ **Contacting applicants during the application and screening process.**

  The consultants will monitor the submitted applications for the position. If an applicant that is very qualified hasn't completed their application close to the closing date for application, the consultants will reach out to the applicant and encourage them to complete their application.

  During the screening process, the consultants will verify the applicants are interested in the position and are willing to take the position if it is offered to them.

- ✓ **Contact all finalists and schedule their interview dates.**

  The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the organization.

- ✓ **Notify all applicants not selected for an interview.**

  Once the Search Committee has selected its final candidates, all other applicants will receive, on behalf of the organization, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

- ✓ **Personally contact each finalist who was not offered the position.**

  Once a contract has been offered by the organization and accepted, the consultants will call each of the other final candidates and thank them on behalf of the organization for interviewing for the position. *These candidates are not notified until an offer has been accepted*. If by chance you lose your top candidate, we want to keep viable candidates available.

11) Potential Conflict of Interest

McPherson & Jacobson does not have any conflict of interest in providing services to the State Board and the Nebraska Department of Education.

12) Transition

- ✓ **Establish performance objectives for new administrator.**

  Working with the organization and new administrator, the consultant will assist in establishing two or three performance objectives the organization wants the administrator to focus on during the first year. These objectives are beyond the day-to-day organization operations.

Once the performance objectives have been identified, the organization will be asked what they will accept as evidence of progress towards the accomplishment of the identified objectives.

The administrator will take the information generated from this session and develop an action plan for achieving the performance objectives. The action plan will be presented to the organization for formal approval and forwarded to McPherson & Jacobson's home office.

- ✓ **Provide a guarantee.**

  If the organization chooses to use our complete service, we will guarantee our process for two (2) years. If the person selected leaves the position, ***FOR WHATEVER REASON***, within the guarantee period, we will repeat the process at no charge except actual expenses.

  We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Timeline

The timeline for the search process is established when we meet with the organization so we can address the unique needs of the organization. However, the time from our first meeting with the organization until the finalist is selected is typically a minimum of two to three months.

Possible timeline: *(can be adjusted to meet the needs of the organization)*

- At the beginning of the search **(December 2022)**
  - The qualities for the new administrator are identified
  - A formal timeline is established
  - Advertising decisions are made
  - Application information is posted
  - A brochure is created to advertise the organization and the vacancy

- At the time designated by the organization **(January 2023)**
  - Stakeholder group meetings are held
  - A summary of stakeholder input is presented to the Search Committee

- As applications arrive in our office
  - Applications are monitored and applicants are notified of the deadlines to submit their materials

- After the closing date **(late February 2023)**
  - All the completed applicant files are forwarded to the consultants
  - The consultants begin the review and pre-interview process

- Approximately two to four weeks after the closing date **(late March 2023)**
  - Consultants provide information to the Search Committee on all applicants who completed the process
  - Consultants present summary profiles and video interviews of qualified candidates to the Search Committee
  - The Search Committee selects the candidates it wants to interview
  - Criminal/financial/educational degree verification background checks are conducted on the selected finalists
  - McPherson & Jacobson notifies each applicant not selected for an interview

- Soon after the Search Committee selects their candidates **(April 2023)**
  - Semi-finalist interviews are conducted (if chosen by the Search Committee)
  - The Search Committee interviews its final candidates
  - The Search Committee selects their new superintendent
  - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

D. Cost of Proposed Services

The investment for conducting the Nebraska Commissioner of Education is dependent upon the service selected by the organization.

McPherson & Jacobson has the tools to conduct all or some components of the search process electronically. We can work with the Search Committee to determine the best practices as the search progresses to determine if in-person or online meetings will best meet the needs of the organization.

McPherson & Jacobson is committed to working with the organization until an administrator is identified and hired. If a second round of candidate selection is necessary, the only cost to the organization would be the additional expenses, there is not an additional fee.

Expenses in addition to the consulting fee are: cost of media advertisement selected by the organization; office expenses; telephone charges for reference checks; travel and expenses for consultants in organization visits; consultants' attendance at the interviews or additional meetings. All expenses will be explained and agreed to prior to the commitment of the search process.

Services available to select from

Activity	Fee	Estimated Expenses
Preliminary Search Activities	**$ 3,000**	**$ 1,400**
Solicit Stakeholder Input*	**$12,000**	**$ 1,200**
Advertise Vacancy**	**$ 100**	**$ 2,000**
Recruit Applicants	**$ 6,000**	**$ 400**
Screen Applicants***	**$10,000**	**$ 1,650**
Coordinate Interview	**$ 1,900**	**$ 500**
Transition	**$ 2,500**	**$ 250**
TOTAL	**$35,500**	**$ 7,400**
TOTAL (not to exceed)	**$42,900**	

***Stakeholder meetings** Included in the fees and expenses are

- Two (2) consecutive days of in-person stakeholder meetings (conducted in Lincoln, Nebraska) *[One (1) team of two (2) consultants]*. If the organization requests more than two (2) consecutive days of in-person stakeholder meetings, the fee is $750/day per consultant plus expenes.
- Fifteen (15) online stakeholder sessions
- K12 *Insight* analysis

- Online stakeholder input survey (in English and Spanish)
- Complete report summarizing all of the information gathered from the input sessions and analysis.

****Advertising expenses** Included in the expenses are

- Thirty (30) days on AASA (American Association of School Administrators)
- Thirty (30) days on TopSchoolJobs (Ed Week online)
- Thirty (30) days of advertising on NABSE (National Alliance of Black School Educators)
- Six (6) weeks of advertising on ALAS (Association of Latino Administrators & Superintendents)
- Posting on Nebraska Council of School Administrators website

****Screening applicants' expenses** Includes video interviews of the short-list candidates and criminal/financial/degree verification background checks on candidates selected to be interviewed.

NOTE:

- Interview expenses for the candidates are not included in the expenses listed above.
- There is an additional fee and expenses for the consultants to attend the interview sessions.

McPherson & Jacobson Guarantees

Client Satisfaction

McPherson & Jacobson is committed to working with the organization until an administrator is identified and hired. If a second round of candidate selection is necessary, the only cost to the organization would be the additional expenses, there is not an additional fee.

If the organization chooses to use our complete service, we will guarantee our process for **two (2) years**. If the person selected leaves the position, for whatever reason, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

Price Match

McPherson & Jacobson, L.L.C. will match the search fee for comparable services.

Recruiting the Selected Candidate

McPherson & Jacobson consultants do not actively recruit administrators that have been placed in our searches. We would not have the retention rates for our placements if we recruited the administrators from our searches. Over the last five years, **over eighty-five percent** of administrators are in the position for which they were hired. **Almost sixty percent** of administrators are still in the position for which they were hired within the past ten years. **Forty percent** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

Additional Services:

In addition to the basic services provided, McPherson & Jacobson can provide at no additional charge the following services:

- Assist the organization in revising and updating the administrator's job description.
- Assist the organization in developing an effective contract.
- Provide assistance in negotiating the contract with the finalist.
- Schedule an on-site visitation to the finalist's home organization.

E. References

Mississippi Department of Education--State Superintendent
PO Box 771
Jackson MS 39205-0771
Phone: 601-359-3513
Contact: Dr. Felicia Galvin, Chief of Operations, 601-359-5254, fgavin@mdek12.org
Board Contact: Rosemary Aultman, Board Chair, 601-359-1750,
rosemary.aultman@mdek12.org
Search Year: 2021/22

Kansas State Department of Education--Commissioner of Education
900 SW Jackson St.
Topeka KS 66612
Contact: Peggy Hill, Board Secretary, 785-296-3203, plhill@ksde.org
Board Contact: Jana Shaver, Former Board Chair, 620-926-0740
Search Year: 2013/14

Colorado Association of School Boards--Executive Director
2253 S. Oneida St., Suite 300
Denver CO 80224
Phone: 303-832-1000
Board Contact: Dr. Richard Martyr, Board President, 303-808-1433,
martyr_richard@svvsd.org
Search Year: 2022/23

South Central BOCES--Executive Director
323 S. Purcell Blvd
Pueblo West CO 81007
Phone: 719-647-0023
Contact: Denille LePlatt 719-859-0038 leplatt-d@sc-boces.org
Search Year: 2020/21
Enrollment: 34,000

WSSDA (Washington State School Directors' Association)--Executive Director
221 College St. NE
Olympia WA 98516
Phone: 360-252-3002
Search Year: 2015/16

Idaho Association of School Administrators-Executive Director
777 S. Latah St.
Boise ID 83705
Phone: 208-345-1171
Search Year: 2010/11

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PROPOSED AGENDA ITEM RATIONALE

DATE: **February 14, 2023**

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Marissa Payzant, Ed.D.
Assistant Administrator, Office of Teaching, Learning & Assessment

PROPOSED AGENDA ITEM: Authorize the Commissioner to accept funds from the Nebraska Arts Council to participate in the Arts Education Data Project

AGENDA ITEM TYPE (contract/grant/rule/program/other): GRANT

RATIONALE/BACKGROUND INFORMATION:

- The Nebraska Arts Council (NAC) wishes to grant the Nebraska Department of Education's Office of Teaching, Learning, and Assessment a total amount of $60,000 for entry into, and ongoing participation in, the Arts Education Data Project (AEDP). The AEDP is a national project that provides data visualization tools that track student access and participation in arts education. The AEDP standardizes state-level data and transforms it into a publicly available, interactive dashboard that is updated annually. The grant funds over a three-year period will allow the NAC and the NDE to collect and analyze data to help ensure access to high-quality arts education in K-12 public schools throughout the state.
- Currently, 31 states participate in the AEDP, with more anticipated for SY 2023-2024. The project will provide a picture of the current state of arts education in Nebraska, such as which students have access to arts education and which students participate in arts education. Inclusion in the AEDP will allow us to have a better understanding of the supports that allow access, as well as develop plans to address barriers to arts education. Historically, knowledge about student participation in the arts has not been systematically tracked, despite it being indicated as a priority by policy makers, educators, and parents over the past two decades. The purpose of the AEDP is to provide a tool for expanding arts education by understanding its current state. Inclusion in the AEDP is a way to positively impact arts participation so that resources can be directed to specific areas of need, and to learn from schools whose programs and opportunities are robust.
- The data will be used to inform the work of the NDE as well as the broader community, in particular organizations that have a stake in providing access to arts education. Arts educators and students will be served by activities designed to expand access.
- The NDE has requested, from NAC, $60,000 for a three-year commitment to fund the AEDP. The NAC will pay a total of $60,000 for the three-year commitment. The first year of participation for new states is $30,000, with the subsequent two years $15,000 each. The NDE will agree to enter the AEDP, provide technical support and collaboration to oversee its implementation, and provide ongoing communication to stakeholders throughout the

project period. In addition, the NDE will facilitate the use of the AEDP for making data-informed decisions regarding arts education and access, promote participation, and provide reports to the NAC throughout the project period. The agreement will be established with a Memorandum of Understanding (MOU) between the NAC and the NDE.

- Proposed Timeline:
    - Year 1 – Funding request to NAC by February 15, 2023 for $30,000, payment to be made 30 days from completion of the agreement. Grant period running from agreement through June 30, 2024. Final report to NAC by July 31, 2024.
    - Year 2 – Funding request to NAC by May 15, 2024 for $15,000, payment to be made on August 1, 2024. Grant period running from July 1, 2024 to June 30, 2025. Final report to NAC by July 31, 2025.
    - Year 3 – Funding request to NAC by May 15, 2025 for $15,000, payment to be made on August 1, 2025. Grant period running from July 1, 2025 to June 30, 2026. Final report to NAC by July 31, 2026.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Nebraska Arts Council
- New or Renewal: New
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 02.07.2023*

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 14, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Dr. Zainab Rida and Jay Martin, Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Grant the Deputy Commissioner the authority to accept a Subaward Grant from the University of Nebraska Public Policy Center to engage qualified individual(s) to deliver training in the evidence-based Psychological First Aid for Schools (PFA-S) model.

AGENDA ITEM TYPE: Subaward Grant Recipient

RATIONALE/BACKGROUND INFORMATION:

- **What:** The *Engaging Nebraska Educators in Mental Health Awareness Training* project will capitalize on the position of local schools to meet the mental health needs of Nebraska students in grades K-12, by training educators in the evidence-based intervention of Psychological First Aid for Schools (PFA-S).
- **Why:**
    - Currently, the mental health needs of Nebraska's youth are growing, yet unmet due to a shortage of available mental health services across the state.
    - Nebraska Rule 10 states in section 011.01B: Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body. PFA is a component of the Emergency Operations Plan (EOP).
    - This project will meet this shortage by preparing and utilizing a workforce positioned in every community in the state – educators. However, to fully support and respond to students' mental health needs, educators require additional training and support.
    - The PFA-S or crisis team prepares the school district to respond to hazards, threats, and incidents. It also executes and coordinates the response in the event of an actual crisis incident and assists students and staff to recover as quickly as possible with minimal negative repercussions.

- **Who:** PFA-S is designed for delivery in school settings by school staff and includes components that will fill existing educator skill-gaps related to identifying students with mental health issues, mental health promotion, and appropriately responding to crises (including de-escalation).

- **How:** State-wide implementation of PFA-S, through replication of an established framework for delivery, will achieve the project goals of:
    - organizing educators in local and regional PFA-S teams,

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- training educators in PFA-S, (c) creating systems for educator referral of students with mental health needs (including SMI/SED) to Regional Behavioral Health Authorities,
- developing and disseminating resources and strategies to promote the mental health of school communities.

These goals will be achieved through a partnership between the University of Nebraska Public Policy Center, the Nebraska Department of Education, and Nebraska's Regional Behavioral Health Authorities.

- **When:** Over the course of the project (December 1, 2022-September 30, 2026) the Nebraska Department of Education (NDE) will train 1,000 Nebraska educators (250 per year) to serve all 244 of Nebraska's school districts.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: $50,000 for Year One of 4-year grant

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: The University of Nebraska Public Policy Center (NUPPC) through The Substance Abuse and Mental Health Services Administration (SAMHSA)
- New or Renewal: New
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

This project will serve all public and non-public schools in Nebraska. Schools can register on the Psychological First Aid for Schools page on the NDE School Safety website. Multiple opportunities for training are provided throughout the year to meet school needs. NDE's goal is that all staff members in every building of a school district are ready to respond from minute one of a crisis through recovery.

**Updated 02.07.2023*

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 13, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Zainab Rida PhD
Equity Office/Administrator of the Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Authorize the Deputy Commissioner to contract with multiple partners to develop and implement support services for the Afghan Refugee School Impact Grant.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education was awarded funding from the Nebraska Department of Health and Human Services to provide culturally and linguistically appropriate support to Afghan refugee students and their families to survive and thrive in the state of Nebraska. The State Board of Education authorized the Commissioner to accept the grant at the September 2, 2022 board meeting.

The Nebraska Department of Education intends to contract and sub award with multiple organizations to approach this project at three levels. The first approach will be at the **system level/state**. This approach will be focused on building and enhancing the capacity of NDE as an agency to provide equitable access to services and programs supporting Afghan refugee students and their families. The second approach will be at the **local level/School District**. NDE will provide subawards to the school districts with high enrollment of Afghan refugees including in Lincoln Public School (LPS), Omaha Public School (OPS) and Millard Public School (MPS) to provide specialized services and support to these students and their families. Additionally, the school districts will utilize the funds for capacity development for school systems, including education and training for staff around the unique and varied needs of refugees, and access to necessary resources. The third approach will be at the **community level**. NDE will establish communities of practice to provide a forum for Afghan refugees and develop guidelines and strategies based on the findings of the project evaluation. The anticipated completion of this project is August 2024.

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1. **Coordinator:** Individual who speaks Pashto or Farsi to coordinate the grant activities @ $40/hour	$91,000
2. **University of Nebraska Public Policy Center:** Monitor programmatic interventions and trends. Develop action plans to address data needs, gaps, and strategies to identify new sources to analyze the effectiveness and success of meeting the performance measures. Use geographical information system (GIS) to visualize data to effectively use data for planning and evaluation. Develop statistical reports. Provide expert consultation and TA to internal and external partners.	$113,000
ELA's subaward: Provide culturally and linguistically appropriate parent engagement and orientation workshops Provide the Afghan students specialized services Capacity development for school systems	
Omaha Public Schools @ 350 students = $1,146.26/student	$401,194
Lincoln Public Schools @ 300 students = $1,146.26/student	$343,879
Millard Public Schools @ 100 students = $1,146.26/student	$114,626

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: $1,063,699

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Nebraska Department of Health and Human Services
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Non-competitive Negotiation

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- Rationale for method of procurement: This method of procurement was chosen as the Public Policy Center was written into accepted grant proposal.

- Rationale for contractor selection: The contractor has been approved by the Nebraska Department of Health and Human Services (funder) to evaluate the project.

FOR GRANT SUBAWARDS:

- Sub awardees have been selected based on Afghan students enrolled in their school districts.

**Updated 02.07.2023*

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STATE BOARD OF EDUCATION
PLANNING AND EVALUATION COMMITTEE REPORT

Date: March 2, 2023

The Planning and Evaluation Committee reports on its Thursday, March 2, 2023, meeting. Members present were chair, Deborah Neary, vice-chair, Lisa Fricke, Sherry Jones, and Patti Gubbels.

The committee joined and listened to the Nebraska Technical Advisory Committee via zoom.

The committee received a copy of the Community Achievement Plan (CAP) from the Learning Community and has invited the Learning Community Executive Director, Dr. Brad Ekwerekwu (Eck-where-eck-woo) to share some context related to the CAP approval timeline.

The committee meet will on March 15, 2023.

This concludes the Planning and Evaluation report.

Deborah Neary, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2022–2025

Approved by the Nebraska State Board of Education, April 7, 2017
Revisions and Progress Reports Nov. 7, 2019
Revisions and Progress Reports Nov. 4, 2022

CAP Background

Required by Nebraska Revised Statute §79-2122, the Community Achievement Plan (CAP), was originally approved by the State Board of Education on April 7, 2017, and the CAP revisions were approved on Nov. 8, 2019. The CAP impacts the Learning Community of Douglas and Sarpy counties, the 11 school districts contained therein, and Educational Service Unit's 3 and 19. Over 125,000 PreK-12 students attend the schools of the Learning Community and are impacted by the Community Achievement Plan.

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with the Metropolitan Omaha Education Consortium (MOEC) during the 2016-2017 school year, the CAP was developed to provide synergy and collaboration between already existing programs and newly conceived initiatives. These included:

- the Superintendent's Early Childhood Plan—a partnership between the 11 school districts, the Buffett Early Childhood Institute at the University of Nebraska, and the Learning Community of Douglas and Sarpy Counties. The Superintendents' Early Childhood Plan was specifically developed in response to legislation (LB 585) passed by the Nebraska Legislature in 2013 that directed the Learning Community Coordinating Council to establish an early childhood program designed by the metro Omaha superintendents for young children living in high concentrations of poverty. The plan is financed by a half-cent levy on property values, the funds shared roughly equally between the Institute and the participating school districts.
- the Greater Omaha Attendance and Learning Services (GOALS) Center—a partnership between the 11 school districts, Douglas and Sarpy County law enforcement agencies, county juvenile court systems, county attorneys' offices, and Nebraska state offices;
- the Learning Community of Douglas and Sarpy Counties' North and South Omaha Learning Centers; and
- a Collective Impact Initiative developed by MOEC.

CAP General Operating Principles

The completion of the Community Achievement Plan necessitated that those responsible for its completion do so based upon a set of shared operating principles. The principles included a focus on

- students of poverty and limited English proficiency, within the framework of all students,
- student achievement and equity of access to programs and services, and ethnic diversity, and

- common goals for student achievement (academic readiness, proficiency in reading and math, graduation, successful transition to the next level, attendance, and completion of grade and program, participation in work experiences, etc.) across the continuum of their PK-16 experiences.

To actualize these principles, the Learning Community will:

- further foster collaboration between and among the eleven school districts, Educational Service Units 3 and 19 and the Learning Community of Douglas and Sarpy counties, and community partners
- continue to address achievement equity and achievement barriers,
- be research and/or evidence-based,
- utilize best practices in addressing equity and achievement issues,
- acknowledge the diversity of the member districts and their communities,
- provide customized plans matched to the schools/districts and community needs,
- capitalize on recently developed collaborative action while developing new initiatives to address critical needs, and
- promote continuous improvement while recognizing that changing conditions will necessitate changes in strategies over time.

Community Achievement Plan

The stakeholders put forth a Community Achievement Plan that incorporated current critical collaborative efforts and a proposed Collective Impact initiative. The critical collaborative efforts across all these sections are intended to enhance and expand upon current initiatives as the plan evolves and additional community partners become involved. The Community Achievement Plan consists of four sections that contain goals, strategies, and actions associated with each:

I. Section 1: Increased Access to Early Childhood Programming

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to early childhood programs.

1.1 <u>Full Implementation of Birth Through Grade 3 Approach</u>

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to reduce barriers to student achievement and decrease opportunity and achievement gaps by developing comprehensive and aligned early childhood programming for children from birth through Grade 3 and their families, with the school as hub.

1.2 <u>Professional Development for All</u>

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming by reducing barriers to student achievement and decreasing opportunity and achievement through a

system of professional development focused on leading-edge research and innovative practices delivered to school and community early childhood staff.

1.3 Customized Assistance Partnerships

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming by providing a system of customized assistance partnerships that support district-level goals for the development and implementation of high-quality early childhood education systems and programs.

II. Section 2. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

2.1 Family Learning at the Learning Community Center of South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children's learning.

2.2 Parent University at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high-poverty backgrounds to support their children's learning.

2.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high-quality preschool experiences that measurably improve the educational outcomes for children from high-poverty backgrounds.

2.4 Child Care Director Program at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for providing high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.

2.5 Future Teacher Training Program at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.

III. Section 3: Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

3.1 Students are prepared for success in kindergarten and the primary grades.

3.2 Students graduate from high school prepared for postsecondary and career success.

3.3 Students successfully transition to postsecondary education.

3.4 Students complete postsecondary experiences prepared for career success.

IV. Section 4: Superintendents' Attendance Plan

Changes to the Community Achievement Plan

1. Evaluation Plans for each section are clearly articulated and current evaluations and progress reports are removed and shared separately to streamline the plan and aid accessibility.
2. Each CAP section updated the Equity connection to ensure identified student groups and their families receive the resources and tools they need to be successful in school and beyond.
3. Each CAP section updated the Partnerships matrix to signal importance of collaboration among multiple entities and facilitate successful implementation and achievement of goals.
4. In Section 1, updates include revisions to conceptual framework, summary of action plan focus areas supported by BECI staff in partnership with school and district leaders and staff, and focused efforts on strengthening school district systems to serve as a strong foundation for birth through grade 3 programming.
5. In Section 2, updates include an increased focus on mental health supports for families and strategic vision processes for the existing Child Care Director Training Program.
6. In Section 3, updates include continued focus areas on math and literacy across participating districts, along with postsecondary partners, outline current metrics measured, and focus on student postsecondary and career success.
7. In Section 4, the Superintendents' Attendance Plan covers the statutory requirements, along with best practices, for each participating district to address student attendance.

Section 1: Increased Access to Early Childhood Programming

CAP Goal	**Equity Connections**
Goals of the Superintendents' Early Childhood Plan (SECP) include: **1.1 GOAL 1**: Reduce or eliminate opportunity gaps for every child through helping Learning Community school districts create and sustain high-quality and equitable early childhood practices and policies. **1.2 GOAL 2**: Strengthen the "School as Hub" approach in selected elementary schools to serve as a foundation for high-quality, equitable learning experiences for children and families beginning at birth and continuing through Grade 3. **1.3 GOAL 3**: Improve the practice of early childhood professionals in the Learning Community of Douglas and Sarpy Counties by providing a carefully-designed series of professional development learning experiences.	The ultimate purpose of the Superintendents' Plan is to close gaps in opportunities, prevent achievement gaps, and improve child outcomes experienced by children and families facing persistent economic and social disparities. Three primary goals shape our work: quality, continuity, and equity. The plan promotes *equity* in birth through Grade 3 care and education by explicitly seeking to reduce disparities in learning opportunities, family supports, and child outcomes. Equity refers to the degree to which to each child and family can access quality and continuity through a school district's intentional efforts to disaggregate data, examine disparities, and take action to eliminate disparities in ways that are responsive to the needs and interests of children, families, communities, and schools.
Strategies/Activities **GOAL 1: Customized Assistance to School Districts** focuses on building specific aspects of strong and effective school systems that provide quality, continuity, and equity in children's learning and family support beginning at birth and continuing through Grade 3. School districts receive intensive assistance and consultation tailored to needs identified by the districts on the Action Plans they developed in consultation with the Institute during 2021-22. Customized assistance addresses development of early childhood systems and programs in the targeted areas of leadership effectiveness, instructional excellence, and family and community partnership engagement. • Institute staff will collaborate with school district leaders to: (1) provide tools and guidance to establish and implement SECP action plans, (2) sustain communication with school	**Evaluation Plan** Evaluation activities will be designed to align with programmatic goals and activities. Below is a high-level description of anticipated evaluation activities for the coming year(s). Note, within each area of focus, qualitative (i.e., interviews, focus groups) and quantitative (e.g., standardized assessment scores) will be collected and used in a formative manner for continuous improvement purposes and in a summative manner for annual reporting requirements. A data use agreement will be developed with each district, as needed, to facilitate sharing of data necessary for the evaluation activities. **Goals 1 and 2** **Goals 1 and 2** Evaluation activities will be developed for each of four areas of focus that cut across programmatic strategies/activities: (1) Collaboration,

district leaders, (3) collaborate on efforts focused on achieving district SECP action plan goals, (4) provide as-needed consultation, (5) design and facilitate requested district-level professional learning connected to action plans, and (6) take explicit action steps to reach action plan goals. • School district leaders will collaborate with Institute staff in efforts connected to meeting action plan goals by: (1) establishing and following action plans, (2) sustaining communication with Institute staff, (3) collaborating on planning efforts focused on achieving district action plan goals, and (4) taking explicit steps to reach action plan goals. **GOAL 2: School as Hub Programming for Birth Through Grade 3** involves comprehensive programming in selected elementary schools called "Full Implementation Schools" that serve as hubs that connect young children and their families living in poverty with high-quality, comprehensive, and continuous early childhood education and services. The birth through Grade 3 continuum of supports includes three integrated components: home visiting and socialization experiences for children birth to age 3, high-quality preschool for 3- and 4-year-olds, and aligned PreK through third grade curriculum, instruction, and assessment. • Institute staff will engage with School as Hub district leaders, principals, teachers, family facilitators, and home visitors through (1) consultation, (2) direct coaching, (3) planning and co-facilitation of school as hub monthly team meetings, and (4) collaborate on efforts at the school site focused on achieving district action plan goals. • School as Hub principals will strengthen their competencies for leading birth through Grade 3 programming, providing leadership for School as Hub efforts, promoting family and community engagement, and supervising School as Hub staff.	(2) District Action Plans, (3) System-Level Changes, and (4) Child and Family Outcomes. **(1) Collaboration** The long-term success of the Superintendents' Plan requires productive collaboration between districts and the Institute. To ensure that this collaboration is effective, a survey will be implemented with various district, school, and Institute staff members who are engaged in various aspects of the work. Data from the collaboration survey will be used both formatively to inform programmatic decision-making and summative to demonstrate effectiveness in working together in meeting Superintendents' Plan goals. **(2) District Action Plans** Given that each district has identified unique goals and objectives in their action plans, evaluation activities will be tailored to the activities districts choose in order to achieve their goals and objectives. A specific evaluation plan will be developed and implemented in each participating district that relies primarily on district administrative data and/or data collection activities that are already scheduled to occur within their district. **(3) System-Level Changes** District and school level changes are expected to occur as a part of the Superintendents' Plan. To monitor and track these system-level changes, a survey (completed by staff at multiple levels of the system) and/or documentation of other indicators of changes in district activities and/or expectations will be used to measure district outcomes and impact in terms of the three domains of the plan's focus : (1) Leadership Effectiveness, (2) Instructional Excellence, and (3) Family and Community Partnership Engagement. This information will serve as key sources of data that districts and the Institute can use to monitor, make

- School as Hub teachers, family facilitators, and home visitors will engage with Institute staff in (1) professional learning, (2) one-on-one coaching, and (3) communities of practice.

GOAL 3: Professional Development for All involves professional learning experiences accessible to all early childhood leaders and professionals across Douglas and Sarpy Counties. A connected series of professional development experiences will be made available to all school leaders, teachers, early childhood professionals, and caregivers who work with young children from birth through Grade 3 in the Omaha metro area. "PD for All" introduces leading-edge research and innovative practices to those who work with young children and families and provides early childhood professionals the opportunity to join together and learn from one another.

- Institute staff will design and deliver research-based, multi-modal professional learning using diverse methods (e.g., Twitter chat, infographics, short videos, discussion groups) that are responsive to the current needs of Omaha-area early childhood educators serving children and families birth through Grade 3. Institute staff will use information gathered from social media analytics and participants (e. g., surveys and interviews) to evaluate and continuously improve professional development offerings.
- PD for All attendees will participate in professional development opportunities relevant to their role, apply new learning in their classroom environments, and evaluate the quality and relevance of PD for All offerings through survey completion.

decisions, and improve key activities within the plan so that desired outcomes and impacts are realized.

(4) Child and Family Outcomes

Improved outcomes for children and families will be a principal focus in evaluating the impact of the Superintendents' Plan. Data and indicators will be identified and/or developed based on on-going meetings with districts concerning their Action Plans. Specific measures and procedures will be derived from these collaborative meetings and will be implemented during school year 2022-23.

<u>Goal 3</u>

Evaluators will seek to increase the number of participants in PD for All and will explore the effectiveness of the diverse methods used in PD for All. A multi-method approach will be used to understand how PD for All influences early childhood practitioners' attitudes and practices.

Quantitative data sources (e.g., surveys, social media analytics) will be collected during the same time frame as qualitative data (i.e., interviews). Qualitative analyses will focus on how participants plan to use the content in their early childhood practices. A cohort design, wherein participants will be followed over time throughout the course of the series, will be used to identify how participants are implementing knowledge obtained from PD for All and to identify barriers to implementation.

Partnerships

Representatives from all 11 districts in Douglas and Sarpy Counties are invited to participate and advise on all aspects of the Superintendents' Early Childhood Plan on a regular basis. All 11 districts have access to Customized Assistance engagement in partnership with the Buffett Early

Childhood Institute. Six of the 11 districts identified have access to School as Hub Programming for Birth–Grade 3 at designated schools with high concentrations of poverty in their student attendance areas. Representative partnerships include:

SECP Workgroup: Each district superintendent appoints one administrator from their district to serve as a workgroup member to collaborate with one another and Institute staff and advise on the direction of the SECP. The Workgroup meets monthly.

District Leaders: school district leaders, including early childhood coordinators, special education directors, curriculum directors, and student services administrators partner on a monthly or more frequent basis with Institute staff to guide School as Hub programming at school sites and build capacity of school district systems in support of effective early childhood programming.

School Principals: Each principal from the eight full implementation School as Hub sites works on a regular basis with Institute staff to develop School as Hub programming in their schools.

School Staff: home visitors, family facilitators, teachers, and other school staff work closely with Institute staff to provide children and families access to high quality learning through classroom instruction, home visitation, and family engagement.

Representatives from the Learning Community of Douglas and Sarpy Counties and the University of Nebraska at Omaha partner with the Institute to develop and guide the Superintendents' Plan. Evaluation partners at the Munroe-Meyer Institute at UNMC and the Center for Children, Youth, Families, and Schools at UNL partner with Institute staff to design the SECP evaluation, collect and analyze data, and contribute to writing up results.

Section 2: Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

<table>
<tr><th colspan="2">2.1 Family Learning at The Learning Community Center of South Omaha</th></tr>
<tr><td>CAP Goal
2.1 Family Learning at the Learning Community Center of South Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children's learning.

2.1.1 By 2025, students of parents participating in the program for two years or more will demonstrate improved educational outcomes by effectively engaging parents in their child's school.
2.1.2 By 2025, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.
2.1.3 By 2025, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).
2.1.4 By 2025, students will also score higher in reading (79% proficient baseline) compared to the overall district (72% proficient).

For more information about the program, please see the annual report: www.learningcommunityds.org.</td><td>Equity Connections
All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</td></tr>
<tr><td>Strategies/Activities:
• Educational Navigators will create individualized action plans to engage current participants in their child's school.</td><td>Evaluation Plan
NWEA-MAP® Growth™</td></tr>
</table>

• The instructional team will incorporate math and reading skills during Family Days. • The LCCSO will promote a 65% attendance rate of participant engagement throughout all their activities and programs. • The team will continue to respond to families and community constituents with emphasis on diversity, equity, and inclusive practices.	TLS.2. The percentage of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2025. TLS.3. The percentage of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2025.
Partnerships UNO Special Education/Communication Disorders, UNO School of Music, Opera Omaha, PTI Nebraska, Joslyn Art Museum, Nonprofit Association of the Midlands, ASCEND Network at Aspen Institute, Lutheran Family Service, Omaha Public Schools, Nebraska Enterprise Fund, Project Harmon, Heartland Workforce Solutions, Smart Girls Society, SPARK Positivity, The Big Garden, Douglas County Health Department, Food Bank of the Heartland, Latino Center of the Midlands, Omaha Public Library, Omaha Conservatory of Music, Buffett Early Childhood Institute, City Sprouts, Creighton University, Child Saving Institute, Nebraska Extension Office, Omaha Fire Department, Women's Center for Advancement, UNMC Center for Reducing Health Disparities, UNO Service Learning Academy	

2.2 Parent University at The Learning Community Center of North Omaha	
CAP Goal 2.2 Parent University at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children's learning. 2.2.1 By 2025, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child's school. 2.2.2 By 2025, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.	**Equity Connections** All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.

2.2.3 By 2025, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning, and supporting confidence) as indicated by the KIPS assessment. 2.2.4 By 2025, parents will show significant meaningful changes in parenting practices (4.89 in conflict and 5.87 PARCA baseline). For more information about the program, please see the annual report: www.learningcommunityds.org.	
Strategies/Activities: • Educational Navigators will create individualized action plans to engage current participants in their child's school. • The Educational Navigators will connect current participants to community resources based on outcomes from the FRIENDS Protective Factor Survey. • Parent University will promote and provide positive parenting strategies during home visits and parenting workshops. • The team will continue to respond to families and community constituents with emphasis on diversity, equity, and inclusive practices.	**Evaluation Plan** NWEA-MAP® Growth™ TLS.2. The percentage of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2025. TLS.3. The percentage of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2025.
Partnerships Boys Town, Williams Consulting, Abundant Life Consulting, Bellevue University, Family Housing Advisory Services, Empowerment Network, Eastern Nebraska Action Partnership, Omaha Bridges out of Poverty, Life Coach Academy, Goodwill Industries, Creighton University, PTI Nebraska, Project Harmony	

<table>
<tr><td colspan="2">2.3 Intensive Early Childhood Classrooms at The Learning Community Center of North Omaha</td></tr>
<tr><td>CAP Goal
2.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.
2.3.1 By 2025, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).
2.3.2 By 2025, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons, and shapes (93 BRSA baseline).

For more information about the program, please see the annual report: www.learningcommunityds.org.</td><td>Equity Connections
All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</td></tr>
<tr><td>Strategies/Activities:
• The Child Learning Supervisor will complete CLASS training and utilize the learned skills to promote best practices in the child learning rooms.</td><td>Evaluation Plan
NWEA-MAP® Growth™
Ninety-five percent of Nebraska school districts will be able to identify at least one high- quality early childhood educational program accessible to all of the district's resident preschool age population, by 2025.</td></tr>
<tr><td colspan="2">Partnership
Omaha Public Schools, Educare, Buffett Early Childhood Institute</td></tr>
</table>

<table>
<tr><td colspan="2">2.4 Child Care Director Program at The Learning Community Center of North Omaha</td></tr>
<tr><td>CAP Goal
2.4 Childcare Director Program at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for partnerships that provide high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.
2.4.1 By 2025, Improve educational outcomes for children evidenced by effectively partnering with organizations to provide high quality training and coaches to childcare directors as measured by the staffs' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting national averages on the CLASS).

For more information about the program, please see the annual report: www.learningcommunityds.org.</td><td>Equity Connections
All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</td></tr>
<tr><td>Strategies/Activities:
• LCCSO will increase the number of training and coaches available to the South Omaha community.
• The North Center will identify key community partners to partner with to promote high-quality training and coaching to childcare directors.
• A consistent and continuous quality improvement process will occur on a regular basis to ensure positive and constructive impact in the community.</td><td>Evaluation Plan
Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences</td></tr>
<tr><td colspan="2">Partnerships</td></tr>
</table>

Omaha Public Schools, Buffett Early Childhood Institute

2.5 Future Teacher Training Program at The Learning Community Center of North Omaha	
CAP Goal 2.5 Future Teacher Training Program at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty. 2.5.1 By 2025, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups. For more information about the program, please see the annual report: www.learningcommunityds.org.	**Equity Connections** All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.
Strategies/Activities:	**Evaluation Plan** Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences.
Partnerships Metropolitan Community College, Creighton University	

Section 3: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

<table>
<tr><td>CAP Goal
3.1 Students are prepared for success in kindergarten and the primary grades.</td><td>Equity Connections
Supporting children in their earliest years has exceptionally important connections to equity. Since equity is a needed focus, especially in urban communities, the work to prepare students for success in kindergarten and the primary grades is essential.</td></tr>
<tr><td>Strategies/Activities
MOEC has worked closely with Buffet Early Childhood Institute and the Learning Community to emphasize early literacy.
“Raise Me to Read,” which is part of the national Campaign for Grade Level Reading, has received a grant from UNO to collaborate across the community to support work on building “Urban Thinkscapes” in the metro area, designed to encourage families and young children in learning activities.
MOEC prepared an application for the community as All America City, resulting in having Omaha named as a finalist related to work in housing connected to early literacy.
A MOEC workgroup on Early Literacy has worked with 11 school districts and national consultants to better embed the Science of Reading into school curricula.
MOEC is supporting two Saturday conferences related to the Science of Reading. 130 teachers have registered for the November meeting, with registration closing in five days due to demand.
MOEC is supporting 35 teachers in a semester-long workshop/course related to early literacy and is hoping to find additional funding to continue the offering to the other 50 teachers who have expressed serious interest.</td><td>Evaluation Plan
Data for the following metrics have been collected:
Percentage of children entering kindergarten who meet the state-approved threshold for a student to be progressing toward future reading success based on an approved assessment instrument: Data for 2022: 61% total, 11 to 99% district range.
Teachers in MOEC PreK-K classrooms with an endorsement in early childhood education: Data for 2022: 70% total, 50 to 100% district range.
NOTE: Data includes <u>aggregated</u> metrics for all MOEC districts.</td></tr>
<tr><td colspan="2">Partnerships
The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Philanthropic support from three local foundations. Iowa Reading</td></tr>
</table>

Research Center. Partnerships with Omaha Urban Thinkscapes: Connect GO; The Union for Contemporary Art; AIM Institute; Papio Natural Resources District; UNO College of Education, Health, and Human Services; Amplify Art; Lamp Rynearson; Prairie STEM; AARP; Omaha by Design; Playful Learning Landscapes Action Network; Here for You for Them; Omaha Children's Museum; Spark CDI; Metro Area Planning Agency; Mulhall's Garden and Landscaping Center; Kiewit Luminarium; RDG Design; Metro Area Transit; The Wellbeing Partners; Adam F. C. Fletcher Consulting; Buffett Early Childhood Institute; Canopy South; City of Omaha Parks and Planning; The House of Afros Capes and Curls.

CAP Goal 3.2 Students graduate from high school prepared for postsecondary and career success	**Equity Connections** Supporting children in PK-12 school districts has exceptionally important connections to equity. Since equity is a needed focus, especially in urban communities, the work to prepare students to graduate from high school prepared for postsecondary and career success is essential.
Strategies/Activities • MOEC has work groups or specific initiatives related to early literacy, secondary mathematics, FAFSA completion, high school freshman success, student mental health services, and dual enrollment. • MOEC is sponsoring a mathematics cohort with 35 teams representing building administrators and influential math teachers in middle and high schools. • MOEC is sponsoring a Freshman Success Cohort involving 13 high schools collaborating to better ensure high school freshman success.	**Evaluation Plan** Data for the following metrics have been collected: • Students who are meeting expectations for proficiency in literacy by the end of 3rd grade: Data for 2021: 49% total, 21 to 90% district range. • Students who are meeting expectations for proficiency in math by end of 8th grade: Data for 2021: 45% total, 20 to 81% district range. • Students who demonstrate proficiency in math by the end of 11th grade: Data for 2021: 42% total, 9 to 79% district range. • Students who demonstrate proficiency in literacy by the end of 11th grade: Data for 2021: 46% total, 21 to 78% district range. • Students who graduate from high school having successfully completed four years of math: Data for 2021: 51% total, 10 to 87% district range. • High school freshmen who are on track to graduate by the end of 9th grade: Data for 2021: 79% total, 63 to 100% district range. • Students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation: Data for 2021: 66% total, 50 to 88% district range.

	• Students who meet college and career readiness standards by end of 12th grade as measured by ACT graduate report: Data for 2021: 17% total, .3 to 48% district range. • Number of students who missed 10% of more days of school during the year: Data for 2021: 30% total, 5 to 64% district range. • Students who participate in at least one school activity in high school: Data for 2021: 53% total, 35 to 92% district range (not all districts reporting). • NOTE: Data includes aggregated metrics for all MOEC districts.
Partnerships The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College; postsecondary institution in Iowa: Iowa Western Community College. Philanthropic support from three local foundations.	

CAP Goal 3.3 Students successfully transition to postsecondary education.	**Equity Connections** Supporting students as they transition from PK-12 schools to postsecondary institutions has direct connections to equity. Since equity is a needed focus, especially in urban communities, the work to help students transition to postsecondary is essential.
Strategies/Activities • MOEC includes representatives from member postsecondary institutions UNO, Metro Community College, and Iowa Western Community College on all work groups and most task force groups. The collaboration has especially positive outcomes in conversations about dual enrollment in high school and in work to improve student success in high school math classes. Monthly meetings include leaders of 12 school districts and three postsecondary institutions to share challenges and successes.	**Evaluation Plan** Data for the following metrics have been collected: • MOEC high school graduates who exit MOEC high schools with completed FAFSA: Class of 2021: 43.8% total; 30.9 to 65.7% district range. • MOEC high school graduates who enter the three MOEC postsecondary institutions with completed FAFSA: Class of 2021: 84% total; 72.5 to 90.8% district range.

• Data collection from postsecondary partners has been very helpful to K-12 districts trying to assess their eventual success with graduating students.	• MOEC high school graduates who enter any postsecondary institution the following year: Class of 2020: 67% total; 49 to 95% district range. • MOEC high school graduates who enter the three MOEC postsecondary institutions academically prepared in math: Class of 2021: 41.6% total; 20.8 to 73.3% district range. • MOEC high school graduates who enter the three MOEC postsecondary institutions academically prepared in English: Class of 2021: 45.5% total; 22.7 to 80.8% district range. • MOEC high school graduates who enter the three MOEC postsecondary institutions with college credits: Class of 2021: 46.4% total; 33.3 to 91.7% district range. NOTE: Data includes aggregated metrics for all MOEC districts.
Partnerships The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College. Postsecondary institution in Iowa: Iowa Western Community College. Ongoing partnership with Metro Community College and the Nebraska Math Readiness Project. Philanthropic support from three local foundations.	

CAP Goal 3.4 Students complete postsecondary experiences prepared for career success.	**Equity Connections** An important equity determinant in our community is whether students have the support to complete postsecondary experiences to best prepare them for future success in the workforce. MOEC postsecondary institutions have helped track aggregated data related to this topic. Disaggregated information may be available in other statewide reports.
Strategies/Activities • MOEC's primary focus has been on work at the PK-12 level, but the collection of data about how MOEC students fare	**Evaluation Plan** Data for the following metrics have been collected:

after high school is important to determining progress and needs. Postsecondary members on work groups and in MOEC initiatives have expressed appreciation for their involvement. A recent note from a postsecondary participant: *"Thank you for the opportunity to participate and include Metro Community College. It is so great to see a local expert working with teachers and administrators. I was really impressed and learned so much just by being there and having the conversations. The discussion and interaction in the room was contagious. We will make good use of this in working with our faculty and have some ideas in mind already. Thanks for all the great sharing of resources. Well planned and executed! Thanks for all your work in promoting the work in MOEC math. It makes a difference!"*	• MOEC high school graduates who complete a 4-year postsecondary degree within 150% of expected time: Class of 2014: 33% total, range of 13% to 68% by district. • MOEC high school graduates who complete a 2-year postsecondary degree within 150% of expected time: Class of 2017: 6% total, range of 2% to 75% by district. • MOEC high school graduates in the three MOEC postsecondary institutions who complete math program requirements within one year: Class of 2020 data: 37.0% total; 28.2 to 69.4% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who complete English program requirements within one year: Class of 2020 data: 60.2% total; 50 to 90% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who persist from term 1 to term 2: Class of 2020 data: 80.4% total; 66.7 to 89% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who declare a major within 25% of program time: Class of 2020 data: 88.2% total; 84.4 to 100% district range. • NOTE: Unless otherwise indicated, data includes aggregated (and range) metrics for MOEC high school graduates attending MOEC postsecondary institutions; most of the data points do not measure post high school performance of students who attend other postsecondary institutions.

Partnerships

The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs.
Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College.
Postsecondary institution in Iowa: Iowa Western Community College.
Philanthropic support from three local foundations.

Section 4: SUPERINTENDENTS'

ATTENDANCE PLAN

FOR DISTRICTS IN THE

LEARNING COMMUNITY OF

DOUGLAS AND SARPY COUNTIES

Revised – January 2023

TABLE OF CONTENTS

Introduction ..... Page 22

Nebraska Statute …….. Page 23

Background and Philosophy ..... Page 25

PART I – School District Strategies to Improve Attendance ..... Page 28

PART II - Absence Referral to County Attorney ..... Page 31

PART III - Tracking and Monitoring ..... Page 33

PART IV - Plan Review ..... Page 34

INTRODUCTION

The Learning Community of Douglas and Sarpy Counties is the creation of the Nebraska Legislature. Within its boundaries are eleven school districts in the Omaha Metropolitan Area. Statutorily, an Advisory Committee comprised of the eleven superintendents of the Learning Community member districts is given certain responsibilities and duties.

In 2011, those duties were expressly expanded to the creation of a plan by the superintendents designed to combat the adverse impact absenteeism has on students and schools. The statutory authority and duty of the superintendents require a plan, "to reduce excessive absenteeism including a process to share information regarding at-risk youth with the goal of improving educational outcomes, providing effective interventions that impact risk factors, and reducing unnecessary penetration deeper into the juvenile justice system." At-risk youth are defined in the statute as, "those who are under the supervision of the Office of Probation Administration, are committed to the care, custody, or supervision of the Department of Health and Human Services, are otherwise involved in the juvenile justice system, or have been absent from school for more than more than five days per quarter or the hourly equivalent except when excused by school authorities or when a documented illness makes attendance impossible or impracticable."

It is within this framework that the Superintendents Advisory Committee presents this revised plan with its twin objectives of (a) meeting statutory duties and (b) creating a comprehensive school district/community approach to absenteeism that is cooperative, innovative, and is based on solid research and experience. The plan is organized in four parts:

PART I District Prevention, Multi-Tiered System of Supports for Attendance
PART II Absence Referral to County Attorney
PART III Tracking and Monitoring
PART IV Plan Review

NEBRASKA STATUTE

Section 79-209

In all school districts in this state, any superintendent, principal, teacher, or member of the school board who knows of any violation of subsection (2) of section 79-201 shall within three days report such violation to the attendance officer of the school, who shall immediately investigate the case. When, of his or her personal knowledge or by report or complaint from any resident of the district, there is a violation of subsection (2) of section 79-201, the attendance officer shall immediately investigate such alleged violation.

All school boards shall have a written policy on attendance developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located. The policy shall include a provision indicating how the school district will handle cases in which excessive absences are due to illness. The policy shall also state the circumstances and number of absences or the hourly equivalent upon which the school shall render all services to address barriers to attendance. Such services shall include, but need not be limited to:

(1) Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child;

(2) One or more meetings between, at a minimum, a school attendance officer, a school social worker or a school administrator or his or her designee, the person who has legal or actual charge or control of the child and the child, when appropriate, to attempt to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

(a.) The physical, mental, or behavioral health of the child;

(b.) Educational counseling;

(c.) Educational evaluation;

(d.) Referral to community agencies for economic services;

(e.) Family or individual counseling;

(f.) Assisting the family in working with other community services; and

(g.) Referral to restorative justice practices or services.

(3) The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by subsection (2) of this section that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful and that the child has been absent more than twenty days per year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Failure by the school to document the efforts required by subsection (2) of this section is a defense to prosecution under section 79-201 and adjudication for educational neglect under subdivision (3)(a) of section 43-247 and habitual truancy under subdivision (3)(b) of section 43-247. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

(4) Nothing in this section shall preclude a county attorney from being involved at any stage in the process to address excessive absenteeism.

Sec. 79-2121 The superintendents of any school districts that are members of a learning community shall develop and participate in a plan by August 1, 2011, to reduce excessive absenteeism including a process to share information regarding at-risk youth with the goal of improving educational outcomes, providing effective interventions that impact risk factors, and reducing unnecessary penetration deeper into the juvenile justice system.

BACKGROUND AND PHILOSOPHY

The superintendents, along with numerous involved members of the metropolitan area, have a common understanding that students who come to school reflect our wider community. It is impossible to isolate the "school" within the walls of the school building. Therefore, effective strategies to keep students in school must be linked to the wider community. At the same time, evidence shows that prevention, early identification, and intervention each are unique and vital components of ensuring a successful school experience. Prevention encompasses those school and community programs aimed at keeping students involved, active, and able to attend school regularly. Across the metro area, each school district, along with community providers, is actively engaged in numerous absence-prevention programs. Intervention arises when, despite those efforts, a student is becoming absent excessively, prior to the 20-day timeframe when Nebraska law allows that a student may be referred to the county attorney. The superintendents know that an organized and fully active partnership between school and community with specific objectives, planned sustainability, and the ability to take advantage of the full array of rights and responsibilities offered by the laws and regulations in Nebraska will result in successful intervention for students in the metro area.

The Superintendents' Attendance Plan for Districts in the Learning Community of Douglas and Sarpy Counties is founded on current school district absence prevention policies, practices, programs, and initiatives and the current informal, collaborative structure that has been in place since 2010. In 2010, a group consisting of law enforcement, the courts, and school district representatives came together to initiate a court-supervised diversion program. A part of their efforts evolved into what was informally known as the Truancy Triage Treatment Team with a focus on information sharing, regular monitoring, personal family visits, and a multi-disciplinary approach that brought together stakeholders with statutory accountability for children (including the Douglas and Sarpy County Separate Juvenile Courts, the Douglas and Sarpy County Attorney's Offices, Nebraska Department of Health and Human Services [NDHHS], the Douglas and Sarpy County Juvenile Assessment Centers, Region VI, state probation,

and school districts).

The Superintendents' Attendance Plan builds on this original collaboration through dedicated work in the superintendent-established **MOEC (Metro Omaha Education Consortium) School Attendance Workgroup.** MOEC was established in 1988 by five school districts and the University of Nebraska Omaha College of Education. When the Learning Community of Douglas and Sarpy Counties was established, all public school districts in the two counties became members of the group. In 2016, with encouragement from community representatives, MOEC became an organization dedicated to collective impact to help member districts and postsecondary institutions collaborate for improvement.

MOEC has convened a workgroup dedicated to improving student attendance. The members of this workgroup, appointed annually by district superintendents, will follow a set schedule for collaborative discussions and data sharing, and will connect annually with a broad group of community entities to identify and provide a support network that students and families need to achieve regular and consistent attendance and avoid chronic absenteeism. It is the intent of this plan to intervene at the building level, district level, and community level at the earliest stages of problematic student absenteeism and/or at-risk behavior with the goal of improving student attendance, through voluntary participation, and, thereby, preventing children from being referred to the County Attorney.

The annual schedule of meetings of the MOEC School Attendance Workgroup will include the following:

- Monthly discussion of attendance issues and strategies at the MOEC Student Services Task Force;
- Semi-annual meetings of representatives of all Learning Community districts to analyze attendance data, share effective strategies, and identify community support agencies;
- At least one annual meeting of representatives of all Learning Community districts, and

representatives of the Douglas and Sarpy County Separate Juvenile Courts, the Douglas and Sarpy County Attorney's Offices, Nebraska Department of Health and Human Services (NDHHS), the Douglas and Sarpy County Juvenile Assessment Centers, Region VI, Douglas and Sarpy County Administration, state probation to analyze attendance data, identify challenges and share effective strategies; a representative of the Nebraska Department of Education may be included as appropriate;

- At least one annual meeting of representatives of all Learning Community districts with representatives of community organizations dedicated to improving student attendance to share successful strategies, identify issues, and initiate additional collaboration when needed.

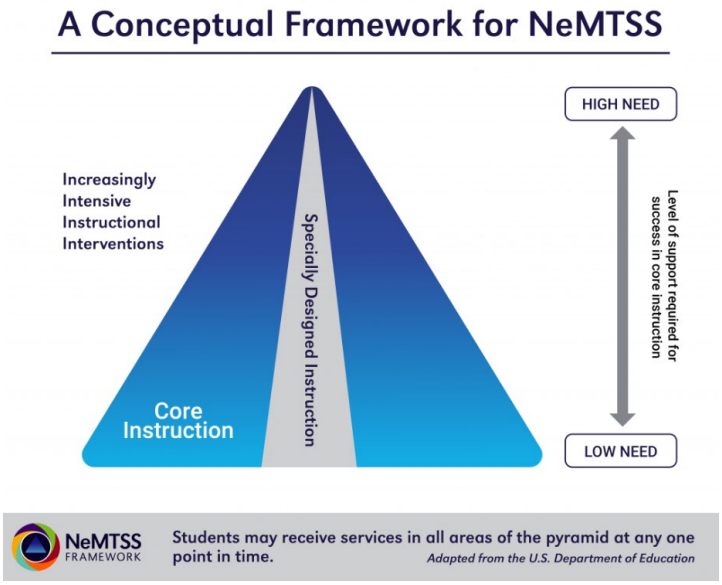
PART I
DISTRICT PREVENTION, MULTI-TIERED SYSTEM OF SUPPORTS FOR ATTENDANCE

MISSION OF SUPERINTENDENTS' ATTENDANCE PLAN: To address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning.

PURPOSE: To improve student attendance and learning by offering assistance to youth and families, accomplished by early assessment and prompt delivery of coordinated interventions that promote school attendance and decrease at-risk behaviors.

MTSS – Multi-Tiered System of Supports

The Nebraska Department of Education incorporates and recommends that districts use a Multi-tiered System of Support (MTSS) in dealing with various aspects of education. "MTSS is defined as **an educational framework for continuous improvement, problem-solving and decision-making**. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for all students in the state." The framework appropriately addresses school attendance issues, as well.



MTSS Pyramid of Intervention related to Student Attendance:

- **Tier One: All Students –** School and district representatives will communicate with students, staff, families, medical representatives, and community members regarding the importance of regular school attendance through actions such as annual discussion of attendance in student handbooks, newsletters, teacher syllabi, news releases, attendance campaigns, and other forms of connection; daily review and communication about student absences; regular communication by phone, email, or robo calls about student absences; establishment of incentives to encourage regular school attendance; and recognition of students with excellent or improving attendance.

- **Tier Two: Students with Absences that Approach 10% of School Days to Date** – School representatives (including teachers, counselors, social workers, and/or building administrators) will communicate with students and families immediately when school attendance is recognized as a problem through use of phone calls, written notes, letters or emails. Official attendance letters will be sent to parents on a schedule established by the district. Administrative consequences will be implemented for students who are truant. Counselors, social workers, administrators and Special Education team members (if applicable) will meet to collaboratively address attendance issues with strategies including regular phone calls, conferences, check-ins, mentoring, or other appropriate strategies. Coordination with community agencies such as Nebraska Department of Health and Human Services, juvenile justice, diversion, probation, child welfare or private or philanthropic organizations will be recommended and implemented as appropriate. Intensive school-based attendance intervention will be utilized as necessary to include options such as involvement of district social workers, district level school psychologists, central office administration, district level academic support programs. Referrals to faith-based organizations or appropriate community service providers may be made related to housing needs, transportation needs, health care and behavioral health needs, or other family needs. School representatives may request medical documentation for excessive absences related to illness. Academic interventions, educational evaluation, appropriate academic placement, academic tutoring, advisement programs, altered or extended school day placement and schedule modifications within the

school day may be implemented to assist with academic or mental health issues. Interventions will be designed to promote regular school attendance and prevent children from being referred to the County Attorney.

Note: School districts will regularly seek assistance from community organizations. An example of focused collaboration among agencies occurs in a Project Harmony 1184 MDT team (Educational Neglect Team) designed in 2022 specifically to staff cases of school attendance involving representatives of school districts, Project Harmony, Douglas County attorneys, Health and Human Services representatives, Region 6, Completely Kids, GOALS Center, Project Harmony Connections, Child Saving Institute SAFE (School and Family Enrichment) Program, and Children's Hospital.

Other examples of agencies or groups that support work to improve student attendance (available in 2023) are listed alphabetically: Boys Town, The BRIDGE (Family Resource Connector Network), Center for Holistic Development, Child Protective Services, Child Saving Institute (including SAFE Program), Collective for Youth, Concord Mediation, D2 (Directions Diploma) Center, DCYC (Douglas County Youth Center), GOALS (Greater Omaha Attendance and Learning Services), Hope Center for Kids, Juvenile Assessment Center, Juvenile Justice Institute, Latino Center of the Midlands, Mentor Nebraska (Partnership 4 Kids, Success Mentors, TeamMates and others), Methodist Community Counseling, Nebraska Children Foundation, Nebraska Children's Home Society, Project Harmony 1184 Multi-Disciplinary Teams, Region 6 Professional Partner Program, Unite Us, Urban League of Nebraska YAN (Youth Attendance Navigators), Voices for Children, and others.

Tier Three: Students with Absences over 10% of School Days to Date Who have not Responded to School or District Strategies or Interventions – School representatives will consider a County Attorney referral once a student reaches 20+ unexcused absences or if school efforts have not been successful at improving the student's school attendance. School representatives will coordinate case management with other systems (including community resources, mental health, juvenile justice, child welfare) while the County Attorney's Office representatives review the referral.

PART II

ABSENCE REFERRAL TO COUNTY ATTORNEY

Each school district shall use an approved County Attorney Referral Form when reporting students to the county attorney. Each school district will create and execute a collaborative plan with the student and family to remedy attendance concerns prior to referral. All attendance collaborative plans shall include the following:

i. Summary of student/family demographic data
ii. Summary of those in attendance
iii. Summary of any previous meetings
iv. Summary of factors impacting school attendance
v. Summary of previous educational counseling and intervention
vi. Summary of any educational evaluations
vii. Summary of any individual or family counseling
viii. Summary of access to additional community resources
ix. Summary of other peer/school concerns

All Referrals to the County Attorney shall include the following:

i. Summary of student/family demographic data
ii. Names of the referring District and persons submitting the referral
iii. Summary of attendance data for the current and two prior years
iv. Summary of academic and behavior data
v. A copy of the collaborative plan
vi. Summary of interventions

<u>COUNTY ATTORNEY INVOLVEMENT: DOUGLAS AND SARPY COUNTIES</u>

All referrals are reviewed by the county attorney assigned to the case. The county attorney determines the response level necessary to assist the child and correct the problem. Response/intervention recommendations are made in the best interest of the child. County Attorney representatives communicate decisions/activities for each referral back to school officials.

If the Douglas or Sarpy County Attorney's Offices choose to not file on a referral, each respective school district can file an additional referral if absences accumulate to a level of concern as determined by district policies.

PART III
TRACKING AND MONITORING

The **MOEC School Attendance Workgroup** will collect and report the following information to the Learning Community Coordinating Council annually:

- aggregated school attendance rates by grade level (based on data collected by Nebraska Department of Education),
- data on legal agency disposition of school-district referrals to county attorneys,
- a list of current recognized community support organizations, and
- a summary of successes and challenges incurred in the prior academic year.

PART IV

SUPERINTENDENTS' ATTENDANCE PLAN REVIEW

During the school year, representatives from each school district will discuss school attendance issues and strategies at regular meetings of the MOEC Student Services Task Force.

Semi-annual meetings of representatives of all Learning Community districts will occur to review district attendance policies, analyze attendance data, share effective strategies, and identify community support agencies. A summary of the meetings will be presented annually to superintendents and to the Learning Community Coordinating Council.

At least one annual meeting will occur to include representatives of all Learning Community districts as well as representatives of the Douglas and Sarpy County Separate Juvenile Courts, the Douglas and Sarpy County Attorney's Offices, Nebraska Department of Health and Human Services (NDHHS), the Douglas and Sarpy County Juvenile Assessment Centers, Region VI, Douglas and Sarpy County Administration, state probation, and (as appropriate) the Nebraska Department of Education to analyze attendance data, identify challenges and share effective strategies. A summary of the meeting/s will be presented annually to superintendents and to the Learning Community Coordinating Council.

At least one annual meeting will occur with representatives of all Learning Community districts and representatives of community organizations dedicated to improving student attendance to share successful strategies, identify issues, and initiate additional collaboration when needed. A summary of the meeting will be presented to superintendents and to the Learning Community Coordinating Council.

An annual report of analyzed data, summaries of required meetings, descriptions of strategic actions, and identification of successes and challenges will be presented to

superintendents and to the Learning Community Coordinating Council.

Community Achievement Plan Evaluation

2019-2022

Learning Community of Douglas & Sarpy Counties

BUFFETT EARLY CHILDHOOD INSTITUTE

Superintendents' Early Childhood Plan Evaluation: 2019-20

FIFTH YEAR REPORT EXECUTIVE SUMMARY

Executive Summary

The Superintendents' Early Childhood Plan offers an approach for reducing opportunity and achievement gaps based on systemic and structural inequities for children from birth through Grade 3 in the Learning Community of Douglas and Sarpy Counties. The plan was developed in response to legislation (LB 585) passed by the Nebraska Legislature in 2013 that directed the Learning Community Coordinating Council to enact an early childhood program created by the metro Omaha superintendents for young children living in areas with high concentrations of poverty. The plan is financed by a half-cent levy, resulting in annual funding of approximately $2.9 million to be used for this purpose.

In 2013, the superintendents of the 11 school districts in Douglas and Sarpy Counties invited the Buffett Early Childhood Institute at the University of Nebraska to partner with them to prepare a plan for their review and, after approval by the Learning Community Council, to facilitate the plan's implementation. The plan was adopted unanimously by the 11 superintendents in June 2014 and approved by the Learning Community Council in August 2014. In-depth planning and initial implementation in the districts occurred throughout 2014-15. Implementation of plan components was launched in summer 2015 and continues.

The goal of the Superintendents' Plan is to reduce or eliminate social, cognitive, and achievement gaps among young children living in areas with high concentrations of poverty that are impacted by structural racism and systemic inequities. Translating research into practice, the plan provides for a comprehensive systems approach that transforms learning opportunities for children placed at risk for school failure by the end of third grade. Because of its systemic perspective, the plan is intended to elevate the capacity of the Omaha metro school districts to serve all young children well.

The Superintendents' Plan engages in three levels of implementation through which school districts, elementary schools, and community-based professionals can strengthen efforts targeted at increasing educational opportunity and reducing achievement gaps among young children.

1. ***School as Hub for Birth Through Grade 3 (full implementation)*** is an approach in which elementary schools serve as a connector to build pathways of continuous, high-quality, and equitable learning experiences for children starting at birth and extending through Grade 3. Strong links between school, home, and community open up new opportunities for family engagement and provide access to supports and resources as they navigate their children's learning experiences. A shared goal is the prevention and reduction of disparities in opportunity and achievement.

2. ***Customized Assistance*** offers school districts technical assistance and consultation tailored to specific needs in birth through Grade 3 policies and programming. In the 2019-20 school year, the Ralston school district participated in customized assistance projects and related program evaluation.
3. ***Professional Development for All*** provides a connected series of professional development institutes open to all school and community-based program leaders, teachers, early childhood professionals, and parents who work with young children from birth through Grade 3 in the Omaha metro area. Professional Development for All introduces leading-edge research and innovative practices while promoting collaborative connections and shared commitments to strong early learning and family support systems. In the 2019-20 school year, sessions on executive function and self-regulation were offered in English and Spanish.

The Superintendents' Early Childhood Plan entered its fifth year of implementation and evaluation across six school districts in the Learning Community of Douglas and Sarpy Counties in the fall of 2019. During this year, the evaluation continued to assess school-level change, program quality, family processes, and child learning and development with a focus on program quality and child development and learning. However, this year was unlike any other in the history of Omaha metropolitan schools and the Superintendents' Plan. In March 2020, the COVID-19 pandemic led districts to close school buildings through the end of the academic year and transition to distance learning strategies and suspend year-end assessments. Families were engaged in home visiting that was virtual, rather than in person. These changes impacted schooling for children, families, and teachers, as well as the Superintendents' Plan implementation and evaluation. Throughout this report, details are provided regarding modifications in programming and how evaluation captured learning from adaptations to the COVID-19 pandemic.

For the 2019-20 year, evaluation activities were intended to address the following questions:

What has been learned about the processes and outcomes related to program quality, family processes, and child learning and development?

- *Are family supports and classroom practices related to program quality improving?*
- *Do family interaction processes reflect support and engagement?*
- *How are children in full implementation schools learning and developing?*
- *How are schools implementing School as Hub?*

A variety of methods were used in the current evaluation approach, including observations in family homes, direct child assessments, and family surveys. Principals, school staff, and educational facilitators were interviewed about their work supporting

school connections with families and communities. In all evaluation processes, efforts were made to understand how schools and families engage in creating contexts that support children's learning and development and how schools can be supported in leading that engagement. Evaluation to address these questions was incomplete due to disruptions in programs and assessments as a result of the COVID-19 pandemic. Findings related to program quality, family processes, and child learning and development that could be examined are highlighted below.

Are family supports and classroom practices related to program quality improving?

- ***Home visiting and personal visit*** participation has remained stable. While implementing home visiting can be challenging for schools, efforts to engage families are increasing and shifted to virtual home visiting in the spring of 2020.
- ***Classroom quality*** has improved over the first five years of the full implementation and was significantly higher in 2019-20 relative to 2015-16 for classroom organization, instructional quality, and emotional support.

Do family interaction processes reflect support and engagement?

- ***Family engagement***, as connected to interaction with the home visitor and measured via the Home Visiting Rating Scales (HOVRS), improved over the course of the school year, reflecting increased quality relationships among home visitors and families.
- ***Parent-child interaction***, as assessed by the Keys to Interactive Parenting Scale (KIPS) assessment tool, reflected that most parents involved in the home visiting evaluation were interacting with children in ways that supported early learning.
- ***Family perceptions of school engagement***, assessed using an adapted version of the Family Engagement Survey, reflected relatively high family perceptions of engagement with schools. Future efforts aim to increase the number of families who provide feedback using the survey.

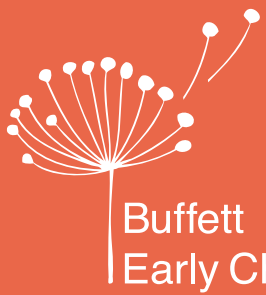
How are children in full implementation schools learning and developing?

- ***Development and learning from birth – 3 years*** were assessed using a screening tool completed by parents. The majority of children enrolled in home visiting were developing typically, according to parents.
- ***Academic achievement in Kindergarten through Grade 3*** was assessed using school-based achievement assessments in fall and winter, but not in spring due to the pandemic. On average, children's reading and mathematics achievement status were below the expected levels and varied by family and child demographics related to income, race, and ethnicity. However, the absence of an end-of-year data point renders this conclusion premature at best.
- ***Executive functioning in PreK – Grade 3*** was evaluated using a standardized assessment. Children's executive functions were in the average range.

How are schools implementing School as Hub?

- ***Schools and districts are increasing their leadership of the Superintendents' Plan.*** Schools are shifting their perspectives related to engaging families from birth onward and learning what it means to prioritize this work amidst the landscape of competing priorities.
- ***School and district leadership have shifted their perspectives to integrating a birth – Grade 3 approach to learning***. This is manifest in increased ownership of School as Hub, greater engagement with families, and a growing value for community partnership.
- ***Leadership has been instrumental in responding to the pandemic to provide instructional supports for families.***

The work of influencing the perspectives of school systems is complex and labor intensive and made more complex and difficult in the context of an unprecedented pandemic. As the Superintendents' Early Childhood Plan enters its sixth year, program and school staff have learned to identify essential elements of school systems change. Schools and districts are engaging families and communities from children's birth through Grade 3 with varying intensity across schools and districts. Evaluation efforts are capturing how efforts are implemented and how they are manifest in program quality and family engagement.



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BUFFETT EARLY CHILDHOOD INSTITUTE

Superintendents' Early Childhood Plan Evaluation: 2020-21

SIXTH YEAR REPORT EXECUTIVE SUMMARY

Executive Summary

The Superintendents' Early Childhood Plan is focused on reducing opportunity and achievement gaps based on systemic and structural inequities for children from birth through Grade 3 in the Learning Community of Douglas and Sarpy Counties. The plan was developed in response to legislation (LB 585) passed by the Nebraska Legislature in 2013 that directed the Learning Community Coordinating Council to enact an early childhood program created by the metro Omaha superintendents for young children living in neighborhoods with high concentrations of poverty. The plan is financed by a half-cent levy, resulting in annual funding of approximately $2.9 million to be used for this purpose, as well as funds contributed by the Buffett Early Childhood Institute and several foundations.

In 2013, the superintendents of the 11 school districts in Douglas and Sarpy Counties invited the Buffett Early Childhood Institute at the University of Nebraska to partner with them to prepare a plan for their review and, after approval by the Learning Community Council, to facilitate the plan's implementation. The plan was adopted unanimously by the 11 superintendents in June 2014 and approved by the Learning Community Council in August 2014. In-depth planning and initial implementation in the districts occurred throughout 2014–2015. Implementation of plan components was launched in summer 2015 and continues.

The goal of the Superintendents' Plan is to reduce or eliminate social, learning, and opportunity gaps among young children living in neighborhoods with high concentrations of poverty that are impacted by systemic and structural inequities. Translating research into practice, the plan provides for a comprehensive systems approach that transforms learning opportunities for children placed at risk for school failure by the end of Grade 3. Because of its systemic perspective, the plan is intended to elevate the capacity of the Omaha metro school districts to serve all young children well, not just those living in neighborhoods that are impacted by high concentrations of poverty.

The Superintendents' Plan engages in three levels of implementation through which school districts, elementary schools, and community-based professionals can strengthen efforts targeted at increasing educational opportunity and reducing achievement gaps among young children.

1. School as Hub for Birth Through Grade 3 (Full Implementation) is an approach in which elementary schools serve as a connector to build pathways of continuous, high-quality, and equitable learning experiences for children starting at birth and extending through Grade 3. Strong links between school, home, and community allow for new opportunities for family engagement and provide access to supportive services and

resources as they navigate their children's learning experiences. A shared goal is the prevention and reduction of disparities in opportunity and achievement.

2. Customized Assistance offers school districts technical assistance and consultation tailored to specific needs in birth through Grade 3 policies and programming. As previous district partnerships had ended and no new ones were initiated due to COVID-19 and distance learning, school districts and the Institute did not engage in Customized Assistance in the 2020–2021 school year.
3. Professional Development for All provides a connected series of professional development institutes open to all school and community-based program leaders, teachers, and early childhood professionals who work with children from birth through Grade 3, and parents in the Omaha metro area. PD for All introduces leading-edge research and innovative practices while promoting collaborative connections and shared commitments to strong early learning and family support systems. In the 2020–2021 school year, sessions addressed issues requested by School as Hub teachers, including technology, educational opportunity, and equitable interactions in the classroom.

The Superintendents' Early Childhood Plan entered its sixth year of implementation and evaluation across six school districts in the Learning Community of Douglas and Sarpy Counties in the fall of 2020. During this year, the evaluation continued to assess school-level change, program quality, family processes, and child learning and development with a focus on program quality and child development and learning. However, this year was unlike any other in the history of Omaha metropolitan schools and the Superintendents' Plan. In March 2020, the COVID-19 pandemic led districts to close many school buildings through the end of the academic year and transition to distance learning strategies and suspend year-end assessments. Some schools maintained distance learning strategies through the fall of 2020 while others returned to in-person learning. Families were engaged in home visiting that was virtual, rather than in person. These changes affected schooling for children, families, and teachers, and impacted the Superintendents' Plan implementation and evaluation. Throughout this report, details are provided regarding modifications in programming and how evaluation captured learning in the face of program adaptations.

For the 2020–2021 year, evaluation activities were intended to address the following questions:

What has been learned about the processes and outcomes related to program quality, family processes, and child learning and development?

- Are family supports and classroom practices related to program quality improving?
- Do family interaction processes reflect support and engagement?

- How are children in full implementation schools learning and developing?
- How are schools implementing School as Hub?
- How have perspectives among the leaders and practitioners changed over time?

Various methods were used in the current evaluation approach, including observations in family homes, direct child assessments, and family surveys. Principals, school staff, and educational facilitators were interviewed about how their work supported school connections with families and communities. In all evaluation processes, efforts were made to understand how schools and families engaged in creating contexts that support children's learning and development and how schools can be supported in leading that engagement. Evaluation to address these questions was incomplete due to disruptions in programs and assessments as a result of the COVID-19 pandemic. Findings concerning the processes and outcomes related to program quality, family processes, and child learning and development that could be examined are highlighted below.

Are family supports and classroom practices related to program quality improving?

- ***Home visiting and personal visit*** participation remained stable. While implementing home visiting can be challenging for schools, efforts to engage families are increasing. This year, many of the visits took place virtually to accommodate for the pandemic.

Do family interaction processes reflect support and engagement?

- ***Family engagement***, as connected to interaction with the home visitor and measured via the HOVRS, was rated in the "good" range of engagement in both the fall and spring.
- ***Parent-child interaction***, as assessed by the KIPS assessment tool, reflected that most parents involved in the home visiting evaluation were interacting with children in ways that supported early learning.
- ***Family perceptions of school engagement***, assessed using an adapted version of the FES, reflected relatively high family perceptions of engagement with schools, though families' assessment of school engagement decreased during the pandemic. Future efforts aim to increase the number of families who provide feedback using the survey.
- ***Perspectives of home visiting and family facilitation services*** were evaluated by family interviews. Findings showed that parents were positive about home visiting and services to the family.

How are children in full implementation schools learning and developing?

- ***Development and learning from birth–3 years*** were assessed using a screening tool completed by parents. The majority of children enrolled in home visiting were developing typically, according to parents.

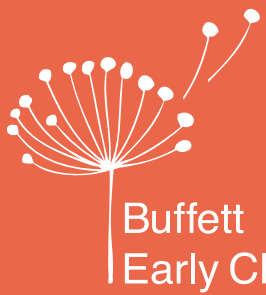
- ***Academic achievement in Kindergarten through Grade 3*** was assessed using school-based achievement assessments in fall, winter, and spring. On average, children's reading and mathematics achievement status were slightly below the expected levels and varied by family and child demographics related to income, race, and ethnicity.
- ***Executive functioning in PreK–Grade 3*** was evaluated using a standardized assessment. Children's executive function scores were in the average range.

How are schools implementing School as Hub?

- ***Home visiting and family facilitation*** support child and parent learning, as well as family values and goals.
- ***Children's educational transitions*** are supported by communication between families and home visitors/family facilitators as well as schools.
- ***Educational facilitators*** fulfilled various roles in the full implementation schools including instructional coach, equity coach, professional development facilitator, thought partner, data utilization partner, and classroom visitor. Some of the most frequently reported interactions between educational facilitators and teachers included grade-level meetings, student support and consultation, and professional development opportunities.
- ***Schools are continuing to advance School as Hub principles (quality, continuity, and equity).*** Quality is enhanced by coaching and professional learning provided by educational facilitators. School leaders also focused on strengthening and building relationships with families and parents (including those with younger children) to address continuity. Courageous Conversations (Singleton, 2021), as a field guide, helped bring an equity lens to practices and policies.

How have perspectives among the leaders and practitioners changed over time?

- ***Influencing the perspectives*** of school systems is complex and labor intensive and made more complex and difficult in the context of an unprecedented pandemic. As the Superintendents' Early Childhood Plan enters its seventh year, program and school staff have learned to identify essential elements of school systems change. Schools and districts are engaging families and communities with children birth through Grade 3 with varying intensity across schools and districts. Evaluation efforts are capturing how efforts are implemented and how they manifest in program quality and family engagement.



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BUFFETT EARLY CHILDHOOD INSTITUTE

Superintendents' Early Childhood Plan Evaluation: 2021-22

PRE-PUBLICATION DRAFT
EXECUTIVE SUMMARY

Executive Summary

The Superintendents' Early Childhood Plan was launched in Omaha and surrounding communities in fall 2015. It was created in response to state legislation directing metro Omaha area superintendents to develop and enact a plan to reduce opportunity gaps for young children living in high concentrations of poverty. It was developed by the Buffett Early Childhood Institute at the University of Nebraska in partnership with the 11 school districts of the Learning Community of Douglas and Sarpy Counties, which also provides the majority of the funding.

Translating research into practice, the plan uses a comprehensive systems approach that is grounded in an understanding that local elementary schools can serve as community hubs that connect young children, birth to Grade 3, and their families to a pathway of continuous, high-quality, and equitable learning experiences. This systemic and community-based School as Hub programming and the Birth Through Grade 3 Approach is intended to elevate the capacity of the Omaha metro school districts to provide the opportunities all young children need to thrive and succeed.

TRANSITION YEAR 2021–2022: UPDATING THE PLAN TO MEET EXISTING AND EMERGENT NEEDS

The Superintendents' Early Childhood Plan entered its seventh year of implementation and evaluation across 11 school districts in the Learning Community of Douglas and Sarpy Counties in the fall of 2021. Amid continued staffing shortages and other challenges associated with the COVID-19 pandemic, Institute staff continued to work closely with partners in Omaha area schools and communities to adapt the plan's programming and services to meet the changing needs of children, families, and school staff.

At the same time, Institute staff began to adapt the Superintendents' Early Childhood Plan in response to feedback from the superintendents that called for greater flexibility and responsiveness to individual district needs and resources. The 2021–2022 school year served as a transition year—providing an opportunity to integrate feedback from the superintendents and stakeholders, lessons learned from current research in the field, and evidence from the first seven years of the project. Throughout the year, district and school leaders, school staff, and Institute staff worked to enhance efforts and maximize the impact of the Superintendents' Plan.

As part of this process, the Institute revised the guiding framework for implementing the School as Hub programming and Birth Through Grade 3 Approach. The updated framework maintains a systems focus, with a continued commitment to promoting quality, continuity, and equity in early learning. In addition, the framework identifies three domains for ongoing and future efforts: Leadership Effectiveness, Instructional

Excellence, and Family and Community Partnership Engagement. The updated framework is intended to be flexible and can be used in ways that respond to each district's current and evolving plans related to supporting the Birth Through Grade 3 Approach.

TRANSITION YEAR IMPLEMENTATION

During the 2021–2022 transition year, the implementation continued to include three types of engagement that are hallmarks of the Superintendents' Early Childhood Plan, with some adaptations:

- Customized Assistance to School Districts. Each year, school districts are offered technical assistance and consultation tailored to their specific needs in Birth Through Grade 3 policies and programming. During the transition year, Customized Assistance took on a more prominent role than in previous years, with district leaders from all 11 school districts being invited to investigate their current district infrastructure and capacity for providing effective and accessible early childhood programming through a guided landscape assessment in conjunction with the P-3 Center at the University of Colorado Denver.
- School as Hub Programming for Birth Through Grade 3 in Selected Elementary Schools. In previous years, 10 elementary schools across six districts fully implemented three integrated components of the School as Hub programming—home visiting for children birth to age 3, family facilitation for 3- and 4-year-olds, and aligned Kindergarten through Grade 3 educational experiences for 5- through 8-year-olds; these schools are often referred to as "full implementation" schools. In 2021–2022, school districts continued to implement the School as Hub programming in selected schools, with some adaptations. For example, some districts adjusted the number of schools participating and how the program was staffed. In this report, participating schools are referred to as "School as Hub" schools.
- Professional Development for All. Each year, Professional Development (PD) for All provides a connected series of professional development institutes open to all school and community-based program leaders, educators, and early childhood professionals who work with children from birth through Grade 3 and parents in the Omaha metro area. During the pandemic, PD for All programming switched from in-person to virtual formats, and this continued in the transition year. Two online webinar series were provided during the 2021–2022 school year in addition to expanded opportunities for early childhood professionals to engage with one another virtually through communities of practice and a book study.

TRANSITION YEAR EVALUATION

In the 2021–2022 transition year, evaluation efforts were focused on understanding how school districts, schools, families, and early childhood professionals engaged in creating

environments that support children's learning and development and how schools can be supported in leading that engagement. The evaluation findings reflect processes and outcomes related to district-level landscape assessments; the three domains of the updated School as Hub programming and Birth Through Grade 3 Approach, including Leadership Effectiveness, Instructional Excellence, and Family and Community Partnership Engagement; and the 2021–2022 PD for All offerings. Key findings are highlighted below.

- ***Landscape assessment*** participation was negatively impacted by the pandemic, making it difficult for local school district leaders to attend regular meetings. While meetings were recorded for district leaders to review and engage on their own time schedules, districts varied in their ability to participate in landscape assessment activities.
- ***Focus groups with district workgroup members*** indicated that leaders valued resources offered in the context of the landscape assessment. Those that were able to actively participate in the landscape assessment process felt prepared to refocus on early childhood and the planning process.
- ***Interviews with principals*** reflected an appreciation for support offered by the Superintendents' Early Childhood Plan. In particular, principals reported that participation in the School as Hub programming contributed to their increased value of creating partnerships with parents.
- ***Home visitation and family facilitation enrollment*** numbers were lower during the 2021–2022 school year due to district staffing challenges. However, Institute and school staff worked creatively to meet the needs of families, and success was evident in the increased number of parent-child socializations families attended during the program year.
- ***Surveys and interviews with families enrolled in School as Hub programming*** revealed program strengths including support with school and family life transitions, and positive experiences with home visiting. Some families also noted that they did not enjoy the transition in services when children turned 3, and they expressed a need for more access to community resources and services.
- ***Interviews with district and school staff*** highlighted the importance of engaging families often and early and partnering with community agencies to provide the services and support families need. Respondents noted that districts generally did not have sufficiently diverse staff to best support families belonging to historically marginalized groups. School and district staff emphasized the need to establish positive relationships to support transitions to Kindergarten.
- ***Family perceptions of school engagement***, assessed using an adapted survey version of the Family Engagement Survey, reflected overall positive assessment of school's engagement with families. Highest ratings were in how

schools communicate with families, while lowest ratings were related to families' opportunities to influence school decisions.

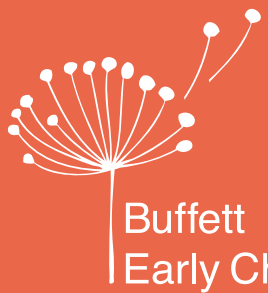
- ***School and community-based program leaders, educators, early childhood professionals, and caregivers who participated in Professional Development for All*** demonstrated increased understanding of how to establish workplace conditions that support educators' well-being. They also credited PD for All with increasing their knowledge of assets and resources that families bring to children's learning experiences in and out of school.

CONCLUSION

This year's evaluation reflects a year of continued success in implementing programmatic activities. Institute staff working to support School as Hub programming continued to partner with school leadership, home visitors, and family facilitators to provide families and staff with needed support. In addition, the Institute prioritized engaging district partners in transition year activities in preparation for the next phase of the Superintendents' Early Childhood Plan in the fall of 2022.

The 2021-2022 transition year presented significant challenges to schools and school districts related to ongoing disruptions of the COVID-19 pandemic. Challenges identified by school leaders and staff included a decrease in academic progress, a need to intentionally support children's social and emotional learning, and an increase in challenging classroom behaviors. Institute staff responded with flexibility and empathy, partnering with school leaders and staff to meet the unique needs of schools, children, and families. At the same time, Institute staff continued efforts to build district, school, and educator capacity to implement the School as Hub program.

In 2021-2022, the Institute also engaged district leaders in a landscape assessment to establish a solid foundation for effective efforts in the years ahead. We look forward to advancing this work in the coming years, through district-Institute partnership efforts aimed at goals and action plans devised by the school districts connecting a focus on early childhood birth through Grade 3 efforts to strategic goals and plans for the broader K-12 district.



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THE GOALS CENTER

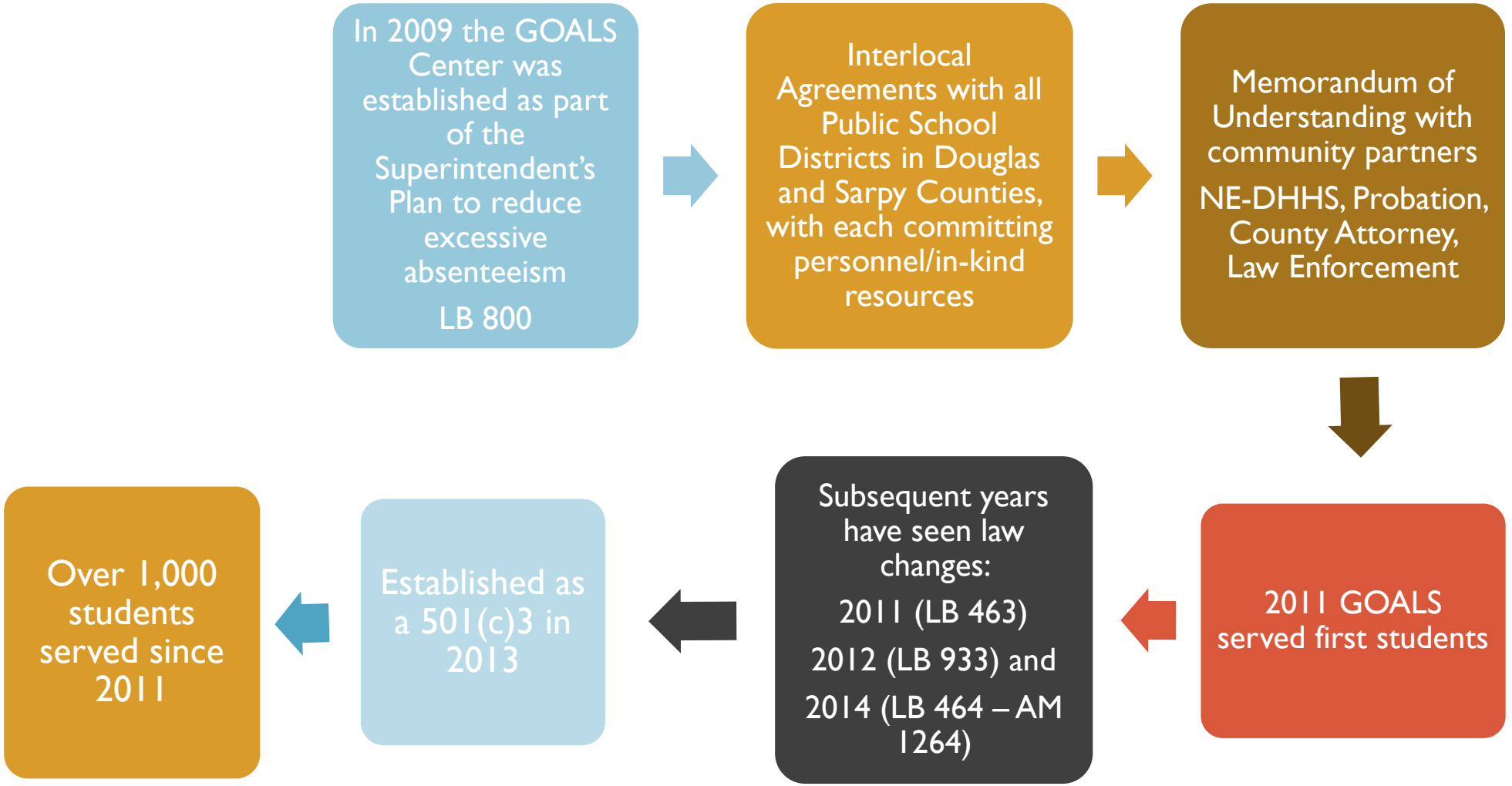
THE LEARNING COMMUNITY

NOVEMBER 21, 2019

GOALS CENTER

Greater Omaha Attendance and Learning Services

GOALS CENTER HISTORY



2018-19
A YEAR IN REVIEW

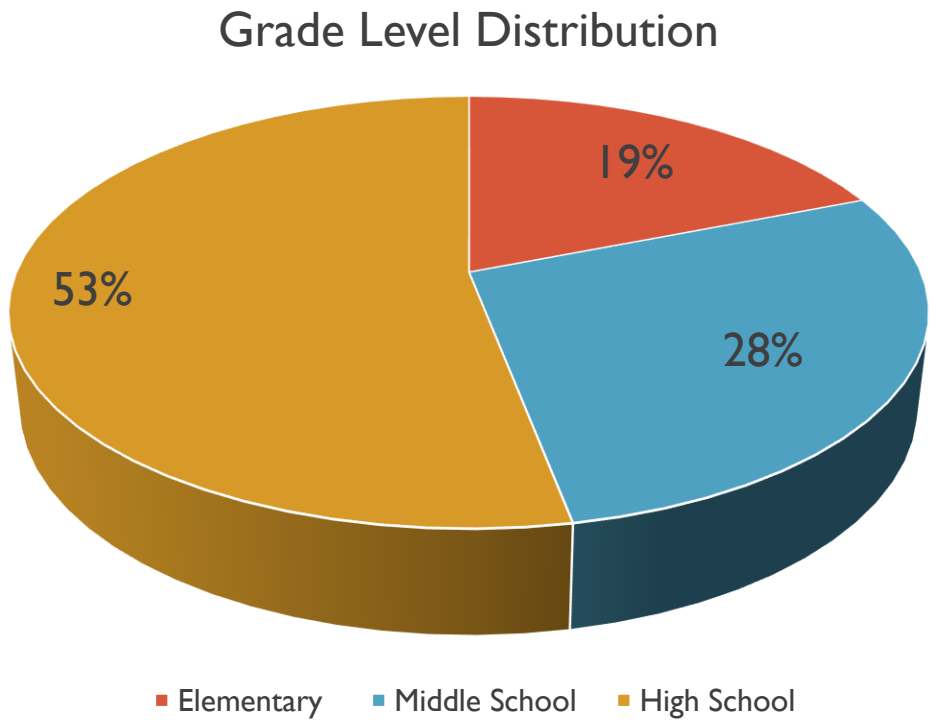
Around the community

- 51 unique schools served
- 8 school districts served
- Students served form 42 zip codes in Douglas and Sarpy Counties



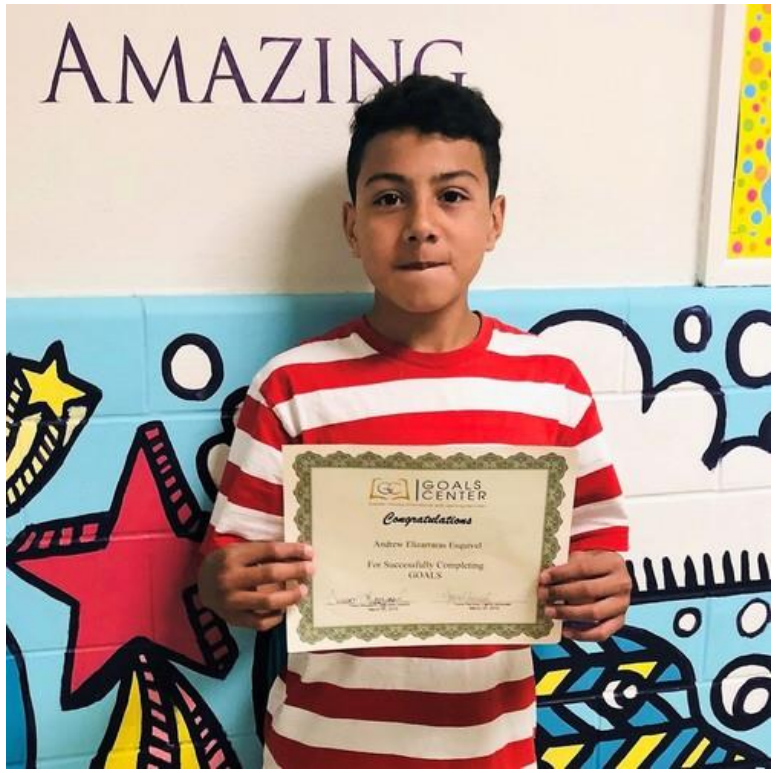
2018-2019 STUDENT AND FAMILY DEMOGRAPHICS

- 200 Students Served
- 48% of families served fell below the poverty line
- Average age of youth= 13.5 years old
- Average Length of Service was 193 days



2018-19 STUDENT OUTCOMES

- 66% of students increased attendance
- 96 % of students were passing all or most of their classes at successful closure
- 87 % of students were prevented from having juvenile justice system involvement
- 63% of families were connected to at least one new resource based on their unique needs



2018-19 SATISFACTION SURVEY RESULTS

81 RESPONSES FROM STUDENTS AND CAREGIVERS

Rating scale 1-5
(Strongly Disagree-→ Strongly Agree)
(Unacceptable → Excellent)

Survey Item	Average Rating
The Family Advocate helped me feel more confident more confident that I can successfully attend school/support my child in school	4.5
I understand the importance of attending/my child attending school	4.7
I was treated with respect by my Family Advocate	4.8
The service plan was based on my/ my child's strengths	4.6
The Family Advocate met with me/my family when it was good for my schedule	4.8
I would encourage other students/families struggling with attendance to participate with the GOALS program	4.7
Overall how would you rate the quality of the GOALS Program (4.6)	4.6

2018-19 SURVEY RESPONSES
STUDENTS AND PARENTS

STUDENT COMMENTS

He talked to me and listened to me to better help the situation

What I like about the GOALS program is that their consider my weaknesses and strengths and arrange a plan accommodating to that

What I like about GOALS is they come face to face with me and even gave me bus passes to get to school

PARENT COMMENTS

I love the fact that my son was finally honest with someone and he was treated with respect not looked down upon because of his issues.

Holding my daughter accountable was extremely helpful.

"FA" truly loves what she does. In a world of much darkness for parents and children, she brings much needed light and hope. I'm sure other families would agree.

The program really helped my child and I with getting her to school on time and gave a better understanding of the importance of being in school on time. Program was great.

I liked that I felt like I had a representative that was on our side when dealing with the school. She gave us great resources and made us feel like she was on our side and really cared about our son.

2018-19 SATISFACTION SURVEY RESULTS

57 RESPONSES FROM SCHOOL REFERRING PARTNERS

- 105 unique referrers in 2018-19 (54% response rate)

- Surveys received from 8 of the 11 school districts:
  - Bellevue Public Schools
  - Elkhorn Public Schools
  - Gretna Public Schools
  - Millard Public Schools
  - Omaha Public Schools
  - Papillion-LaVista Community Schools
  - Ralston Public Schools
  - Westside Community Schools

80 % of respondents reported they were “somewhat or extremely satisfied” with the GOALS Center

72% reported that the GOALS Center helped support attendance with students “always or most of the time”

93% were “somewhat or extremely likely” to refer other students and families to GOALS

2018-19 SURVEY RESPONSES
REFERRING PARTNERS

WHAT ARE THE BIGGEST FACTORS THAT INFLUENCED YOUR SATISFACTION?

"The Goals Center provided quick feedback for referrals and are a great well-rounded program for our families that need assistance."

Our GOALS worker is amazing. She truly cares about kids and is an advocate for them.

How in depth the advocates are able to explore barriers to attendance with a family. They understand that to address attendance there are many complex factors that result in missing school.

The clients that are Spanish speaking are difficult for me to provide regular services too. It is nice that they can work with an individual that they can communicate with regularly and provide support and rapport that aids the situation.

WHAT DO YOU LIKE MOST ABOUT THE GOALS CENTER?

GOALS is another 'help' for students who struggle with attendance. Often a GOALS person is able to help or encourage a student in a way school can not.

The program is a solid one.

Our GOALS worker is amazing. She truly cares about kids and is an advocate for them.

Referral process is easy. A non school person is working with the family to help with attendance. Sometimes parents are just more comfortable with that.

I like that most workers will go the extra mile and meet with their students and their family in their home/community. I also like the level of communication that takes place between the worker and the school.

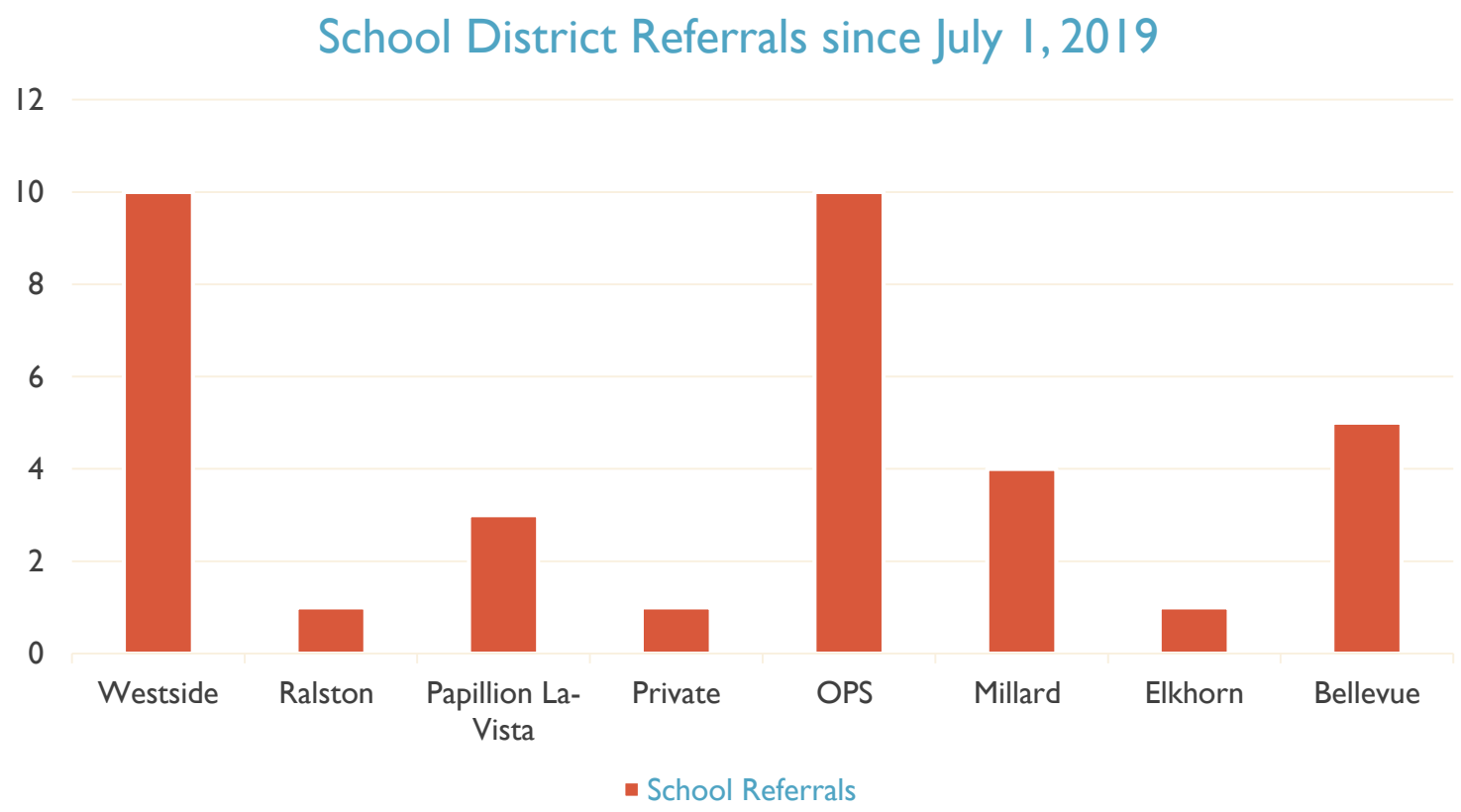
WHAT CAN GOALS DO TO IMPROVE SERVICES?

- *"Provide data on how the program is working."*
- *"Extend the amount of time they work with families."*
- *"Providing measurable services outcomes."*
- *"Funding to allow for more advocates. More contact with parents when students are refusing to attend."*
- *"No room for improvement. The only downfall is the wait list, which is completely understandable since GOALS services such a large area."*

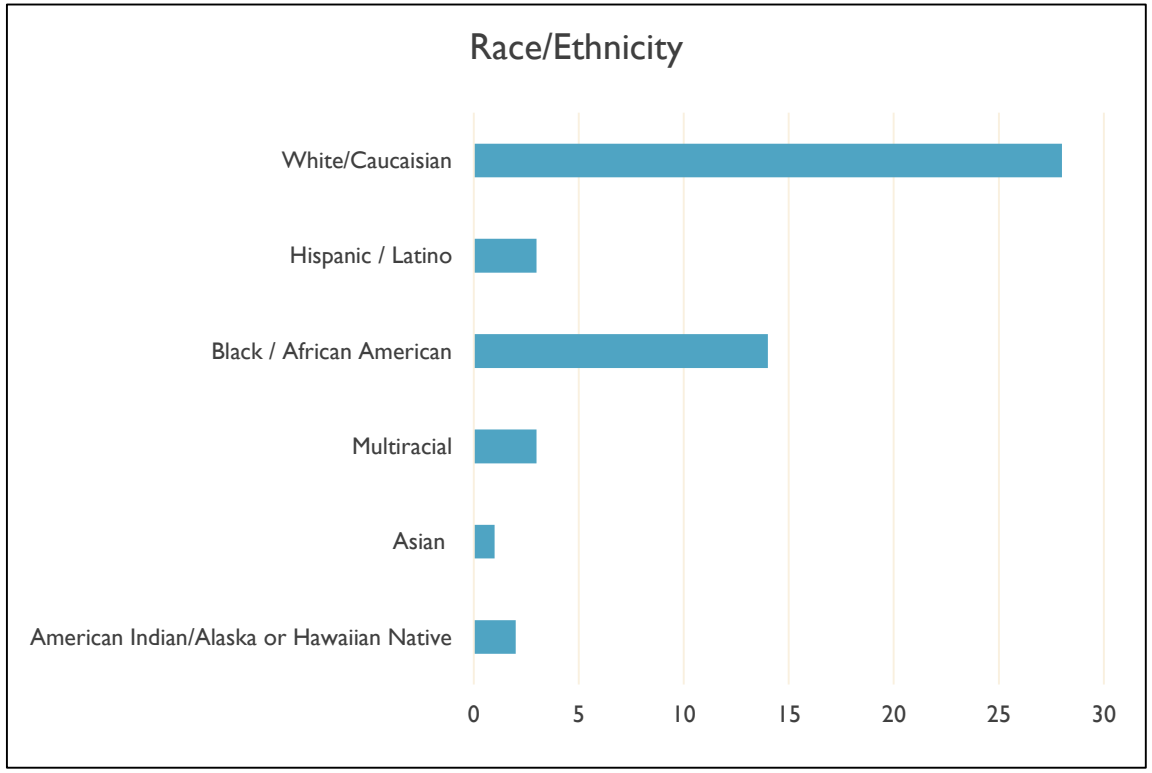
CURRENT FISCAL YEAR
JULY 1, 2019- CURRENT DATE

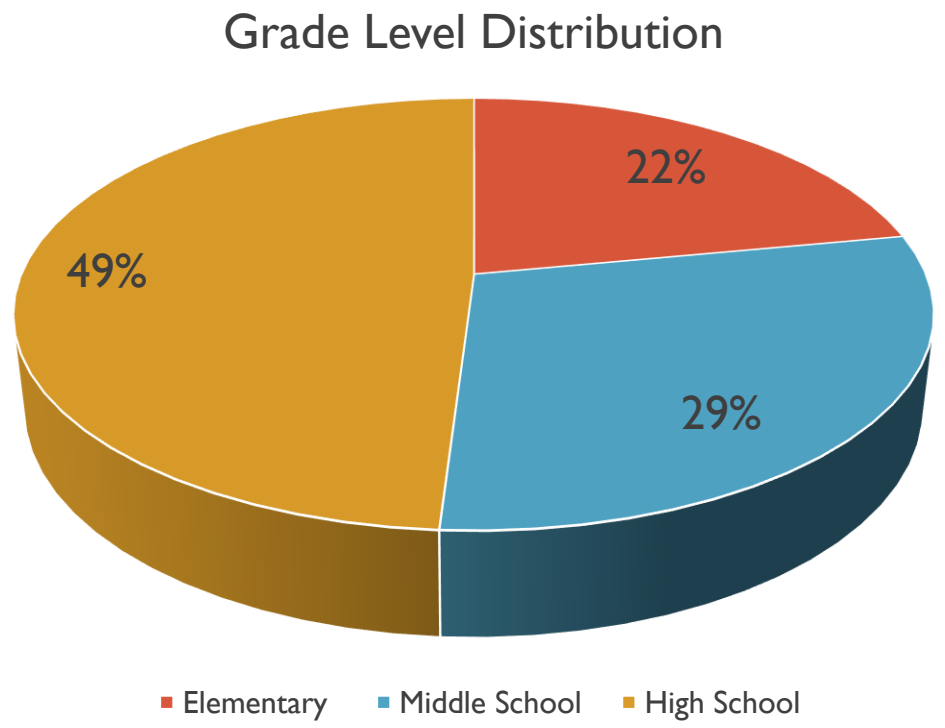
Referrals this year

- 34 referrals since July 1, 2019
- 30 referrals accepted
- 24 engaged with services



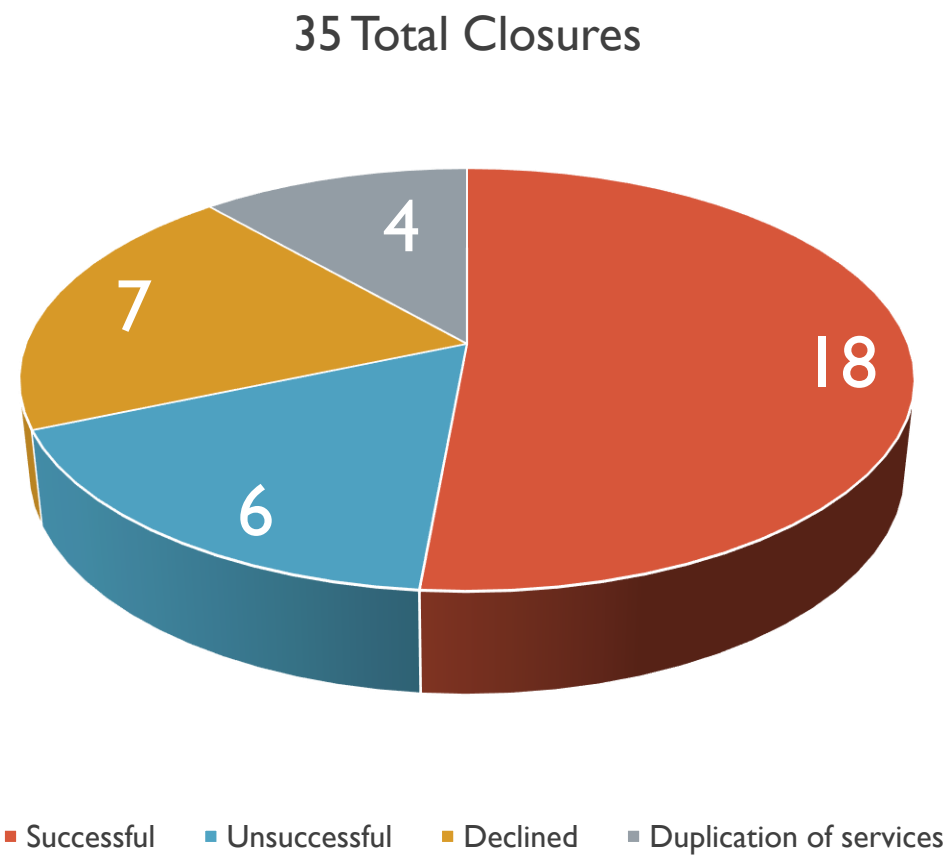
STUDENTS DEMOGRAPHICS 2019-20





2019-2020

- 51 total students served so far in 2019-2020



NEW FOR GOALS IN 2019-2020

Changes in leadership and staff:

- Dr. Jim Sutfin, assumed role of Board President on July 1,2019
- Executive Director, Nicole Seymour hired on June 10th, 2019
- Program Supervisor, Rebecka Theurer and Data and Evaluation Coordinator, Chelsey Erpelding, began September 16, 2019

Changing priority areas:

- Prioritizing elementary and transition years
- In OPS we are focusing on four unique schools
- Fee for service from 10 of the 11 school districts
- In-kind technology support from Omaha Public Schools in lieu of fee for service

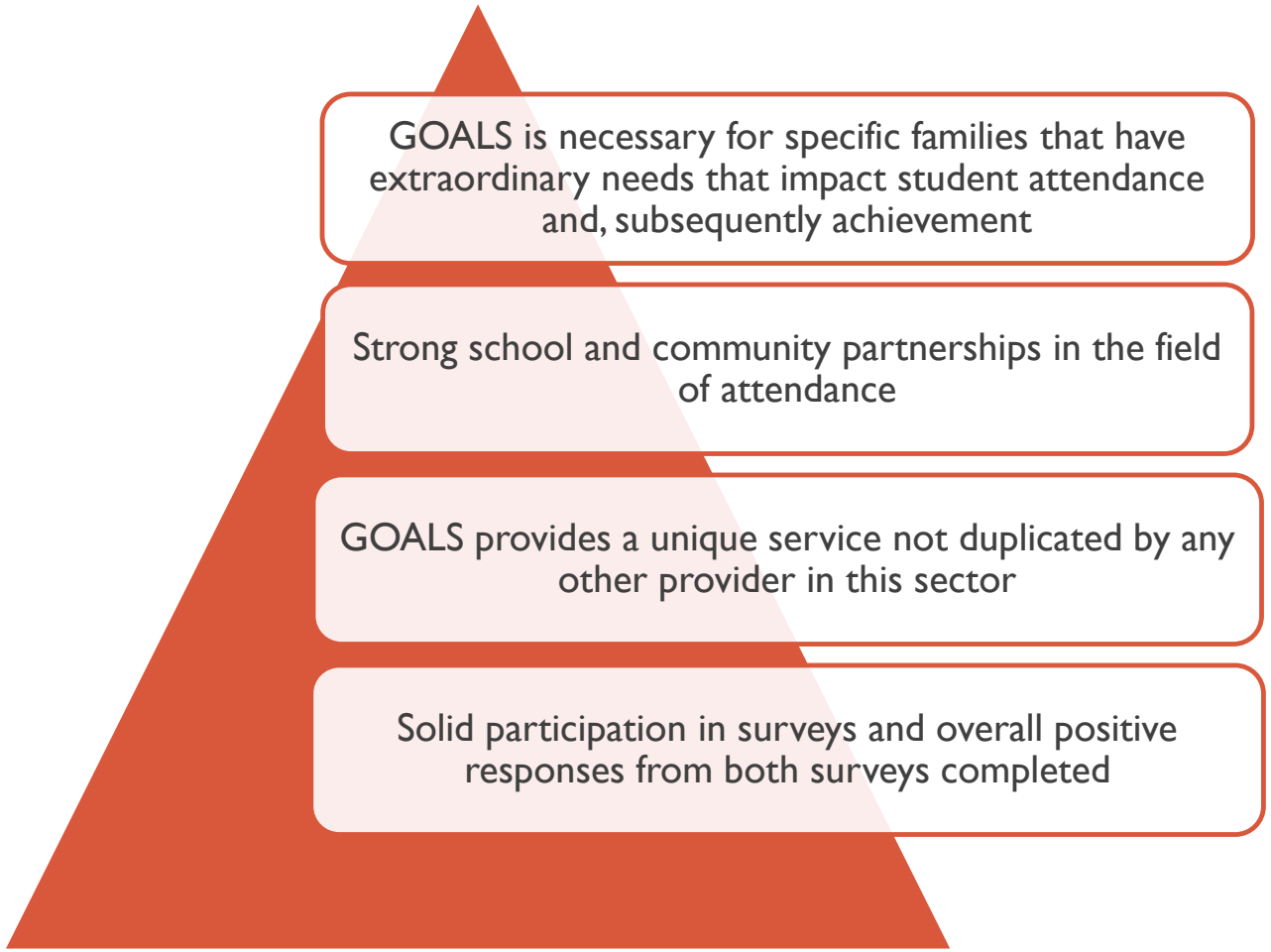
All of these changes have led to a full program evaluation of GOALS as an agency and the services provided

SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS)

SWOT analysis completed by:



SWOT ANALYSIS RESULTS - STRENGTHS



SWOT ANALYSIS RESULTS – WEAKNESSES

Capacity and accessibility

Technology and social media presence

Programmatic consistency

The need for clear program outcomes

SWOT ANALYSIS RESULTS – OPPORTUNITIES & THREATS

Opportunities

- Building on the strong partnerships and expanding them to incorporate a full array of community relationships for the benefit of the families served
- Define the work done in our largest districts to provide a more intentional service with a smaller referral pool
- Maximize on the momentum created with the changes at a statewide level and the update of the CAP plan to align GOALS with applicable initiatives

Threats

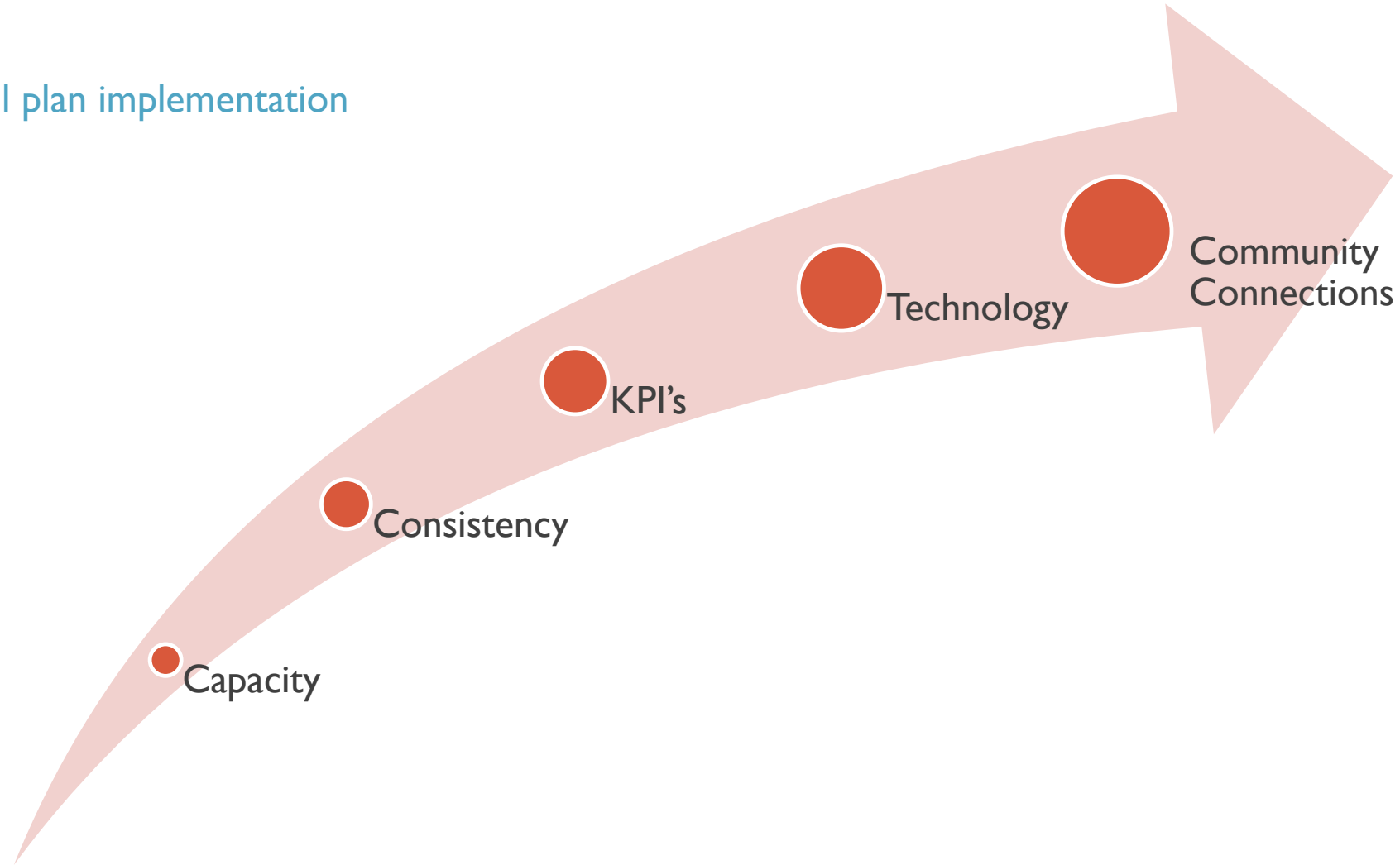
- Technology issues and limitations that impact external stakeholders and staff alike
- Diversification of funding
- Operational limitations to full scale agency growth

TARGETED AGENCY ENHANCEMENTS IN THESE AREAS



ENHANCEMENT TIMELINES

12 months for full plan implementation



STRATEGIES: CAPACITY

- Prioritize referrals
- Internal controls to ensure progress
- Scaled back referral sources
  - OPS specific pilot project
- Identified target population

STRATEGIES: CONSISTENCY

- Family Advocates and district assignments
- Program expectations shared with school partners, funders, and families
- Eliminating redundancies and creating efficiencies in GOALS internal processes

QUANTITATIVE KPI'S

- Increased attendance
  - 90% of students will demonstrate increased attendance by 10% while engaged in GOALS services
- Formal system prevention
  - Less than 10% of GOALS families will have formal court involvement for reasons related to truancy or educational neglect within 12 months of case closure
  - 2 generation impact
    - 80% of families will not re-enter GOALS services within 12 months of case closure

QUALITATIVE KPI'S

- Improvement in the achievement gap across all 11 school districts
- Increased engagement of families eligible for services
- Increased collaboration with community agencies across all sectors
- Increasing families informal support systems and creating long term self-sufficiency

STRATEGIES: TECHNOLOGY

- Partnership with OPS for a new case management system
- Dedicated funds to advance GOALS technologically
  - Mobile tools for use in the community
  - Automation of forms and assessments
- Database to obtain longitudinal reports and program evaluation
- Social media and website development
- Increased ability to fundraise and resource identification

STRATEGIES: COMMUNITY CONNECTIONS

- Strong presence and connections with school and educational partners
  - Engaged in new connections in the community
- Increase multi-faceted community connections
- Embedding staff in the communities they serve
- Accessibility for families
- Ensuring family and community culture are interwoven into the case work

DRIVING PROGRAM OBJECTIVES

Ensuring families are connected in their communities

Teaching families how to access community-based services promoting independence and sustainability

Increasing positive informal support systems for caregivers and creating collaborative relationships between schools and families

Individualized plans and an understanding of how specific family needs impact positive student attendance

Students improve attendance throughout the life of the case and following case closure

Enhance family strengths and develop areas of need through the utilization of evidenced based assessments

Close the achievement gap while promoting the 2Gen approach

Understanding legal requirements and ramifications for chronic absenteeism

Demonstrate effectiveness in the provision of advocate services to prevent families from requiring formal court

QUESTIONS?

THANK YOU!



2GEN APPROACH

The Learning Community uses a two-generation (2Gen) approach in designing early childhood and family engagement programs at each of the centers, Learning Community Center of South Omaha and Parent University at Learning Community Center of North Omaha. This creates opportunities for and addresses the needs of both children and adults. Using the whole-family approach, programs focus equally and intentionally on children and parents.

The theory of change behind the 2Gen approach suggests aligning services for parents and children yields stronger and lasting results (ASCEND, 2018). Based on community needs, each Learning Community Center developed a comprehensive program to address the opportunity gap for children and families based on the unique characteristics of each community and their needs.

Key elements of the 2Gen approach include Early Childhood Development, Health & Well-being, Post-secondary & Employment Pathways, Economic Assets and Social Capital. Data are collected on each element contained in the 2GEN framework.



Parent University is a comprehensive, two-generational family engagement program based on research and best practices that began in February 2015 at the Learning Community Center of North Omaha. A two-generational approach allows the program to focus on the whole family while creating opportunities for addressing the needs of both children and adults in their lives simultaneously. In 2019, the partnership expanded to additional (18) schools in North Omaha. As a result of the recommendation, a request for proposal (RFP) was made public. Project Harmony Child Advocacy Center successfully obtained the contract to assist with managing the day-to-day operations of Parent University. Therefore, all personnel fulfilling the mission of Parent University are employees of Project Harmony Child Advocacy Center. Parent University provides individualized and center-based supports and services to families whose children are eligible to participate in the Intensive Early Childhood Partnership and families with a child six years or younger who reside in school attendance areas of the 24 elementary schools.

The family learning program in South Omaha is a comprehensive, center-based initiative created using national models and best practices from the two-generational approach. The program originated in 2012 as a collaborative effort between the Learning Community of Douglas and Sarpy Counties and OneWorld Community Health Centers. The Learning Community Center of South Omaha was nationally recognized by the White House as a Bright Spot in Hispanic Education and is a 2-GEN network partner through Ascend at the Aspen Institute.
Each family in the program attends classes or programming an average of seven hours per week during the academic school year and throughout the summer. Families participate in all three of the program's primary components:

- Education for Parents of Young Children
- Early Childhood Education
- Interactive Parent/Child Activities

EDUCATION FOR PARENTS OF YOUNG CHILDREN
Since a parent's level of educational attainment is a strong predictor of a child's academic success, all parents at the center enroll in an English as a Second Language or a GED cohort for six hours a week.
English for Parent**s.** As parents learn English, they become more confident talking to teachers and asking questions about their child's progress, as well as communicating with the broader community. An English for Parents class might teach parents how to use computers to access school information, role-play parent/teacher conferences, or utilize children's books as learning tools.
GED. In partnership with Metro Community College, the program offers GED classes and a bilingual ESL instructor provides in-class language supports to parents as needed. The goal of the classes is to help parents increase their educational level and better their family's economic security through more stable and lucrative jobs or new educational pathways only open to GED graduates. GED classes also help parents guide their children on their academic journey (homework help, role modeling, academic language and concepts, etc.)

Along with ESL or GED, parent participants receive:
Parenting Classes and Workshops. Parenting classes and family-focused workshops strengthen and support parents, who are the first and most important teachers for their children.

Parents learn practical strategies to support child development and education. Program staff and community organizations provide a wide variety of offerings, including Circle of Security®, Love and Logic®, domestic violence prevention, financial literacy, and nutritious cooking. All workshops teach skills and techniques to foster learning and well-being at home.

Educational & Social Assistance Navigation Services. The center employs navigators who develop authentic relationships with parent participants and serve as their advocates. Every parent in the program is assigned an **Educational Navigator**, who conducts home visits with family at least once a month to help connect them with the public school system and provide new insights into child development and learning strategies. Navigators use a research-based home visiting/parenting curriculum, Growing Great Kids®, which ensures effective individualized education and support. A **Social Assistance Navigator** assists families who are in crisis or have challenging social or economic needs. This navigator connects parent participants with many community resources, such as pantries, mental health services, and homeless shelters.

Workforce Development. Since research shows children, whose parents have higher-wage jobs have better educational outcomes, workforce development classes are offered onsite in collaboration with Metropolitan Community College. Parents learn workforce readiness skills such as resume-building, interview skills, and job search methods and receive certificates in customer services, workforce ethics proficiency, and the National Career Readiness Certificate. A Career Skills Coach also offers individual career coaching or assistance connecting to continued education.

In the section below are highlights from the 2020-2021 annual evaluation report. For the full report visit the website for The Learning Community of Douglas & Sarpy Counties (https://learningcommunityds.org/).

PARENT UNIVERSITY

- **200 parents were enrolled with the majority representing low income & culturally diverse populations**
- **Enrolled parents had 380 children of which 264 were within the targeted age range**
- **Parents participated in16 different courses which focused on parenting, school success, leadership, and life skills**
- **Parents demonstrated gains in Protective Factors**

Parents learned new parenting strategies, and improved their financial stability

Learning Community Center of South Omaha:

Family Learning	Parenting Outcomes	Student Outcomes
298 families were enrolled 532 0-8 year old children; 824 total children were served	**Parents reported gaining multiple digital skills and that it helped with remote learning**	**73% of students missed fewer than 10 days**

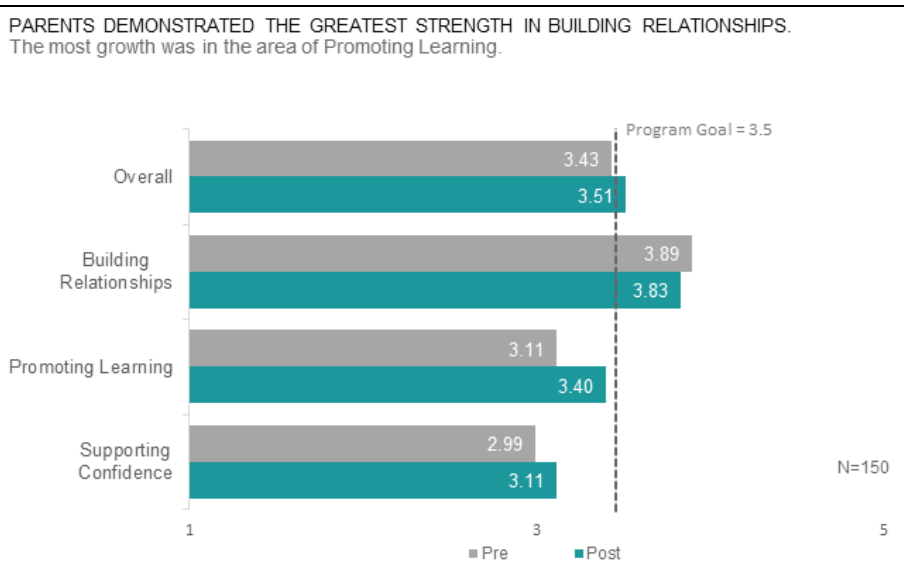
Two generation programming yielded positive effects Workforce Development with 295 certificates being earned **5 participants earned their GED** **39 participants were enrolled in GED classes** **For the sixth year in a row, parents reported increased levels of school and community engagement** **Participants demonstrated statistically significant gains in English reading and listening skills**	**Parents met the overall program goal in parent-child interaction and in building relationships** **For parents working with the social assistance navigator, 146 were simple referrals and 18 were complex** **33% of parents were able to close their cases with the social assistance navigator**	**Students demonstrated improved social emotional skills from fall to spring** **97% of students were in the average range for executive functioning by spring** **NWEA-MAP™ mathematics mean percentile rank remained in the average range.**

Parent-Child Interactions

Positive day-to-day interactions between parents and children lay the foundation for better social and academic skills. Both LCCSO and Parent University programs strive to enhance participants' parenting skills. Educational Navigators assist and encourage parents to have high-quality interactions with their children.

Method. The Keys to Interactive Parenting Scale (KIPS) measures parenting behaviors overall and across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are reported on a 5-point scale with 5 being high-quality. In 2020-2021, 150 parents enrolled across the two programs had at least two KIPS evaluations. This is a 50% increase over the previous year when 99 parents had KIPS at two points in time.

Findings. The program and evaluation team set a score of 3.5 as the program goal. By post, families, on average, met the program goal in Building Relationships (3.83) and on the Overall scale (3.51). They came close to meeting the goal of Promoting Learning (3.40). Parents showed the greatest strengths in Building Relationships with their children. At pre, 49% of parents met the program goal. By post, 54% met the goal.

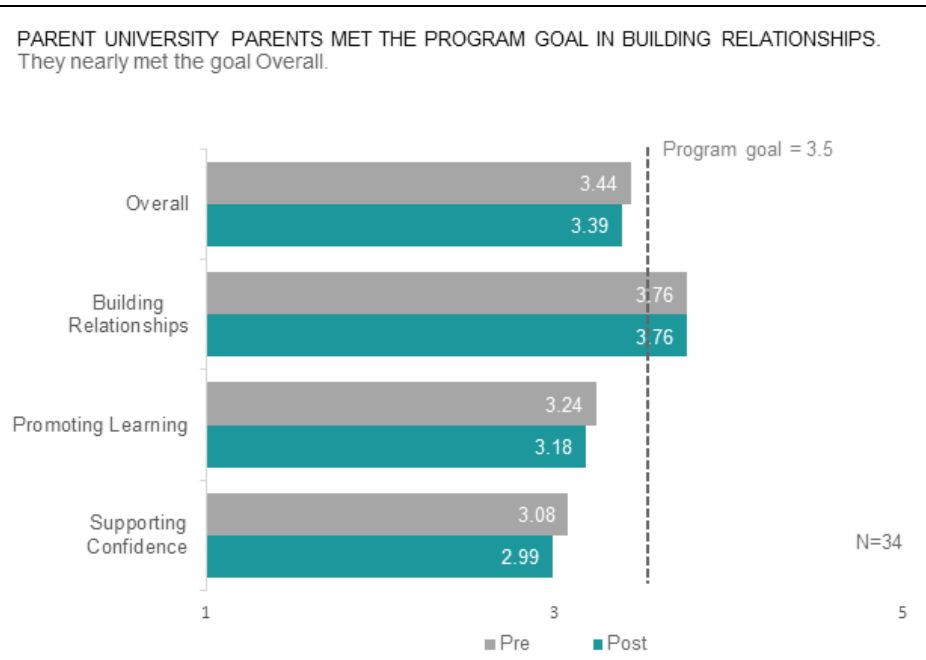


The following graph shows average KIPS scores across both programs at pre and post. A paired samples t-test analysis found that parents' skills in Promoting Learning increased significantly over time (t=-3.905, p<.001). The effect size was d=.319, which is in the modest range. The analysis found that there were not significant changes over time in the other three areas: Building Relationships, Supporting Confidence, or Overall, suggesting that these interactional skills remained stable over time.

Parent University

Findings. On average, families met or exceeded the program goal in Building Relationships (3.76). They came close to meeting the goal Overall (3.39). A paired t-test analysis found that there were not significant changes in interactional skills, suggesting skills remained stable over time.

At pre and post, 44% of parents met the program goal for parent-child interactions. The following graph shows parent-child interaction results for Parent University.

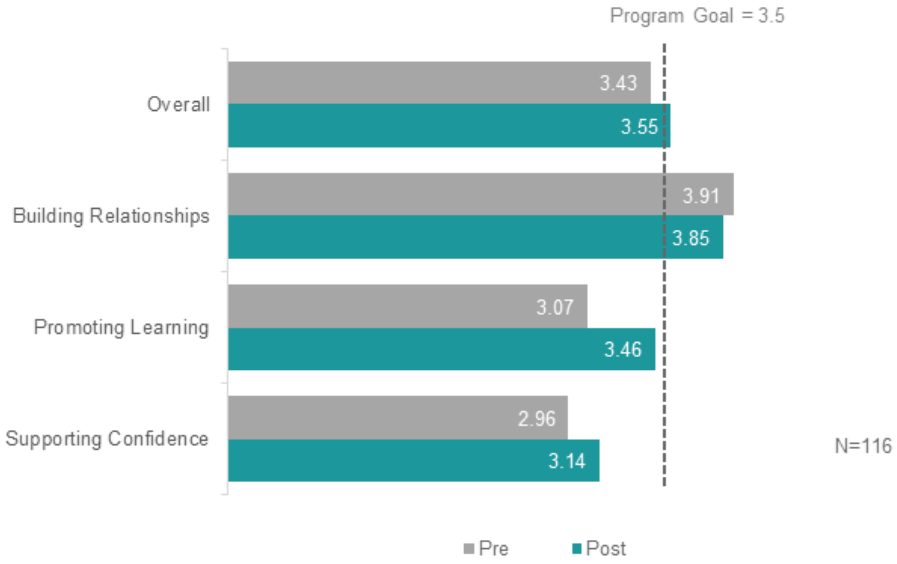


LCCSO

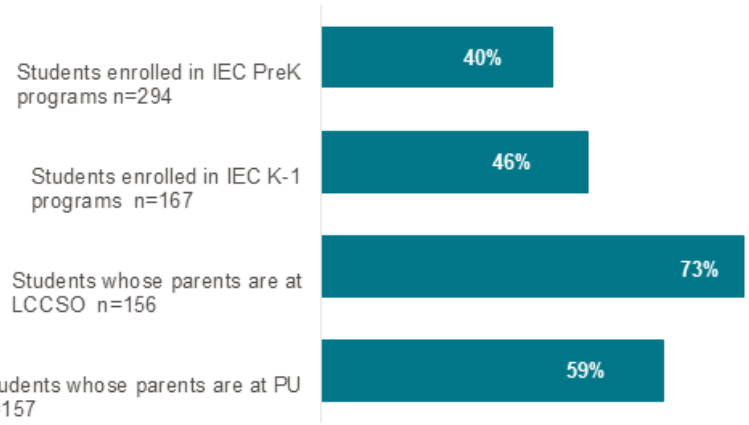
Findings. On average, families met or exceeded the program goal in Building Relationships (3.85) and Overall (3.55). They nearly met the goal in Promoting Learning (3.46). The most gains were made in Promoting Learning (.14 increase on average). A paired t-test analysis found that there were significant increases in Promoting Learning (t=-4.74, p<.001), and in Supporting Confidence (t=-1.98, p=.05). The analysis did not find significant changes in Building Relationships or Overall suggesting these areas remained stable over time.

A slight majority (51%) of parents met the program goal at baseline. After participating in LCCSO activities, 57% met the goal. The following graph shows parent-child interaction results for LCCSO.

LCCSO PARENTS MET THE PROGRAM GOAL IN BUILDING RELATIONSHIPS AND OVERALL.
They grew the most in the area of Promoting Learning.



LCCSO STUDENTS HAD THE HIGHEST PERCENTAGES MISSED FEWER THAN 10 DAYS OF SCHOOL.
On average, students in other programs were absent approximately 13 days.



Student Attendance

STUDENTS WHO MET THE OPS ATTENDANCE GOAL. Research has found that students who were chronically absent in early grades demonstrated weaker reading skills, with Latino children suffering the worst effects (Chang & Romero, 2008). This points to the importance of attendance in schools especially for those children living below the poverty line and students who are Latino. Omaha Public Schools has recognized the importance of attendance and established "Strive for 95", a program that promotes reducing students' absenteeism. They are promoting that students should have less than 10 absences per year or a 95%

attendance rate. Overall students in these programs met the attendance goal with 53% missing 10 or fewer days. **Students with parents attending LCCSO had the highest rate of attendance with 73% of students missing 10 days or fewer** compared to 59% of students with parents participating in Parent University and 42% of students attending an IEC school.

Academic Achievement: Results across Learning Community Programs

It was important to evaluate student's academic outcomes across multiple Learning Community programs including: 1) students Grades K-5 whose parents were enrolled in Learning Community Center of North Omaha (LCCNO: Parent University) and Learning Community Center of South Omaha (LCCSO) and 2) students in Grades K-1 in schools participating in the Intensive Early Childhood Partnership. The Northwest Evaluation Association's Measures of Academic Progress Growth (NWEA-MAP®) was used to assess students' academic achievement and growth. MAP Growth is a norm-referenced assessment that measures student proficiency and growth in the areas of Reading and Mathematics. In 2020-2021, this assessment was administered by the Omaha Public Schools (OPS) in the fall and spring. The purpose of these data was to provide information to the program on how well the students were doing in these two academic areas and to plan future supports to parents to engage and support their student's learning.

Demographics

Parent University. Data was received on 157 students whose parents were participating in Parent University. There were equal numbers of females (50%) versus males (50%). The primary race/ethnicity represented were students who were Black (47%) or Hispanic (38%). Most of the students were native English speakers (50%) followed by English Language Learners (ELL) (40%) and Exited ELL students (10%). The students who were ELL represented both Spanish-speaking children and children from a refugee population with a variety of languages represented. The students ranged across Grades PK through Grade 5, with most of the students in Grades K through 3 (76%).

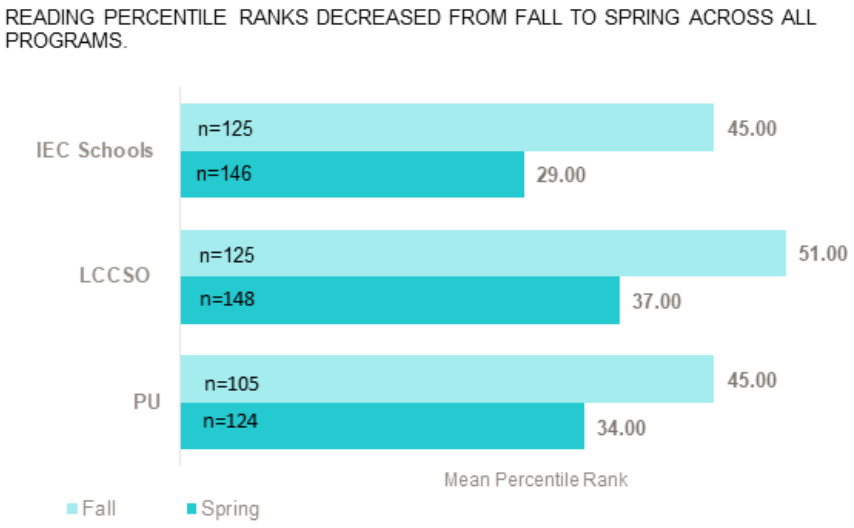
Learning Community Center of South Omaha. Data was received on 157 students whose parents were participating in LCCSO. There were slightly more females (52%) than males (48%). The primary race/ethnicity represented were students who were Hispanic (98%). Many of the students were English Language Learners (ELL) (67%) and Exited ELL students (27%). The students who were ELL represented mainly Spanish-speaking children and some children from a refugee population with a variety of languages represented. The students ranged across Grades K through 3 and fairly equally split across the four grade levels.

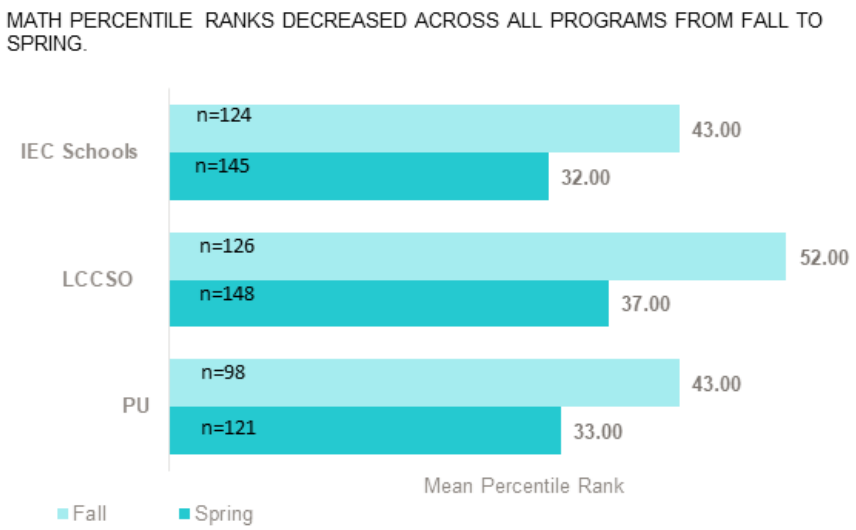
Schools in the Intensive Early Childhood Partnership. Data was received on 164 students whose parents were participating in the two schools participating in the IEC partnership. There were fewer females (44%) than males (56%). The primary race/ethnicity represented were students who were Black (56%), followed by Hispanic (17%) and Asian (14%). Many of the students were native English speakers (84%), followed by English Language Learners (ELL) (16%). The students who were ELL represented both Spanish-speaking children and children from a refugee population with a variety of language

represented. The students ranged across Grades K through 1, with many of the students in Kindergarten (52%).

Student Achievement Status Results

Achievement Status by Program. The NWEA-MAP® Growth™ assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time. For this report, fall and spring mean percentile scores were used to evaluate the status of Reading and Mathematics achievement of students across time. For interpretation purposes, a percentile of 50 indicates a student performed at the mid-point of similar students across the United States. The following section provides a descriptive analysis of the findings. The figures below summarize the Reading and Math mean percentile rank for each of the three Learning Community programs for fall and spring. At the fall assessment students whose parents participated in LCCSO were performing at the mid-point for both reading and math. While not at the mid-point students enrolled in IEC schools and those with parents attending Parent University were close to performing at the mid-point. However, at the spring assessment, Reading and Mathematics **achievement status declined in all programs.**





Parent Engagement & Learning

Participants benefitted from a variety of classes offered by the center. Classes such as Love and Logic, Prime Time, Workforce, Circle of Security, Puente al Exito (Bridge to Success), and Violin were discussed during the focus group sessions. An active participant of these opportunities shared, "I think each of these offered me more knowledge and strength to use with my family. Each of these classes offers security for the future." Other participants shared that classes such as Prime Time helped their children to improve their ability to communicate, and the finance classes helped others learn how to purchase a home. Participants also shared satisfaction and appreciation of violin classes offered for their children. Additional quotations about personal experiences with various classes are shared below:

Circle of Security**:** "Circle of Security was very helpful to me in my life. We don't always have the understanding of how to be parents, and there was so much information in this program. I feel that it helped me to be a better mother. It also reminded me that no parent is perfect."

Workforce: "I am happy with workforce because it motivated me to apply for a job, and to know that I could do it. Now I have a job and will have worked there for two years come this September."

Puente al Exito (Bridge to Success): "Puente al Exito with UNO really helped open the doors for my daughter to attend UNL."

Love and Logic: "I am taking Love and Logic. It has really opened and changed the way I think. It makes you reflect on yourself. It has helped me to better reflect on my emotions."

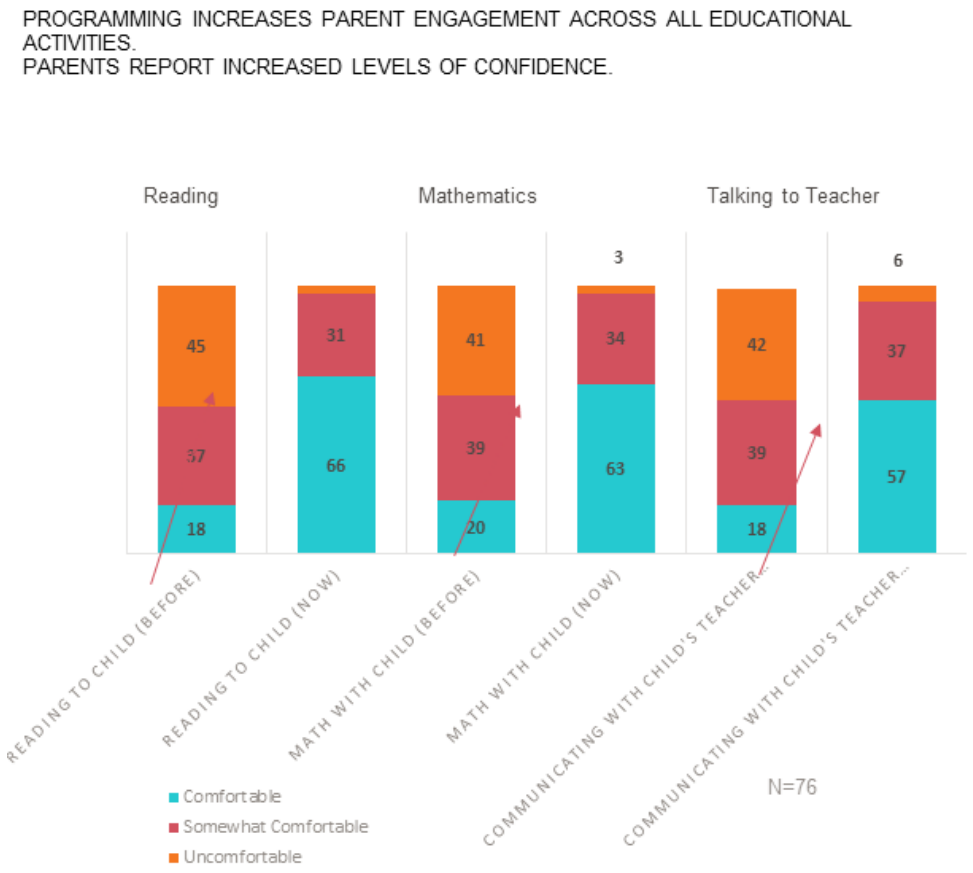
To summarize the classes offered, participants shared that the parenting classes helped them to apply new skills within their own families that were different from what they had learned in their native countries.

FAMILY ENGAGEMENT OUTCOMES

School Engagement Results

As part of the focus groups, parents reflected on their levels of comfort about engaging with the school prior to starting the program and how they compared to now after participating in the programming. A total of 76 parents completed the items and of those, 9% had participated for at least 6 months, 26% had been in the program for one year, 36% for at least two years and 29% for three years or longer.

The current results align with the past five years of evaluation data. Parents feel increasingly comfortable engaging in school efforts including reading to their child in English, working on mathematics and communicating with the teacher.



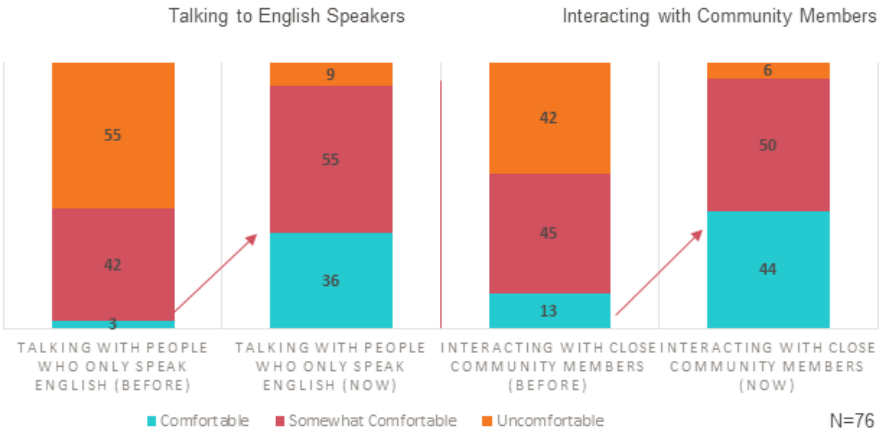
The percentage of participants feeling comfortable reading to their child increased from 18% to 66% (+48% increase) and from 20% to 63% (+43% increase) for math. Additionally,

parents reported feeling more comfortable communicating with their child's teacher and the school, from 18% comfortable to 57% comfortable (+39% increase).

In addition to school engagement items, participants were asked about their engagement both with English-only speakers and within the community. In both scenarios, participants indicated increased levels of feeling comfortable communicating with English speakers. The percent of participants feeling comfortable talking with people who only speak English increased from 3% to 36% while the percentage of participants who felt uncomfortable interacting with community members decreased from 13% to 6%.

The pattern of responses is consistent with those reported in the previous four years. As participants remain in the program and gain English language skills, comfort levels working on academics, engagement with the school, and community engagement all increase. These data are supported by the qualitative feedback provided by participants in the focus groups. Both the English classes and the digital learning opportunities were recognized by participants as contributors to increased levels of confidence and comfort.

LEVELS OF COMFORT USING ENGLISH SKILLS INCREASED AFTER ATTENDING PROGRAMMING FOR AT LEAST 6 MONTHS.



The resources, classes, and supports provided by the programs at both the Learning Community Center of North Omaha (Parent University) and the Learning Community Center of South Omaha (LCCSO) yielded positive impacts on parenting skills, acquisition and use of English language, increased school and community engagement, and high school attendance rates for students. Parents also earned GED and work skills certificates.

Community of Practice: Use of Data

Continuous Quality Improvement. The Learning Community Center of South Omaha focuses on using data gathered for the evaluation on an ongoing basis. The evaluation team from MMI and the management team at LCCSO engage in multiple feedback loops to improve programming and make informed decisions. KIPS and CASAS assessments provide valuable information for the family navigators and English teachers to use in their interactions with families and students. Information from the December digital learning focus groups helped inform programming and teaching for the spring semester.

Summary

Even while in a pandemic families and students participating in the LCCSO program demonstrated improved outcomes across English language outcomes, workforce development, GED achievement, social-emotional learning and executive functioning. School-age students, on average, missed fewer days of school and many maintained academic skills within the broad average range. Families continue to view the center as a necessary resource within the community and value the services and opportunities provided. It speaks well of the staff and leadership to have been able to pivot and provide digital learning and needed COVID-19 resources for families while continuing to provide the core services of the center.

MOEC Backbone Effectiveness: 27 Indicators

MOEC 2.0 Current Reality | Scale: 1-7

		2018	2019	2020	2021	2018	2019	2020	2021
Guide Vision and Strategy	• Partners accurately describe the **common agenda**	4.48	4.68	5.53	5.29	4.6	5.0	5.8	5.6
	• Partners **publicly discuss / advocate for** common agenda goals					4.8	4.5	5.7	5.4
	• Partners' **individual work is increasingly aligned** with common agenda					4.4	5.1	5.4	5.2
	• Board members and key leaders increasingly **look to backbone** organization for initiative support, strategic guidance and leadership					4.1	4.2	5.2	4.9
Support Aligned Activities	• Partners **articulate their role** in the initiative	4.66	4.73	5.48	5.40	4.6	4.5	5.5	5.4
	• **Relevant stakeholders** are engaged in the initiative					4.4	4.9	5.5	5.2
	• Partners **communicate and coordinate** efforts regularly, with, and independently of, backbone					4.5	4.9	5.5	5.2
	• Partners report increasing levels of **trust** with one another					5.3	4.6	5.7	5.6
	• Partners increase **scope / type of collaborative work**					4.4	4.6	5.5	5.5
	• Partners improve **quality** of their work					5.3	4.8	5.4	5.5
	• Partners improve **efficiency** of their work					4.5	4.7	5.2	5.4
	• Partners feel **supported and recognized** in their work					4.3	4.8	5.5	5.4
Establish Shared Measurement Practices	• Shared **data system** is in development	4.10	4.76	5.35	5.32	3.9	4.8	5.7	5.2
	• Partners **understand the value** of shared data					4.5	4.9	5.5	5.8
	• Partners have robust / shared **data capacity**					3.7	4.1	4.9	4.8
	• Partners **make decisions** based on data					4.1	5.1	5.4	5.4
	• Partners **utilize data** in a meaningful way					4.3	4.9	5.3	5.5
Build Public Will	• Community members are increasingly **aware** of the issue(s)	3.38	3.26	3.44	4.87	3.3	3.3	4.2	5.0
	• Community members express **support** for the initiative					3.6	3.3	3.2	5.0
	• Community members feel **empowered** to engage in the issue(s)					3.4	3.2	3.2	4.8
	• Community members increasingly **take action**					3.2	3.2	3.2	4.7
Advance Policy	• Target audience (e.g., influencers and policymakers) is **increasingly aware** of the initiative	3.10	3.92	4.02	5.23	3.2	4.1	4.1	5.4
	• Target audiences **advocate** for changes to the system aligned with initiative goals					3.3	4.0	4.1	5.3
	• Public **policy** is increasingly **aligned** with initiative goals					2.8	3.8	3.9	5.0
Mobilize Funding	• Funders are asking nonprofits to **align** to initiative goals	4.47	4.74	4.68	5.38	4.4	4.8	4.8	5.4
	• Funders are **redirecting funds** to support initiative goals					4.7	4.6	4.5	5.5
	• **New resources** from public and private sources are being contributed to partners and initiative					4.3	4.9	4.8	5.3

Source: FSG and Greater Cincinnati Foundation

Number of respondents: 2019=17; 2020=15; 2021=13

Metropolitan Omaha Education Consortium
Meeting our education commitments

MOEC and Non-MOEC Postsecondary Metric Comparison

How do students who graduate from MOEC schools and immediately enroll as full-time students at UNO, IWCC and MCC compare to students who graduate from non-MOEC schools and immediately enroll as full-time students at UNO, IWCC and MCC?

MOEC Metric		Total Percentage				
		Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
3.1B HS grads entering MOEC postsecondary with completed FAFSA	MOEC	.	87.6%	88.0%	86.9%	84.0%
3.1B HS grads entering MOEC postsecondary with completed FAFSA	Non-MOEC	.	..	83.3%	84.7%	83.1%
3.3A HS grads in MOEC postsecondary prepared for math	MOEC	.	47.7%	52.0%	51.5%	41.6%
3.3A HS grads in MOEC postsecondary prepared for math	Non-MOEC	.	..	57.7%	60.4%	51.0%
3.3B HS grads in MOEC postsecondary prepared for English	MOEC	.	57.8%	58.8%	54.2%	45.5%
3.3B HS grads in MOEC postsecondary prepared for English	Non-MOEC	.	..	70.7%	68.5%	63.4%
3.4 HS grads in MOEC postsecondary with college credit	MOEC	.	41.4%	46.1%	45.0%	46.4%
3.4 HS grads in MOEC postsecondary with college credit	Non-MOEC	.	..	41.0%	42.8%	44.4%
4.1A HS grads completed postsecondary program math requirement in year 1	MOEC	30.4%	27.9%	37.5%	37.0%	
4.1A HS grads completed MOEC postsecondary program math requirement in year 1	Non-MOEC	..	29.5%	35.8%	40.1%	
4.1B HS grads completed MOEC postsecondary program English requirement in year 1	MOEC	52.0%	61.4%	61.6%	60.2%	
4.1B HS grads completed MOEC postsecondary program English requirement in year 1	Non-MOEC	..	65.8%	69.0%	69.2%	
4.2 HS grads persisted from term 1 to term 2 in MOEC postsecondary	MOEC	88.0%	85.9%	87.9%	80.4%	
4.2 HS grads in MOEC postsecondary persisted from term 1 to term 2	Non-MOEC	..	85.9%	87.2%	85.8%	
4.3 HS grads in MOEC postsecondary declared major within 25% of program timeframe	MOEC	87.5%	85.1%	90.0%	88.2%	
4.3 HS grads in MOEC postsecondary declared major within 25% of program timeframe	Non-MOEC	..	91.3%	94.0%	95.2%	

Postsecondary = IWCC, MCC and UNO | HS Grads = MOEC school districts

Updated 11.17.21

•Collection of MOEC data began with Class of 2017 First-Year Completion Indicators

••Collection of Non-MOEC data began with Class of 2018 First-Year Completion Indicators

Metropolitan Omaha Education Consortium
Meeting our education commitments

MOEC Dashboard:
Metric Trends

MOEC Metric		Total MOEC Percentage						Average MOEC Percentage					
		2017-18	2018-19	2019-20	2020-21	2021-22	Trend	2017-18	2018-19	2019-20	2020-21	2021-22	Trend
1.2 Entering kindergartners who met the threshold for reading success				64%	86%~	61%	X			72%	89%~	83%	X
1.3 Pre-K and kindergarten teachers with early childhood endorsement			72%	72%	76%	70%	–		79%	81%	78%	77%	–
2.1A Proficient in literacy by end of grade 3		51%	55%	#	49%*		–	59%	62%	#	56%*		–
2.1B Proficient in math by end of grade 8		49%	48%	#	45%*		–	57%	59%	#	54%*		–
2.1Ca Proficient in literacy by end of grade 11		51%	51%	#	46%		–	62%	60%	#	53%		–
2.1Cb Proficient in math by end of grade 11		48%	50%	#	42%		–	60%	60%	#	48%		–
2.2 HS grads with 4 years of math		54%	53%	50%	51%		–	62%	61%	58%	57%		–
2.3 Freshmen on track to graduate by end of grade 9		87%	89%	87%	79%		–	93%	93%	92%	88%		–
2.4 Completed at least one college-level course by end of grade 12		64%	67%	74%	66%		+	68%	72%	72%	71%		+
2.5 Met ACT college/career readiness standards by end of grade 12		24%	21%	19%	17%		–	29%	26%	23%	23%		–
2.6 K-12: Missed fewer than 10% of school days		81%	81%	83%^	70%		–	85%	88%	87%^	71%		–
2.7 Participated in at least one school activity by end of grade 12		66%	56%	50%	53%		–	74%	73%	70%	63%		–

MOEC Metric		Total Percentage						Average Percentage					
		2017-18	2018-19	2019-20	2020-21	2021-22	Trend	2017-18	2018-19	2019-20	2020-21	2021-22	Trend
3.1A HS grads completed FAFSA by end of grade 12		57%	54%	50%	44%		−	58%	57%	54%	52%		−
3.1B HS grads entering MOEC postsecondary with completed FAFSA		88%	88%	87%	84%		−	84%	83%	85%	81%		−
3.2 HS grads enrolled in any postsecondary** within 1 year		69%	68%	67%			−	73%	70%	69%			−
3.3A HS grads in MOEC postsecondary prepared for math		48%	52%	52%	42%		−	59%	61%	59%	48%		−
3.3B HS grads in MOEC postsecondary prepared for English		58%	59%	54%	46%		−	64%	71%	60%	53%		−
3.4 HS grads in MOEC postsecondary with college credit		41%	46%	45%	46%		+	48%	56%	52%	53%		+
4.1A HS grads completed MOEC postsecondary program math requirement in year 1		30%	28%	38%	37%		+	26%	32%	43%	43%		+
4.1B HS grads completed MOEC postsecondary program English requirement in year 1		52%	61%	62%	60%		+	54%	61%	70%	64%		+
4.2 HS grads in MOEC postsecondary persisted from term 1 to term 2		88%	86%	88%	80%		−	87%	87%	90%	81%		−
4.3 HS grads in MOEC postsecondary declared major within 25% of program timeframe		88%	85%	90%	88%		=	88%	87%	92%	90%		=

Postsecondary = IWCC, MCC and UNO | HS Grads = MOEC school districts

Total Percentage = sum of numbers reported by MOEC districts divided by number possible

Average of Averages = sum of percentages divided by number of MOEC districts reporting

* Data from National Student Clearinghouse

** All Postsecondary institutions

X Trend not reliable due to pandemic

NSCAS and Iowa Assessments were not administered; Department of Education waived.

^ Pandemic measures made attendance data collection varied from district to district.

~ Total number of students in Kindergarten who took the assessment. Not all students took the assessment due to COVID Learning protocols and/or parents opting out.

* NSCAS General Summative Tests were replaced with the NSCAS Phase I Pilot.

MOEC Data Snapshot

MOEC Metric		Total Percentage 2017-18	Average Percentage 2017-18	Range of Percentages 2017-18	Total Percentage 2018-19	Average Percentage 2018-19	Range of Percentages 2018-19	Total Percentage 2019-20	Average Percentage 2019-20	Range of Percentages 2019-20	Total Percentage 2020-21	Average Percentage 2020-21	Range of Percentages 2020-21	Total Percentage 2021-22	Average Percentage 2021-22	Range of Percentages 2021-22
1-2: Entering kindergarten students meeting the state-approved threshold for a student to be progressing toward future reading success, based on an approved assessment instrument		Not Collected	Not Collected	Not Collected	Not Collected	Not Collected	Not Collected	64%	72%	49% to 86%	86%~	89%~	72% to 97%	61%	83%	11% to 99%
1-3: Teachers in MOEC Pre K - K classrooms with an endorsement in early childhood education		Not Collected	Not Collected	Not Collected	72%	79%	57% to 100%	72%	81%	57% to 100%	76%	78%	60% to 100%	70%	77%	50% to 100%
2-1A: Students who are meeting expectations for proficiency in literacy by the end of 3rd grade		51%	59%	34% to 84%	55%	62%	37% to 87%	#	#	#	49%*	56%*	21% to 90%*			
2-1B: Students who are meeting expectations for proficiency in math by the end of 8th grade		49%	57%	27% to 88%	48%	59%	22% to 90%	#	#	#	45%*	54%*	20% to 81%*			
2-1Ca: Students who demonstrate proficiency in literacy by the end of 11th grade		51%	62%	29% to 85%	51%	60%	29% to 84%	#	#	#	46%	53%	21% to 78%			
2-1Cb: Students who demonstrate proficiency in mathematics by the end of 11th grade		48%	60%	22% to 85%	50%	60%	26% to 81%	#	#	#	42%	48%	9% to 79%			
2-2: Students who graduate from high school having successfully completed four years of math		54%	62%	19% to 87%	53%	61%	19% to 85%	50%	58%	15% to 85%	51%	57%	10% to 87%			
2-3: High school freshmen who are on track to graduate by the end of 9th grade		87%	93%	78% to 99%	89%	93%	81% to 99%	87%	92%	77% to 99%	79%	88%	63% to 100%			
2-4: Students who complete at least one dual enrollment, AP, IB, or college level course prior to high school graduation		64%	68%	51% to 90%	67%	72%	56% to 92%	74%	72%	57% to 86%	66%	71%	50% to 88%			
2-5: Students who meet college and career readiness standards by end of 12th grade as measured by the ACT graduate report^^		24%	29%	9% to 65%	21%	26%	4% to 53%	19%	23%	4% to 45%	17%	23%	.3% to 48%			
2-6: Number of students who missed 10% or more days of school during the year	Kindergarten	12%	6%	1.4% to 21.8%	11%	7%	0% to 20%	13%	10%	2% to 22%	21%	13%	1% to 36%			
	1st Grade	10%	6%	1.9% to 18.3%	10%	7%	0.6% to 18%	11%	8%	2% to 17%	18%	12%	1% to 33%			
	2nd Grade	10%	5%	1.1% to 18.1%	9%	5%	0.2% to 17%	9%	7%	2% to 16%	17%	12%	2% to 29%			
	3rd Grade	9%	5%	1.4% to 16.8%	9%	6%	0.4% to 16%	9%	7%	1% to 21%	17%	12%	1% to 29%			
	4th Grade	10%	6%	0.8% to 17.9%	9%	6%	0.3% to 16%	9%	7%	0% to 16%	18%	15%	1% to 39%			
	5th Grade	10%	6%	0.5% to 18.5%	10%	6%	0.2% to 18%	10%	8%	3% to 16%	18%	13%	2% to 29%			
	6th Grade	13%	8%	2.3% to 24.0%	12%	7%	0.9% to 22%	13%	10%	4% to 22%	22%	16%	4% to 36%			
	7th Grade	17%	10%	2.0% to 29.8%	16%	11%	0.5% to 28%	16%	13%	5% to 25%	26%	18%	6% to 41%			
	8th Grade	19%	13%	3.8% to 31.6%	19%	13%	0.2% to 30%	19%	15%	6% to 32%	28%	21%	7% to 42%			
	9th Grade	22%	15%	3.0% to 39.7%	21%	14%	0.5% to 36%	22%	17%	6% to 35%	31%	22%	8% to 50%			
	10th Grade	25%	18%	5.2% to 41.4%	25%	17%	1% to 41%	25%	19%	9% to 41%	34%	24%	7% to 53%			
	11th Grade	30%	21%	7.2% to 49.0%	30%	22%	3% to 47%	30%	24%	9% to 47%	38%	28%	10% to 56%			
	12th Grade	29%	22%	9.5% to 43.0%	33%	22%	2% to 47%	31%	25%	10% to 43%	38%	27%	10% to 53%			
	Total K - 12th Grade	19%	15%	4.0% to 27.9%	19%	12%	0.8% to 27%	17%~	13%~	5% to 26%~	30%	29%	5% to 64%			

MOEC Metric		Total Percentage 2017-18	Average Percentage 2017-18	Range of Percentages 2017-18	Total Percentage 2018-19	Average Percentage 2018-19	Range of Percentages 2018-19	Total Percentage 2019-20	Average Percentage 2019-20	Range of Percentages 2019-20	Total Percentage 2020-21	Average Percentage 2020-21	Range of Percentages 2020-21	Total Percentage 2021-22	Average Percentage 2021-22	Range of Percentages 2021-22
2-7: Students who participate in at least one school activity in high school		66%***	74%***	49.3% to 93.1%***	56%***	73%***	51% to 94%***	50%***	70%***	25% to 92%***	53%***	63%***	35% to 92%***			
2-8A: Graduates who complete a 4-year postsecondary degree within 150% of expected time^		*Class of 2011* 31%	*Class of 2011* 37%	*Class of 2011* 14.2% to 54.0%	*Class of 2012* 33%	*Class of 2012* 37%	*Class of 2012* 14% to 60%	*Class of 2013* 31%	*Class of 2013* 38%	*Class of 2013* 16% to 61%	*Class of 2014* 33%	*Class of 2014* 41%	*Class of 2014* 13% to 68%	*Class of 2015* %	*Class of 2015* %	*Class of 2015* % to %
2-8B: Graduates who complete a 2-year postsecondary degree within 150% of expected time^		*Class of 2014* 4%	*Class of 2014* 6%	*Class of 2014* 1.7% to 24.2%	*Class of 2015* 4%	*Class of 2015* 5%	*Class of 2015* 3% to 10%	*Class of 2016* 4%	*Class of 2016* 5%	*Class of 2016* 1% to 23%	*Class of 2017* 6%	*Class of 2017* 11%	*Class of 2017* 2% to 75%	*Class of 2018* %	*Class of 2018* %	*Class of 2018* % to %
3-1A: HS Grads exiting with completed FAFSA		*Class of 2018* 56.5%	*Class of 2018* 57.5%	*Class of 2018* 46.1% to 69.9%	*Class of 2019* 53.7%	*Class of 2019* 57.3%	*Class of 2019* 46.1% to 66.2%	*Class of 2020* 49.6%	*Class of 2020* 54.4%	*Class of 2020* 41.7% to 61.7%	*Class of 2021* 43.8%	*Class of 2021* 51.5%	*Class of 2021* 30.9% to 65.7%	*Class of 2022* %	*Class of 2022* %	*Class of 2022* % to %
3-1B: HS Grads entering MOEC postsecondary with completed FAFSA		*Class of 2018* 87.6%	*Class of 2018* 84.2%	*Class of 2018* 50.0% to 100%	*Class of 2019* 88.0%	*Class of 2019* 83.4%	*Class of 2019* 50.0% to 97.0%	*Class of 2020* 86.9%	*Class of 2020* 84.9%	*Class of 2020* 72.5% to 100%	*Class of 2021* 84.0%	*Class of 2021* 81.3%	*Class of 2021* 72.5% to 90.8%	*Class of 2022* %	*Class of 2022* %	*Class of 2022* % to %
3-2: HS Grads enrolling in <u>any</u> postsecondary the following year ^		*Class of 2018* 69%	*Class of 2018* 73%	*Class of 2018* 52% to 95%	*Class of 2019* 68%	*Class of 2019* 70%	*Class of 2019* 52% to 84%	*Class of 2020* 67%	*Class of 2020* 69%	*Class of 2020* 49% to 95%	*Class of 2021* %	*Class of 2021* %	*Class of 2021* % to %	*Class of 2022* %	*Class of 2022* %	*Class of 2022* % to %
3-3A: HS Grads enrolling in MOEC postsecondary academically prepared for math		*Class of 2018* 47.7%	*Class of 2018* 58.5%	*Class of 2018* 30.8% to 100%	*Class of 2019* 52.0%	*Class of 2019* 60.8%	*Class of 2019* 29.7% to 78.6%	*Class of 2020* 51.5%	*Class of 2020* 59.4%	*Class of 2020* 28.4% to 81.8%	*Class of 2021* 41.6%	*Class of 2021* 47.8%	*Class of 2021* 20.8% to 73.3%	*Class of 2022* %	*Class of 2022* %	*Class of 2022* % to %
3-3B: HS Grads enrolling in MOEC postsecondary academically prepared for English		*Class of 2018* 57.8%	*Class of 2018* 64.1%	*Class of 2018* *43.1* % to 81.4%	*Class of 2019* 58.8%	*Class of 2019* 71.0%	*Class of 2019* 36.7% to 100%	*Class of 2020* 54.2%	*Class of 2020* 59.5%	*Class of 2020* 33.6% to 86.9%	*Class of 2021* 45.5%	*Class of 2021* 52.5%	*Class of 2021* 22.7% to 80.8%	*Class of 2022* %	*Class of 2022* %	*Class of 2022* % to %
3-4: HS Grads enrolling in MOEC postsecondary with college credits		*Class of 2018* 41.4%	*Class of 2018* 47.5%	*Class of 2018* 25.9% to 80.0%	*Class of 2019* 46.1%	*Class of 2019* 55.7%	*Class of 2019* 36.0% to 100%	*Class of 2020* 45.0%	*Class of 2020* 51.7%	*Class of 2020* 35.2% to 82.5%	*Class of 2021* 46.4%	*Class of 2021* 52.8%	*Class of 2021* 33.3% to 91.7%	*Class of 2022* %	*Class of 2022* %	*Class of 2022* % to %
4-1A: HS Grads in MOEC postsecondary who complete math program requirements by end of year 1		*Class of 2017* 30.4%	*Class of 2017* 26.3%	*Class of 2017* 0.0% to 52.6%	*Class of 2018* 27.9%	*Class of 2018* 32.3%	*Class of 2018* 7.4% to 66.7%	*Class of 2019* 37.5%	*Class of 2019* 43.4%	*Class of 2019* 24.5% to 100%	*Class of 2020* 37.0%	*Class of 2020* 43.0%	*Class of 2020* *28.2* % to 69.4%	*Class of 2021* %	*Class of 2021* %	*Class of 2021* % to %
4-1B: HS Grads in MOEC postsecondary who complete English program requirements by end of year 1		*Class of 2017* 52.0%	*Class of 2017* 54.1%	*Class of 2017* 28.6% to 81.1%	*Class of 2018* 61.4%	*Class of 2018* 60.6%	*Class of 2018* 50.0% to 83.3%	*Class of 2019* 61.6%	*Class of 2019* 70.1%	*Class of 2019* 52.1% to 100%	*Class of 2020* 60.2%	*Class of 2020* 63.5%	*Class of 2020* *50.0* % to 90.0%	*Class of 2021* %	*Class of 2021* %	*Class of 2021* % to %
4-2: HS Grads in MOEC postsecondary who persist from term 1 to term 2		*Class of 2017* 88.0%	*Class of 2017* 87.4%	*Class of 2017* 72.3% to 94.6%	*Class of 2018* 85.9%	*Class of 2018* 87.1%	*Class of 2018* 72.4% to 100%	*Class of 2019* 87.9%	*Class of 2019* 89.9%	*Class of 2019* 81.4% to 100%	*Class of 2020* 80.4%	*Class of 2020* 80.5%	*Class of 2020* *66.7* % to 89.0%	*Class of 2021* %	*Class of 2021* %	*Class of 2021* % to %
4-3: HS Grads in MOEC postsecondary who declare major within 25% of program time		*Class of 2017* 87.5%	*Class of 2017* 88.0%	*Class of 2017* 79.0% to 100%	*Class of 2018* 85.1%	*Class of 2018* 86.5%	*Class of 2018* 73.6% to 100%	*Class of 2019* 89.9%	*Class of 2019* 91.7%	*Class of 2019* 83.9% to 100%	*Class of 2020* 88.2%	*Class of 2020* 89.8%	*Class of 2020* *84.4* % to 100%	*Class of 2021* %	*Class of 2021* %	*Class of 2021* % to %

Updated 03.31.22

HS Grads = MOEC School Districts

Postsecondary = IWCC, MCC & UNO

^ Data from National Student Clearinghouse

^^ Nebraska mandates all juniors take the ACT; Iowa does not.

* OPS Did Not Report
** CB Did Not Report
*** Bellevue & OPS Did Not Report

* OPS Did Not Report
** CB Did Not Report
*** Bellevue & OPS Did Not Report

NSCAS and Iowa Assessments were not administered; Department of Education waived.
~ Pandemic measures made attendance data collection varied from district to district.
*** Bellevue Did Not Report

2019-20 Data FAQ

2019-20 Data Narrative

~ Total number of students in Kindergarten who took the assessment. Not all students took the assessment due to COVID Learning protocols and/or parents opting out.
* NSCAS General Summative Tests were replaced with the NSCAS Phase I Pilot this year.
***Bellevue Did Not Report

2020-21 Data Narrative

Enrollment in MOEC Postsecondary Institutions

First-time, Full-time Students

Fall 2018	Enrollment
Bellevue Public Schools	**151**
Bellevue East HS	**71**
IWCC	11
MCC	13
NEUNO	47
Bellevue West HS	**80**
IWCC	13
MCC	20
NEUNO	47
Bennington Public Schools	**27**
Bennington Public HS	**27**
IWCC	1
MCC	3
NEUNO	23
Council Bluffs Community Schools	**161**
Abraham Lincoln HS	**84**
IWCC	70
NEUNO	14
Thomas Jefferson HS	**77**
IWCC	68
NEUNO	9
DC West Community Schools	**5**
Douglas County West Comm HS	**5**
NEUNO	5
Elkhorn Public Schools	**88**
Elkhorn HS	**53**
IWCC	1
MCC	10
NEUNO	42
Elkhorn South HS	**35**
MCC	6
NEUNO	29
Gretna Public Schools	**32**
Gretna HS	**32**
IWCC	5
MCC	5
NEUNO	22
Millard Public Schools	**371**
Millard North HS	**127**
IWCC	8
MCC	25
NEUNO	94
Millard South HS	**107**
IWCC	11
MCC	24
NEUNO	72
Millard West HS	**137**
IWCC	3
MCC	21
NEUNO	113
Non-MOEC	**998**
Non-MOEC	**998**
MCC	95
NEUNO	903
Omaha Public Schools	**727**
Omaha Benson HS	**70**
IWCC	9
MCC	8
NEUNO	53
Omaha Bryan HS	**100**
IWCC	11
MCC	31
NEUNO	58
Omaha Burke HS	**130**
IWCC	13
MCC	26
NEUNO	91
Omaha Central HS	**131**
IWCC	20
MCC	24
NEUNO	87
Omaha North HS	**95**
IWCC	14
MCC	13
NEUNO	68
Omaha Northwest HS	**51**
IWCC	8
MCC	11
NEUNO	32
Omaha South HS	**150**
IWCC	14
MCC	17
NEUNO	119
Papillion La Vista Community Schools	**189**
Papillion-LaVista HS	**106**
IWCC	4
MCC	25
NEUNO	77
Papillion-LaVista South HS	**83**
IWCC	6
MCC	14
NEUNO	63
Ralston Public Schools	**52**
Ralston HS	**52**
IWCC	2
MCC	14
NEUNO	36
Springfield Patteview Community Schools	**16**
Platteview HS	**16**
MCC	3
NEUNO	13
Westside Community Schools	**106**
Westside HS	**106**
IWCC	4
MCC	22
NEUNO	80
Grand Total	**2923**

Fall 2019	Enrollment
Bellevue Public Schools	**186**
Bellevue East HS	**79**
IWCC	20
MCC	18
NEUNO	41
Bellevue West HS	**107**
IWCC	5
MCC	29
NEUNO	73
Bennington Public Schools	**24**
Bennington Public HS	**24**
IWCC	4
MCC	2
NEUNO	18
Council Bluffs Community Schools	**168**
Abraham Lincoln HS	**94**
IWCC	92
NEUNO	2
Thomas Jefferson HS	**74**
IWCC	68
MCC	1
NEUNO	5
DC West Community Schools	**2**
Douglas County West Comm HS	**2**
NEUNO	2
Elkhorn Public Schools	**94**
Elkhorn HS	**51**
MCC	7
NEUNO	44
Elkhorn South HS	**43**
MCC	7
NEUNO	36
Gretna Public Schools	**40**
Gretna HS	**40**
MCC	5
NEUNO	35
Millard Public Schools	**381**
Millard North HS	**123**
IWCC	7
MCC	23
NEUNO	93
Millard South HS	**135**
IWCC	7
MCC	34
NEUNO	94
Millard West HS	**123**
IWCC	8
MCC	30
NEUNO	85
Non-MOEC	**1630**
Non-MOEC	**1630**
IWCC	639
MCC	118
NEUNO	873
Omaha Public Schools	**720**
Omaha Benson HS	**68**
IWCC	7
MCC	19
NEUNO	42
Omaha Bryan HS	**94**
IWCC	7
MCC	22
NEUNO	65
Omaha Burke HS	**110**
IWCC	7
MCC	20
NEUNO	83
Omaha Central HS	**138**
IWCC	13
MCC	35
NEUNO	90
Omaha North HS	**84**
IWCC	16
MCC	22
NEUNO	46
Omaha Northwest HS	**89**
IWCC	17
MCC	23
NEUNO	49
Omaha South HS	**137**
IWCC	8
MCC	27
NEUNO	102
Papillion La Vista Community Schools	**167**
Papillion-LaVista HS	**95**
IWCC	5
MCC	16
NEUNO	74
Papillion-LaVista South HS	**72**
IWCC	9
MCC	14
NEUNO	49
Ralston Public Schools	**71**
Ralston HS	**71**
IWCC	9
MCC	16
NEUNO	46
Springfield Patteview Community Schools	**14**
Platteview HS	**14**
IWCC	1
MCC	3
NEUNO	10
Westside Community Schools	**93**
Westside HS	**93**
IWCC	5
MCC	13
NEUNO	75
Grand Total	**3590**

Fall 2020	Enrollment
Bellevue Public Schools	**167**
Bellevue East HS	**69**
IWCC	13
MCC	17
NEUNO	39
Bellevue West HS	**98**
IWCC	12
MCC	30
NEUNO	56
Bennington Public Schools	**28**
Bennington Public HS	**28**
IWCC	2
MCC	7
NEUNO	19
Council Bluffs Community Schools	**144**
Abraham Lincoln HS	**74**
IWCC	67
NEUNO	7
Thomas Jefferson HS	**70**
IWCC	57
NEUNO	13
DC West Community Schools	**14**
Douglas County West Comm HS	**14**
NEUNO	14
Elkhorn Public Schools	**110**
Elkhorn HS	**69**
IWCC	1
MCC	8
NEUNO	60
Elkhorn South HS	**41**
IWCC	1
MCC	6
NEUNO	34
Gretna Public Schools	**40**
Gretna HS	**40**
IWCC	1
MCC	9
NEUNO	30
Millard Public Schools	**410**
Millard North HS	**131**
IWCC	8
MCC	30
NEUNO	93
Millard South HS	**123**
IWCC	6
MCC	12
NEUNO	105
Millard West HS	**156**
IWCC	9
MCC	21
NEUNO	126
Non-MOEC	**1504**
Non-MOEC	**1504**
IWCC	599
MCC	132
NEUNO	773
Omaha Public Schools	**739**
Omaha Benson HS	**61**
IWCC	3
MCC	12
NEUNO	46
Omaha Bryan HS	**85**
IWCC	1
MCC	24
NEUNO	60
Omaha Burke HS	**106**
IWCC	4
MCC	9
NEUNO	93
Omaha Central HS	**144**
IWCC	12
MCC	19
NEUNO	113
Omaha North HS	**80**
IWCC	12
MCC	11
NEUNO	57
Omaha Northwest HS	**80**
IWCC	6
MCC	7
NEUNO	67
Omaha South HS	**183**
IWCC	8
MCC	21
NEUNO	154
Papillion La Vista Community Schools	**226**
Papillion-LaVista HS	**115**
IWCC	7
MCC	23
NEUNO	85
Papillion-LaVista South HS	**111**
IWCC	12
MCC	10
NEUNO	89
Ralston Public Schools	**54**
Ralston HS	**54**
IWCC	5
MCC	15
NEUNO	34
Springfield Patteview Community Schools	**18**
Platteview HS	**18**
MCC	8
NEUNO	10
Westside Community Schools	**90**
Westside HS	**90**
IWCC	5
MCC	7
NEUNO	78
Grand Total	**3544**

Fall 2021	Enrollment
Bellevue Public Schools	**160**
Bellevue East HS	**67**
IWCC	6
MCC	17
NEUNO	44
Bellevue West HS	**93**
IWCC	6
MCC	27
NEUNO	60
Bennington Public Schools	**36**
Bennington Public HS	**36**
IWCC	7
MCC	5
NEUNO	24
Council Bluffs Community Schools	**151**
Abraham Lincoln HS	**92**
IWCC	77
MCC	1
NEUNO	14
Thomas Jefferson HS	**59**
IWCC	47
NEUNO	12
DC West Community Schools	**12**
Douglas County West Comm HS	**12**
MCC	2
NEUNO	10
Elkhorn Public Schools	**131**
Elkhorn HS	**74**
IWCC	4
MCC	11
NEUNO	59
Elkhorn South HS	**57**
IWCC	3
MCC	8
NEUNO	46
Gretna Public Schools	**61**
Gretna HS	**61**
IWCC	11
MCC	18
NEUNO	32
Millard Public Schools	**409**
Millard North HS	**142**
IWCC	9
MCC	25
NEUNO	108
Millard South HS	**136**
IWCC	15
MCC	21
NEUNO	100
Millard West HS	**131**
IWCC	6
MCC	26
NEUNO	99
Non-MOEC	**1542**
Non-MOEC	**1542**
IWCC	598
MCC	130
NEUNO	814
Omaha Public Schools	**697**
Omaha Benson HS	**49**
IWCC	4
MCC	6
NEUNO	39
Omaha Bryan HS	**93**
IWCC	2
MCC	14
NEUNO	77
Omaha Burke HS	**92**
IWCC	5
MCC	9
NEUNO	78
Omaha Central HS	**141**
IWCC	6
MCC	25
NEUNO	110
Omaha North HS	**80**
IWCC	4
MCC	15
NEUNO	61
Omaha Northwest HS	**79**
IWCC	4
MCC	10
NEUNO	65
Omaha South HS	**163**
IWCC	9
MCC	14
NEUNO	140
Papillion La Vista Community Schools	**168**
Papillion-LaVista HS	**96**
IWCC	9
MCC	15
NEUNO	72
Papillion-LaVista South HS	**72**
IWCC	10
MCC	15
NEUNO	47
Ralston Public Schools	**52**
Ralston HS	**52**
IWCC	2
MCC	14
NEUNO	36
Springfield Patteview Community Schools	**21**
Platteview HS	**21**
IWCC	2
MCC	3
NEUNO	16
Westside Community Schools	**99**
Westside HS	**99**
IWCC	9
MCC	17
NEUNO	73
Grand Total	**3539**

updated 11.30.21

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STATE BOARD OF EDUCATION
RULES AND REGULATIONS COMMITTEE REPORT

Date: March 2, 2023

The Rules and Regulations Committee reports on the March 2, 2023, meeting. Members present were chair Elizabeth Tegtmeier, vice chair Jacquelyn Morrison, Patsy Koch Johns, and Kirk Penner.

The committee discussed the proposed revisions of Rule 10 and 14. The committee had no concerns with the revisions and recommends approval.

The committee discussed the repeal of Rule 23. The committee had no concerns and recommended the repeal of Rule 23.

NDE Staff provided an overview of proposed Rule 21 revisions. The committee discussed the revisions and requested additional information from NDE Staff to present at next month's meeting. The committee also discussed the boards and committee's involvement and responsibilities in the rulemaking process. The committee was not able to receive information on Rule 20 and Rule 24 and recommends these items appear on the April agenda as a discussion item.

This concludes the Rules and Regulations Committee report.

Elizabeth Tegtmeier, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

Updated 02.02.2023

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TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Edie Schleiger, Legal Services

DATE: February 15, 2023

SUBJECT: Report on Rules

RULE REVISIONS AND REPEAL FOR STATE BOARD CONSIDERATION AT THE MARCH 2023 MEETING

Revision - Title 92, Nebraska Administrative Code, Chapter 10, *Regulations and Procedures for the Accreditation of Schools*. **Hearing Held 1/31/2023**

Revision - Title 92, Nebraska Administrative Code, Chapter 14, *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools.* **Hearing Held 1/31/2023**

Repeal - Title 92, Nebraska Administrative Code, Chapter 23, *Regulations for the Basic Skills Competency Testing of Teachers and Administrators.* **Hearing Held 1/31/2023**

RULE REVISIONS ANTICIPATED FOR CONSIDERATION IN THE NEAR FUTURE

Title 92, Nebraska Administrative Code, Chapter 20, *Regulations for the Approval of Educator Preparation Programs*

Title 92, Nebraska Administrative Code, Chapter 21, *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*

Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 15, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

PROPOSED AGENDA ITEM: Approve proposed revisions to Rule 10 (92 NAC 10) *Regulations and Procedures for the Accreditation of Schools*

AGENDA ITEM TYPE (contract/grant/rule/program/other): rule

RATIONALE/BACKGROUND INFORMATION: Rule 10 includes the regulations and procedures for the accreditation of public schools and non-public schools to be accredited. Public schools are required to be accredited.

The current version of Rule 10 was last updated August 1, 2015. The purpose of the proposed revision to Rule 10 is to incorporate Nebraska Revised State Statutes 79-724 and 79-725 into rules to ensure compliance with 79-727. Additional edits were made to reduce redundancy with Nebraska Revised State Statutes (E.g., the definition of "teach" now reflects a reference to the statutory definition), elimination of appendix documents, and other minor edits (E.g. replace "shall" with "must").

An update regarding the plan for proposed revisions was provided to the Teaching and Learning Domain Committee on November 4, 2021. Updates to the Rules and Regulations Committee regarding the Rule 10 revisions were made April 7, 2022 and October 6, 2022. The October 2022 State Board of Education meeting Report on Rules included notification of signed hearing draft (September 27, 2022). A hearing was scheduled for December 15, 2022; however, it was cancelled due to notification paperwork not being received by the Secretary of State. A public hearing was held on January 31, 2023. The Rules and Regulations Committee discussed the proposed revisions during the February 2023 committee meeting.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: $650.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:

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- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 02.07.2023*

NEBRASKA DEPARTMENT OF EDUCATION

RULE 10

REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 10

HEARING DRAFT
SEPTEMBER 27, 2022

State of Nebraska
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
General Provisions	79-101, 79-215, 79-305, 79-318, 79-4,108, 79-703, ~~79-704,~~ 79-719 to 79-727 ~~724~~, 79-760.02	001
Definitions	79-101, 79-305, 79-318, ~~79-305,~~ 79-703, 79-758, 79-760.03, 79-760.06, 79-2102	002
Mandatory Requirements for Legal Operation	79-213, 79-215, 79-305, 79-318, 79-703, ~~79-704,~~ 79-719 to 79-727 ~~724~~, 79-729, 79-760.02, 79-801, 79-802.01, 79-804, 79-1603, ~~79-2,141~~	003
Curriculum and Standards K-12 Curriculum Elementary Curriculum Middle Grades Curriculum Secondary Curriculum	~~79-318,~~ 79-214, 79-305, 79-318, 79-703, 79-704, 79-719 to 79-727 ~~724~~, 79-729, 79-760.01, 79-760.02, 79-762	004
Statewide System for Assessment of Student Learning and for Reporting the Performance of Public School Districts	79-305, 79-318, 79-703, 79-760.03, 79-760.05, 79-762	005
Media and Technology Resources	79-305, 79-318, ~~79-305,~~ 79-703	006
Instructional Staff Elementary Staff Middle Grades Staff Secondary Staff Media/Technology Staff Guidance Staff Certificated-Employee Evaluation Staff Development	79-305, 79-318, ~~79-305,~~ 79-703, 79-828	007

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Administrative Staff Elementary Administration Middle Grades Administration Secondary School Administration School System Administration	79-305, 79-318, ~~79-305,~~ 79-703, 79-801, 79-804	008
School Improvement	79-305, 79-318, ~~79-305,~~ 79-703	009
Accountability Reporting for School Systems and Accountability for Public Schools and Public School Districts	79-305, 79-318, ~~79-305,~~ 79-703, 79-760.06, 79-760.07	010
School Environment	79-2,141, 79-305, 79-318, ~~79-305,~~ 79-703, ~~79-2,141~~	011
School System Governance	79-305, 79-318, ~~79-305,~~ 79-703	012
Waivers and Plans	79-305, 79-318, ~~79-305,~~ 79-703	013
Loss of Accreditation	79-305, 79-318, ~~79-305,~~ 79-703	014
Procedures for Nonpublic Schools Applying for Initial Accreditation or Adding Grades to Previously Accredited Schools	79-305, 79-318, ~~79-305,~~ 79-703	015

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

~~APPENDICES~~

~~Appendices A through D: Nebraska Content Standards~~
~~Appendix A: English Language Arts Standards~~
~~Appendix B: Mathematics Standards~~
~~Appendix C: Science Standards~~
~~Appendix D: Social Studies Content Standards~~
~~Appendix E: Statewide System of Assessment and Reporting~~
~~Appendix F: American citizenship statute 79-724 R.R.S~~
~~Appendix G: Outline of AQuESTT (Accountability for a Quality Education System Today and Tomorrow)~~

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Accountability Reporting for School Systems and Accountability for Public Schools and Public School Districts	79-305, 79-318, ~~79-305,~~ 79-703, 79-760.06, 79-760.07	010
Administrative Staff Elementary Administration Middle Grades Administration Secondary School Administration School System Administration	79-305, 79-318, ~~79-305,~~ 79-703, 79-801, 79-804	008
Curriculum and Standards K-12 Curriculum Elementary Curriculum Middle Grades Curriculum Secondary Curriculum	~~79-318,~~ 79-214, 79-305, 79-318, 79-703, 79-704, 79-719 to 79-727 ~~724~~, 79-729, 79-760.01, 79-760.02, 79-762	004
Definitions	79-101, 79-305, 79-318, ~~79-305,~~ 79-703, 79-758, 79-760.03, 79-760.06, 79-2102	002
General Provisions	79-101, 79-215, 79-305, 79-318, 79-4,108, 79-703, ~~79-704~~, 79-719 to 79-727 ~~724~~, 79-760.02	001
Instructional Staff Elementary Staff Middle Grades Staff Secondary Staff Media/Technology Staff Guidance Staff Certificated-Employee Evaluation Staff Development	79-305, 79-318, ~~79-305,~~ 79-703, 79-828	007

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Loss of Accreditation	79-305, 79-318, ~~79-305,~~ 79-703	014
Mandatory Requirements for Legal Operation	79-213, 79-215, 79-305, 79-318, 79-703, ~~79-704,~~ 79-719 to 79-727 ~~724~~, 79-729, 79-760.02, 79-79-801, 79-802.01, 79-804, 79-1603, ~~79-2,141~~	003
Media and Technology Resources	79-305, 79-318, ~~79-305,~~ 79-703	006
Procedures for Nonpublic Schools Applying for Initial Accreditation or Adding Grades to Previously Accredited Schools	79-305, 79-318, ~~79-305,~~ 79-305, 79-703	015
School Environment	79-2,141, 79-305, 79-318, ~~79-305,~~ 79-703, ~~79-2,141~~	011
School Improvement	79-305, 79-318, ~~79-305,~~ 79-703	009
School System Governance	79-305, 79-318, ~~79-305,~~ 79-703	012
Statewide System for Assessment of Student Learning and for Reporting the Performance of Public School Districts	79-305, 79-318, 79-703, 79-760.03, 79-760.05, 79-762	005
Waivers and Plans	79-305, 79-318, ~~79-305,~~ 79-703	013

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION

~~APPENDICES~~

~~Appendices A through D: Nebraska Content Standards~~

~~Appendix A: English Language Arts Standards~~

~~Appendix B: Mathematics Standards~~

~~Appendix C: Science Standards~~

~~Appendix D: Social Studies Content Standards~~

~~Appendix E: Statewide System of Assessment and Reporting~~

~~Appendix F: American citizenship statute 79-724 R.R.S.~~

~~Appendix G: Outline of AQuESTT (Accountability for a Quality Education System Today and Tomorrow)~~

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

001 General Provisions

001.01 Statutory Authority. This Chapter is adopted pursuant to Neb. Rev. Stat. §§ ~~Sections~~ 79-101, 79-214, 79-215, 79-2,141, 79-305, 79-318, ~~79-305,~~ 79-703, 79-704, 79-719 to 79-727, 79-758, 79-760.01 to ~~, 79-760.02, 79-760.06,~~ 79-760.07, 79-762, ~~79-215, 79-719 to 79-724, 79-758, 79-2,141, and~~ 79-801 to 79-804, 79-828, 79-1603, and 79-2102 ~~of the Revised Statutes of Nebraska (R.R.S.)~~.

001.02 Accreditation Classification. Accredited school systems must ~~shall~~ comply with all the numbered provisions of this Chapter except that the items identified as Quality Indicators are not requirements. No violations will be cited under Section 014 of this Chapter for any Quality Indicator. School systems will be classified as accredited if they meet all of the applicable requirements of this Chapter. All of the statements herein, with the exception of the Quality Indicators, are requirements of accredited school systems. Quality Indicators may be used by school systems to help in designing local programs. Nonpublic schools that are classified as accredited must ~~shall~~ meet all of the requirements of this Chapter except when specifically excluded or when a requirement is for public school districts only.

001.03 Accreditation Requirement. All public school districts in Nebraska that provide elementary and/or secondary instruction to children of compulsory attendance age are required to be accredited under the provisions of this Chapter. Accredited school systems are also considered to be approved for legal operation for purposes of state law. Approved private or parochial schools are eligible to apply for and maintain accreditation under the provisions of this Chapter.

001.04 Related Regulations. In addition to the requirements of this Chapter, public school districts ~~systems~~ must also comply with procedures for enrollment of students as found in 92 NAC 19. Provisions applicable to both public and nonpublic schools regarding teacher certification and endorsement are contained in 92 NAC 21 and 92 NAC 24.

001.05 Implementation of this Chapter. This Chapter will initially be used during the 2023-24 ~~2015-2016~~ school year to determine future accreditation status.

001.06 Duration of Accreditation. Accreditation is granted for one school year from each July 1 through the following June 30. Renewal is based upon the school system's compliance with this Chapter during the prior school year. As detailed in this Chapter, failure to comply with mandatory requirements for legal operation in Section 003 of this Chapter may cause a school system to lose its accreditation during the school year.

001.07 Unified School System. For purposes of compliance with this Chapter, a unified school system must ~~shall~~ meet the requirements as though the schools were part of one single public school district. A unified system means two or more Class ~~II or~~ III school districts participating in an interlocal agreement ~~under the Interlocal Cooperation Act with approval from the State Committee for the Reorganization of School Districts~~ under the provisions of Neb. Rev. Stat. § 79-4,108 ~~R.R.S~~.

001.08 Any public school district's ~~districts~~ reopening must ~~shall~~ follow the application procedures as provided for nonpublic schools in Section 015 of this Chapter.

002 Definitions. As used in this Chapter:

002.01 AQuESTT (Accountability for a Quality Education System Today and Tomorrow) means a system designed to measure the performance of public schools and public school districts and establish performance classifications through a framework that describes quality and accountability. The framework addresses two broad categories of quality education systems: 1.) Student Success and Access to include the following tenets: Positive Partnerships, Relationships and Student Success; Transitions; and Educational Opportunities and Access; and 2.) Teaching and Learning, to include the following tenets: College and Career Ready; Assessment; and Educator Effectiveness~~, as outlined in Appendix G~~.

002.02 AQuESTT Tenet means a statement ~~statements~~ used in this Chapter to describe conditions which contribute to quality education systems for public schools and public school districts. AQuESTT tenets are not requirements of this Chapter.

002.03 Board means the State Board of Education.

002.04 Commissioner means the State Commissioner of Education.

002.05 Core Curriculum means a curriculum which includes language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness and which, in public schools, incorporates multicultural education in all areas.

002.06 Course means a particular subject, subject area, or defined sequence of learning experiences scheduled during the school day with a certificated teacher assigned and with one or more students enrolled and in attendance.

002.07 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

002.08 Elementary Grades means those grades designated by the school system as elementary, but not to include any above grade eight.

002.09 Governing Body means the school board ~~or board of education~~ of a public school district, a board elected or appointed to provide direction to a nonpublic school or a nonpublic school system, or an individual or corporate owner.

002.10 High School Grades means grades 9 through 12 in a school system organized with a four-year high school and grades 10 through 12 in a school system organized with a three-year high school. School systems organized with a three-year high school may include the ninth grade in determining compliance with this Chapter.

002.11 Integrated Course or Curriculum means a course or curriculum that is organized by concepts, themes, or ideas and includes content from two or more subjects or fields.

002.12 Instructional Unit means 15 clock hours (900 minutes) of classroom instruction in a course offered in the secondary school. As an example, a course which meets for 50 minutes a day for 180 days generates 10 instructional units. Instructional units are computed to the nearest one-tenth.

002.13 Learning Community means a political subdivision which shares the territory of member public school districts and is governed by a learning community coordinating council established pursuant to Neb. Rev. Stat. § ~~Section~~ 79-2102 ~~R.R.S~~.

002.14 Middle Grades means grade(s) designated by the school system as middle and may include any grades from four through nine. The middle grades typically include at least grades seven and eight. Common middle grade configurations are grades six through eight or grades seven through nine.

002.15 National Assessment Instrument means a nationally norm-referenced test developed and scored by a national testing service.

002.16 Performance Level Classifications means categories of public schools and public school districts established by the Board based upon public school and public school district performance as indicated by graduation rates, by student growth and student improvement on state assessment instruments as provided in Neb. Rev. Stat. § ~~Section~~ 79-760.03 ~~R.R.S.~~ and by status and participation in statewide assessment. Additional indicators of public school and public school district performance based on AQuESTT tenets will be specified by the Commissioner and adopted by the Board in future revisions of this Chapter.

002.17 Priority School means a public school selected from the lowest performance level classification and designated as being one of three schools in greatest need of assistance to improve student achievement as provided in this Chapter.

002.18 Public School District means the territory under the jurisdiction of a single school board as authorized in Chapter 79 of the Revised Statutes of Nebraska.

002.19 ~~002.18~~ Quality Indicators means statements used in this Chapter to describe conditions which contribute to high performance learning. These statements express the intent of the regulations which follow. Quality Indicators are not requirements of this Chapter.

002.20 ~~002.19~~ School means an individual attendance center within a school system which provides either elementary, middle, secondary and/or high school education.

~~002.20 School District means the territory under the jurisdiction of a single public school board as authorized in Chapter 79 of the Revised Statutes of Nebraska.~~

002.21 School System means a public school district or a nonpublic school or group of nonpublic schools under a governing body organized to provide education in elementary, middle, secondary, and/or high school grades as provided in this Chapter.

002.22 Secondary Grades means those grades designated by the school system as secondary, but not to include any below grade seven.

002.23 State Assessment Instrument means a test aligned with state standards that is designed to measure student progress and achievement. This definition applies to the statewide system of assessment and reporting for reading, mathematics, and science.

002.24 ~~002.23~~ Statewide Assessment means the process of measuring student achievement and progress on state-adopted standards. This definition applies to the statewide system of assessment and reporting for ~~the school year 2009-10 and beyond for~~ reading, ~~2010-11 and beyond for~~ mathematics, and ~~2011-12 and beyond for~~ science.

~~002.24 State Assessment Instrument means a test aligned with state standards that is designed to measure student progress and achievement. This definition applies to the statewide system of assessment and reporting for the school year 2009-10 and beyond for reading, 2010-11 and beyond for mathematics, and 2011-12 and beyond for science.~~

002.25 Teach has the same meaning as ~~as defined~~ in Neb. Rev. Stat. § ~~Section~~ 79-101 ~~R.R.S., means and includes, but is not limited to, the following responsibilities: The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; the assessment and diagnosis of the individual educational needs of the pupils; the planning, selection, organizing, prescribing, and directing of the learning experiences of pupils; the planning of teaching strategies and the selection of available materials and equipment to be used; the evaluation and reporting of student progress~~.

003 Mandatory Requirements for Legal Operation. To be eligible for accreditation or to continue as an accredited school system, the following requirements must ~~shall~~ be met when applicable. Failure to comply with Sections 003.01 through 003.11 of this Chapter will ~~shall~~ be just cause for the Commissioner to initiate proceedings before the Board to terminate accreditation and end legal operation during the school year.

003.01 Teacher and Administrator Certification. The school system must ~~shall~~ use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to Neb. Rev. Stat. § 79-1603 ~~R.R.S.~~, persons conducting religion or prekindergarten classes

in nonpublic schools which are not counted as a part of the school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement. Pursuant to Neb. Rev. Stat. § 79-802.01 ~~R.R.S.~~, American Indian language teachers who are approved by the tribe to teach their native language are also excluded from this requirement when conducting native language classes.

003.02 Grade Levels. The school system must ~~shall~~ operate, offer instruction in, and give credit in only the grades for which the school system is accredited.

003.03 Required Instruction. Instruction in English, mathematics, science, and social studies must ~~shall~~ be available each school year for all grades.

003.04 Required Programs and Procedures. Each school system must ensure its teachers arrange and present instruction in the manner specified in Neb. Rev. Stat. § 79-725 to promote and develop an upright and desirable citizenry. Each school system must also meet the applicable statutory provisions contained in Sections 004.02A3, 004.03A4, 004.04B2, 008.05B, and 008.05C of this Chapter. Each public school district must ~~shall~~ incorporate multicultural education in all areas of the curriculum of grades kindergarten through twelve, as provided in Section 004.01F of this Chapter. Each public school district must ~~shall~~ meet the certificated-employee evaluation requirements as provided in Sections 007.06A through 007.06B of this Chapter. Each public school district must ~~shall~~ comply with the requirements contained in 92 NAC 15 (Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools) and in 92 NAC 19 (Regulations Regarding School Enrollment). Each public school must ~~shall~~ meet statutory provisions contained in Sections 004.01B, 004.02B, 005.02 through 005.02C, ~~008.05B, 008.05C,~~ 011.01F, and 011.01G of this Chapter ~~92 NAC 10~~. ~~Each school system shall meet statutory provisions contained in Sections 004.02A3, 004.03A4, and 004.04B2.~~ These requirements are based on statute and cannot be waived through Section 013.01 of this Chapter.

003.05 Graduation Requirements. Each high school must ~~shall~~ require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent must ~~shall~~ be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.

003.05A By the 2014-15 school year, public school districts must ~~shall~~ adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards adopted by the Board ~~set forth in the appendices of this Chapter~~, including, but not limited to the following:

003.05A1 Language Arts. Forty credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing.

003.05A2 Mathematics. Thirty credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.

003.05A3 Science. Thirty credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.

003.05A4 Social Studies/History. Thirty credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts.

003.05B School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

003.05C As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school.

003.06 School Year. Each school system must ~~shall~~ provide at least the following instruction annually between July 1 and June 30 for the grades it offers: (a) for grades up through grade eight, the time equivalent to 1,032 hours~~;~~, (b) for grades nine through twelve, the time equivalent to 1,080 hours; and (c) for kindergarten, the time equivalent to 400 hours. When a school is dismissed for any reason, such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, such time may ~~shall~~ not be counted in meeting the 400/1,032/1,080 hour school year requirement. Time scheduled for the school lunch period may ~~shall~~ not be counted in meeting the school year requirements. Pursuant to the provisions of Neb. Rev. Stat. § 79-213 ~~R.R.S.~~, school systems unable to meet the minimums for instructional hours due to epidemic sickness, severe storm conditions, or destruction of the school house may request permission from the Board to offer fewer than the minimum hours by submitting an affidavit sworn to by the secretary of the school board and explaining the circumstances resulting in the request.

003.07 Assurance Statement. Each school system must ~~shall~~, by November 1 of each year, submit to the Department an Assurance Statement, as prescribed by the Department, signed by a representative of the school system governing body affirming compliance or specifically noting any noncompliance with the regulations contained in this Chapter.

003.08 Reports. The following reports must ~~shall~~ be submitted to the Department each school year.

003.08A On or before September 15 of each school year, the head administrator of each school system must ~~shall~~ submit electronically, via the Department's reporting system ~~Nebraska Student and Staff Record System (NSSRS) portal~~, a Fall Personnel Report. Additions of certificated staff after submission of the Fall Personnel Report must ~~shall~~ be reported to the Department at the time of contracting.

003.08B On or before June 30 of each school year, the head administrator of each public school district must ~~shall~~ submit electronically, via the Department's reporting system ~~NSSRS portal~~, data elements required by Sections 005.02 thru 005.02C of this Chapter.

003.08C On or before the last day of February of each school year, the head administrator of each nonpublic school system must ~~shall~~ submit electronically, via the Department's reporting system ~~NSSRS portal~~, a Curriculum Report.

003.09 Contracting Public School Districts. Public school ~~School~~ districts that contract under the provisions of state statute with another public school district or districts to provide all educational services for all students in the secondary grades may be considered accredited but may operate only elementary grades. Public school ~~School~~ districts must ~~shall~~ notify the Department upon approval of the patrons of the district for contracting all elementary students and/or all secondary students with other public school districts. Any public school district reopening after contracting all students must ~~shall~~ follow the same application procedures as provided for nonpublic schools in Section 015 of this Chapter.

003.10 School Site Review. The State Department of Education staff may conduct periodic on-site visits to school systems to review and determine compliance with the provisions of this Chapter.

003.11 Contested Case Orders. In a contested case, any school system receiving an order entered by the ~~State~~ Board ~~of Education~~ under the Administrative Procedures Act must ~~shall~~ comply with the conditions of the order, unless a judicial stay has been entered.

003.12 Each public school district must ~~shall~~ require each such district's schools to establish a period of time during the school day, when a majority of pupils are ~~is~~ scheduled to be present, during which pupils will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America, in grades kindergarten through twelve. Pupil participation in the recitation of the Pledge of Allegiance must ~~shall~~ be voluntary. Pupils not participating in the recitation of the Pledge must ~~shall~~ be permitted to silently stand or remain seated but must ~~shall~~ be required to respect the rights of those pupils electing to participate.

004 Curriculum and Standards

004.01 K-12 Curriculum. **Quality Indicator: The curriculum is comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. The instructional program focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory.**

AQuESTT Tenet: Every student is prepared to pursue postsecondary educational opportunities and career goals upon completion of secondary education.

AQuESTT Tenet: Every student has access to coordinated and comprehensive instructional opportunities to be prepared for learning, earning, and living.

AQuESTT Tenet: All students experience success through a continuous improvement process that builds student, parent/guardian/family, and community engagement in order to enhance educational experiences and opportunities for all students.

004.01A The instructional program of the school system is based on written purposes or standards and is approved by the ~~local board of education or~~ governing body. These documents are on file in each school building and each certificated staff member is provided a copy.

004.01B Public school ~~School~~ districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each such district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards ~~adopted by the Board in Appendix A (English Language Arts Standards), Appendix B (Mathematics Standards), Appendix C (Science Standards), and Appendix D (Social Studies Standards)~~ pursuant to Neb. Rev. Stat. § 79-760.01 ~~R.R.S~~. The deadline for public school districts to adopt replacement academic content standards will not extend past one year following the ~~State~~ Board's adoption of new content standards. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the ~~local~~ governing body.

004.01C The school system has written guides, frameworks, or standards for all other areas of the curriculum. In connection with this requirement, school systems are encouraged to adopt the Fine Arts Standards adopted by the ~~State~~ Board on March 4, 2014. The school system also has a written description of the library media and guidance programs.

004.01D Writing experiences are incorporated in all curricular areas K-12.

004.01E Educational/computer technology is incorporated in the instructional program at the elementary, middle, and secondary levels.

004.01F The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of this Chapter ~~92 NAC 10~~.

004.01F1 The public school district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.

004.01F2 The public school district curriculum guides, frameworks, or standards incorporate multicultural education.

004.01F3 The public school district multicultural education program includes a process for selecting appropriate instructional materials.

004.01F4 The public school district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with ~~local~~ public school district and program goals.

004.01F5 The public school district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the school ~~local~~ board ~~of education~~.

004.02 Elementary Curriculum. **Quality Indicator: The elementary instructional program is based on state or locally approved standards for student learning and helps each student acquire knowledge, skills, and understanding in all subject areas. The instruction is appropriate for the grade level of the students. Teaching and learning activities and the general environment stimulate, nurture, and encourage involvement in a wide range of learning experiences. The program helps students apply and extend basic skills by integrating topics throughout the curriculum. The schedule is sufficiently flexible to encourage teachers and students to address emergent needs and topics.**

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, public school districts, and ultimately, college and career.

004.02A The Elementary Instructional Program. The elementary school has a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas:

004.02A1 Reading and Language Arts. The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity, and expression.

004.02A2 Mathematics. The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement and related topics.

004.02A3 Social Studies. The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction required pursuant to Neb. Rev. Stat. § 79-724 ~~in American history and stories about the exploits and deeds of American heroes, singing patriotic songs, memorizing the Star-Spangled Banner and America, and reverence for the flag and proper conduct for its presentation as provided in 79-724 R.R.S~~.

004.02A4 Science. The curriculum helps children develop an understanding of science concepts and processes, and includes science as inquiry. It includes experiences drawn from physical science, life science, earth and space science, science and technology, and history and nature of science.

004.02A5 Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity), and healthy living habits.

004.02A6 Physical Education. The curriculum helps children develop and maintain physical coordination, large and small muscle control, physical fitness, leisure activities, and healthy behaviors.

004.02A7 Visual Arts. The curriculum helps children understand and apply a variety of media, techniques, and processes within a range of subject matter, symbols, and ideas. The curriculum includes reflection upon and assessment of art and study of art in relation to history, culture, and other curricular areas.

004.02A8 Music. The curriculum helps children to sing and play a variety of music, read and notate music, listen to and describe music, and evaluate music. The curriculum includes music in relation to history, culture, and other curricular areas.

004.02B Kindergarten. For school year 2012-2013 and each school year thereafter, admission to public school kindergarten is on an unqualified basis to all resident children who will reach age 5 by July 31 of the calendar year in the school year for which the child is seeking admission begins. Testing prior to school entrance, if any, is conducted only to identify children with disabilities under 92 NAC 51 or to meet requirements of subsection (2) of Neb. Rev. Stat. § 79-214. ~~79-214(2) R.R.S.~~

004.02B1 Pursuant to subsection (2) of Neb. Rev. Stat. § 79-214 ~~79-214(2) R.R.S.~~, the school board may admit a child who will reach the age of 5 years on or after August 1 and on or before October 15 of such school year under the following circumstances:

004.02B1a The parent or guardian requests such entrance and provides an affidavit stating that:

004.02B1a(i) The child attended kindergarten in another jurisdiction in the current school year, or

004.02B1a(ii) The family anticipates relocation to another jurisdiction that would allow admission within the current year, or

004.02B1a(iii) The child has demonstrated through a recognized assessment procedure approved by the school board that he or she is capable of carrying the work of kindergarten.

004.02B2 Each school board must ~~shall~~ approve and make available a recognized assessment procedure for determining if a child is capable of carrying the work of kindergarten.

004.02C Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the ~~school board or local~~ governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.

004.03 Middle Grades Curriculum. **Quality Indicator: The middle grades instructional program is based upon state or locally approved standards for student learning. It builds upon the content of the elementary grades, extends the depth of learning experiences, and provides exploratory experiences throughout the curriculum. The program incorporates vocational technical education, foreign language, career education, and technology education. The instructional activities and schedule are designed to meet the developmental needs of middle grade learners.**

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, public school districts, and ultimately, college and career.

004.03A Middle Grades Instructional Program. The program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs.

004.03A1 Reading. The curriculum includes experiences designed to help students expand, develop and apply reading skills introduced in the elementary grades. It includes reading for both information and enjoyment.

004.03A2 Language Arts. The curriculum includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes.

004.03A3 Mathematics. The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.

004.03A4 Social Studies. The curriculum includes content and experiences drawn from geography, history, economics, citizenship, government, cultural studies, and current events. This includes instruction required pursuant to Neb. Rev. Stat. § 79-724 ~~in American history that makes the course interesting and attractive and to instill a love of country as provided in 79-724 R.R.S~~. All history courses stress contributions of all ethnic groups in the development and growth of America.

004.03A5 Science. The curriculum includes elements of life, physical, earth and space sciences, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts.

004.03A6 Health. The curriculum includes the study of body systems and those factors which affect health, including natural and man-made threats and individual health choices.

004.03A7 Art. The curriculum includes activities and experiences designed to develop skills in working with a variety of artistic techniques, processes, and media. The curriculum relates art to history and culture and to other curricular areas.

004.03A8 Music. The curriculum includes experiences that involve students in singing and playing musical instruments and provides opportunities for students to pursue individual musical interests and to develop individual talents. It includes the study of a varied repertoire of music and its relation to history and culture.

004.03A9 Physical Education. The curriculum includes active involvement in health-related physical fitness activities designed to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. It encourages students to develop habits of physical exercise through individual and team activities and by emphasizing involvement rather than competition. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.

004.03B Career education is included in the middle grades program.

004.03C No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits must ~~shall~~ be based upon the total number of contests played. Each game, match or meet played in a tournament must ~~shall~~ count as one of the contests permitted within these contest limits.

004.04 Secondary Curriculum. **Quality Indicator: The secondary instructional program is based upon state or locally approved standards for student learning. It provides breadth and depth of subject areas which enable students to achieve knowledge and skills necessary to continue post-secondary education or enter a career field. Instruction builds upon knowledge acquired in previous grades and helps students acquire the learning goals of the school, builds 21st century skills, and prepares students for living in a global society. Schools provide required instructional units on site or through a combination of local and distance learning programs.**

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, public school districts, and ultimately, college and career.

004.04A Required High School Program. The high school program consists of courses totaling at least 400 instructional units.

004.04B The instructional program in grades 9-12 includes as a minimum the following subject fields and the number of instructional units shown for each:

004.04B1 Language Arts - 60 instructional units. The curriculum includes written composition, critical reading, interpretation of fiction and non-fiction, oral presentation, and application of listening skills.

004.04B2 Social Science - 40 instructional units. The curriculum includes content drawn from American and world history, geography, economics, civics, government and citizenship and may also include content from other social science areas such as sociology, psychology, and anthropology. This includes instruction required pursuant to § 79-724 ~~in the U.S. and Nebraska Constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship and the appropriate patriotic exercises to include Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day and Veterans Day as provided in 79-724 R.R.S~~. All history courses stress

contributions of all ethnic groups in the development and growth of America.

004.04B3 Mathematics - 40 instructional units. The curriculum includes communicating, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability and statistical concepts, and algebraic concepts

004.04B4 Science - 40 instructional units. The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, and history and nature of science.

004.04B5 World Language - 20 instructional units or two years of daily classes in the same language. The curriculum includes reading, writing, speaking, and listening skills for communicating in one or more languages other than English, knowledge and understanding of other cultures, and developing insight into the nature of language and culture.

004.04B6 Career Education. The curriculum includes 80 instructional units in Career Education that include instruction in any of the following career fields: (1) Agriculture, Food and Natural Resources, (2) Business, Marketing, and Management, (3) Communication and Information Systems, (4) Health Sciences, (5) Human Services and Education, (6) Skilled and Technical Sciences.

004.04B6a Agriculture, Food and Natural Resources. The curriculum in this career field includes areas such as animal, plant, and soil sciences, agribusiness, food science, power, structural and technical systems, leadership and human resource development, natural resources, biotechnology and environmental science.

004.04B6b Business, Marketing, and Management. The curriculum in this career field includes areas such as e-commerce, business communication, finance, business and consumer law, entrepreneurship, accounting, business economics, personal finance, consumer economics, financial services marketing, retailing, fashion marketing/merchandising, international marketing, sports and entertainment marketing, hospitality and tourism.

004.04B6c Communication and Information Systems. The curriculum in this career field includes areas such as advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, information technology applications, web design, interactive media, networking, e-commerce, computer science, and information technology.

004.04B6d Health Sciences. The curriculum in this career field includes areas such as nutrition and food, family health, medical terminology, health informatics, therapeutic services, diagnostic services, certified nursing assistant, and health care sciences.

004.04B6e Human Services and Education. The curriculum in this career field includes areas such as independent/adult living, home management, housing and home furnishings, family health, clothing and textiles, parenting and child development, human resource development, criminal justice, human growth and development, interpersonal relationships, and applied psychology.

004.04B6f Skilled and Technical Sciences. The curriculum in this career field includes areas such as housing and home furnishings, woods and construction, construction/ electricity, construction/home maintenance, computer aided drafting, metals and welding, manufacturing/metalworking, manufacturing/woodworking, millwork and cabinetmaking, electronics, technology engineering education, Principles of Technology, technology education, transportation power/auto mechanics, automotive services, and energy.

004.04B6g Nonpublic college preparatory schools may substitute additional courses in language arts, foreign language, science, mathematics, and/or social science for up to 40 instructional units in career and technical education.

004.04B7 Personal Health and Physical Fitness - 20 instructional units or two years of daily classes in personal health and physical fitness. The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits including the knowledge and psychomotor skills applicable to cardio-pulmonary resuscitation (CPR). The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.

004.04B8 Visual and Performing Arts - 40 instructional units which include each year instruction in vocal music, instrumental music, and visual arts. It may also include dance and theater. The visual and performing arts curriculum includes performance, interpretation, and evaluation.

004.04B8a Music. The curriculum includes singing and playing a varied repertoire of music, improvising melodies and accompaniments, reading and notating music, listening to and describing music, evaluating music and music performances, recognizing relationships between music and the other disciplines, and the study of music in relation to history and culture.

004.04B8b Visual Arts. The curriculum includes media, techniques, and processes; choice and evaluation of a range of subject matter, symbols, and ideas; assessment of characteristics and merits of student work and the work of others; and the visual arts in relation to other disciplines.

004.04C Local Options for Providing High School Courses.

004.04C1 High schools may meet the instructional unit requirements of Section 004.04B of this Chapter through integrated courses, as defined in Section 002.11 of this Chapter, if the school has on file locally a description of the curriculum or course including a list of the goals, an explanation of the subjects included, and the rationale for allocating instructional units to appropriate subject fields in Section 004.04B of this Chapter.

004.04C2 High schools may count instructional units for two courses in a subject field taught in the same classroom at the same time if the courses are primarily individualized wherein all students do independent projects or practice. (Examples: Spanish 3 and 4, Accounting 1 and 2, Art 1 and 2)

004.04C3 Schools may use performance based curriculum or courses as an option in place of any subjects in Section 004.04B of this Chapter if they have a written description of the curricula or course which includes the goals, representative instructional experiences, expected student performance for accomplishment of the goals, and the rationale for allocating instructional units for the course. The written description is approved by the school ~~local~~ board ~~of education~~ and is on file in the school. Performance based curriculum provides learning opportunities for students equivalent to or greater than those through the course(s) under

Section 004.04B of this Chapter, but may take less than the time required in Section 002.12 of this Chapter for determining instructional units.

004.04C4 Instructional units may be counted each year for two courses taught in alternating years not to exceed one course in each of four subject fields, as listed in Section 004.04B of this Chapter, provided schedules verifying alternating courses are kept on file in the school system. As an example, a high school that alternates a course that generates 10 instructional units in World Language II in the current year, with a course that generated 10 instructional units in World Language I the previous year, may count 20 instructional units each year. A school board of a public school district may ~~shall~~ not establish an alternating biennial secondary course offering in any subject area for which the State Board of Education has adopted content standards pursuant to Neb. Rev. Stat. § ~~section 79-704(2) and~~ 79-760.01 ~~R.R.S.~~.

004.04D Multi-site and Distance Learning Options for Providing High School Courses. Up to a total of 200 instructional units of the total 400 instructional unit requirement for the high school may be provided through one or more of the following course options (instructional units beyond the required 400 instructional units may be delivered in any of the following methods):

004.04D1 Synchronous Course Option: Synchronous courses are those multi-site or distance learning courses in which the teacher and student(s) are simultaneously present; can both see and hear one another; and questions may be answered and instructional accommodations made immediately. This includes:

004.04D1a Teacher Sharing. Instructional units provided through contractual or cooperative arrangements with other school systems, educational service units, and/or postsecondary institutions in which either the teacher(s) or student(s) move to be located at the same site to provide classroom instruction may be counted in meeting a portion of the instructional unit requirement provided: (a) each course is taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in each course; and (d) each course is made available to all students at the school's expense. A copy of the written agreement with the cooperating school/agency is on file in the school.

004.04D1b Interactive Audio-Visual Options. Up to 100 of the allowable 200 multi-site or distance learning instructional units may be met through synchronous interactive audio-visual instruction provided: (a) each course is taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in the course; (d) each course is made available to all students at the school's expense; and (e) a teacher holding a valid Nebraska Teaching Certificate monitors student progress and general appropriateness of the course and is present in the classroom while the course is being taught unless:

004.04D1b(1) The off-site interactive teacher holds a valid Nebraska Teaching Certificate and a public school district employee is present in the receiving classroom, or

004.04D1b(2) The off-site interactive teacher holds a valid Nebraska Teaching Certificate, maintains two-way audio and video communication with the distance learning classroom, and has a direct telephone connection with a supervising adult in the school.

004.04D2 Asynchronous Course Options: Asynchronous courses are those multi-site or distance learning courses in which communication between teacher and student is delayed, as are the cases, for example, with written correspondence courses and many computer-delivered courses. This includes:

004.04D2a University of Nebraska High School Options. Up to 50 of the allowable 200 distance learning multi-site instructional units may be met through the use of courses taught by teachers of the University of Nebraska High School provided that (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in the course; (c) each course is made available to all students at the school's expense; and (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction.

004.04D2b Other Distance Learning Technology Options. Up to 30 of the allowable 200 distance learning multi-site instructional units may be met through courses delivered by other methods of distance technology provided that each course is reviewed in advance and recommended for school use by a committee of at least one local teacher and one local school administrator and is approved by the ~~local~~ governing body, and the written review and statement of approval are on file in the school system; and provided (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in each course; (c) each course is made available to all students at the school's expense; (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction; and (e) each student enrolled in such a course is assigned to a teacher holding a Nebraska Teaching Certificate with an appropriate endorsement who monitors student progress and general appropriateness of the course.

004.04E Secondary Schools With Grades Seven and Eight. Secondary schools including grades seven and eight provide an instructional program for those grades in accordance with Sections 004.03A through 004.03C of this Chapter.

004.04F New Schools. A school adding high school grades must ~~shall~~ provide at least one-fourth of the total instructional unit requirements and one-fourth of the individual subject matter requirements for each grade that it offers.

005 Statewide System for Assessment of Student Learning and for Reporting the Performance of Public School Districts

005.01 Quality Indicator: Assessment procedures and results assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. Schools periodically review procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.

AQuESTT Tenet: The results of multiple assessment sources (national, state, and classroom-based) are used to measure student achievement of college and career ready standards and be used as an integral part of the instructional process.

005.01A All public school districts participate annually in statewide assessments in compliance with the schedule adopted by the Board ~~as outlined in Appendix E~~. Nonpublic schools have an assessment plan which includes a schedule and procedures for assessing success in achieving their academic content standards. Student success in achieving their standards is reported to the head administrator or governing board of the nonpublic school.

005.01B Whole grade norm-referenced assessment using a national assessment instrument begins no earlier than grade two and is conducted annually in at least one grade in each of the following two levels: grades 2-5; grades 6-8. A national assessment instrument is administered at least once in the high school grades. ~~The Board's recommendations for assessing and reporting are found in Appendix E of this Chapter.~~

005.02 Each school year, for the purpose of implementing a statewide system of tracking student achievement as required by Neb. Rev. Stat. § 79-760.05 ~~R.R.S.~~, public school districts must ~~shall~~ report by June 30 of each school year the following data to the Department electronically via the Department's reporting system ~~NSSRS portal~~ using the Department's student identifier system:

005.02A Individual student demographics including each student's race, poverty status, high mobility status, attendance, and limited English proficiency;

005.02B Individual student achievement including individual student achievement data from the state assessment instruments required in Section 005.01A of this Chapter and scores and subscores available to the public school district on national assessment instruments administered by such ~~the~~ district; and

005.02C Individual student educational input characteristics including class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and targeted education programs.

005.03 Student Assistance. Each school has a student assistance process of its own design to provide problem solving and intervention strategies.

006 Media and Technology Resources

006.01 Quality Indicator: The library/media/technology program provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students.

006.01A Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system. Each school has at least one set of encyclopedia available in either print or electronic format with copyright dates in the past five years.

006.01B Each elementary school acquires a minimum of 25 new library media resources in print format, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year. The minimum number of new titles in print format is 75 if library media resources are also available through electronic format. Each middle and high school acquires a minimum of 150 titles each year in either print or in full text electronic format.

006.01C Each middle level school subscribes to at least ten periodicals either in print or in full text electronic format.

006.01D Each secondary school subscribes to at least 25 periodicals in print or in full text electronic format.

007 Instructional Staff

007.01 Elementary Staff. **Quality Indicator: Instructional staff members have appropriate training and preparation to work with elementary school children. They are knowledgeable of principles of child growth and development, the scope of the elementary school curriculum, and cross-disciplinary instructional strategies. They establish a positive and supportive learning environment for all students.**

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

007.01A Computed on a full-time equivalency basis, a minimum of 95 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.

007.01B Pre-kindergarten programs operated by public schools are coordinated by a staff member who holds a Nebraska Teaching Certificate with at least 9 college credit hours in early childhood education.

007.02 Middle Grades Staff. **Quality Indicator: Staff members at the middle grades are knowledgeable of the growth and development of middle grades students. They have knowledge of the curriculum content for which they are responsible and they use teaching strategies that engage students actively in learning, that build upon elementary content and skills, and that help students understand and apply content across subject areas.**

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

007.02A Computed on a full-time equivalency, at least 90 percent of the teachers in middle grades hold one of the following endorsements or meet the provisions of Sections 007.02A1a or 007.02A4 of this Chapter:

007.02A1 In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.

007.02A1a Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students.

007.02A2 In grades four through six, an elementary endorsement or any middle grades endorsement.

007.02A2a Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students.

007.02A3 In grade nine, an appropriate secondary endorsement or any middle grades endorsement.

007.02A4 Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.

007.02A5 Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.

007.03 Secondary Staff. **Quality Indicator: Instructional staff members in the secondary grades have specialized preparation in a subject area or field and knowledge of the developmental level of students. Staff members use strategies that help students become actively involved in the learning process through in-depth study of subjects and through experiences that use and apply knowledge, skills, and understanding across the curricular areas.**

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

007.03A At least 80 percent of the instructional units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they annually acquire, prior to the opening of school, six credit hours toward the subject endorsement or the broad field endorsement.

007.03A1 Teachers assigned to integrated courses or curriculum in accordance with Sections 002.11 and 004.04C1 of this Chapter are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.

007.03B Secondary schools including grades seven and eight may assign the teachers as provided in Section 007.02A of this Chapter.

007.04 Media/Technology Staff. **Quality Indicator: The library/media/technology programs and services are an integral part of the instructional program. Library/media staff provide leadership and assistance in selection, provision, and use of library/media resources. Technology staff and services are available locally or in collaboration with other agencies to provide support, maintenance, consultation, and training for meaningful use of technology resources.**

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

007.04A Each K-12 school system and each secondary school system has a person holding a Nebraska Teaching Certificate with an endorsement appropriate for library science or educational media specialist, or meeting Section 007.04B of this Chapter, assigned on at least a one-half time basis to provide library media services to the school system.

007.04A1 Each school building having an enrollment of from 70 to 249 students has a person holding a valid Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-fifth time basis or has a library media paraprofessional assigned on at least a one-half time basis under the supervision of a certificated staff member.

007.04A2 Each school building having an enrollment of at least 250 students has a person holding a Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-half time basis, or has such person assigned on a one-fourth time basis and a full-time library media paraprofessional also assigned. Buildings with 500 or more students have at least a full-time educational media specialist or a one-half time educational media specialist and a full-time library media paraprofessional. Buildings with 750 or more students have a full-time educational media specialist.

007.04B A school system may assign a person holding a Nebraska Teaching Certificate with no endorsement appropriate for library science or educational media specialist to fulfill the requirements for Sections 007.04A, 007.04A1, and 007.04A2 of this Chapter if such person acquires at least six (6) credit hours each year toward an appropriate endorsement pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide library media services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for library media services may fulfill the requirements of these regulations.

007.05 Guidance Staff. **Quality Indicator: A comprehensive, developmental, K-12 guidance and counseling program assists all students in learning skills needed for academic success and for personal, social, and career development. The guidance program includes planned classroom and group activities, counseling services responsive to individuals and small groups, and assistance to students in academic planning and placement. The school and community work cooperatively to provide appropriate support for students, families, and teachers.**

Guidance and counseling programs are directed by professional staff with appropriate endorsements in guidance and counseling. Professional staff are assigned based upon local needs determined through a formal process documenting the needs.

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, public school districts, and ultimately, college and career.

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

007.05A Each K-12 and each secondary school system assigns at least a one-half time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the ~~local~~ school system and the person

assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person.

007.05B School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.

007.05C Public school ~~School~~ districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the public ~~local~~ school district.

007.05D A person holding a Nebraska Teaching Certificate with no endorsement appropriate for guidance and counseling may be assigned to fulfill the requirements of Sections 007.05A and 007.05B of this Chapter if such person has two years of teaching experience and acquires at least six credit hours each year toward an endorsement appropriate for guidance and counseling pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide guidance and counseling services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for guidance and counseling services may fulfill the requirements of this regulation.

007.05E In nonpublic schools, clergy holding a Nebraska teaching or administrative certificate may be assigned to fulfill the requirement of Sections 007.05A and 007.05B of this Chapter.

007.06 Certificated-Employee Evaluation. **Quality Indicator: The primary purpose of certificated-employee evaluation is to improve student learning. The procedures are clear, equitable, and systematic.**

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

007.06A The public school district has a written school board policy for the evaluation of certificated-employees. The policy is approved by the Commissioner or designee as required by subdivision (5)(h) of Neb. Rev. Stat. § 79-318. ~~(5)(h) R.R.S.~~ Sections 007.06A through 007.06B of this Chapter are based on statute and cannot be waived under the provisions of Section 013 of this Chapter ~~92 NAC 10~~.

007.06A1 The policy is implemented by written procedures that include:

007.06A1a Annual written communication of the evaluation process to those being evaluated;

007.06A1b A description of the duration and frequency of observations and written evaluations for probationary and permanent certificated-employees;

007.06A1c Specific district-defined evaluation criteria, which include, at a minimum:

007.06A1c(1) Instructional performance (applicable to teachers only),

007.06A1c(2) Classroom organization and management (applicable to teachers only), and

007.06A1c(3) Personal and professional conduct.

007.06A1d Provision for written communication and documentation to the evaluated certificated-employee specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;

007.06A1e Provision for the certificated-employee to offer a written response to the evaluation; and

007.06A1f A description of the district plan for training evaluators.

007.06A2 In the event a public school district changes its policies or procedures for certificated-employee evaluation, it must ~~shall~~ submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f~~,~~ of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval must ~~shall~~ remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the

district in writing and the district may resubmit amended policies and procedures.

007.06B All evaluators, with the exception of the school ~~local~~ board ~~of education~~ when it evaluates the superintendent, possess a valid Nebraska Administrative Certificate and are trained to use the evaluation system used in the public school district.

007.07 Staff Development. **Quality Indicator: Staff development supports instructional improvement, the local school improvement plan, and accomplishment of school and/or school system goals.**

007.07A The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.

008 Administrative Staff.

008.01 **Quality Indicator: Building administrators provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.**

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

008.02 Elementary Administration.

008.02A Each elementary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement appropriate for serving as an elementary principal or for superintendent. When the number of full-time equivalency teachers supervised by a principal in one or more school systems reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.

008.02B An elementary principal who is the head administrator of a school system meets with the ~~board of education or~~ governing body at least four times each year to provide leadership in the development of school goals, policies, budgets, instructional programs, staff evaluation, and other administrative and instructional matters.

008.03 Middle Grades Administration.

008.03A Each middle grades school has a principal who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for middle grades principal, elementary principal, secondary principal or for superintendent.

008.03A1 Middle grades schools having only grades four through six have a principal holding an endorsement for elementary principal, middle grades principal, or superintendent.

008.03A2 Middle grades schools having only grades seven through nine have a principal holding an endorsement for middle grades principal, secondary principal, or superintendent.

008.03B When the number of full-time equivalency teachers supervised by the principal reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.

008.04 Secondary School Administration.

008.04A Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.

008.05 School System Administration. **Quality Indicator: The school administration exercises leadership in the development and implementation of school goals and policies. Administrators demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction.**

008.05A Each K-12 and each secondary school system having grades ten through twelve has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a superintendent. Nonpublic systems may share an area or diocesan head administrator.

008.05B Any person assigned to administrative and/or supervisory duties holds a Nebraska Administrative and Supervisory Certificate with an appropriate endorsement for the position held in accordance with Neb. Rev. Stat. § 79-801.

008.05C A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office. Upon initial employment or acquisition of a new certificate, the certificate or permit is registered by the head administrator of the school system in accordance with subsection (1) of Neb. Rev. Stat. § 79-804. ~~79-804(1) R.R.S.~~

008.05D Two or more school systems may jointly contract with a person holding a Nebraska Administrative and Supervisory Certificate with the appropriate endorsement to fulfill administrative responsibilities.

009 Continuous School Improvement.

009.01 Quality Indicator: A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals.

AQuESTT Tenet: All students experience success through a continuous improvement process that builds student, parent/guardian/family and community engagement in order to enhance educational experiences and opportunities for all students.

009.01A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in Section 004.01F of this Chapter. In all school systems, the continuous school improvement process includes the following activities at least once within each five years.

009.01A1 Review and update of the mission and vision statements.

009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students.

009.01A3 Selection of improvement goals. At least one goal is directed toward improving student academic achievement.

009.01A4 Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.

009.01A5 Evaluation of progress toward improvement goals.

009.01B The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.

009.01B1 The Commissioner may approve the use of a third party external review of ~~AdvanceED External Review may be used by~~ a school system to fulfill the requirement for an on-site visitation if all the requirements of Section 009 of this Chapter are met.

009.01B2 The Progress Plan developed by a public school designated as a priority school as outlined in Subsection 010.02D of this Chapter must ~~shall~~ be included within the continuous improvement requirements of Section 009 of this Chapter for the public school district in which the priority school is located.

010 Accountability Reporting for School Systems and Accountability System for Public Schools and Public School Districts

010.01 Quality Indicator: The school system demonstrates accountability to the residents of the school community. School staff periodically assess and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.

010.01A The school system annually prepares a written report which includes at least student academic performance as required in Section 005.02 of this Chapter, school system demographics, school improvement goals and progress and, in the case of public schools, financial information. School systems report the information in accordance with the policy in Section 010.01B of this Chapter.

010.01B The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A of this Chapter to the residents of the public school district or, in the case of nonpublic schools, to the appropriate body. The policy assures that individual test scores are kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.

010.02 Accountability System for Public Schools and Public School Districts

010.02A Accountability System to Measure Public School and Public School District Performance. The Board must ~~shall~~ establish an accountability system to be used to measure the performance of individual public schools and public school districts as set forth in Neb. Rev. Stat. § ~~Section~~ 79-760.06. ~~R.R.S.~~

010.02A1 The accountability system must ~~shall~~ combine multiple indicators, including graduation rates, student growth and student improvement on the assessment instruments provided in Neb. Rev. Stat. § ~~Section~~ 79-760.03 ~~R.R.S.~~, and status and participation in statewide assessment. Other indicators of the performance of public schools and public school districts must ~~shall~~ be specified by the Commissioner and approved by the Board in future revisions of this Chapter.

010.02A2 The indicators must ~~shall~~ be combined into a school performance score and public school district performance score. The Board must ~~shall~~ establish performance level classifications based upon school performance scores and public school district performance scores in order to classify the performance of public schools and public school districts beginning with the reporting of data from school year 2014-15.

010.02B Designation of Priority Schools. The Board must ~~shall~~, at its discretion, designate no more than three (3) public schools as priority schools based on recommendations from the Commissioner or his or her designee.

010.02B1 Schools designated as priority schools must ~~shall~~ be in the lowest performance level classification at the time of the initial designation as a priority school.

010.02B2 Schools designated as priority schools must ~~shall~~ remain priority schools until such designation is removed by the Board as provided in Subsection 010.02D4 of this Chapter.

010.02B3 In making recommendations to the Board for the designation of priority schools, the Commissioner or his or her designee must ~~shall~~ take into consideration public school and public school district performance in meeting the requirements specified in this Chapter, based on the following:

010.02B3a Data required to be reported to the Department for all public schools and public school districts pursuant to Subsections 005.02 through 005.02C, 009.01A and 009.01B of ~~in~~ this Chapter; and,

010.02B3b Public school or public school district improvement plans or accreditation site visit reports available to the Department pursuant to Subsections 009.01A and 009.01B of ~~in~~ this Chapter .

010.02C Intervention Team.

010.02C1 The Commissioner must ~~shall~~ appoint an Intervention Team for each priority school as set forth in Neb. Rev. Stat. § ~~Section~~ 79-760.07 ~~R.R.S.~~.

010.02C2 The Intervention Team must ~~shall~~ assist the superintendent and staff of the public school district containing the priority school with the following:

010.02C2a Diagnosing issues that negatively affect student achievement in the priority school;

010.02C2b Designing strategies to address issues that negatively affect student achievement in the priority school through a Progress Plan; and

010.02C2c Developing measurable indicators of progress in addressing issues that negatively affect student achievement in the priority school.

010.02D Development and Implementation of the Progress Plan.

010.02D1 The Intervention Team, in collaboration with the priority school staff and the administration and the school board of the public school district containing the priority school, must ~~shall~~ develop a Progress Plan for approval by the Board. The Progress Plan must ~~shall~~ include the following:

010.02D1a The issues diagnosed as negatively affecting student achievement in the priority school;

010.02D1b Strategies designed to address issues that negatively affect student achievement in the priority school;

010.02D1c Specific actions to be taken by the priority school and the public school district containing the priority school to address issues that negatively affect student achievement in the priority school that are required in order to remove the school's classification as a priority school;

010.02D1d The measurable indicators of progress in addressing issues that negatively affect student achievement in the priority school developed pursuant to Subsection 010.02C2a of this Chapter; and~~,~~

010.02D1e The level of progress, as indicated by the measurable indicators developed pursuant to Subsection 010.02C2c of this Chapter, that is required in order to remove the school's designation as a priority school.

010.02D2 Upon approval of the Progress Plan by the Board, the Intervention Team must ~~shall~~ assist the superintendent and staff of the public school district containing the priority school in implementing strategies to address issues that negatively affect student achievement in the priority school through the Progress Plan developed pursuant to this section.

010.02D3 Approval of the Progress Plan. A Progress Plan for each newly designated priority school must ~~shall~~ be approved by the Board at its discretion based on the recommendation of the Commissioner or his or her designee. In making his or her recommendation, the Commissioner or his or her designee must ~~shall~~ consider whether the Progress Plan is reasonably designed to address issues that negatively affect student performance in the priority school.

010.02D4 Annual Review of Progress Plans. The Commissioner must ~~shall~~ annually review and make a recommendation to the Board on each priority school's Progress Plan. The Board must ~~shall~~ determine, based on the recommendation of the Commissioner or his or her designee, whether any modifications to the plan are needed. Such modifications must ~~shall~~ be incorporated into the plan immediately upon such a determination. The school's priority designation must ~~shall~~ be removed when the Board determines, based on the recommendation of the Commissioner or his or her designee, that the school has substantially met all of the requirements in its Progress Plan.

010.02E Schools Designated as Priority Schools for Five Consecutive School Years. If a school has been designated as a priority school for the fifth consecutive school year, the Board must ~~shall~~ reevaluate the Progress Plan to determine, based on the recommendation of the Commissioner or his or her designee, if:

010.02E1 A significant revision to the school's Progress Plan is necessary, in which case the process in Subsection 010.02D1 of this chapter must ~~shall~~ be used to significantly revise the Progress Plan subject to approval by the Board as provided in Subsection 010.02D3 of this Chapter; or~~,~~

010.02E2 An entirely new Progress Plan needs to be developed, in which case the process in Subsection 010.02D1 of this Chapter must ~~shall~~ be used to develop a new Progress Plan subject to approval by the Board as provided in Subsection 010.02D3 of this Chapter; or~~,~~

010.02E3 An alternative administrative structure is warranted, in which case the process in Subsection 010.02D1 of this Chapter must ~~shall~~ be used to develop a new Progress Plan subject to approval by the Board as provided in Subsection 010.02D3 of this Chapter that includes, but is not limited to, an alternative administrative structure.

010.02F Reports. Beginning in school year 2016-2017 and annually thereafter in September, each public school district containing a priority school must ~~shall~~ annually report to the Board on the level of progress made on the measurable indicators of progress.

011 School Environment.

011.01 Quality Indicator: The school facilities and the general environment are safe, orderly, and supportive of quality learning for all students. A positive atmosphere for learning supports and reflects the work of students.

AQuESTT Tenet: All students experience success through a continuous improvement process that builds student, parent/guardian/family and community engagement in order to enhance educational experiences and opportunities for all students.

011.01A Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.

011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the ~~local~~ governing body.

011.01C Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.

011.01D The school system's safety and security plan(s) are reviewed annually by one or more persons not on the ~~local~~ school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.

011.01E Each school system has a seclusion and restraints policy approved by the ~~school board or local~~ governing body.

011.01F Each school system must ~~shall~~ develop and adopt a policy concerning bullying prevention and education for all students. The school system must ~~shall~~ review the policy annually.

011.01G Pursuant to subsection (2) of Neb. Rev. Stat. § 79-2,141 ~~(2) R.R.S.~~, each public school district must ~~shall~~ develop and adopt a specific policy to address incidents of dating violence involving students at school. This policy must ~~shall~~ include a statement that dating violence will not be tolerated.

012 School System Governance.

012.01 Quality Indicator: The governing body ~~board~~ governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and insure accountability to the local community.

012.01A The governing body has a written set of policies for the school system. These policies are accessible in each school building.

012.01B The school system has a written policy which assures that each school will meet the statutory requirement of at least 400 hours for kindergarten, at least 1,032 hours for students up through grade eight, and at least 1,080 hours for students in grades nine through twelve. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.

012.01C The ratio of pupils to certificated staff members, computed on a full-time equivalency basis, in each school does not exceed 25 to 1.

012.01D For public school districts, the school board has, at the beginning of each calendar year, appointed three members to a committee on American civics, and the committee has carried out its duties as specified in Neb. Rev. Stat. § 79-724.

013 Waivers and Plans.

013.01 School systems, in order to better meet local goals, may submit a request for a waiver of one or more regulations found in Sections 004 through 012.01C of this Chapter. Section 003 of this Chapter and sections identified in Section ~~Sections~~ 003.04~~,~~ ~~004.02A3, 004.03A4, and 004.04B2~~ of this Chapter ~~92 NAC 10~~ are based on statute and may not be waived. The waiver request must include at least the following:

013.01A A copy of the local improvement plan developed in accordance with Section 009.01A of this Chapter. The plan must ~~shall~~ contain local improvement objectives and must ~~shall~~ address quality learning, equity, and accountability.

013.01B A description of the program or process to be substituted for the regulation to be waived.

013.01C An explanation indicating how the local program or process will provide equivalent or improved opportunities for students and will accomplish the quality indicator.

013.01D If appropriate, how resources would be reallocated or used differently to provide programs or services.

013.01E Length of time for the requested waiver, not to exceed three years.

013.01F Procedures for providing an annual progress report to the Board.

013.02 The Commissioner will submit the waiver request to the Board with his or her recommendations. The Board may approve the requested waiver if the components of the plan substituted for the waived provisions will promote quality learning, equity, and/or accountability. The Board must ~~shall~~ reject the waiver if, in its opinion, the plan and requested waivers would not provide improvement in quality learning, equity, and/or accountability.

013.03 At the end of the waived time period, school systems may request and be granted Board approval of the same waiver for a period of up to three additional years if it can be demonstrated that the system is meeting the objectives for which the waiver was granted.

013.04 The Board recognizes the need for public special purpose school systems, such as schools operated expressly for students with disabilities or schools operating within the confines of correctional facilities. If such a school system can demonstrate that a requirement of this Chapter is not educationally necessary or appropriate for the students in attendance, or is in conflict with state or federal laws or regulations governing facilities operation, the Board may waive such requirement.

013.05 Public school districts which exist in unique circumstances due to population sparsity, geographic barriers, or other similar factors may submit a request to the ~~State~~ Board ~~of Education~~ for a modification of this Chapter to better meet the need of the students. Schools seeking such modification must ~~shall~~ submit: (1) an explanation of the unique circumstances leading to this request, (2) proposed modifications to better meet the needs of the students in the school, (3) an explanation of how the modifications will provide quality learning, equity, and accountability, (4) a copy of the local improvement plan developed in accordance with Section 009.01A of this Chapter, and (5) procedures for annually reporting to the Commissioner. Upon approval by the Board, the modifications must ~~shall~~ remain in effect unless changed by a revision of this Rule or change in status of the public school district.

014 Loss of Accreditation.

014.01 Quality Indicator: Schools comply fully and continuously with all accreditation requirements in order to provide for all students the learning opportunities described herein. Schools experiencing unfulfilled requirements make concerted efforts to achieve compliance or to provide alternative programs generating equivalent or improved programs and services. Schools not fulfilling accreditation requirements deprive students of opportunities for learning and may be subject to probation or loss of accreditation.

014.02 Section 003 of this Chapter lists requirements that must be met at all times by school systems as a condition of accreditation. Failure to meet those provisions may result in the Board terminating the legal operation of the school system during the school year. Noncompliance with other regulations in this Chapter will result in the assessment of violations which, if not corrected, will result in a recommendation to the Board for probation or loss of accreditation.

014.03 Violations. In determining the future accreditation status of a school system, each failure to meet a numbered regulation other than those contained in Section 003 of this Chapter constitutes a separate violation.

014.04 Reporting Violations. A school system must ~~shall~~ report any existing violations to the Department on its annual Statement of Assurance.

014.05 Correction of Violations. A school system will have until February 1 to correct violations or to prepare a written plan for correction of a violation that existed at the time of submission of the Statement of Assurance. Written evidence of the correction of the violations or a written plan developed in accordance with Section 014.05A of this Chapter must be submitted to the Department.

014.05A School systems having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence

provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

014.06 Effect of Violations on Public School Systems. All public school systems are required by state statute to be accredited. If, after consultation with school officials, the Commissioner determines that public school systems have any uncorrected violations, he or she must ~~shall~~ make the applicable following recommendations to the Board:

014.06A A PUBLIC SCHOOL SYSTEM having an uncorrected violation of a requirement with no written plan under Section 014.05A of this Chapter must ~~shall~~ be recommended for ACCREDITATION ON PROBATION for the following school year.

014.06B A PUBLIC SCHOOL SYSTEM having a written plan under Section 014.05A of this Chapter and having the same uncorrected violation after September 1 must ~~shall~~ be recommended for ACCREDITATION ON PROBATION for the current school year.

014.06C A PUBLIC SCHOOL SYSTEM ON PROBATION continuing to have the same uncorrected violation after February 1 must ~~shall~~ be recommended for NONACCREDITATION for the following school year and must ~~shall~~ be subject to loss of authority to operate and reassignment of territory to other public school districts.

014.07 Effect of Violations on Nonpublic School Systems. Nonpublic schools may operate either as accredited or approved school systems. If, after consultation with school officials, the Commissioner determines that nonpublic school systems have any uncorrected violations, he or she must ~~shall~~ make the applicable following recommendations to the Board:

014.07A An ACCREDITED NONPUBLIC SCHOOL SYSTEM having a plan under Section 014.05A of this Chapter and having the same uncorrected violation after September 1 of a requirement must ~~shall~~ be recommended for ACCREDITATION ON PROBATION for the current school year.

014.07B An ACCREDITED NONPUBLIC SCHOOL SYSTEM having an uncorrected violation of a requirement and having no written plan under Section 014.05A of this Chapter must ~~shall~~ be recommended for ACCREDITATION ON PROBATION for the following school year.

014.07C An ACCREDITED NONPUBLIC SCHOOL SYSTEM ON PROBATION having an uncorrected violation after February 1 of a requirement must ~~shall~~ be recommended for APPROVAL for the following school year.

014.08 Provisions for Notice and Hearing.

014.08A When the Commissioner makes a recommendation to the Board for a school system to be placed on probation or for denial or revocation of accreditation or approval, notice of the recommendation and of the right to request a hearing must ~~shall~~ be given to the school system by certified mail sent at least 30 calendar days prior to the date of the Board meeting at which the recommendation is to be considered. Copies will be sent to the superintendent, head administrator, or head teacher of the school system, and to the presiding officer of the governing body, if known. This notice must ~~shall~~ specify the basis for the recommendation.

014.08B If the school system notifies the Commissioner at least seven (7) days prior to the date the recommendation is to be considered by the Board that it requests a hearing, the Board must ~~shall~~ schedule a hearing date.

014.08C All hearings arising under this Chapter must ~~shall~~ be conducted in accordance with the hearing procedures of 92 NAC 61, including provisions of that Chapter relating to evidence. Any action taken or recommended by the Commissioner adverse to the school system may be the subject of a petition by such school system under 92 NAC 61, in which case all the provisions of 92 NAC 61 ~~shall~~ apply to such appeal.

014.09 Action by the Board. Upon review of the Commissioner's recommendation, and following any hearing, the Board must ~~shall~~ make a determination of the future accreditation status of the system and must ~~shall~~ inform the system in writing of its determination.

015 Procedures for Nonpublic Schools Applying for Initial Accreditation or Adding Grades to Previously Accredited Schools.

015.01 The ~~Nebraska~~ Department ~~of Education~~ recognizes the contribution made by the nonpublic schools to the state system of education by extending alternatives and opportunities to the citizens of the state. Nonpublic schools seeking accreditation must ~~shall~~ notify the Department of their intent to seek accreditation by letter or email no later than July 1 prior to the school year of the application process.

015.02 By November 1, each applicant nonpublic school must ~~shall~~ submit to the Department a report documenting compliance with this Chapter.

015.03 By March 1, each applicant nonpublic school must ~~shall~~ be visited by a representative of the Department or a designee to verify the school's compliance with the provisions of this Chapter. Reports of such visitations must ~~shall~~ be reviewed by the State Accreditation Committee, which must ~~shall~~ make recommendations to the Commissioner relative to accreditation for the following school year.

015.04 Upon favorable review by the State Accreditation Committee, the Commissioner will make a recommendation to the ~~State~~ Board ~~of Education~~ that the applicant nonpublic school be granted accreditation.

015.05 Upon favorable action by the Board, accreditation is granted for one school year from each July 1 through the following June 30. Renewal is granted based upon the school's compliance with this Chapter during the prior school year.

015.06 When an approved nonpublic school is added to an accredited school system, the approved school must ~~shall~~ follow the procedures for applying for initial accreditation as provided in this Chapter.

015.07 Accredited nonpublic schools intending to add new grades must ~~shall~~ inform the Department of such intent, by letter or email, no later than May 1 prior to the year in which the new grades will operate. If it is determined through visitation or reporting that the intended new grades can comply with the provisions of this Chapter, the Commissioner will submit a recommendation to the Board that the school be granted conditional accreditation to add new grades. Schools having conditional accreditation to add new grades must ~~shall~~ follow procedures established in Sections 015.02 through 015.05 of this Chapter for obtaining accreditation.

~~APPENDICES~~

~~Appendix A: English Language Arts Standards~~

~~Appendix B: Mathematics Standards~~

~~Appendix C: Science Standards~~

~~Appendix D: Social Studies Content Standards~~

~~Appendix E: Statewide System of Assessment and Reporting~~

~~Appendix F: American citizenship statute 79-724 R.R.S.~~

~~Appendix G: Outline of AQuESTT (Accountability for a Quality Education System Today and Tomorrow)~~

The State Board of Education adopted these English Language Arts Standards on September 5, 2014, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides language arts (reading, writing, speaking and listening, and multiple literacies) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter. The term, English Language Arts, is synonymous with language arts within all sections of Appendix A.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to reading, writing, speaking and listening, and multiple literacies.

Grade Level Standards. The grade level standards represent the critical content for students to know and be able to do by the end of a specific grade level.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

2014 Nebraska English Language Arts Standards

Reading Students will learn and apply reading skills and strategies to comprehend text.

Writing Students will learn and apply writing skills and strategies to communicate.

Speaking/Listening Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

Multiple Literacies Students will apply information fluency and practice digital citizenship.

Nebraska Language Arts Standards - Kindergarten

LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.

LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).

LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).

LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).

LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.

LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).

LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).

LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.

LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).

LA 0.1.2.b Segment spoken sentences into words.

LA 0.1.2.c Identify and produce oral rhymes.

LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).

LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).

LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.

LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.

LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).

LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.

LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.

LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.

LA 0.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).

LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.

LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.

LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.

LA 0.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).

LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).

LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).

LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.

LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.

LA 0.1.6.f Identify text features in print and digital informational text.

LA 0.1.6.g Identify the basic characteristics of literary and informational text.

LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.

LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.

LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).

LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).

LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.

LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.

LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.

LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).

LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.

LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 0.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.

LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.

LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.

LA 0.2.1.d Compose simple, grammatically correct sentences.

LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-strategies and feedback from others.

LA 0.2.1.f Provide oral descriptive feedback to other writers.

LA 0.2.1.g With adult guidance, persevere in writing tasks.

LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).

LA 0.2.1.i Use own words to relate information.

LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

LA 0.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.

LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.

LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.

LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 0.3.1 Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.

LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, volume, clear pronunciation) for a variety of purposes and situations.

LA 0.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.

LA 0.3.1.d Convey a personal perspective with clear reasons.

LA 0.3.1.e Ask pertinent questions to acquire or confirm information.

LA 0.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.

LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.

LA 0.3.2.c Complete a task following one/two-step directions.

LA 0.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.

LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.

LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 0.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).

LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source available resources (e.g., online citation tools).

LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

LA 0.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 1

LA 1.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 1.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.

LA 1.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).

LA 1.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).

LA 1.1.1.c Identify parts of a book (e.g., title page, author, illustrator, table of contents).

LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 1.1.2.a Blend, segment and manipulate phonemes orally.

LA 1.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 1.1.3.a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.

LA 1.1.3.b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).

LA 1.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 1.1.4.a Listen to and read text of increasing length and/or complexity to support reader stamina.

LA 1.1.4.b Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).

LA 1.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).

LA 1.1.5.b Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.

LA 1.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 1.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.

LA 1.1.5.e Locate words and determine word meaning using reference materials and classroom resources.

LA 1.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 1.1.6.a Identify author's purpose (e.g., explain, entertain, inform).

LA 1.1.6.b Identify elements of literary text (e.g., characters, setting, events).

LA 1.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

LA 1.1.6.d Retell major events and key details from a literary text and/or media.

LA 1.1.6.e Retell main ideas and supporting details from informational text and/or media.

LA 1.1.6.f Identify text features in print and digital informational text.

LA 1.1.6.g Identify the basic characteristics of a variety of literary and informational texts.

LA 1.1.6.h Make connections between own life and/or other cultures in literary and informational text.

LA 1.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.

LA 1.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).

LA 1.1.6.k Identify and explain purpose for reading (e.g., answer a question, enjoy).

LA 1.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.

LA 1.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 1.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.

LA 1.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 1.1.6.p Make connections between a print text and an audio, video, or live version of the text.

LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 1.2.1.a Use prewriting activities and inquiry tools to generate ideas.

LA 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.

LA 1.2.1.c Gather and use relevant information and evidence to support ideas.

LA 1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 1.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 1.2.1.f Provide oral descriptive feedback to other writers.

LA 1.2.1.g Persevere in writing tasks of various length and complexity.

LA 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).

LA 1.2.1.i Use own words to relate information.

LA 1.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

LA 1.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 1.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.

LA 1.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems using resources.

LA 1.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 1.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.

LA 1.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 1.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 1.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.

LA 1.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

LA 1.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.

LA 1.3.1.d Convey a personal perspective with clear reasons.

LA 1.3.1.e Ask pertinent questions to acquire or confirm information.

LA 1.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 1.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.

LA 1.3.2.b With adult guidance, discuss the purpose and credibility of information being in diverse media and formats.

LA 1.3.2.c Complete a task following one/two-step directions.

LA 1.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 1.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.

LA 1.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

LA 1.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.

LA 1.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

LA 1.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 1.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 1.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 1.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).

LA 1.4.1.b With guidance, demonstrate ethical use of information and copyright by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 1.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

LA 1.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 1.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

LA 1.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 2

LA 2.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 2.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 2.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 2.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 2.1.3.a Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.

LA 2.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).

LA 2.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 2.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 2.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 2.1.4.b Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).

LA 2.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).

LA 2.1.5.b Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.

LA 2.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 2.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.

LA 2.1.5.e Locate words and determine meaning using reference materials.

LA 2.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

LA 2.1.6.b Identify elements of literary text (e.g., characters, setting, plot).

LA 2.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

LA 2.1.6.d Retell major events and key details from a literary text and/or media and support a prompted theme.

LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.

LA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.

LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.

LA 2.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.

LA 2.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.

LA 2.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).

LA 2.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).

LA 2.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

LA 2.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 2.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.

LA 2.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 2.1.6.p Make connections between a print text and an audio, video, or live version of the text.

LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 2.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.

LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.

LA 2.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.

LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.

LA 2.2.1.g Persevere in writing tasks of various length and complexity.

LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 2.2.1.i Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.

LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

LA 2.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.

LA 2.2.2.c Conduct and publish research to answer questions or solve problems using resources.

LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 2.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 2.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 2.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

LA 2.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.

LA 2.3.1.d Convey a personal perspective with clear reasons.

LA 2.3.1.e Ask pertinent questions to acquire or confirm information

LA 2.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.

LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.

LA 2.3.2.c Complete a task following multi-step directions.

LA 2.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.

LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

LA 2.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 2.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 2.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 2.4.1.a With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 2.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 2.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

LA 2.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 2.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 2.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 3

LA 3.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 3.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 3.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 3.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).

LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 3.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 3.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).

LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.

LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 3.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 3.1.5.e Locate words and determine meaning using reference materials.

LA 3.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

LA 3.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).

LA 3.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.

LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.

LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).

LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

LA 3.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.

LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 3.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.

LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.

LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.

LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.

LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.

LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

LA 3.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.

LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.

LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 3.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 3.3.1.d Convey a perspective with clear reasoning and support.

LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

LA 3.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.

LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.

LA 3.3.2.c Complete a task following multi-step directions.

LA 3.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.

LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.

LA 3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 3.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 3.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 3.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 3.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 4

LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.1Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 4.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 4.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).

LA 4.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 4.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 4.1.5.e Determine meaning using reference materials.

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.

LA 4.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 4.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.

LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.

LA 4.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

LA 4.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 4.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.

LA 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 4.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

LA 4.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.

LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.

LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.

LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 4.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

LA 4.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.

LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 4.3.1.d Convey a perspective with clear reasoning and support.

LA 4.3.1.e Ask pertinent questions to acquire or confirm information.

LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.

LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.

LA 4.3.2.c Complete a task following multi-step directions.

LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.

LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

LA 4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 4.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 4.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 4.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 5

LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 5.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 5.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 5.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 5.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 5.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 5.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 5.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 5.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).

LA 5.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 5.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 5.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 5.1.5.e Determine meaning using reference materials.

LA 5.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 5.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.

LA 5.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

LA 5.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 5.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.

LA 5.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.

LA 5.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 5.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.

LA 5.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.

LA 5.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

LA 5.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 5.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

LA 5.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 5.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

LA 5.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 5.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.

LA 5.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

LA 5.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.

LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.

LA 5.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 5.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 5.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 5.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 5.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 5.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

LA 5.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

LA 5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 5.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 5.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 5.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 5.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.

LA 5.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 5.3.1.d Convey a perspective with clear reasoning and support.

LA 5.3.1.e Ask pertinent questions to acquire or confirm information.

LA 5.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 5.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.

LA 5.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.

5.3.2.c Complete a task following multi-step directions.

LA 5.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 5.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.

LA 5.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

LA 5.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

LA 5.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

LA 5.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 5.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 5.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 5.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 6

LA 6.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 6.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 6.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 6.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 6.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 6.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 6.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 6.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 6.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 6.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 6.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.

LA 6.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

LA 6.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 6.1.6.a Analyze text to determine author's purpose(s) and describe how author's perspective influences text.

LA 6.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

LA 6.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).

LA 6.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.

LA 6.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.

LA 6.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 6.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 6.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.

LA 6.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.

LA 6.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).

LA 6.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.

LA 6.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.

LA 6.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

LA 6.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 6.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

LA 6.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 6.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.

LA 6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

LA 6.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 6.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.

LA 6.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 6.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 6.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 6.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 6.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 6.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA 6.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 6.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 6.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 6.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

LA 6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 6.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 6.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 6.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 6.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 6.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 6.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 6.3.1.d Convey a perspective with clear reasoning and support.

LA 6.3.1.e Ask pertinent questions to acquire or confirm information.

LA 6.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 6.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 6.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA 6.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.

LA 6.3.2.c Complete a task following multi-step directions.

LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 6.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 6.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 6.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas

LA 6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

LA 6.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 6.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 6.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 6.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

LA 6.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 6.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 6.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 6.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 6.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 7

LA 7.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 7.1.1Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 7.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 7.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.

7.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 7.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 7.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 7.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 7.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.

LA 7.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.

LA 7.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

7.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).

LA 7.1.6.d Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.

LA 7.1.6.e Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.

LA 7.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 7.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.

LA 7.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.

LA 7.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.

LA 7.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).

LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.

LA 7.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.

LA 7.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

LA 7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 7.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 7.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.

LA 7.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes

a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

LA 7.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.

LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 7.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 7.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 7.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 7.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA 7.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 7.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 7.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

LA 7.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 7.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 7.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 7.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 7.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 7.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 7.3.1.e Ask pertinent questions to acquire or confirm information.

LA 7.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 7.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 7.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA 7.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.

LA 7.3.2.c Complete a task following multi-step directions.

LA 7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 7.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 7.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 7.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

LA 7.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.

LA 7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 7.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 7.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 7.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

LA 7.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 7.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 7.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 7.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 7.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 8

LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 8.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 8.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 8.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.

LA 8.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 8.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 8.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 8.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 8.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 8.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.

LA 8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.1.6.a Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.

LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).

LA 8.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).

LA 8.1.6.d Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.

LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.

LA 8.1.6.f Analyze and evaluate information from print and digital text features to support comprehension.

LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.

LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.

LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.

LA 8.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).

LA 8.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 8.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

LA 8.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.

LA 8.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

LA 8.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 8.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 8.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

LA 8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 8.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.

LA 8.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 8.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 8.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 8.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 8.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA 8.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 8.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 8.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

LA 8.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 8.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 8.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 8.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.

LA 8.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 8.3.1.e Ask pertinent questions to acquire or confirm information.

LA 8.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 8.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 8.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA 8.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 8.3.2.c Complete a task following complex multi-step directions.

LA 8.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 8.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

LA 8.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.

LA 8.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 8.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 8.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

LA 8.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 8.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 8.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 8.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 8.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards – Grades 9-10

LA 10.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 10.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 10.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 10.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 10.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

LA 10.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

LA 10.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 10.1.5.b Skills blended with 10.1.5.a at this level.

LA 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 10.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

LA 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

LA 10.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 10.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.

LA 10.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).

LA 10.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).

LA 10.1.6.e Skills blended with 10.1.6.d at this level.

LA 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.

LA 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.

LA 10.1.6.h Skills blended with 10.1.6.g at this level.

LA 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.

LA 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).

LA 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

LA 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.

LA 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

LA 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

LA 10.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 10.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.

LA 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.

LA 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 10.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

LA 10.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 10.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 10.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 10.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 10.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 10.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

LA 10.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 10.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 10.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 10.3.1.b Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

LA 10.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.

LA 10.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 10.3.1.e Ask pertinent questions to acquire or confirm information.

LA 10.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 10.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 10.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

LA 10.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 10.3.2.c Complete a task following complex multi-step directions.

LA 10.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 10.3.3.a Integrate professional etiquette and social protocols when communicating.

LA 10.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 10.3.3.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.

LA 10.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.

LA 10.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 10.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 10.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

LA 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 10.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards – Grades 11-12

LA 12.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 12.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 12.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 12.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 12.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

LA 12.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

LA 12.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 12.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 12.1.5.b Skills blended with 10.1.5.a at this level.

LA 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

LA 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

LA 12.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.

LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).

LA 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).

LA 12.1.6.e Skills blended with 12.1.6.d at this level.

LA 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.

LA 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.

LA 12.1.6.h Skills blended with 12.1.6.g at this level.

LA 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.

LA 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).

LA 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

LA 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.

LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

LA 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.

LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.

LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

LA 12.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 12.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 12.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

LA 12.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 12.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 12.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 12.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

LA 12.3.1.c Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.

LA 12.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 12.3.1.e Ask pertinent questions to acquire or confirm information.

LA 12.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 12.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 12.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

LA 12.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 12.3.2.c Complete a task following complex multi-step directions.

LA 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 12.3.3.a Integrate professional etiquette and social protocols when communicating.

LA 12.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 12.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.

LA 12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.

LA 12.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 12.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 12.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 12.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

LA 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 12.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

The State Board of Education adopted these Mathematics Standards on October 8, 2009, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides mathematics (number sense, geometry, measurement, algebra, data analysis, and probability) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to number sense, geometry, measurement, algebra, data analysis, and probability.

Grade Level Standards. The grade level standards represent the critical content for students to know and be able to do by the end of a specific grade level.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

Nebraska Mathematics Standards – Kindergarten

MA 0.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 0.1.1.a Count, read and write numbers 0 – 20

MA 0.1.1.b Count objects using one-to-one correspondence 0 – 20

MA 0.1.1.c Sequence objects using ordinal numbers (first through fifth)

MA 0.1.1.d Match numerals to the quantities they represent 0 – 20, using a variety of models and representations

MA 0.1.1.e Demonstrate and identify multiple equivalent representations for numbers 1 – 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)

MA 0.1.1.f Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)

MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 0.1.2.a Use objects and words to explain the meaning of addition as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)

MA 0.1.2.b Use objects and words to explain the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)

MA 0.1.2.c Use objects and words to explain the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)

MA 0.1.2.d Use objects and words to explain the meaning of subtraction as finding part of a whole (e.g., Jacob has 5 pencils. Three are blue and the rest are red. How many red pencils does Jacob have?)

MA 0.1.3 Computation: Mastery not expected at this level.

MA 0.1.4 Estimation: Mastery not expected at this level.

MA 0.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.2.1 Characteristics: Students will identify two-dimensional geometric shapes.

MA 0.2.1.a Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 0.2.2 Coordinate Geometry: Mastery not expected at this level.

MA 0.2.3 Transformations: Mastery not expected at this level.

MA 0.2.4 Spatial Modeling: Students will communicate relative positions in space.

MA 0.2.4.a Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)

MA 0.2.5 Measurement: Students will measure using nonstandard units and time.

MA 0.2.5.a Identify the name and amount of a penny, nickel, dime, and quarter

MA 0.2.5.b Identify time to the hour

MA 0.2.5.c Measure using nonstandard units

MA 0.2.5.d Compare objects according to length

MA 0.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.3.1 Relationships: Students will sort, classify, and order objects by relationships.

MA 0.3.1.a Sort by color, shape, or size

MA 0.3.1.b Create own rule for sorting other than color, shape, and size

MA 0.3.2 Modeling in Context: Students will use objects as models to represent mathematical situations.

MA 0.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 10 using objects

MA 0.3.3 Procedures: Students will use concrete and verbal representations to solve number stories.

MA 0.3.3.a Use objects to solve addition and subtraction of whole numbers 0 – 10

MA 0.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.4.1 Display and Analysis: Students will sort, classify, represent, describe, and compare sets of objects.

MA 0.4.1.a Sort and classify objects according to an attribute (e.g., size, color, shape)

MA 0.4.1.b Identify the attributes of sorted data

MA 0.4.1.c Compare the attributes of the data (e.g., most, least, same)

MA 0.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 0.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 1

MA 1.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 1.1.1.a Count, read, and write numbers 0 – 100

MA 1.1.1.b Count by multiples of 2 up to 50

MA 1.1.1.c Count by multiples of 5 up to 100

MA 1.1.1.d Count by multiples of 10 up to 100

MA 1.1.1.e Sequence objects using ordinal numbers (first through tenth)

MA 1.1.1.f Count backwards from 10 – 0

MA 1.1.1.g Connect number words to the quantities they represent 0 – 20

MA 1.1.1.h Demonstrate and identify multiple equivalent representations for numbers 1 – 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)

MA 1.1.1.i Compare and order whole numbers 0 – 100

MA 1.1.1.j Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)

MA 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 1.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action

MA 1.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole

MA 1.1.2.c Use objects, drawings, words, and symbols to explain subtraction as a separation action

MA 1.1.2.d Use drawings, words, and symbols to explain subtraction as finding part of a whole

MA 1.1.2.e Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)

MA 1.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 1.1.3.a Fluently add whole number sums up to 10

MA 1.1.3.b Fluently subtract whole number differences from 10

MA 1.1.3.c Add and subtract two-digit numbers without regrouping

MA 1.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)

MA 1.1.4 Estimation: Mastery not expected at this level.

MA 1.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.2.1 Characteristics: Students will identify characteristics of two-dimensional geometric shapes.

MA 1.2.1.a Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.1.b Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.2 Coordinate Geometry: Students will identify locations on a number line.

MA 1.2.2.a Identify the position of a whole number on a horizontal number line

MA 1.2.3 Transformations: Students will identify a line of symmetry.

MA 1.2.3.a Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)

MA 1.2.4 Spatial Modeling: Students will communicate relative positions in space and create two-dimensional shapes.

MA 1.2.4.a Demonstrate positional words (e.g., left/right)

MA 1.2.4.b Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.5 Measurement: Students will measure using standard units, time, and money.

MA 1.2.5.a Count like coins to $1.00

MA 1.2.5.b Identify time to the half hour

MA 1.2.5.c Identify past, present, and future as orientation in time

MA 1.2.5.d Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 1.2.5.e Measure length using inches

MA 1.2.5.f Compare and order objects according to length

MA 1.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.3.1 Relationships: Students will identify and describe relationships.

MA 1.3.1.a Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute

MA 1.3.1.b Create multiple rules for sorting beyond color, shape, and size

MA 1.3.1.c Identify, describe, and extend patterns (e.g., patterns with a repeating core)

MA 1.3.1.d Use <, =, > to compare quantities

MA 1.3.2 Modeling in Context: Students will use objects and pictures as models to represent mathematical situations.

MA 1.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 20, using objects and pictures

MA 1.3.2.b Describe and model qualitative change (e.g., a student growing taller)

MA 1.3.3 Procedures: Students will use concrete, verbal, and visual representations to solve number sentences.

MA 1.3.3.a Write number sentences to represent fact families

MA 1.3.3.b Use concrete, pictorial, and verbal representations of the commutative property of addition

MA 1.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.4.1 Display and Analysis: Students will sort, classify, organize, describe, and compare data.

MA 1.4.1.a Sort and classify objects by more than one attribute

MA 1.4.1.b Organize data by using concrete objects

MA 1.4.1.c Represent data by using tally marks

MA 1.4.1.d Compare and interpret information from displayed data (e.g., more, less, fewer)

MA 1.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 1.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 2

MA 2.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 2.1.1.a Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)

MA 2.1.1.b Count by multiples of 2 up to 100

MA 2.1.1.c Count backwards from 20 – 0

MA 2.1.1.d Connect number words to the quantities they represent 0 – 100

MA 2.1.1.e Demonstrate multiple equivalent representations for numbers 1 – 1,000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)

MA 2.1.1.f Compare and order whole numbers 0 – 1,000

MA 2.1.1.g Demonstrate relative position of whole numbers 0 – 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)

MA 2.1.1.h Use visual models to represent fractions of one-half as a part of a whole

MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 2.1.2.a Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if 2 + 3 = 5 then 5 – 3 = 2)

MA 2.1.2.b Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if 3 + __ = 7, then 7- 3 = __.)

MA 2.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 2.1.3.a Fluently add whole number facts with sums to 20

MA 2.1.3.b Fluently subtract whole number facts with differences from 20

MA 2.1.3.c Add and subtract three-digit whole numbers with regrouping

MA 2.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper- pencil)

MA 2.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 2.1.4.a Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results

MA 2.1.4 b Estimate the number of objects in a group

MA 2.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.2.1 Characteristics: Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.

MA 2.2.1.a Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.1.b Determine if two shapes are congruent

MA 2.2.1.c Compare two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.1.d Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 2.2.2 Coordinate Geometry: Students will describe direction on a positive number line.

MA 2.2.2.a Identify numbers using location on a vertical number line

MA 2.2.2.b Compare whole numbers using location on a horizontal number line

MA 2.2.2.c Identify the direction moved for adding and subtracting using a horizontal number line

MA 2.2.3 Transformations: Students will identify lines of symmetry.

MA 2.2.3.a Identify lines of symmetry in two-dimensional shapes

MA 2.2.3.b Draw a line of symmetry in two-dimensional shapes

MA 2.2.4 Spatial Modeling: Students will create two-dimensional shapes.

MA 2.2.4.a Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.5 Measurement: Students will measure using standard units, time and money.

MA 2.2.5.a Count mixed coins to $1.00

MA 2.2.5.b Identify time to 5 minute intervals

MA 2.2.5.c Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 2.2.5.d Measure length using feet and yards

MA 2.2.5.e Compare and order objects using inches, feet and yards

MA 2.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.3.1 Relationships: Students will identify, describe, and extend relationships.

MA 2.3.1.a Create and describe patterns using concrete and pictorial representations

MA 2.3.2 Modeling in Context: Students will use objects, pictures, and symbols as models to represent mathematical situations.

MA 2.3.2.a Model situations that involve the addition and subtraction of whole numbers 0—100, using objects and number lines

MA 2.3.2.b Describe and model quantitative change involving addition (e.g., a student grew 2 inches)

MA 2.3.3 Procedures: Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.

MA 2.3.3.a Use symbolic representations of the commutative property of addition (e.g., 2 + 3 = Δ + 2)

MA 2.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 2.4.1.a Represent data using pictographs

MA 2.4.1.b Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)

MA 2.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 2.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 3

MA 3.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 3.1.1.a Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)

MA 3.1.1.b Count by multiples of 5 to 200

MA 3.1.1c Count by multiples of 10 to 400

MA 3.1.1.d Count by multiples of 100 to 1,000

MA 3.1.1.e Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)

MA 3.1.1.f Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is 7 + .4)

MA 3.1.1.g Compare and order whole numbers through the thousands

MA 3.1.1.h Find parts of whole and parts of a set for ½, ⅓, or ¼

MA 3.1.1.i Round a given number to tens, hundreds, or thousands

MA 3.1.2 Operations: Students demonstrate the meaning of multiplication with whole numbers.

MA 3.1.2.a Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., 3 x 4 = 4 + 4 + 4)

MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4.)

MA 3.1.2.c Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in 3 x 4 = 12, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)

MA 3.1.2.d Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence 3 x 4 = 12)

MA 3.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 3.1.3.a Compute whole number multiplication facts 0 – 10 fluently

MA 3.1.3.b Add and subtract through four-digit whole numbers with regrouping

MA 3.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)

MA 3.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 3.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness

MA 3.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.2.1 Characteristics: Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.

MA 3.2.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes

MA 3.2.1.b Identify congruent two-dimensional figures given multiple two-dimensional shapes

MA 3.2.1.c Identify lines, line segments, rays, and angles

MA 3.2.1.d Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 3.2.2 Coordinate Geometry: Students will identify distances on a number line.

MA 3.2.2.a Draw a number line and plot points

MA 3.2.2.b Determine the distance between two whole number points on a number line

MA 3.2.3 Transformations: Students will draw all lines of symmetry.

MA 3.2.3.a Draw all possible lines of symmetry in two-dimensional shapes

MA 3.2.4 Spatial Modeling: Students will create two-dimensional shapes and three-dimensional objects.

MA 3.2.4.a Sketch and label lines, rays, line segments, and angles

MA 3.2.4.b Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)

MA 3.2.5 Measurement: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.

MA 3.2.5.a Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)

MA 3.2.5.b Count mixed coins and bills greater than $1.00

MA 3.2.5.c Identify time of day (e.g., am, pm, noon, midnight)

MA 3.2.5.d State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)

MA 3.2.5.e Identify the appropriate customary unit for measuring length, weight, and capacity/volume

MA 3.2.5.f Measure length to the nearest ½ inch and centimeter (e.g., requires rounding)

MA 3.2.5.g Compare and order objects according to length using centimeters and meters

MA 3.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.3.1 Relationships: Students will represent relationships.

MA 3.3.1.a Identify, describe, and extend numeric and non-numeric patterns

MA 3.3.1.b Identify patterns using words, tables, and graphs

MA 3.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 3.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols

MA 3.3.2.b Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)

MA 3.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.

MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., $3 = 0 + 3$)

MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., $\Delta + 2 = 3$)

MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction

MA 3.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 3.4.1.a Represent data using horizontal and vertical bar graphs

MA 3.4.1.b Use comparative language to describe the data (e.g., increasing, decreasing)

MA 3.4.1.c Interpret data using horizontal and vertical bar graphs

MA 3.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 3.4.3 Probability: Students will find and describe experimental probability.

MA 3.4.3.a Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain

Nebraska Mathematics Standards – Grade 4

MA 4.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 4.1.1.a Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)

MA 4.1.1.b Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6 + .2 +.03)

MA 4.1.1.c Compare and order whole numbers and decimals through the hundredths place (e.g., money)

MA 4.1.1.d Classify a number as even or odd

MA 4.1.1.e Represent a fraction as parts of a whole and/or parts of a set

MA 4.1.1.f Use visual models to find equivalent fractions (e.g., $\frac{2}{4}=\frac{1}{2}, \frac{2}{8}=\frac{1}{4}, 1=\frac{2}{2}=\frac{5}{5}, \frac{3}{3}$)

MA 4.1.1.g Determine the size of a fraction relative to one half using equivalent forms (e.g., Is 3/8 more or less than one half?)

MA 4.1.1.h Locate fractions on a number line

MA 4.1.1.i Round a whole number to millions

MA 4.1.2 Operations: Students will demonstrate the meaning of division with whole numbers.

MA 4.1.2.a Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?)]

MA 4.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 4.1.3.a Compute whole number division facts 0 – 10 fluently

MA 4.1.3.b Add and subtract decimals to the hundredths place (e.g., money)

MA 4.1.3.c Multiply two-digit whole numbers

MA 4.1.3.d Divide a three-digit number with one-digit divisor with and without a remainder

MA 4.1.3.e Mentally compute multiplication and division involving powers of 10

MA 4.1.3.f Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil)

MA 4.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 4.1.4.a Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness

MA 4.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.2.1 Characteristics: Students will classify two-dimensional shapes and three-dimensional objects.

MA 4.2.1.a Identify two- and three-dimensional shapes according to their sides and angle properties

MA 4.2.1.b Classify an angle as acute, obtuse, and right

MA 4.2.1.c Identify parallel, perpendicular, and intersecting lines

MA 4.2.1.d Identify the property of congruency when dealing with plane geometric shapes

MA 4.2.2 Coordinate Geometry: Students will describe locations using coordinate geometry.

MA 4.2.2.a Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)

MA 4.2.3 Transformations: Students will identify simple transformations.

MA 4.2.3.a Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape

MA 4.2.4 Spatial Modeling: Student will use geometric models to solve problems.

MA 4.2.4.a Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)

MA 4.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.

MA 4.2.5.a Select and use appropriate tools to measure perimeter of polygons

MA 4.2.5.b Identify time to the minute on an analog clock

MA 4.2.5.c Solve problems involving elapsed time

MA 4.2.5.d Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)

MA 4.2.5.e Estimate and measure length using customary (nearest ½ inch) and metric (nearest centimeter) units

MA 4.2.5.f Measure weight and temperature using customary units

MA 4.2.5.g Compute simple unit conversions for length within a system of measurement

MA 4.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.3.1 Relationships: Students will represent and analyze relationships.

MA 4.3.1.a Describe, extend, and apply rules about numeric patterns

MA 4.3.1.b Represent and analyze a variety of patterns using words, tables, and graphs

MA 4.3.1.c Use ≥, ≤ symbols to compare quantities

MA 4.3.1.d Select appropriate operational and relational symbols to make a number sentence true

MA 4.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 4.3.2.a Model situations that involve the multiplication of whole numbers using number lines and symbols

MA 4.3.2.b Describe and model quantitative change involving multiplication (e.g., money doubling)

MA 4.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.

MA 4.3.3.a Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., n + 3, b – 2)

MA 4.3.3.b Use symbolic representation of the identity property of multiplication (e.g., 5 * 1 = 5)

MA 4.3.3.c Use symbolic representations of the commutative property of multiplication (e.g., 2 * 3 = Δ * 2)

MA 4.3.3.d Solve simple one-step whole number equations (e.g., x + 2 = 3, 3 * y = 6)

MA 4.3.3.e Explain the procedure(s) used in solving simple one-step whole number equations

MA 4.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 4.4.1.a Represent data using dot/line plots

MA 4.4.1.b Compare different representations of the same data

MA 4.4.1.c Interpret data and draw conclusions using dot/line plots

MA 4.4.1.d Find the mode and range for a set of whole numbers

MA 4.4.1.e Find the whole number mean for a set of whole numbers

MA 4.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 4.4.2.a Make predictions based on data to answer questions from tables and bar graphs

MA 4.4.3 Probability: Students will find, describe, and compare experimental probabilities.

MA 4.4.3.a Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)

Nebraska Mathematics Standards – Grade 5

MA 5.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.1.1 Number System: Students will represent and show relationships among positive rational numbers.

MA 5.1.1.a Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is 3 + .1 + .02 + .005)

MA 5.1.1.b Compare and order whole numbers, fractions, and decimals through the thousandths place

MA 5.1.1.c Identify and name fractions in their simplest form and find common denominators for fractions

MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., one third, one fourth, one half, two thirds, three fourths)

MA 5.1.1.e Classify a number as prime or composite

MA 5.1.1.f Identify factors and multiples of any whole number

MA 5.1.1.g Round whole numbers and decimals to any given place

MA 5.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with whole numbers.

MA 5.1.2.a Use words and symbols to explain the meaning of the identity properties for addition and multiplication

MA 5.1.2.b Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication

MA 5.1.2.c Use words and symbols to explain the distributive property of multiplication over addition (e.g., 5 (y + 2) = 5y + 5 x 2)

MA 5.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 5.1.3.a Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)

MA 5.1.3.b Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)

MA 5.1.3.c Multiply decimals

MA 5.1.3.d Divide a decimal by a whole number

MA 5.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 5.1.4.a Estimate the sums and differences of positive rational numbers to check the reasonableness of such results

MA 5.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.2.1 Characteristics: Students will describe relationships among two-dimensional shapes and three-dimensional objects.

MA 5.2.1.a Identify the number of edges, faces, and vertices of triangular and rectangular prisms

MA 5.2.1.b Justify congruence of two-dimensional shapes

MA 5.2.1.c Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)

MA 5.2.1.d Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)

MA 5.2.2 Coordinate Geometry: Students will identify locations using coordinate geometry.

MA 5.2.2.a Plot the location of an ordered pair in the first quadrant

MA 5.2.3 Transformations: Students will identify and use simple transformations.

MA 5.2.3.a Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)

MA 5.2.4 Spatial Modeling: Students will create and use geometric models to solve problems.

MA 5.2.4.a Build or sketch a geometric model to solve a problem

MA 5.2.4.b Sketch congruent shapes

MA 5.2.4.c Build rectangular prisms using cubes

MA 5.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.

MA 5.2.5.a Select and use appropriate tools to measure perimeter and angles

MA 5.2.5.b Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)

MA 5.2.5.c Estimate and measure length with customary units to the nearest ¼ inch

MA 5.2.5.d Measure capacity/volume with customary units

MA 5.2.5.e Measure weight (mass) and temperature using metric units

MA 5.2.5.f Determine the area of rectangles and squares

MA 5.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.3.1 Relationships: Students will represent, analyze, and generalize relationships.

MA 5.3.1.a Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns

MA 5.3.1.b Create and analyze numeric patterns using words, tables, and graphs

MA 5.3.1.c Communicate relationships using expressions and equations

MA 5.3.2 Modeling in Context: Students will create, use, and compare models representing mathematical situations.

MA 5.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables

MA 5.3.2.b Represent a variety of quantitative relationships using tables and graphs

MA 5.3.2.c Compare different models to represent mathematical situations

MA 5.3.3 Procedures: Students will apply properties of simple positive rational numbers to solve one-step equations.

MA 5.3.3.a Explain the addition property of equality (e.g., if a = b, then a + c = b + c)

MA 5.3.3.b Use symbolic representations of the associative property (e.g., (2 + 3) + 4 = 2 + (3 + n), (2 * 3) * 4 = 2 * (3 * n))

MA 5.3.3.c Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., 6 + (3 * 5))

MA 5.3.3.d Evaluate simple algebraic expressions involving addition and subtraction

MA 5.3.3.e Solve one-step addition and subtraction equations involving common positive rational numbers

MA 5.3.3.f Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers

MA 5.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 5.4.1.a Represent data using line graphs

MA 5.4.1.b Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line graphs)

MA 5.4.1.c Draw conclusions based on a set of data

MA 5.4.1.d Find the mean, median, mode, and range for a set of whole numbers

MA 5.4.1.e Generate questions and answers from data sets and their graphical representations

MA 5.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 5.4.2.a Make predictions based on data to answer questions from tables, bar graphs, and line graphs

MA 5.4.3 Probability: Students will determine theoretical probabilities.

MA 5.4.3.a Perform and record results of probability experiments

MA 5.4.3.b Generate a list of possible outcomes for a simple event

MA 5.4.3.c Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)

Nebraska Mathematics Standards – Grade 6

MA 6.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.1.1 Number System: Students will represent and show relationships among positive rational numbers and integers.

MA 6.1.1.a Show equivalence among common fractions and non-repeating decimals and percents

MA 6.1.1.b Compare and order positive and negative integers

MA 6.1.1.c Identify integers less than 0 on a number line

MA 6.1.1.d Represent large numbers using exponential notation (e.g., $1{,}000 = 10^3$)

MA 6.1.1.e Identify the prime factorization of numbers (e.g., $12 = 2 \times 2 \times 3$ or $2^2 \times 3$)

MA 6.1.1.f Classify numbers as natural, whole, or integer

MA 6.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.

MA 6.1.2.a Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions

MA 6.1.2.b Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals

MA 6.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 6.1.3.a Multiply and divide positive rational numbers

MA 6.1.3.b Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 6.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 6.1.4.a Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers

MA 6.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.2.1 Characteristics: Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.

MA 6.2.1.a Justify the classification of three dimensional objects

MA 6.2.2 Coordinate Geometry: Students will label points using coordinate geometry.

MA 6.2.2.a Identify the ordered pair of a plotted point in the coordinate plane

MA 6.2.3 Transformations: Students will use and describe results of transformations on geometric shapes.

MA 6.2.3.a Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane

MA 6.2.4 Spatial Modeling: Students will use visualization of geometric models to solve problems.

MA 6.2.4.a Identify two-dimensional drawings of three-dimensional objects

MA 6.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.

MA 6.2.5.a Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm

MA 6.2.5.b Measure volume/capacity using the metric system

MA 6.2.5.c Convert length, weight (mass), and liquid capacity from one unit to another within the same system

MA 6.2.5.d Determine the perimeter of polygons

MA 6.2.5.e Determine the area of parallelograms and triangles

MA 6.2.5.f Determine the volume of rectangular prisms

MA 6.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.3.1 Relationships: Students will represent, analyze, and use relationships to make generalizations.

MA 6.3.1.a Describe and create simple algebraic expressions (e.g., one operation, one variable) from words and tables

MA 6.3.1.b Use a variable to describe a situation with an equation (e.g., one-step, one variable)

MA 6.3.1.c Identify relationships as increasing, decreasing, or constant

MA 6.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 6.3.2.a Model contextualized problems using various representations (e.g., graphs, tables)

MA 6.3.2.b Represent a variety of quantitative relationships using symbols and words

MA 6.3.3 Procedures: Students will apply properties to solve equations.

MA 6.3.3.a Explain the multiplication property of equality (e.g., if a = b, then ac = bc)

MA 6.3.3.b Evaluate numerical expressions containing multiple operations with respect to order of operations (e.g., 2 + 4 x 5)

MA 6.3.3.c Evaluate simple algebraic expressions involving multiplication and division

MA 6.3.3.d Solve one-step equations involving positive rational numbers

MA 6.3.3.e Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)

MA 6.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 6.4.1.a Represent data using stem and leaf plots, histograms, and frequency charts

MA 6.4.1.b Compare and interpret data sets and their graphical representations

MA 6.4.1.c Find the mean, median, mode, and range for a set of data

MA 6.4.1.d Compare the mean, median, mode, and range from two sets of data

MA 6.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 6.4.2.a Make predictions based on data and create questions to further investigate the quality of the predictions

MA 6.4.3 Probability: Students will apply basic concepts of probability.

MA 6.4.3.a Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio

MA 6.4.3.b Compute theoretical probabilities for independent events

MA 6.4.3.c Find experimental probability for independent events

Nebraska Mathematics Standards – Grade 7

MA 7.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.1.1 Number System: Students will represent and show relationships among rational numbers.

MA 7.1.1.a Show equivalence among fractions, decimals, and percents

MA 7.1.1.b Compare and order rational numbers (e.g., fractions, decimals, percents)

MA 7.1.1.c Represent large numbers using scientific notation

MA 7.1.1.d Classify numbers as natural, whole, integer, or rational

MA 7.1.1.e Find least common multiple and greatest common divisor given two numbers

MA 7.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions, decimals, and integers.

MA 7.1.2.a Use drawings, words, and symbols to explain the meaning of multiplication and division of fractions (e.g., 2/3 x 6 as two-thirds of six, or 6 x 2/3 as 6 groups of two-thirds, or 6 ÷ 2/3 as how many two-thirds there are in six.)

MA 7.1.2.b Use drawings, words, and symbols to explain the meaning of multiplication and division of decimals

MA 7.1.2.c Use drawings, words, and symbols to explain the addition and subtraction of integers

MA 7.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 7.1.3.a Compute accurately with integers

MA 7.1.3.b Select, apply, and explain the method of computation when problem solving using integers and positive rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 7.1.3.c Solve problems involving percent of numbers (e.g., percent of, % increase, % decrease)

MA 7.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 7.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving integers and positive rational numbers

MA 7.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

MA 7.2.1.a Identify and describe similarity of two-dimensional shapes using side and angle measurements

MA 7.2.1.b Name line, line segment, ray, and angle (e.g., $\overleftrightarrow{AB}$, $\overrightarrow{PR}$, $\angle LMN$)

MA 7.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 7.2.2.a Plot the location of an ordered pair in the coordinate plane

MA 7.2.2.b Identify the quadrant of a given point in the coordinate plane

MA 7.2.2.c Find the distance between points along horizontal and vertical lines of a coordinate plane (e.g., what is the distance between (0, 3) and (0, 9))

MA 7.2.3 Transformations: Students will use transformations and symmetry to analyze geometric shapes.

MA 7.2.3.a Identify lines of symmetry for a reflection

MA 7.2.3.b Perform and describe positions and orientation of shapes under a single transformation (e.g., translation, rotation, reflection) on a coordinate plane

MA 7.2.4 Spatial Modeling: Students will use visualization to create geometric models in solving problems.

MA 7.2.4.a Identify the shapes that make up the three-dimensional object

MA 7.2.4.b Create two-dimensional representations of three-dimensional objects to visualize and solve problems (e.g., perspective drawing of surface area)

MA 7.2.4.c Draw angles to given degree

MA 7.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 7.2.5.a Measure angles to the nearest degree

MA 7.2.5.b Determine the area of trapezoids and circles, and the circumference of circles

MA 7.2.5.c Recognize the inverse relationship between the size of a unit and the number of units used when measuring

MA 7.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 7.3.1.a Describe and create algebraic expressions from words, tables, and graphs

MA 7.3.1.b Use a variable to describe a situation with an inequality (e.g., one-step, one variable)

MA 7.3.1.c Recognize and generate equivalent forms of simple algebraic expressions

MA 7.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 7.3.2.a Model contextualized problems using various representations (e.g., one-step/variable expressions, one-step/variable equations)

MA 7.3.2.b Represent a variety of quantitative relationships using algebraic expressions and one-step equations

MA 7.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 7.3.3.a Explain additive inverse of addition (e.g., 7 + -7 = 0)

MA 7.3.3.b Use symbolic representation of the distributive property (e.g., 2(x + 3) = 2x + 6)

MA 7.3.3.c Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations

MA 7.3.3.d Solve two-step equations involving integers and positive rational numbers

MA 7.3.3.e Solve one-step inequalities involving positive rational numbers

MA 7.3.3.f Identify and explain the properties used in solving two-step equations (e.g., addition, subtraction, multiplication and division)

MA 7.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.4.1 Display and Analysis: Students will formulate questions that can be addressed with data and then organize, display, and analyze the relevant data to answer their questions.

MA 7.4.1.a Analyze data sets and interpret their graphical representations

MA 7.4.1.b Find and interpret mean, median, mode, and range for sets of data

MA 7.4.1.c Explain the difference between a population and a sample

MA 7.4.1.d List biases that may be created by various data collection processes

MA 7.4.1.e Formulate a question about a characteristic within one population that can be answered by simulation or a survey

MA 7.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 7.4.2.a Determine if data collected from a sample can be used to make predictions about a population

MA 7.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 7.4.3.a Find the probability of independent compound events (e.g., tree diagram, organized list)

MA 7.4.3.b Compare and contrast theoretical and experimental probabilities

Nebraska Mathematics Standards – Grade 8

MA 8.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.1.1 Number System: Students will represent and show relationships among real numbers.

MA 8.1.1.a Compare and order real numbers

MA 8.1.1.b Demonstrate relative position of real numbers on the number line (e.g., square root of 2 is left of 1.5)

MA 8.1.1.c Represent small numbers using scientific notation

MA 8.1.1.d Classify numbers as natural, whole, integer, rational, irrational, or real

MA 8.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with integers.

MA 8.1.2.a Use drawings, words, and symbols to explain the meaning of addition, subtraction, multiplication, and division of integers.

MA 8.1.2.b Use words and symbols to explain the zero property of multiplication (e.g., if ab = 0 then a or b or both must be zero)

MA 8.1.2.c Use words and symbols to explain why division by zero is undefined

MA 8.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 8.1.3.a Compute accurately with rational numbers

MA 8.1.3.b Evaluate expressions involving absolute value of integers

MA 8.1.3.c Calculate squares of integers, the square roots of perfect squares, and the square roots of whole numbers using technology

MA 8.1.3.d Select, apply, and explain the method of computation when problem solving using rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 8.1.3.e Solve problems involving ratios and proportions (e.g., $\frac{x}{5} = \frac{10}{17}$)

MA 8.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 8.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving rational numbers

MA 8.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

MA 8.2.1.a Identify and describe similarity of three-dimensional objects

MA 8.2.1.b Compare and contrast relationships between similar and congruent objects

MA 8.2.1.c Identify geometric properties of parallel lines cut by a transversal and related angles (e.g., perpendicular and parallel lines with transversals) and angles (e.g., corresponding, alternate interior, alternate exterior)

MA 8.2.1.d Identify pairs of angles (e.g., adjacent, complementary, supplementary, vertical)

MA 8.2.1.e Examine the relationships of the interior angles of a triangle (e.g., the sum of the angles is 180 degrees)

MA 8.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 8.2.2.a Use coordinate geometry to represent and examine the properties of rectangles and squares using horizontal and vertical segments

MA 8.2.3 Transformations: Students will perform transformations and use them to analyze the orientation and size of geometric shapes.

MA 8.2.3.a Identify the similarity of dilated shapes

MA 8.2.3.b Perform and describe positions and sizes of shapes under dilations (e.g., scale factor, ratios)

MA 8.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 8.2.4.a Draw geometric objects with specified properties (e.g., parallel sides, number of sides, angle measures, number of faces)

MA 8.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 8.2.5.a Use strategies to find the perimeter and area of complex shapes

MA 8.2.5.b Determine surface area and volume of three-dimensional objects (e.g., rectangular prisms, cylinders)

MA 8.2.5.c Apply the Pythagorean theorem to find missing lengths in right triangles and to solve problems

MA 8.2.5.d Use scale factors to find missing lengths in similar shapes

MA 8.2.5.e Convert between metric and standard units of measurement, given conversion factors (e.g., meters to yards)

MA 8.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 8.3.1.a Represent and analyze a variety of patterns with tables, graphs, words, and algebraic equations

MA 8.3.1.b Describe relationships using algebraic expressions, equations, and inequalities (e.g., two-step, one variable)

MA 8.3.1.c Identify constant slope from tables and graphs

MA 8.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 8.3.2.a Model contextualized problems using various representations (e.g., two-step/one variable equations)

MA 8.3.2.b Represent a variety of quantitative relationships using algebraic expressions and two-step/one variable equations

MA 8.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 8.3.3.a Explain the multiplicative inverse (e.g., 4 * ¼= 1)

MA 8.3.3.b Evaluate numerical expressions containing whole number exponents (e.g., if $x = 4$, then $(x + 3)^2 + 5x = ?$)

MA 8.3.3.c Solve multi-step equations involving rational numbers

MA 8.3.3.d Solve two-step inequalities involving rational numbers

MA 8.3.3.e Identify and explain the properties used in solving two-step inequalities and multi-step equations

MA 8.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.

MA 8.4.1.a Represent data using circle graphs and box plots with and without the use of technology

MA 8.4.1.b Compare characteristics between sets of data or within a given set of data

MA 8.4.1.c Find, interpret, and compare measures of central tendency (mean, median, mode) and the quartiles for sets of data

MA 8.4.1.d Select the most appropriate unit of central tendency for sets of data

MA 8.4.1.e Identify misrepresentation and misinterpretation of data represented in circle graphs and box plots

MA 8.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 8.4.2.a Evaluate predictions to formulate new questions and plan new studies

MA 8.4.2.b Compare and contrast two sets of data to make inferences

MA 8.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 8.4.3.a Identify complementary events and calculate their probabilities

MA 8.4.3.b Compute probabilities for independent compound events

Nebraska Mathematics Standards – Grade 12

MA 12.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.1.1 Number System: Students will represent and show relationships among real numbers.

MA 12.1.1.a Demonstrate multiple equivalent forms of irrational numbers (e.g., $\sqrt{8} = 8^{1/2} = 2\sqrt{2}$)

MA 12.1.1.b Compare, contrast and apply the properties of numbers and the real number system, including rational, irrational, imaginary, and complex numbers

MA 12.1.2 Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.

MA 12.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., $\sqrt{1/4} = 1/2$)

MA 12.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference

MA 12.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 12.1.3.a Compute accurately with real numbers

MA 12.1.3.b Simplify exponential expressions (e.g., powers of -1, 0, ½, $3^2 * 3^2 = 3^4$)

MA 12.1.3.c Multiply and divide numbers using scientific notation

MA 12.1.3.d Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)

MA 12.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 12.1.4.a Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square and cube roots)

MA 12.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates

MA 12.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.

MA12.2.1.a Identify and explain the necessity of and give examples of definitions and theorems

MA 12.2.1.b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples

MA 12.2.1 c State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)

MA 12.2.1.d Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)

MA 12.2.1.e Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)

MA 12.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true

MA12.2.1.g Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems

MA 12.2.2 Coordinate Geometry: Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.

MA 12.2.2.a Use coordinate geometry to analyze geometric situations (e.g., parallel lines, perpendicular lines, circle equations)

MA 12.2.2.b Apply the midpoint formula

MA 12.2.2.c Apply the distance formula

MA 12.2.2.d Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)

MA 12.2.3 Transformations: Students will apply and analyze transformations.

MA 12.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes

MA 12.2.3.b Perform and describe multiple transformations

MA 12.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 12.2.4.a Sketch and draw appropriate representations of geometric objects using ruler, protractor, or technology

MA 12.2.4.b Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)

MA 12.2.5 Measurement: Students will apply the units, systems, and formulas to solve problems.

MA 12.2.5.a Use strategies to find surface area and volume of complex objects

MA 12.2.5.b Apply appropriate units and scales to solve problems involving measurement

MA 12.2.5.c Convert between various units of area and volume, such as square feet to square yards

MA 12.2.5.d Convert equivalent rates (e.g., feet/second to miles/hour)

MA 12.2.5.e Find arc length and area of sectors of a circle

MA 12.2.5.f Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)

MA12.2.5.g Know that the effect of a scale factor k on length, area and volume is to multiply each by k, k^2 and k^3, respectively

MA 12.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.3.1 Relationships: Students will generalize, represent, and analyze relationships using algebraic symbols.

NON LINEAR FUNCTIONS INCLUDE: QUADRATIC, ABSOLUTE VALUE, SQUARE ROOT, EXPOTENTIAL

MA 12.3.1.a Represent, interpret, and analyze functions with graphs, tables, and algebraic notation and convert among these representations (e.g., linear, non-linear)

MA 12.3.1.b Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)

MA 12.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph

MA 12.3.1.d Identify characteristics of linear and non-linear functions

MA 12.3.1.e Graph linear and non-linear functions

MA 12.3.1.f Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations

MA 12.3.1.g Graph and interpret linear inequalities

MA 12.3.1.h Represent, interpret, and analyze functions and their inverses

MA 12.3.1.i Determine if a relation is a function

MA 12.3.2 Modeling in Context: Students will model and analyze quantitative relationships.

CONTEXTUALIZED PROBLEM – A MATHEMATICAL SITUATION PLACED IN A PARTICULAR CONTEXT (E.G., USING WORDS, DIAGRAMS, TABLES, DRAWINGS, ETC.)

MA 12.3.2.a Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)

MA 12.3.2.b Represent a variety of quantitative relationships using linear equations and one variable inequalities

MA 12.3.2.c Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear)

MA 12.3.2.d Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root, and absolute value)

MA 12.3.3 Procedures: Students will represent and solve equations and inequalities.

MA 12.3.3.a Explain/apply the reflexive, symmetric, and transitive properties of equality

MA 12.3.3.b Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)

MA 12.3.3.c Add and subtract polynomials

MA 12.3.3.d Multiply and divide polynomials
(e.g., divide $x^3 - 8$ by $x - 2$, divide $x^4 - 5x^3 - 2x$ by x^2)

MA 12.3.3.e Factor polynomials

MA 12.3.3.f Identify and generate equivalent forms of linear equations

MA 12.3.3.g Solve linear equations and inequalities including absolute value

MA 12.3.3.h Identify and explain the properties used in solving equations and inequalities

MA 12.3.3.i Solve quadratic equations (e.g., factoring, graphing, quadratic formula)

MA 12.3.3.j Add, subtract, and simplify rational expressions

MA 12.3.3.k Multiply, divide, and simplify rational expressions

MA 12.3.3.l Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables

MA 12.3.3.m Derive and use the formulas for the general term and summation of finite arithmetic and geometric series

MA 12.3.3.n Combine functions by composition, as well as by addition, subtraction, multiplication, and division

MA 12.3.3.o Solve an equation involving several variables for one variable in terms of the others

MA 12.3.3.p Analyze and solve systems of two linear equations in two variables algebraically and graphically

MA 12.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.4.1 Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.

MA 12.4.1.a Interpret data represented by the normal distribution and formulate conclusions

MA 12.4.1.b Compute, identify, and interpret measures of central tendency (mean, median, mode) when provided a graph or data set

MA 12.4.1.c Explain how sample size and transformations of data affect measures of central tendency

MA 12.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set

MA 12.4.1.e Explain how statistics are used or misused in the world

MA 12.4.1.f Create scatter plots, analyze patterns, and describe relationships in paired data

MA 12.4.1.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection and the conclusions that can rightfully be made

MA 12.4.1.h Explain the differences between randomized experiment and observational studies

MA 12.4.2 Predictions and Inferences: Students will develop and evaluate inferences to make predictions.

MA 12.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics

MA 12.4.2.b Support inferences with valid arguments

MA 12.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient

MA 12.4.2.d Recognize when arguments based on data confuse correlation with causation

MA 12.4.3 Probability: Students will apply and analyze concepts of probability.

MA 12.4.3.a Construct a sample space and a probability distribution

MA 12.4.3.b Identify dependent and independent events and calculate their probabilities

MA 12.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)

MA 12.4.3.d Analyze events to determine if they are mutually exclusive

MA 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome

The State Board of Education adopted these Science Standards on October 6, 2010, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides science (inquiry and the nature of science, physical, life, and earth and space sciences) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to inquiry and the nature of science, physical, life, and earth and space sciences.

Grade Level Standards. The science standards have been written for the grade spans of K-2, 3-5, 6-8, and 9-12. The grade level standards represent the critical content for students to know and be able to do by the end of the grade listed at the end of each span.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

NEBRASKA SCIENCE STANDARDS – Grades K-2

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

2.1.1 Students will ask questions and conduct investigations that lead to observations and communication of findings.

Scientific Questioning

2.1.1.a Ask questions that relate to a science topic

Scientific Investigations

2.1.1.b Conduct simple investigations

Scientific Tools

2.1.1.c Select and use simple tools appropriately

Scientific Observations

2.1.1.d Describe objects, organisms, or events using pictures, words, and numbers

Scientific Data Collection

2.1.1.e Collect and record observations

Scientific Communication

2.1.1.f Use drawings and words to describe and share observations with others

Mathematics

2.1.1.g Use appropriate mathematics in all aspects of scientific inquiry

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

2.2.1 Students will observe and describe properties of objects and their behavior.

Properties and Structure of Matter

2.2.1.a Observe physical properties of objects (freezing and melting, sinking and floating, color, size, texture, shape, weight)

2.2.1.b Separate and sort objects by physical attributes

2.2.1.c Measure objects using standard and non-standard units

States of Matter

2.2.1.d Identify solids and liquids and recognize that liquids take the shape of their container

2.2. Force and Motion

2.2.2 Students will compare relative position and motion of objects.

Motion

2.2.2.a State location and/or motion relative to another object or its surroundings (in front of, behind, between, over, under, faster, slower, forward and backward, up and down)

2.2.2.b Describe how objects move in many different ways (straight, zigzag, round and round, back and forth, and fast and slow)

SC 3: Life Science

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

2.3.1 Students will investigate the characteristics of living things.

Characteristics of Life

2.3.1.a Differentiate between living and nonliving things

Characteristics of Living Organisms

2.3.1.b Identify the basic needs of living things (food, water, air, space, shelter)

2.3.1.c Identify external parts of plants and animals

2.3.1.d Observe and match plants and animals to their distinct habitats

3.2. Heredity

2.3.2 Students will recognize changes in living things.

Inherited Traits

2.3.2.a Describe how offspring resemble their parents

Reproduction

2.3.2.b Describe how living things change as they grow

3.4. Biodiversity

2.3.4 Students will recognize changes in organisms

Biological Adaptations

2.3.4.a Recognize seasonal changes in animals and plants

SC 4: Earth and Space Sciences

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

2.4.1 Students will observe and identify objects of the sky.

Objects in the Sky and Universe

2.4.1.a Identify objects in the sky (the Sun, the Moon, the stars) and when they are observable

Motion of Objects in the Solar System

2.4.1.b Identify objects that appear to move in the sky (the Sun, the Moon, stars)

4.2. Earth Structures and Processes

2.4.2 Students will observe, identify, and describe characteristics of Earth's materials.

Properties of Earth Materials

2.4.2.a Describe Earth materials (sand, soil, rocks, water)

Use of Earth Materials

2.4.2.b Recognize ways in which individuals and families can conserve Earth's resources by reducing, reusing, and recycling

4.3. Energy in Earth's Systems

2.4.3 Students will observe simple patterns of change on Earth.

Energy Sources

2.4.3.a Observe that the Sun provides heat and light

Weather and Climate

2.4.3.b Observe and describe simple daily changes in weather

2.4.3.c Describe simple seasonal weather indicators and how they impact student choices (activities, clothing)

NEBRASKA SCIENCE STANDARDS – GRADES 3-5

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

5.1.1 Students will plan and conduct investigations that lead to the development of explanations.

Scientific Questioning

5.1.1.a Ask testable scientific questions

Scientific Investigations

5.1.1.b Plan and conduct investigations and identify factors that have the potential to impact an investigation

Scientific Tools

5.1.1.c Select and use equipment correctly and accurately

Scientific Observations

5.1.1.d Make relevant observations and measurements

Scientific Data Collection

5.1.1.e Collect and organize data

Scientific Interpretations, Reflections, and Applications

5.1.1.f Develop a reasonable explanation based on collected data

Scientific Communication

5.1.1.g Share information, procedures, and results with peers and/or adults

5.1.1.h Provide feedback on scientific investigations

Mathematics

5.1.1.i Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

5.1.2 Students will describe how scientists go about their work.

Scientific Knowledge

5.1.2.a Recognize that scientific explanations are based on evidence and scientific knowledge

Science and Society

5.1.2.b Recognize that new discoveries are always being made which impact scientific knowledge

Science as a Human Endeavor

5.1.2.c Recognize many different people study science

1.3. Technology

5.1.3 Students will solve a simple design problem.

Abilities to do Technical Design

5.1.3.a Identify a simple problem

5.1.3.b Propose a solution to a simple problem

5.1.3.c Implement the proposed solution

5.1.3.d Evaluate the implementation

5.1.3.e Communicate the problem, design, and solution

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

5.2.1 Students will explore and describe the physical properties of matter and its changes

Properties and Structure of Matter

5.2.1.a Identify mixtures and pure substances

5.2.1.b Identify physical properties of matter (color, odor, elasticity, weight, volume)

5.2.1.c Use appropriate metric measurements to describe physical properties

States of Matter

5.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gases

2.2. Force and Motion

5.2.2 Students will identify the influence of forces on motion.

Motion

5.2.2.a Describe motion by tracing and measuring an object's position over a period of time (speed)

Forces/Newton's 2nd law

5.2.2.b Describe changes in motion due to outside forces (push, pull, gravity)

Universal Forces

5.2.2.c Describe magnetic behavior in terms of attraction and repulsion

2.3. Energy

5.2.3 Students will observe and identify signs of energy transfer.

Sound/Mechanical Waves

5.2.3.a Recognize that sound is produced from vibrating objects; the sound can be changed by changing the vibration

Light

5.2.3.b Recognize that light travels in a straight line and can be reflected by an object (mirror)

5.2.3.c Recognize that light can travel through certain materials and not others (transparent, translucent, opaque)

Heat

5.2.3.d Identify ways to generate heat (friction, burning, incandescent light bulb)

5.2.3.e Identify materials that act as thermal conductors or insulators

Electricity/Magnetism

5.2.3.f Recognize that the transfer of electricity in an electrical circuit requires a closed loop

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

5.3.1 Students will investigate and compare the characteristics of living things.

Characteristics of Life

5.3.1.a Compare and contrast characteristics of living and nonliving things

Characteristics of Living Organisms

5.3.1.b Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water)

3.2. Heredity

5.3.2 Students will identify variations of inherited characteristics and life cycles.

Inherited Traits

5.3.2.a Identify inherited characteristics of plants and animals

Reproduction

5.3.2.b Identify the life cycle of an organism

3.3. Flow of Matter and Energy in Ecosystems

5.3.3 Students will describe relationships within an ecosystem.

Flow of Energy

5.3.3.a Diagram and explain a simple food chain beginning with the Sun

5.3.3.b Identify the role of producers, consumers, and decomposers in an ecosystem

Ecosystems

5.3.3.c Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem

Impact on Ecosystems

5.3.3.d Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live

3.4. Biodiversity

5.3.4 Students will describe changes in organisms over time.

Biological Adaptations

5.3.4.a Describe adaptations made by plants or animals to survive environmental changes

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

5.4.1 Students will observe and describe characteristics, patterns, and changes in the sky.

Objects in the Sky and Universe

5.4.1.a Recognize that the observed shape of the Moon changes from day to day during a one month period

Motion of Objects in the Solar System

5.4.1.b Recognize the motion of objects in the sky (the Sun, the Moon, stars) change over time in recognizable patterns

4. 2. Earth Structures and Processes

5.4.2 Students will observe and describe Earth's materials, structure, and processes.

Properties of Earth Materials

5.4.2.a Describe the characteristics of rocks, minerals, soil, water, and the atmosphere

Earth's Processes

5.4.2.b Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface

Use of Earth Materials

5.4.2.c Identify how Earth materials are used (fuels, building materials, sustaining plant life)

4.3. Energy in Earth's Systems

5.4.3 Students will observe and describe the effects of energy changes on Earth.

Energy Sources

5.4.3.a Describe the Sun's warming effect on the land and water

Weather and Climate

5.4.3.b Observe, measure, and record changes in weather (temperature, wind direction and speed, precipitation)

5.4.3.c Recognize the difference between weather, climate, and seasons

4.4. Earth's History

5.4.4 Students will describe changes in Earth.

Past/Present Earth

5.4.4.a Describe how slow processes (erosion, weathering, deposition) and rapid processes (landslides, volcanic eruptions, earthquakes) change Earth's surface

NEBRASKA SCIENCE STANDARDS – Grades 6-8

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

8.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.

Scientific Questioning

8.1.1.a Formulate testable questions that lead to predictions and scientific investigations

Scientific Investigations

8.1.1.b Design and conduct logical and sequential investigations including repeated trials

Scientific Controls and Variables

8.1.1.c Determine controls and use dependent (responding) and independent (manipulated) variables

Scientific Tools

8.1.1.d Select and use equipment appropriate to the investigation, demonstrate correct techniques

Scientific Observations

8.1.1.e Make qualitative and quantitative observations

Scientific Data Collection

8.1.1.f Record and represent data appropriately and review for quality, accuracy, and relevancy

Scientific Interpretations, Reflections, and Applications

8.1.1.g Evaluate predictions, draw logical inferences based on observed patterns/relationships, and account for non-relevant information

Scientific Communication

8.1.1.h Share information, procedures, results, and conclusions with appropriate audiences

8.1.1.i Analyze and provide appropriate critique of scientific investigations

Mathematics

8.1.1.j Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

8.1.2 Students will apply the nature of science to their own investigations.

Scientific Knowledge

8.1.2.a Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations

Science and Society

8.1.2.b Describe how scientific discoveries influence and change society

Science as a Human Endeavor

8.1.2.c Recognize scientists from various cultures have made many contributions to explain the natural world

1.3. Technology

8.1.3 Students will solve a design problem which involves one or two science concepts.

Abilities to do Technical Design

8.1.3.a Identify problems for technical design

8.1.3.b Design a solution or product

8.1.3.c Implement the proposed design

8.1.3.d Evaluate completed technological designs or products

8.1.3.e Communicate the process of technical design

Understanding of Technical Design

8.1.3.f Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)

8.1.3.g Describe how science and technology are reciprocal

8.1.3.h Recognize that solutions have intended and unintended consequences

8.1.3.i Compare and contrast the reporting of scientific knowledge and the reporting of technological knowledge

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

8.2.1 Students will identify and describe the particulate nature of matter including physical and chemical interactions.

Properties and Structure of Matter

8.2.1.a Compare and contrast elements, compounds, and mixtures

8.2.1.b Describe physical and chemical properties of matter

States of Matter

8.2.1.c Recognize most substances can exist as a solid, liquid, or gas depending on temperature

8.2.1.d Compare and contrast solids, liquids, and gases based on properties of these states of matter

Physical and Chemical Changes

8.2.1.e Distinguish between physical and chemical changes (phase changes, dissolving, burning, rusting)

8.2.1.f Recognize conservation of matter in physical and chemical changes

Classification of Matter

8.2.1.g Classify substances into similar groups based on physical properties

2.2. Force and Motion

8.2.2 Students will investigate and describe forces and motion.

Motion

8.2.2.a Describe motion of an object by its position and velocity

Inertia/Newton's 1st law

8.2.2.b Recognize an object that is not being subjected to a force will continue to move at a constant speed in a straight line or stay at rest (Newton's 1st law)

Forces/Newton's 2nd law

8.2.2.c Compare the motion of objects related to the effects of balanced and unbalanced forces

Universal Forces

8.2.2.d Recognize that everything on or around Earth is pulled towards Earth's center by gravitational force

2.3. Energy

8.2.3 Students will identify and describe how energy systems and matter interact.

Sound/Mechanical Waves

8.2.3.a Recognize that vibrations set up wave-like disturbances that spread away from the source (sound, seismic, water waves)

8.2.3.b Identify that waves move at different speeds in different materials

Light

8.2.3.c Recognize that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection)

8.2.3.d Recognize that to see an object, light from the surface of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources

Heat

8.2.3.e Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature

Conservation

8.2.3.f Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound, chemical)

8.2.3.g Recognize all energy is neither created nor destroyed

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

8.3.1 Students will investigate and describe the structure and function of living organisms.

Characteristics of Life

8.3.1.a Recognize the levels of organization in living organisms (cells, tissues, organs, organ systems, organisms)

Cellular Composition of Organisms

8.3.1.b Recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly

8.3.1.c Recognize specialized cells perform specialized functions in multicellular organisms

8.3.1.d Identify the organs and functions of the major systems of the human body and describe ways that these systems interact with each other

Behavior

8.3.1.e Describe how plants and animals respond to environmental stimuli

3.2. Heredity

8.3.2 Students will investigate and describe the relationship between reproduction and heredity.

Inherited Traits

8.3.2.a Recognize that hereditary information is contained in genes within the chromosomes of each cell

Reproduction

8.3.2.b Compare and contrast sexual and asexual reproduction

3.3. Flow of Matter and Energy in Ecosystems

8.3.3 Students will describe populations and ecosystems.

Flow of Energy

8.3.3.a Diagram and explain the flow of energy through a simple food web

8.3.3.b Compare the roles of producers, consumers, and decomposers in an ecosystem

Ecosystems

8.3.3.c Recognize that producers transform sunlight into chemical energy through photosynthesis

8.3.3.d Determine the biotic and abiotic factors that impact the number of organisms an ecosystem can support

8.3.3.e Recognize a population is all the individuals of a species at a given place and time

8.3.3.f Identify symbiotic relationships among organisms

Impact on Ecosystems

8.3.3.g Identify positive and negative effects of natural and human activity on an ecosystem

3.4. Biodiversity

8.3.4 Students will identify characteristics of organisms that help them survive.

Biological Adaptations

8.3.4.a Describe how an inherited characteristic enables an organism to improve its survival rate

Biological Evolution

8.3.4.b Recognize the extinction of a species is caused by the inability to adapt to an environmental change

8.3.4.c Use anatomical features of an organism to infer similarities among other organisms

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

8.4.1 Students will investigate and describe Earth and the solar system.

Objects in the Sky and Universe

8.4.1.a Describe the components of the solar system (the Sun, planets, moons, asteroids, comets)

Motion of Objects in the Solar System

8.4.1.b Describe the relationship between motion of objects in the solar system and the phenomena of day, year, eclipses, phases of the Moon and seasons

Gravitational Effects

8.4.1.c Describe the effects of gravity on Earth (tides) and the effect of gravity on objects in the solar system

4.2. Earth Structures and Processes

8.4.2 Students will investigate and describe Earth's structure, systems, and processes.

Properties of Earth Materials

8.4.2.a Describe the layers of Earth (core, mantle, crust, atmosphere)

8.4.2.b Describe the physical composition of soil

8.4.2.c Describe the mixture of gases in Earth's atmosphere and how the atmosphere's properties change at different elevations

8.4.2.d Describe evidence of Earth's magnetic field

Earth's Processes

8.4.2.e Compare and contrast constructive and destructive forces (deposition, erosion, weathering, plate motion causing uplift, volcanoes, earthquakes) that impact Earth's surface

8.4.2.f Describe the rock cycle

8.4.2.g Describe the water cycle (evaporation, condensation, precipitation)

Use of Earth Materials

8.4.2.h Classify Earth materials as renewable or nonrenewable

4.3. Energy in Earth's Systems

8.4.3 Students will investigate and describe energy in Earth's systems.

Energy Sources

8.4.3.a Describe how energy from the Sun influences the atmosphere and provides energy for plant growth

Weather and Climate

8.4.3.b Identify factors that influence daily and seasonal changes on Earth (tilt of the Earth, humidity, air pressure, air masses)

8.4.3.c Describe atmospheric movements that influence weather and climate (air masses, jet stream)

4.4. Earth's History

8.4.4 Students will use evidence to draw conclusions about changes in Earth.

Past/Present Earth

8.4.4.a Recognize that Earth processes we see today are similar to those that occurred in the past (uniformity of processes)

8.4.4.b Describe how environmental conditions have changed through use of the fossil record

NEBRASKA SCIENCE STANDARDS – Grades 9-12

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.

Scientific Questioning

12.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation

Scientific Investigations

12.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations

Scientific Controls and Variables

12.1.1.c Identify and manage variables and constraints

Scientific Tools

12.1.1.d Select and use lab equipment and technology appropriately and accurately

Scientific Observations

12.1.1.e Use tools and technology to make detailed qualitative and quantitative observations

Scientific Data Collection

12.1.1.f Represent and review collected data in a systematic, accurate, and objective manner

Scientific Interpretations, Reflections, and Applications

12.1.1.g Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations

12.1.1.h Use results to verify or refute a hypothesis

12.1.1.i Propose and/or evaluate possible revisions and alternate explanations

Scientific Communication

12.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)

12.1.1.k Evaluate scientific investigations and offer revisions and new ideas as appropriate

Mathematics

12.1.1.l Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

12.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.

Scientific Knowledge

12.1.2.a Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge

Science and Society

12.1.2.b Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society

Science as a Human Endeavor

12.1.2.c Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world

12.1.2.d Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted

1.3. Technology

12.1.3 Students will solve a complex design problem.

Abilities to do Technical Design

12.1.3.a Propose designs and choose between alternative solutions of a problem

12.1.3.b Assess the limits of a technical design

12.1.3.c Implement the selected solution

12.1.3.d Evaluate the solution and its consequences

12.1.3.e Communicate the problem, process, and solution

Understanding of Technical Design

12.1.3.f Compare and contrast the reasons for the pursuit of science and the pursuit of technology

12.1.3.g Explain how science advances with the introduction of new technology

12.1.3.h Recognize creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

12.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.

Properties and Structure of Matter

12.2.1.a Recognize bonding occurs when outer electrons are transferred (ionic) or shared (covalent)

States of Matter

12.2.1.b Describe the energy transfer associated with phase changes between solids, liquids, and gases

12.2.1.c Describe the three normal states of matter (solid, liquid, gas) in terms of energy, particle arrangement, particle motion, and strength of bond between molecules

Physical and Chemical Changes

12.2.1.d Recognize a large number of chemical reactions involve the transfer of either electrons (oxidation/reduction) or hydrogen ions (acid/base) between reacting ions, molecules, or atoms

12.2.1.e Identify factors affecting rates of chemical reactions (temperature, particle size, surface area)

Atomic Structure

12.2.1.f Recognize the charges and relative locations of subatomic particles (neutrons, protons, electrons)

12.2.1.g Describe properties of atoms, ions, and isotopes

Classification of Matter

12.2.1.h Describe the organization of the periodic table of elements with respect to patterns of physical and chemical properties

2.2. Force and Motion

12.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.

Motion

12.2.2.a Describe motion with respect to displacement and acceleration

Inertia/Newton's 1st law

12.2.2.b Describe how the law of inertia (Newton's 1st law) is evident in a real-world event

Forces/Newton's 2nd law

12.2.2.c Make predictions based on relationships among net force, mass, and acceleration (Newton's 2nd law)

Newton's 3rd law

12.2.2.d Recognize that all forces occur in equal and opposite pairs (Newton's 3rd law)

12.2.2.e Describe how Newton's 3rd law of motion is evident in a real-world event

Universal Forces

12.2.2.f Describe gravity as a force that each mass exerts on another mass, which is proportional to the masses and the distance between them

12.2.2.g Recognize that an attractive or repulsive electric force exists between two charged particles and that this force is proportional to the magnitude of the charges and the distance between them

2.3. Energy

12.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.

Sound/Mechanical Waves

12.2.3.a Describe mechanical wave properties (speed, wavelength, frequency, amplitude) and how waves travel through a medium

12.2.3.b Recognize that the energy in waves can be changed into other forms of energy

Light

12.2.3.c Recognize that light can behave as a wave (diffraction and interference)

Heat

12.2.3.d Distinguish between temperature (a measure of the average kinetic energy of atomic or molecular motion) and heat (the quantity of thermal energy that transfers due to a change in temperature)

12.2.3.e Compare and contrast methods of heat transfer and the interaction of heat with matter via conduction, convection, and radiation

Electricity/Magnetism

12.2.3.f Recognize that the production of electromagnetic waves is a result of changes in the motion of charges or by a changing magnetic field

12.2.3.g Compare and contrast segments of the electromagnetic spectrum (radio, micro, infrared, visible, ultraviolet, x-rays, gamma) based on frequency and wavelength

Nuclear

12.2.3.h Recognize that nuclear reactions (fission, fusion, radioactive decay) convert a fraction of the mass of interacting particles into energy, and this amount of energy is much greater than the energy in chemical interactions

Conservation

12.2.3.i Interpret the law of conservation of energy to make predictions for the outcome of an event

Mechanical Energy

12.2.3.j Identify that all energy can be considered to be either kinetic, potential, or energy contained by a field (e.g. electromagnetic waves)

Chemical Energy

12.2.3.k Identify endothermic and exothermic reactions

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

12.3.1 Students will investigate and describe the chemical basis of the growth, development, and maintenance of cells.

Characteristics of Life

12.3.1.a Identify the complex molecules (carbohydrates, lipids, proteins, nucleic acids) that make up living organisms

Cellular Composition of Organisms

12.3.1.b Identify the form and function of sub-cellular structures that regulate cellular activities

12.3.1.c Describe the cellular functions of photosynthesis, respiration, cell division, protein synthesis, transport of materials, and energy capture/release

Behavior

12.3.1.d Describe how an organism senses changes in its internal or external environment and responds to ensure survival

3.2. Heredity

12.3.2 Students will describe the molecular basis of reproduction and heredity.

Inherited Traits

12.3.2.a Identify that information passed from parents to offspring is coded in DNA molecules

12.3.2.b Describe the basic structure of DNA and its function in genetic inheritance

12.3.2.c Recognize how mutations could help, harm, or have no effect on individual organisms

Reproduction

12.3.2.d Describe that sexual reproduction results in a largely predictable, variety of possible gene combinations in the offspring of any two parents

3.3. Flow of Matter and Energy in Ecosystems

12.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.

Flow of Energy

12.3.3.a Explain how the stability of an ecosystem is increased by biological diversity

Ecosystems

12.3.3.b Recognize that atoms and molecules cycle among living and nonliving components of the biosphere

12.3.3.c Explain how distribution and abundance of different organisms in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials

Impact on Ecosystems

12.3.3.d Analyze factors which may influence environmental quality

3.4. Biodiversity

12.3.4 Students will describe the theory of biological evolution.

Biological Adaptations

12.3.4.a Identify different types of adaptations necessary for survival (morphological, physiological, behavioral)

Biological Evolution

12.3.4.b Recognize that the concept of biological evolution is a theory which explains the consequence of the interactions of: (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring

12.3.4.c Explain how natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms

12.3.4.d Apply the theory of biological evolution to explain diversity of life over time

SC 4: Earth and Space Sciences

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

12.4.1 Students will investigate and describe the known universe.

Objects in the Sky and Universe

12.4.1.a Describe the formation of the universe using the Big Bang Theory

12.4.1.b Recognize that stars, like the Sun, transform matter into energy by nuclear reactions which leads to the formation of other elements

12.4.1.c Describe stellar evolution

4.2. Earth Structures and Processes

12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.

Properties of Earth Materials

12.4.2.a Recognize how Earth materials move through geochemical cycles (carbon, nitrogen, oxygen) resulting in chemical and physical changes in matter

Earth's Processes

12.4.2.b Describe how heat convection in the mantle propels the plates comprising Earth's surface across the face of the globe (plate tectonics)

Use of Earth Materials

12.4.2.c Evaluate the impact of human activity and natural causes on Earth's resources (groundwater, rivers, land, fossil fuels)

4.3. Energy in Earth's Systems

12.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.

Energy Sources

12.4.3.a Describe how radiation, conduction, and convection transfer heat in Earth's systems

12.4.3.b Identify internal and external sources of heat energy in Earth's systems

12.4.3.c Compare and contrast benefits of renewable and nonrenewable energy sources

Weather and Climate

12.4.3.d Describe natural influences (Earth's rotation, mountain ranges, oceans, differential heating) on global climate

4.4. Earth's History

12.4.4 Students will explain the history and evolution of Earth.

Past/Present Earth

12.4.4.a Recognize 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)

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

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

The State Board of Education adopted these Social Studies Standards on December 7, 2012, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides social studies (history, civics, economics and geography) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to history, civics, economics and geography.

Grade Level Standards. The social studies standards have been written for grades K, 1, 2, 3, 4, 5 and grade spans 6-8 and 9-12 (high school). The grade level standards represent the critical content for students to know and be able to do by the end of the specific grade level or at the end of each grade span.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

STATEMENT OF PURPOSE

Nebraska Social Studies Standards. The purpose of the Nebraska Social Studies Standards is to teach our children to become young patriots who have an intellectual understanding of the genius of our country's founding principles and who feel an emotional connection to our nation. Achieving this purpose requires teaching Nebraska students to become responsible citizens who are prepared to preserve, protect and defend freedom and democracy in our nation and in the world.

As responsible citizens of the U.S. and Nebraska, our students must:

- Master and be able to use knowledge of the history of the United States, Nebraska, western civilization, eastern civilizations and ancient civilizations (Historical Perspective);
- Master and be able to use spatial patterns on earth (Geographic Perspective);
- Master and be able to use knowledge of the foundations and form of American federalism, our representative democracy, and American politics (Civic Perspective);
- Master and be able to use knowledge about the efficient allocation, production, distribution, and consumption of scarce resources and the advantageous role of free market economies in such allocation (Economic Perspective).

Nebraska Social Studies Standards
Kindergarten
(Self)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.

SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)
SS 0.1.1.b Identify the roles of authority figures in family and school

Civic Participation

SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.

SS 0.1.2.a Model citizenship skills (e.g., respect, courtesy, honesty, voting)
SS 0.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).

SS 0.2.1.a Identify choices students have made and explain why they had to make a choice

Financial Literacy

SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.

SS 0.2.6.a Classify and identify U.S. coins and currency

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.

SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location

SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)

SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places

SS 0.3.1.d Explain why things are located where they are (e.g., *"Why is the playground outside?"*)

SS 0.3.1.e Identify land and water on a globe

Places and Regions

SS 0.3.2 Students will explore places and regions.

SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)

SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)

Physical Systems

SS 0.3.3 Students will identify natural processes in their physical world.

SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)

SS 0.3.3.b Identify the four seasons

Human Systems

SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.

SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)

SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)

Human/Environment Interaction

SS 0.3.5 Students will explore the relationship between humans and their physical environment.

SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)

SS 0.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)

Application of Geography to Issues and Events

SS 0.3.6 Students will use geographic skills to make connections to their lives.

SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)

K-12 History: Students will 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.

Chronological Thinking

SS 0.4.1 Students will identify chronological relationships and patterns.

SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)
SS 0.4.1.b Read dates on a calendar
SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)
SS 0.4.1.d Identify the chronology of personal events and their impact

Historical Comprehension

SS 0.4.2 Students will identify historical people, events, ideas, and symbols.

SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)
SS 0.4.2.b Differentiate between stories from the present and the past

Multiple Perspectives

SS 0.4.3 Students will recognize different perspectives of events.

SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)

Historical Analysis and Interpretation

SS 0.4.4 Students will recognize past and current events, issues, and problems.

SS 0.4.4.a Describe how people's actions affect others (e.g., *Why must we take turns?*)

Historical Research Skills

SS 0.4.5 Students will develop historical research skills.

SS 0.4.5.a Develop questions about their personal history
SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., *"My grandma gave me this picture."*)
SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)
SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)

Nebraska Social Studies Standards
Grade 1
(Family)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.

SS 1.1.1.a Explain how rules reduce and help resolve conflicts
SS 1.1.1.b Describe the responsibilities of leaders and team members

Civic Participation

SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.

SS 1.1.2.a Identify citizenship skills (e.g., responsibility, justice, equality, voting)
SS 1.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President's Day)
SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.

SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)

SS 1.2.2 Students will identify natural resources.

SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural

Financial Literacy

SS 1.2.6 Students will compare spending and saving opportunities.

SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.

SS 1.3.1.a Locate places using the four cardinal directions
SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)
SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)
SS 1.3.1.d Analyze why things are located where they are (e.g., *"Why is the nurse's office located by the main office?"*)
SS 1.3.1.e Distinguish between continents and oceans

Places and Regions

SS 1.3.2 Students will explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)
SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)
SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)

Physical Systems

SS 1.3.3 Students will identify natural processes in their physical world.

SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)
SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)

Human Systems

SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.

SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)
SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)

Human/Environment Interaction

SS 1.3.5 Students will explore the relationship between humans and their physical environment.

SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)
SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)
SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)

Application of Geography to Issues and Events

SS 1.3.6 Students will use geographic skills to make connections to their lives.

SS 1.3.6.a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)

K-12 History: Students will 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.

Chronological Thinking

SS 1.4.1 Students will describe chronological relationships and patterns.

SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)
SS 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)
SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)
SS 1.4.1.d Identify the chronology of family events and their impact

Historical Comprehension

SS 1.4.2 Students will identify historical people, events, ideas, and symbols.

SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)
SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past

Multiple Perspectives

SS 1.4.3 Students will identify multiple perspectives of events.

SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)

Historical Analysis and Interpretation

SS 1.4.4 Students will identify past and current events, issues, and problems.

SS 1.4.4.a Describe how people's actions affect others (e.g., *Why did our family move here?*)

Historical Research Skills

SS 1.4.5 Students will develop historical research skills.

SS 1.4.5.a Develop questions about their family history
SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)
SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)
SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)

Nebraska Social Studies Standards
Grade 2
(Neighborhood)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Participate in developing rules that consider multiple points of view
SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice

Civic Participation

SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)
SS 2.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day)
SS 2.1.2.c Describe ways to be actively engaged to improve family, school and community
SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).

SS 2.2.1.a Identify resources (inputs) that make up various good and services
SS 2.2.1.b Identify what items are eliminated when a choice is made (tradeoff)

SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.

SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)

Institutions

SS 2.2.3 Students will describe how people earn income/wages through work.

SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)

Financial Literacy

SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.

SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)

Government

SS 2.2.10 Students will understand what goods and services governments provide.

SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.

SS 2.3.1.a Identify the globe as a model of Earth
SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)
SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)
SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes
SS 2.3.1.e Analyze why things are located where they are (e.g., *"Why are stores on a main street?"*)
SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states

Places and Regions

SS 2.3.2 Students will identify places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)
SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)
SS 2.3.2.c Explain how places and regions change over time

Physical Systems

SS 2.3.3 Students will identify natural processes in their physical world.

SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)
SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)

Human Systems

SS 2.3.4 Students will identify the characteristics of culture.

SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)
SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)

Human/Environment Interaction

SS 2.3.5 Students will identify the relationship between humans and the physical environment.

SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human
SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)
SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)

Application of Geography to Issues and Events

SS 2.3.6 Students will use geographic skills to make connections.

SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)

K-12 History: Students will 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.

Chronological Thinking

SS 2.4.1 Students will describe and apply chronological relationships and patterns.

SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)
SS 2.4.1.b Identify calendar time in years
SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)
SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., Building a new school, park)

Historical Comprehension

SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.

SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)
SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts

Multiple Perspectives

SS 2.4.3 Students will identify multiple perspectives of events.

SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)

Historical Analysis and Interpretation

SS 2.4.4 Students will identify past and current events, issues, and problems.

SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., *Why was a park built in a particular spot?*)
SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)

Historical Research Skills

SS 2.4.5 Students will develop historical research skills.

SS 2.4.5.a Develop questions about their neighborhood history
SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)
SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)
SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)

Nebraska Social Studies Standards
Grade 3
(Community)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 3.1.1 Students will identify and explain the structure and function of their local governments.

SS 3.1.1.a Identify the structure and functions of local government
SS 3.1.1.b Describe the reasons for laws in our community
SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government

Civic Participation

SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.

SS 3.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level
SS 3.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day, Flag Day)
SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community
SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner
SS 3.1.2.e Identify local leaders and the impact of their decisions that effect public policy

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.

SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)

SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.

SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)
SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)
SS 3.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)

Institutions

SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.

SS 3.2.3.a Identify historical examples of trading among early settlers

Financial Literacy

SS 3.2.6 Students will use knowledge of currency to solve real-world problems.

SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up

Government

SS 3.2.10 Students will understand what goods and services local governments provide.

SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)

Globalization

SS 3.2.12 Students will describe how the local community trades with the rest of the world.

SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)
SS 3.2.12.b Give examples of other countries' currencies

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)
SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)
SS 3.3.1.c Analyze why things are located where they are in the community (e.g., *Why are stores located on main streets?* Where is my house located compared to the school?)
SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)
SS 3.3.1.e Identify the continents, oceans, and hemispheres

Places and Regions

SS 3.3.2 Students will compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways)
SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)
SS 3.3.2.c Explain and give examples of how places and regions change over time

Physical Systems

SS 3.3.3 Students will identify natural processes in their physical world.

SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)
SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)

Human Systems

SS 3.3.4 Students will compare and contrast the characteristics of culture locally.

SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)
SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)

Human/Environment Interaction

SS 3.3.5 Students will identify the relationship between humans and the physical environment.

SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)
SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)
SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)
SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)

Application of Geography to Issues and Events

SS 3.3.6 Students will use geographic skills to make connections to issues and events.

SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., *How could the building of a highway bring more business to a community)*

SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)

K-12 History: Students will 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.

Chronological Thinking

SS 3.4.1 Students will describe and analyze chronological relationships and patterns.

SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)
SS 3.4.1.b Identify calendar time in years, decades, centuries, and millennia
SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)
SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present

Historical Comprehension

SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.

SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)
SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts
SS 3.4.2.c Describe primary and secondary sources

Multiple Perspectives

SS 3.4.3 Students will describe multiple perspectives of events.

SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community

Historical Analysis and Interpretation

SS 3.4.4 Students will identify past and current events, issues, and problems.

SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration
SS 3.4.4.b Describe alternative courses of action in community history (e.g., *How are transportation routes determined*?)
SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning

SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)

SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)

Historical Research Skills

SS 3.4.5 Students will develop historical research skills.

SS 3.4.5.a Develop questions about their community history

SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)

SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)

SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards
Grade 4
(Nebraska)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.

SS 4.1.1.a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)
SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government
SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral
SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government

Civic Participation

SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state.

SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level
SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)
SS 4.1.2.c Identify ways students can be engaged to have an impact in their state
SS 4.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)
SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)
SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed

SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce

SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)

Institutions

SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.

SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)
SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)

Financial Literacy

SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.

SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing

Government

SS 4.2.10 Students will understand what goods and services state governments provide.

SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)

Globalization

SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.

SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)
SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)

SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., *Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?*)

SS 4.3.1.d Differentiate between cities, states, countries, and continents

Places and Regions

SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)

SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)

Physical Systems

SS 4.3.3 Students will identify natural processes in the physical world.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)

SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)

Human Systems

SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food) SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)

Human/Environment Interaction

SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.

SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment

SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day: introduction of trees; rangeland management; soil conservation)

SS 4.3.5.c Classify resources as renewable or nonrenewable resources

SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)

SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)

Application of Geography to Issues and Events

SS 4.3.6 Students will use geographic skills to make connections to issues and events.

SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)

SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)

K-12 History: Students will 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.

Chronological Thinking

SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)

SS 4.4.1.b Differentiate amongst years, decades, centuries, and millennia

SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)

SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future

Historical Comprehension

SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.

SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)

SS 4.4.2.c Differentiate between primary and secondary sources

Multiple Perspectives

SS 4.4.3 Students will describe and explain multiple perspectives of historical events.

SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)

SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)

Historical Analysis and Interpretation

SS 4.4.4 Students will analyze past and current events, issues, and problems.

SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration

SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., *Why are cities chosen as state capitals/county seats? How are county borders determined?*)

SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)

SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)

SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)

Historical Research Skills

SS 4.4.5 Students will develop historical research skills.

SS 4.4.5.a Develop questions about Nebraska history
SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)
SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)
SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards
Grade 5
(United States)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.

SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)

SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government

SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)

SS 5.1.1.d Describe how the decisions of the national government affect local and state government

SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)

SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments

Civic Participation

SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.

SS 5.1.2.a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)

SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)

SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)

SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.

SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service

SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.

SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)

Institutions

SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.

SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)
SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)
SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)

Financial Literacy

SS 5.2.6 Students will summarize characteristics of financial institutions.

SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions

Government

SS 5.2.10 Students will understand what goods and services the national government provides.

SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)

Globalization

SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.

SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)
SS 5.2.12.b Investigate and report on entrepreneurs and inventors

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.

SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)
SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)
SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., *Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?*)

Places and Regions

SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)
SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)
SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)

Physical Systems

SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.

SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)
SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)

Human Systems

SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)
SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)
SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States

Human/Environment Interaction

SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.

SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)
SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)
SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)
SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)
SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)

Application of Geography to Issues and Events

SS 5.3.6 Students will use geographic skills to interpret issues and events.

SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast
SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water

K-12 History: Students will 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.

(United States: First Americans to the Constitution)

Chronological Thinking

SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)
SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)
SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future

Historical Comprehension

SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures,
SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts
SS 5.4.2.c Describe the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 5.4.3 Students will describe and explain multiple perspectives of historical events.

SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)
SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)

Historical Analysis and Interpretation

SS 5.4.4 Students will analyze past and current events, issues, and problems.

SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration
SS 5.4.4.b Examine alternative courses of action in United States history (e.g., *What were the causes of the American Revolution?*)
SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)
SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)
SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research Skills

SS 5.4.5 Students will develop historical research skills.

SS 5.4.5.a Develop questions about United States history

SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers,

SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards
Grades 6-8
(United States/World)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 8.1.1 Students will summarize the foundation, structure, and function of the United States

SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)

SS 8.1.1.b Describe the structure and roles of government

SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)

SS 8.1.1.d Explain how various government decisions impact people, places, and history

SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)

SS 8.1.1.f Describe the history of political parties in the United States

SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)

SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

Civic Participation

SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.

SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)

SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)

SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.

SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular
SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market
SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)
SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy

SS 8.2.2 Students will describe the relationship between supply and demand.

SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)
SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)

Institutions

SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.

SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)
SS 8.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)

SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market

SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)

Financial Literacy

SS 8.2.5 Students will identify the basic economic systems in the global economy.

SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)
SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)

Government

SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.

SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)
SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)

SS 8.2.11 Students will explain how tax revenues are collected and distributed.

SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)
SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)

Globalization

SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.

SS 8.2.12.a Differentiate between exports and imports
SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade

SS 8.2.13 Students will identify how international trade affects the domestic economy.

SS 8.2.13.a Explain that currency must be converted to make purchases in other countries
SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where
SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)
SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)

Places and Regions

SS 8.3.2 Students will examine how regions form and change over time.

SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)
SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)
SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)
SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)
SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities

Physical Systems

SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment.

SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)
SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/ precipitation/drought)
SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)

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Human Systems

SS 8.3.4 Students will analyze and interpret patterns of culture around the world.

SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)
SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)

SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)

Human/Environment Interaction

SS 8.3.5 Students will analyze how humans have adapted to different physical environments.

SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)
SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)
SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)
SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)
SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels

Application of Geography to Issues and Events

SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.

SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)
SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)

K-12 History: Students will 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.

(United States: Colonial America to the Progressive Era)

Chronological Thinking

SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)
SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)
SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future

Historical Comprehension

SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver,
SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts
SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple

SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)
SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)

Historical Analysis and Interpretation

SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.

SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration
SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., *Why and how was land acquired?*)
SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)
SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)
SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (US) Develop questions about United States history
SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)
SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)
SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

K-12 History: Students will 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.

(World: Beginning to 1000 CE)

Chronological Thinking

SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.

SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)
SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)
SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future

Historical Comprehension

SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.

SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)

SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.

SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)

SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)

Historical Analysis and Interpretation

SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.

SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., *How were ideas and products diffused to other regions?*)

SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)

SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)

SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)

Historical Research Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (WLD) Develop questions about world history

SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)

Nebraska Social Studies Standards
High School
(United States/World)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti- Federalist Papers)

SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)

SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens

SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)

SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)

SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)

SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States

SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)

Civic Participation

SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.

SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)

SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)

SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue
SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)
SS 12.1.2.f Critique various media sources for accuracy and perspective

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.

SS 12.2.1.a Explain how the factors of production are bought and sold in the market
SS 12.2.1.b Analyze the role of the product market and the resource market
SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)
SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive
SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)
SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)

SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.

SS 12.2.2.a Understand demand, quantity demanded, and changes in demand
SS 12.2.2.b Understand supply, quantity supplied, and changes in supply
SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand
SS 12.2.2.d Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service
SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)

Institutions

SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.

SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)
SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)
SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy

SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)
SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity

SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.

SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)
SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)

Financial Literacy

SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.

SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)
SS 12.2.5.b Evaluate the historical use of various economic systems
SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)

SS 12.2.6 Students will understand economic concepts that support rational decision making.

SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment
SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis
SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents
SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)

SS 12.2.7 Students will apply effective money management concepts.

SS 12.2.7.a Organize personal finances and use a budget to manage cash flow
SS 12.2.7.b Compare and contrast checking and savings accounts
SS 12.2.7.c Assess the effects of taxes on personal income

SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.

SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using
SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)

SS.12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)
SS.12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision

SS.12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.

SS.12.2.9.a Explain the importance of saving to ensure financial security
SS.12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)
SS.12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)

Government

SS.12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.

SS.12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)
SS.12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)
SS.12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity
SS.12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)
SS.12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)

SS.12.2.11 Students will examine the government's influence on economic systems through fiscal policy.

SS.12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)
SS.12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt
SS.12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)

Globalization

SS.12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.

SS.12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)
SS.12.2.12.b Identify goods which are available at a lower price because of international trade
SS.12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market

SS 12.2.13 Students will evaluate how international trade affects the domestic economy.

SS 12.2.13.a Identify goods which are available at a lower price because of international trade
SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)
SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)
SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)
SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)

Places and Regions

SS 12.3.2 Students will examine how regions form and change over time.

SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)
SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)
SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)
SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)
SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)
SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)

Physical Systems

SS 12.3.3 Students will interpret how natural processes interact to create the natural environment.

SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)
SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and

SS 12.3.3.c Identify and explain world patterns of extreme events

SS 12.3.3.d Identify and explain global ocean and atmospheric systems

SS 12.3.3.e Compare and contrast world climate regions

Human Systems

SS 12.3.4 Students will analyze and interpret patterns of culture around the world.

SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)

SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)

SS 12.3.4.c Compare and contrast changes in human settlement patterns over time

SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries

SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)

SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)

SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)

SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)

SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between

Human/Environment Interaction

SS 12.3.5 Students will evaluate interrelationships between people and the environment.

SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes

SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)

SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)

SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)

SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)

Application of Geography to Issues and Events

SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)

SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated.

K-12 History: Students will 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.

(United States: Progressive Era to Present)

Chronological Thinking

SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)

SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future

Historical Comprehension

SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, *The Jungle* , Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key

legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs,
SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts
SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple

SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)
SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)

Historical Analysis and Interpretation

SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration
SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., *What are the possible outcomes of peace treaties?*)
SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)
SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)
SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research Skills

SS 12.4.5 (US) Students will develop historical research skills.

SS 12.4.5.a (US) Develop questions about United States history
SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)
SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)
SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

K-12 History: Students will 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.

(World: 1000 CE to Present)

Chronological Thinking

SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)

SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c (WLD)Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future

Historical Comprehension

SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.

SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)

SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.

SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)

SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)

Historical Analysis and Interpretation

SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration

SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., *How does conflict impact political borders?*)

SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances,

SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)

SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)

Historical Research Skills

SS 12.4.5 (WLD) Students will develop historical research skills.

SS 12.4.5.a (WLD) Develop questions about World history

SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)

SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Statewide System of Assessment and Reporting
Reporting Schedule 2014-2017

School Year	Assessment	Grade Levels
2014-2017	Statewide Reading Assessment.....	3-8, 11
	Statewide Mathematics Assessment.....	3-8, 11
	Statewide Science Assessment.....	5, 8, 11
	Statewide Writing Assessment.....	4, 8, 11
	National Assessment Instrument*+.....	Recommended 4, 8, 10

Nonpublic school systems report to the head administrator or governing board.
+ Public school districts report to the Department of Education on or before June 30.

79-724. American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers.

An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history and that he or she be in full accord with our form of government and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men and women throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the hearts and minds of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall:

(a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;

(b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and

(c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) to the war services in all wars of this nation.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) The recital of stories having to do with American history or the deeds and exploits of American heroes;

(b) The singing of patriotic songs and the insistence that every pupil memorize the Star-Spangled Banner and America; and

(c) The development of reverence for the flag and instruction as to proper conduct in its presentation.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.

(5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

(a) The United States Constitution and the Constitution of Nebraska;

(b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and

(c) The duties of citizenship, including active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Source: Laws 1949, c. 256, § 19, p. 697; Laws 1969, c. 705, § 1, p. 2705; Laws 1971, LB 292, § 3; R.S.1943, (1994), § 79-213; Laws 1996, LB 900, § 398; Laws 1999, LB 272, § 86; Laws 2011, LB544, § 1.

Outline of AQuESTT

Accountability for a Quality Education System for Today and Tomorrow

AQuESTT is a framework that describes the accountability system for the performance of public schools and districts. The framework is built on six tenets and addresses two broad categories of quality education systems: 1) Student Success and Access to include the following tenets: Positive Partnerships, Relationships and Student Success; Transitions; Educational Opportunities and Access; and 2) Teaching and Learning to include the following tenets: College and Career Ready; Assessment, and Educator Effectiveness. AQuESTT seeks to integrate educational accountability, assessment, public school and district accreditation, career education and the effective use of data for continuous improvement.

The AQuESTT framework is used to support the improvement efforts of public schools and districts, including those districts containing schools designated as priority schools, schools in most need of assistance to improve student achievement. AQuESTT is also used to recognize best practices of excellence by public schools and districts that may be shared among schools.

AQuESTT TENETS	
STUDENT SUCCESS AND ACCESS	
Positive Partnerships, Relationships & Student Success	The State Board of Education believes student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board supports schools and districts in implementing best practices in student, parent/family, and community engagement to enhance educational experiences and opportunities.
Transitions	The State Board of Education believes quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.
Educational Opportunities & Access	The State Board of Education believes every student should have access to coordinated and comprehensive instructional opportunities to be prepared for learning, earning, and living.
TEACHING AND LEARNING	
College & Career Ready	The State Board of Education believes every student shall be prepared to pursue postsecondary educational opportunities and career goals upon completion of secondary education.
Assessment	The State Board of Education believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards and be used as an integral part of the instructional process.
Educator Effectiveness	The State Board of Education believes students should be surrounded by effective educators throughout every learning experience, and every school and district should develop effective teachers and leaders who establish a culture of success.

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P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

To: State Board of Education

From: Tammy Barry, Legal Counsel III

Date: February 17, 2023

Re: Summary of rulemaking hearing on proposed revisions to 92 NAC 10

On January 31, 2023, a hearing on the proposed revisions to 92, Nebraska Administrative Code, Chapter 10, *Regulations and Procedures for the Accreditation of Schools* was held virtually over Zoom. Public notice was published in the Omaha World Herald on December 22, 2022 Juan Roman was the hearing officer. A recording of the hearing is available at: https://www.education.ne.gov/legal/rule-hearings/.

Summary of Testimony on the Proposed Revisions to 92 NAC 10

Mr. Roman called the hearing to order, introduced himself, introduced the subject of the hearing, read into the record that the legal notice of the hearing was published in the Omaha World Herald on December 22, 2022, outlined the procedures for the hearing, and introduced Brad Dirksen, Office Administrator for Accountability, Accreditation, & Program Approval.

Mr. Dirksen testified that the purpose of the proposed revisions to Rule 10 is to incorporate changes to Neb. Rev. Stat. §§ 79-724 (*Committee on American civics; created; duties; school board, State Board of Education, and superintendent; duties*) and 79-725 (*Character education; principles of instruction; duty of teachers*), ensure compliance with Neb. Rev. Stat. § 79-727 (*Rules and regulations; State Department of Education; duties*), reduce redundancy with the Nebraska Revised Statutes, eliminate appendices, and make other minor edits.

Marge Spencer, a school board member from Brady, expressed appreciation for having the hearing over Zoom and suggested allowing:

- Teachers with experience from other states to teach in Nebraska without submitting requirements;
- Individuals with a Bachelor's or Master's degree and work experience to teach in that subject area;
- Courses taught by instructors in higher education or technical schools to count as instructional units for students;
- A lower number of print periodicals; and
- Highly qualified community counselors to work in the schools.

Ms. Spencer also asked for consistent state testing with timely reporting of results to schools. She then questioned the criteria for intervention teams and the use of out-of-state assistance when we have resources within the state. She believes that with the shortage of teachers and paraprofessionals the state needs to rethink some things.

No other oral or written testimony was reported as being received.

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 15, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

PROPOSED AGENDA ITEM: Approve proposed revisions to Rule 14 (92 NAC 14) *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*

AGENDA ITEM TYPE (contract/grant/rule/program/other): rule

RATIONALE/BACKGROUND INFORMATION: Rule 14 includes the regulations and procedures for the legal operation of approved nonpublic schools.

The current version of Rule 14 was last updated July 28, 2012. The purpose of the proposed revision to Rule 14 is to incorporate Nebraska Revised State Statutes 79-724 and 79-725 into rules to ensure compliance with 79-727. Additional edits were made to reduce redundancy with Nebraska Revised State Statutes (E.g., the definition of "teach" now reflects a reference to the statutory definition), elimination of appendix documents, and other minor edits (E.g. replace "shall" with "must").

An update regarding the plan for proposed revisions was provided to the Teaching and Learning Domain Committee on November 4, 2021. Updates to the Rules and Regulations Committee regarding the Rule 14 revisions were made April 7, 2022 and October 6, 2022. The October 2022 State Board of Education meeting Report on Rules included notification of signed hearing draft (September 30, 2022). A hearing was scheduled for December 15, 2022; however, it was cancelled due to notification paperwork not being received by the Secretary of State. A public hearing was held on January 31, 2023. The Rules and Regulations Committee discussed the proposed revisions during the February 2023 committee meeting.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: $650.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:

TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 02.07.2023*

NEBRASKA DEPARTMENT
OF EDUCATION

RULE 14

REGULATIONS AND PROCEDURES FOR THE LEGAL OPERATION OF APPROVED NONPUBLIC SCHOOLS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 14

HEARING DRAFT
SEPTEMBER 30, 2022

State of Nebraska
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 14 - REGULATIONS AND PROCEDURES FOR THE LEGAL OPERATION OF APPROVED NONPUBLIC SCHOOLS

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE
General Provisions	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	001
Definitions	79-101, 79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	002
Procedures for Approval	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	003
Requirements for All Schools	79-305, 79-318, ~~79-305,~~ 79-703, 79-725, 79-1601	004
Elementary School Requirements	79-305, 79-318, ~~79-305,~~ 79-703, 79-724, 79-1601	005
Middle School Requirements	79-305, 79-318, ~~79-305,~~ 79-703, 79-724, 79-1601	006
Secondary School Requirements	79-305, 79-318, ~~79-305,~~ 79-703, 79-724, 79-1601	007
Loss of Approval	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	008
~~Appendix A~~	~~Application for Conditional Approval to Open a New Nonpublic School~~	
~~Appendix B~~	~~Rule 14 Assurance Statement for Approved School Systems~~	

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 14 - REGULATIONS AND PROCEDURES FOR THE LEGAL OPERATION OF APPROVED NONPUBLIC SCHOOLS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE
Definitions	79-101, 79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	002
Elementary School Requirements	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	005
General Provisions	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	001
Loss of Approval	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	008
Middle School Requirements	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	006
Procedures for Approval	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	003
Requirements for All Schools	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	004
Secondary School Requirements	79-305, 79-318, ~~79-305,~~ 79-703, 79-1601	007
~~Appendix A~~	~~Application for Conditional Approval to Open a New Nonpublic School~~	
~~Appendix B~~	~~Rule 14 Assurance Statement for Approved School Systems~~	

TITLE 92
CHAPTER 14

001 General Provisions

001.01 Statutory Authority. This Chapter is adopted pursuant to Neb. Rev. Stat. §§ ~~Sections~~ 79-305, 79-318, 79-703, and 79-1601 ~~and 79-305 of the Revised Statutes of Nebraska (R.R.S.)~~.

001.02 Approval of School Systems. Nonpublic Schools will be classified as approved if they meet all of the requirements of this Chapter. Each ~~All~~ private and parochial school ~~schools~~ in Nebraska that provide elementary, middle, or secondary instruction to children of compulsory attendance age is ~~are~~ required to be approved under the provisions of this Chapter, unless the school is part of a school system accredited under Title 92, Nebraska Administrative Code (NAC), Chapter10 or is ~~they are~~ exempt under the provisions of 92 NAC 13 ~~Title 92, Nebraska Administrative Code (NAC), Chapter 12 or Chapter 13~~.

001.03 Related Regulations. Provisions regarding teacher certification and endorsement are contained in 92 NAC 21 and 92 NAC 24.

001.04 Implementation of this Chapter. This Chapter will initially be used during the 2023-24 ~~2012-13~~ school year to determine future approval status.

002 Definitions. As used in this Chapter:

002.01 Board means the State Board of Education.

002.02 Commissioner means the State Commissioner of Education.

002.03 Core Curriculum means a curriculum which includes language arts, social science, science, mathematics, career and technical education, world languages, visual and performing arts, and personal health and physical education.

002.04 Course means a particular subject, subject area, or defined sequence of learning experiences scheduled during the school day with a certificated teacher assigned and with one or more students enrolled and in attendance.

002.05 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

002.06 Elementary Grades means those grades designated by the school system as elementary, but not to include any above grade eight.

002.07 Governing Body means a board elected or appointed to provide direction to a nonpublic school or to a nonpublic school system, or an individual or corporate owner

002.08 High School Grades means grades 9 through 12 in a school system organized with a four-year high school and grades 10 through 12 in a school system organized with a three-year high school. Schools organized as a three-year high school may include the ninth grade in determining compliance with this Chapter.

002.09 Instructional Unit means 15 clock hours (900 minutes) of classroom instruction in a course offered in the secondary school. As an example, a course which meets for 50 minutes a day for 180 days generates 10 instructional units. Instructional units should be computed to the nearest one-tenth.

002.10 Middle Grades means grades designated by the school system as middle and may include any grades from four through nine. The middle grades typically include at least grades seven and eight. Common middle grade configurations are grades six through eight or grades seven through nine.

002.11 School means an individual attendance center within a school system which provides either elementary, middle, secondary, or high school education.

002.12 School System means a school or group of schools under a governing body organized to provide education in elementary, middle, secondary, or high school grades as provided in this Chapter.

002.13 Secondary Grades means those grades designated by the school system as secondary, but not to include any below grade seven.

002.14 Teach has the same meaning as ~~defined~~ in Neb. Rev. Stat. § ~~Section~~ 79-101 ~~R.R.S., means and includes, but is not limited to, the following responsibilities: The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; the assessment and diagnosis of the individual educational needs of the pupils; the planning, selection, organizing, prescribing, and directing of the learning experiences of pupils; the planning of teaching strategies and the selection of available materials and equipment to be used; and the evaluation and reporting of student progress~~.

003 Procedures for Approval

003.01 Application for Initial Approval. A governing body seeking approval or seeking to add grades to a previously approved school must ~~shall~~ make application on forms supplied by the Department. The completed application forms ~~(See Appendix A)~~ must be received by the Department no later than May 1 prior to the start of the school year.

003.02 Recommendation by the Commissioner. If it is determined through visitation and/or reporting that the applicant school can comply with the provisions of this Chapter, a recommendation by the Commissioner will be made to the Board that the applicant school be granted conditional approval.

003.03 Action by the Board and Subsequent Reports. Upon favorable action by the Board, the applicant school will be granted conditional approval for one school year.

003.04 Visitation. Applicant schools must ~~shall~~ be visited during the school year by a representative of the Department or a designated superintendent to determine the school's compliance with the provisions of this Chapter.

003.05 Noncompliance. If it is determined by the Commissioner that a school has failed to comply with the provisions of this Chapter at any time during the year of conditional approval, such failure will ~~it shall~~ be just cause following notice to initiate proceedings before the Board to immediately terminate the conditional approval.

003.06 Duration of Approval. Continued approval is granted for one school year from each July 1 through the following June 30. Renewal is granted based upon the school's compliance with this Chapter during the prior school year. As detailed in this Chapter, failure to comply with mandatory standards in Section 004.01 of this Chapter may cause a school or school system to lose its approval during the school year.

003.07 School Site Review. The State Department of Education staff must ~~shall~~ conduct periodic on-site visits to schools to review and determine compliance with the provisions of this Chapter.

TITLE 92
CHAPTER 14

004 Requirements for All Schools

004.01 Mandatory Requirements for Legal Operation. To be eligible for approval or to continue as an approved school or school system, the following requirements must ~~shall~~ be met when applicable. Failure to comply with Sections 004.01A through 004.01G1 of this Chapter will ~~shall~~ be just cause for the Commissioner to initiate proceedings before the Board to terminate approval and end legal operation during the school year.

004.01A Teachers. The school must ~~shall~~ use only persons certificated pursuant to 92 NAC 21 to teach. Persons conducting religion or prekindergarten classes which are not counted as a part of the nonpublic school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement.

004.01B Grade Levels. The school must ~~shall~~ operate, offer instruction in, and give credit in only the grades for which the school is approved.

004.01C Required Instruction. Instruction in English, mathematics, science, and social studies must ~~shall~~ be provided each school year for all grades.

004.01D Graduation Requirements. Each ~~four-year~~ high school must ~~(grades 9-12) shall~~ require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent must ~~shall~~ be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.

004.01E School Year. Each school must ~~shall~~ provide at least the following instruction annually between July 1 and June 30 for the grades it offers: (a) for grades through eight, the time equivalent to at least 1,032 hours, (b) for grades nine through twelve, the time equivalent to at least 1,080 hours, and (c) if kindergarten is provided, the time equivalent to at least 400 hours. When a school is dismissed for any reason such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, such time may ~~shall~~ not be counted in meeting the 400/1,032/1,080 hour school year requirement. Time scheduled for the school lunch period may ~~shall~~ not be counted in meeting the school year requirements.

004.01F Assurance Statement. Each school or school system must ~~shall~~, by November 1 of each year, submit to the Department an Assurance Statement ~~(See Appendix B),~~ as prescribed by the Department, signed by a representative of the governing body affirming compliance or specifically noting any noncompliance with the regulations contained in this Chapter.

004.01G Reports. The head administrator, or head teacher, or presiding officer of the governing body of each school must ~~shall~~ submit each school year a Fall Personnel Report on or before September 15 and a Curriculum Report on or before the last day of February to the Department electronically via the Department's reporting system ~~Nebraska Student and Staff Record System (NSSRS) portal~~.

004.01G1 Additions of certificated staff after submission of the Fall Personnel Report must ~~shall~~ be reported to the Department at the time of contracting.

004.02 The School and School System. Regulations contained in this section apply to all approved schools.

004.02A School Policies

004.02A The governing body annually updates a written set of policies based upon the purposes and goals of the school or school system. This document is on file in each school building.

004.02A2 The school has a written policy which describes the 1,080 hour instructional program scheduled for high school students and the 1,032 hour instructional program scheduled for elementary students and, if provided, the 400 hour instructional program for kindergarten students. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school days.

004.02B The Instructional Program

004.02B1 The instructional program of the school is based on a written statement of purposes and/or goals developed at the local level and approved by the local board of education or governing body. This document is on file in each school building and each certificated staff member is provided a copy.

004.02B2 The ~~Each~~ school has written guides or frameworks for each core curriculum area and for the library and guidance programs. The guide in each core curriculum area addresses, as appropriate, instruction in written composition.

004.02B3 The school ensures its teachers arrange and present instruction in the manner specified in Neb. Rev. Stat. § 79-725 to promote and develop an upright and desirable citizenry.

004.02B4 The school provides a comprehensive cumulative record of attendance, academic progress, and dates of enrollment in and withdrawal from the school for each student enrolled.

004.02B5 ~~004.02B4~~ No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits must ~~shall~~ be based upon the total number of contests played. Each game, match, or meet played in a tournament setting must ~~shall~~ count as one of the contests permitted within these contest limits. Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems, except that nonpublic elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.

004.02C Number, Preparation, and Assignment of Staff Members

004.02C1 Each K-12 and each secondary school having grades ten through twelve or high school has a head administrator who holds a Nebraska Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for serving as a superintendent issued pursuant to 92 NAC 24. Nonpublic schools may share an area or diocesan head administrator.

004.02C2 Any person employed in an administrative or supervisory capacity in addition to the head administrator holds a Nebraska Administrative Certificate with an appropriate endorsement for the position held.

004.02C3 A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office.

004.02C4 The ratio of pupils to certificated staff members computed on a full-time equivalency basis in each school does not exceed 30 to 1.

004.02C5 Each teacher participates in at least ten hours of staff development activities each year.

004.02D Materials and Facilities

004.02D1 Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system. Each elementary school has at least one set of encyclopedias which has a copyright date within six years of the current school year. Each secondary school has two sets of encyclopedia from different publishers with copyright dates in the past five years. Required encyclopedia may be in print or electronic format.

004.02D2 Each elementary, middle, and high school acquires a minimum of 25 new library media resources, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year. The minimum full text hard copy titles is 100 if library media resources are also available through electronic format.

004.02D3 Each middle and high school subscribes to at least ten periodicals listed in the guide or index to periodicals used by the school. At least six are hard copy. The remainder may be obtained through electronic format.

004.02D4 Each school maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.

004.02E School System Performance: Evaluation and Improvement

004.02E1 Each school annually prepares a written report which includes but need not be limited to student performance and school demographics. No public reports of student performance are provided for any grades having fewer than five students.

004.02E2 Each school selects and uses a standardized norm-referenced assessment instrument. Whole grade assessment begins no earlier than grade two and assessment is conducted annually in at least one grade in each of the following three levels: grades 4-6; grades 7-9; grades 10-12.

004.02E3 Each school uses criterion referenced assessment data, beginning at least in grade five, to determine acquisition of competencies in reading, writing, and mathematics. The assessment is based upon local checklists or benchmarks of progress, portfolio collections showing student progress, or other criterion-referenced measures.

004.02E4 At least once every three years, each high school conducts a follow-up study of its graduates.

005 Regulations Pertaining to the Elementary School

005.01 The Elementary Instructional Program. The elementary school has on file a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas:

005.01A Reading and Language Arts;

005.01B Mathematics;

005.01C Social Studies, including instruction required pursuant to Neb. Rev. Stat. § 79-724;

005.01D Science/Health;

005.01E Physical Education;

005.01F Art; and

005.01G Music.

005.02 Number, Preparation, and Assignment of Elementary Staff

005.02A Computed on a full-time equivalency basis, a minimum of 90 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.

005.02B An elementary school having more than one and less than ten full-time equivalency teachers has a principal or designates one teacher as head teacher. The head teacher holds at least a Nebraska Initial, Standard, or Professional Teaching Certificate issued pursuant to 92 NAC 21 with an appropriate endorsement for elementary education issued pursuant to 92 NAC 24. The principal holds a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24. When the number of full-time equivalency teachers reaches ten or more, a principal holding a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24 is assigned at least one-half time for administration and supervision.

005.02C Two or more schools may jointly contract with a person holding a Nebraska Standard or Professional Administrative Certificate with an endorsement for principal or superintendent.

006 Regulations Pertaining to the Middle Grades School

006.01 The middle grades instructional program. ~~The program in the middle grades includes instruction for each grade each year in the following subject areas.~~ Instruction may be provided through separate courses, integrated blocks of time, or through exploratory programs. The program in the middle grades includes instruction for each grade each year in the following subject areas:

006.01A Reading and Language Arts~~,~~;

006.01B Mathematics~~,~~;

006.01C Social Studies, including instruction required pursuant to Neb. Rev. Stat. § 79-724;

006.01D Science~~,~~;

006.01E Health~~,~~;

006.01F Art~~, and~~;

006.01G Music; and

006.01H Physical Education. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.

006.02 Number, Preparation, and Assignment of Middle Grades Staff

006.02A Computed on a full-time equivalency basis, a minimum of 80 percent of the teachers in the middle grades are assigned to areas for which they hold one of the following endorsements or meet the provisions of subsections 006.02A1a or 006.02A4 of this Chapter.

006.02A1 In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.

006.02A1a Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students.

006.02A2 In grades four through six, an elementary endorsement or any middle grades endorsement.

006.02A2a Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students.

006.02A3 In grade nine, an appropriate secondary endorsement or any middle grades endorsement.

006.02A4 Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.

006.02A5 Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.

006.02B A middle grades school having more than one and less than ten full-time equivalency teachers has a principal or designates one teacher as head teacher. The head teacher holds a least a Nebraska Initial, Standard, or Professional Teaching Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24. The principal holds a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24. When the number of full-time equivalency teachers reaches ten or more, a principal holding a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24 is assigned at least one-half time for administration and supervision.

006.02C Two or more middle grades schools may jointly contract with a person holding a Nebraska Standard or Professional Administrative Certificate with an endorsement for principal or superintendent.

007 Regulations Pertaining to the Secondary School

007.01 The Secondary Instructional Program

007.01A Required High School Program. The high school program consists of courses totaling at least 200 instructional units of which at least 100 instructional units are taught by certificated teachers employed by the school. Up to a total of 100 instructional units may be provided through one or more of the following:

007.01A1 Cooperative Arrangements. Instructional units provided through contractual or cooperative arrangements with other schools, educational service units, and/or postsecondary institutions may be counted in meeting a portion of the instructional unit requirement provided the courses are taught by properly certificated teachers and are

made available to all eligible students. The course(s) must be shown on the high school class schedule if the courses are to be counted toward compliance with this regulation. A copy of the written agreement with the cooperation school/agency must be on file in the school.

007.01A1a Distance Learning. Up to 60 instructional units of the 200 unit instructional program requirement of the high school may be met through the use of courses presented primarily through one or more forms of distance learning technology such as satellite, regional course sharing, or other audio-video distance learning, provided: (a) each course is shown on the high school class schedule, (b) at least one student is enrolled and participating in each course to be counted, and, (c) each student enrolled in a course is assigned to a local certificated teacher who monitors student progress and general appropriateness of the course. The teacher is present in the classroom while instruction is in progress unless:

007.01A1a1 The off-site teacher holds a valid teaching certificate and a para-professional is present in the classroom, or

007.01A1a2 The off-site teacher holds a Nebraska teaching certificate, maintains two-way audio and video communication with the distance learning classroom, and has a direct telephone connection with a supervising adult in the school.

007.01A2 Correspondence Courses. Up to 30 instructional units of the instructional program requirement of the high school may be met through the use of correspondence courses available through the Independent Study High School, University of Nebraska-Lincoln, provided: (a) the courses are made available to all students at the school's expense, (b) at least one high school student is enrolled in each course used towards compliance with the instructional program requirement, (c) a correspondence study class is scheduled each day that school is in session with a certificated teacher present (one teacher may supervise several correspondence courses within a single class period), (d) students are required to attend the scheduled classes, and (e) a statement

indicating the name of the course, the number of hours to be completed, and the name of the students enrolled is on file in the school system. The class assigned for the correspondence work must be shown on the high school class schedule.

007.01B A school adding high school grades provides at least one-fourth of the total instructional unit requirement and one-fourth of the individual subject matter requirements for each grade that it offers.

007.01C The instructional program in grades 9-12 includes as a minimum the following subject fields and the number of instructional units shown for each:

007.01C1 Language Arts - 40 instructional units. Schools may include world language in meeting this requirement;

007.01C2 Social Science – 30 instructional units. This must include instruction required pursuant to ~~in citizenship as provided in~~ Neb. Rev. Stat. § ~~Section~~ 79-724 ~~R.R.S.~~;

007.01C3 Mathematics – 20 instructional units;

007.01C4 Science – 20 instructional units. This includes courses each year in the biological and the physical sciences~~.~~;

007.01C5 Career and Technical Education – 40 instructional units;

007.01C6 Personal Health and Physical Education – 10 instructional units. Practice for and participation in interscholastic athletic activities cannot substitute for any part of the personal health and physical education requirement~~.~~; and

007.01C7 Visual and Performing Arts – 5 instructional units in music and 5 in art.

007.01D Secondary schools including grades seven and eight provide instruction in the following subject areas in each grade during each school year: Reading, Language Arts, Social Science, Mathematics, Science, Personal Health and Physical Education, Music, and Art. Computer education is integrated in the instructional program. Practice for and participation in interscholastic activities are not accepted as a substitute for any part of this requirement.

007.02 Number, Preparation, and Assignment of Secondary Staff

007.02A A minimum of 70 percent of the units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they are acquiring six credit hours per year toward the subject endorsement or the broad field endorsement.

007.02B Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.

008 Loss of Approval

Section 004 of this Chapter lists requirements that must be met at all times by school systems as a condition of approval. Failure to meet the provisions of Section 004 may result in the Board terminating the legal operation of the school system during the school year. Noncompliance with other regulations in this Chapter will result in the assessment of violations which, if not corrected, will result in a recommendation to the Board for probation or loss of approval.

008.01 Violations. In determining the future approval status of a school, each failure to meet a numbered regulation other than those contained in Section 004 of this Chapter will ~~shall~~ constitute a separate violation.

008.02 Reporting Violations. A school must ~~shall~~ report any existing violations to the Department on its annual Statement of Assurance.

008.03 Correction of Violations. Schools will have until February 1 to correct violations or to prepare a written plan for correction of a violation that existed at the time of submission of the Statement of Assurance. Written evidence of the correction of the

violations or a written plan developed in accordance with Section 008.03A of this Chapter ~~0078.03A~~ must be submitted to the Department.

008.03A Schools having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

008.04 Effect of Violations on Nonpublic Schools. If, after consultation with school officials, the Commissioner determines that approved nonpublic school systems have any uncorrected violations, the Commissioner must ~~he or she shall~~ make the applicable following recommendations to the Board.

008.04A AN APPROVED NONPUBLIC SCHOOL SYSTEM having an uncorrected violation that applies to approved school systems and no written plan under Section 008.03A of this Chapter must ~~shall~~ be recommended for APPROVAL ON PROBATION for the following year.

008.04B An APPROVED NONPUBLIC SCHOOL SYSTEM having a plan under Section 008.03A of this Chapter and having the same uncorrected violation after September 1 of any requirement that applies to approved school systems must ~~shall~~ be recommended for APPROVAL ON PROBATION for the current year.

008.04C An APPROVED NONPUBIC SCHOOL SYSTEM ON PROBATION continuing to have the same uncorrected violation after February 1 must ~~shall~~ be recommended for NONAPPROVAL for the following school year.

008.05 Provisions for Notice and Hearing

008.05A When the Commissioner makes a recommendation to the Board for a school system to be placed on probation or for denial or revocation of approval, notice of the recommendation and of the right to request a hearing must ~~shall~~ be given to the school system by certified mail sent at least 30 calendar days prior to the date of the Board meeting at which the recommendation is to be considered. Copies will be sent to the superintendent, head administrator, or head teacher of the school system, and to the presiding officer of the governing body, if known. This notice must ~~shall~~ specify the basis for the recommendation.

008.05B If the school system notifies the Commissioner at least seven days prior to the date the recommendation is to be considered by the Board that it requests a hearing, the Board must ~~shall~~ schedule a hearing date.

008.05C All hearings arising under this Chapter must ~~shall~~ be conducted in accordance with the hearing procedures of 92 NAC 61, including provisions of that Chapter relating to evidence. Any action taken or recommended by the Commissioner adverse to the school system may be the subject of a petition by such school system under 92 NAC 61, in which case all the provisions of 92 NAC 61 must ~~shall~~ apply to such appeal.

008.06 Action by the Board. Upon review of the Commissioner's recommendation, and following any hearing, the Board must ~~shall~~ make a determination of the future approval status of the system and must ~~shall~~ inform the system in writing of its determination.

Return to:
Approval and Accreditation Section
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, Nebraska 68509-4987

APPLICATION FOR CONDITIONAL APPROVAL TO OPEN A NEW NONPUBLIC SCHOOL Under Rule 14, Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools

NDE 08-12
(Revised ____)
Date Due: May 1

Check appropriate box(es):
Elementary ☐ Middle ☐ Secondary ☐

Application must be submitted by May 1

1. Name of Proposed School: _____

2. Name of Contact Person: _____

3. Address of Contact Person: _____
Street City Zip Telephone

4. Has a facility for the proposed school been secured? ☐ YES ☐ NO
If yes, please list address: _____

5. Purpose and/or philosophy or proposed school: _____

6. Group or denomination, if any, sponsoring school: _____

7. Grades to be included: _____ Anticipated enrollment: _____

8. Has staff with proper Nebraska certification been secured to teach in the proposed school? ☐ YES ☐ NO
If yes, please provide the following:
Staff Member's Name NDE Staff IDr Endorsement

9. Has the State Fire Marshal (or deputy) inspected and approved the proposed facility? ☐ YES ☐ NO

10. Has a study of the regulations of Rule 14 shown that the proposed school will be able to meet the regulations?
☐ YES ☐ NO
(NOTE: *State Board action on this application is anticipated in August. To be recommended for conditional approval, the proposed school should be in substantial compliance with Rule 14 by that time.*)

11. Signature of contact person above: _____
Date

12. Please list all the officers of the school board or governing body.

Name Address

Name Address

Return to: Nebraska Department of Education
Accreditation and School Improvement
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987

NDE 08-029
Revised 7/2012
Date Due: Designated Superintendent by Oct. 1
To NDE by Nov. 1

RULE 14 (*Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*)

ASSURANCE STATEMENT FOR APPROVED SCHOOL SYSTEMS

	Name of Head Teacher or Administrator:
	Authorized Representative of the Governing Body: Name: Title:

Grades offered for the current school year include:

ASSURANCE STATEMENT: I hereby affirm compliance or specifically note any noncompliance with the applicable approval regulations in 92 NAC 14-004.01 through 008.03A.

Signed:	Authorized Representative of the Governing Body:	Date:

Regulation Number	Areas of noncompliance and corrections in progress, if any:

Reviewed by:		

City, Area or Diocesan Superintendent Date
(Submit to NDE by November 1)

Please make a copy of the completed form for the school files and forward the completed form for signature and then to NDE.

TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

To: State Board of Education

From: Tammy Barry, Legal Counsel III

Date: February 17, 2023

Re: Summary of rulemaking hearing on proposed revisions to 92 NAC 14

On January 31, 2023, a hearing on the proposed revisions to 92, Nebraska Administrative Code, Chapter 14, *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools* was held virtually over Zoom. Public notice was published in the Omaha World Herald on December 22, 2022. Juan Roman was the hearing officer. A recording of the hearing is available at: https://www.education.ne.gov/legal/rule-hearings/.

Summary of Testimony on the Proposed Revisions to 92 NAC 14

Juan Roman called the hearing to order, introduced himself, introduced the subject of the hearing, read into the record information about the legal notice of the hearing, outlined the procedures for the hearing, and introduced Brad Dirksen, Office Administrator for Accountability, Accreditation, & Program Approval.

Mr. Dirksen testified that the purpose of the proposed revisions to Rule 14 is to incorporate changes to Neb. Rev. Stat. §§ 79-724 (*Committee on American civics; created; duties; school board, State Board of Education, and superintendent; duties*) and 79-725 (*Character education; principles of instruction; duty of teachers*), ensure compliance with Neb. Rev. Stat. § 79-727 (*Rules and regulations; State Department of Education; duties*), reduce redundancy with the Nebraska Revised Statutes, eliminate appendices, and make other minor edits.

No other oral or written testimony was reported as being received.

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Lincoln, NE 68509-4987
education.ne.gov

PROPOSED AGENDA ITEM RATIONALE

DATE: February 15, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

PROPOSED AGENDA ITEM: Approve proposed repeal of Rule 23 (92 NAC 23) Regulations for the Basic Skills Competency Testing of Teachers and Administrators

AGENDA ITEM TYPE (contract/grant/rule/program/other): rule

RATIONALE/BACKGROUND INFORMATION: Chapter 23 was adopted pursuant to 79-809 of the Nebraska Revised Statutes (R.R.S.). 79- 809 sets the maximum, not the minimum, that the Nebraska State Board of Education may require for the issuance of any entry-level certificate which includes satisfactorily demonstrating basic skills competency. The purpose of the proposed repeal of Rule 23 is eliminate the requirement for educators to demonstrate basic skills competency, as defined in 79-807 (R.R.S.), when applying for an entry-level certificate.

Nebraska is currently experiencing an educator shortage and is looking at eliminating unnecessary and duplicative barriers for educators related to certification while ensuring high standards are retained. Most research finds that certification exams are not strong predictors of teaching effectiveness. Basic skills competency examinations also add to costs for new educators. Additionally, a baccalaureate degree and completion of an approved educator preparation program (including student teaching) is required for an initial teaching certificate and these requirements demonstrate an applicant has the basic skills to be a teacher. This would not preclude an educator preparation program or school system from instituting basic skills testing requirement for those entering into a program or being hired as a teacher but would allow that decision to be one of local control. 33 states do not require a basic skills competency examination to be certificated as an educator.

The repeal would allow Nebraska to be more competitive in recruiting teachers as no other states that boarder Nebraska require basic skills competency examinations for certification. The repeal of Chapter 23 will result in an increase in the number of certificated teachers in Nebraska.

A hearing was held on January 31, 2023. The Rules and Regulations Committee discussed the proposed repeal during the February 2023 committee meeting.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: $650.00

TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 02.07.2023*

NEBRASKA DEPARTMENT
OF EDUCATION

RULE 23

REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF TEACHERS AND ADMINISTRATORS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 23

EFFECTIVE DATE
MAY 10, 2014
(REVISED)

State of Nebraska
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 23 - REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF TEACHERS AND ADMINISTRATORS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Accommodations	79-807, 79-808, 79-809(3)	007
Basic Skills Competency Examination Duties of the Department	79-807, 79-808, 79-809(3)	005
Basic Skills Competency Examination Requirements for Applicants for Administrative or Teaching Certificates	79-807, 79-808, 79-809(3)	004
Definition of Terms	79-807, 79-808, 79-809(3)	002
Determination Based on Equivalency	79-807, 79-808, 79-809(3)	008
General Information	79-807, 79-808, 79-809(3) 79-318(5)(g)	001
General Provisions	79-807, 79-808, 79-809(3)	003
Provisions for Hearing	79-807, 79-808, 79-809(3)	006

TITLE 92 NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 23 REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF TEACHERS AND ADMINISTRATORS

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TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 23 - REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF TEACHERS AND ADMINISTRATORS

001 General Information

001.01 Statutory Authority. This chapter is adopted pursuant to the power and authority vested in the State Board of Education in Nebraska Revised Statutes (R.R.S) Sections 79-807, 79-808, 79-809 and 79-318.

001.02 Scope, Application, and Delineations of this Chapter. This chapter provides procedures for the administration of a basic skills competency examination for individuals seeking an entry-level Nebraska teacher or administrator certificate after July 31, 1989.

001.03 Institutional Responsibility. Each standard institution of higher education is required to annually notify applicants of the requirement for taking the basic skills competency examination and of the scheduled opportunity to take the examination.

001.04 Related Chapters. Throughout this chapter reference is made to other Department of Education rules relating to teachers and administrators. For a more detailed explanation of the procedures for the issuance of certificates to teach, counsel, or supervise in Nebraska schools refer to 92 NAC 21 (Rule 21). Title 92 NAC 20 (Rule 20) covers the approval of teacher education programs in Nebraska. Copies of these rules are available from the Department of Education.

002 Definition of Terms

As used in this chapter, the terms listed below shall be defined as follows:

002.01 ACT means the paper or computerized sections of the American College Test (ACT) used as a measurement of student performance.

002.02 Basic Skills Competency means either (a) proficiency in (i) the written use of the English language, (ii) reading, comprehending, and interpreting professional writing and other written materials, and (iii) working with fundamental mathematical computations as demonstrated by successful completion of an examination designated by the board and taken by teacher education students enrolled at a

standard institution of higher education; or (b) successful employment experiences of two (2) or more consecutive years in an approved, accredited, or otherwise legally operated school while (i) holding or qualifying to hold a regular certificate issued by another state on the basis of completion of an approved teacher education program at a standard institution of higher education; or (ii) holding current credentials from a credentialing organization approved pursuant to 92 NAC 22 (Master Teacher Program) as referenced in 92 NAC 21 (Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools). Basic skills competency examinations are those which meet section (a) in this definition and are approved by the State Board of Education, pursuant to this chapter.

002.03 Board means the State Board of Education.

002.04 Commissioner means the State Commissioner of Education.

002.05 Core Skills Test means the paper or computerized reading, writing and mathematics portions of the Core Academic Skills for Educators Test published by the Educational Testing Service of Princeton, New Jersey.

002.06 Department means the State Department of Education which is comprised of the Board and the Commissioner.

002.07 Entry level certificate means the first regular certificate acquired in Nebraska by an applicant.

002.08 PPST means the paper or computerized reading, writing, and mathematics portions of the Pre-Professional Skills Test published by the Educational Testing Service of Princeton, New Jersey.

002.09 Regular certificate means an Initial, Standard, or Professional Nebraska certificate, or a comparable and equivalent certificate from another state.

002.10 Passing scores means scaled scores in math, reading and writing individually reported on an original score report as set forth in Sections 003.02, 003.03, 003.04 and 003.05 of this chapter, or a determination by the Commissioner under Section 007 of this chapter, or a score submitted under the provisions of Section 008 of this chapter.

002.11 Standard institution of higher education means any college or university whose teacher education program is fully approved by the Board, or by a comparable agency in any other state or country.

TITLE 92
CHAPTER 23

003 General Provisions

003.01 Requirements of Basic Skills Competency Examination for Initial Certification or Permit. Prior to September 1, 2014 applicants taking a basic skills competency examination for an entry level Nebraska teacher or administrative certificate were required to complete the reading, mathematics, and writing portions of the Pre-Professional Skills Test (PPST). As described in Section 003.03 of this chapter, passing scores on the PPST obtained prior to September 1, 2014 will meet the basic skills competency examination requirement. Effective September 1, 2014, applicants taking a basic skills competency examination were required to complete the Core Skills Test. After September 1, 2014, applicants for an entry level Nebraska certificate or permit can use previously obtained passing scores on the PPST or the Core Skills Test to meet the basic skills competency examination requirement. Effective September 1, 2019, applicants for an entry level Nebraska certificate or permit can meet the Basic Skills requirement by submitting passing scores on the ACT test as described in section 003.04 of this chapter. Section 003.05 of this chapter allows a combination of this aforementioned examinations to be used. Section 007 of this chapter contains accommodation provisions for the basic skills competency examination and Section 008 of this chapter deals with competency determinations based on equivalency.

003.02 Passing Scores. Core Skills Test. Passing scores means the scaled scores as shown on an original score report from the Educational Testing Service consisting of the following:

003.02A One hundred fifty-six (156) or above on the reading portion of the Core Skills Test; and

003.02B One hundred fifty (150) or above on the mathematics portion of the Core Skills Test; and

003.02C One hundred sixty-two (162) or above on the writing portion of the Core Skills Test; or

003.02D A composite score of all three sections of the CORE Skills Test of 468 with no score reported below 148 Reading, 142 Math, and/or 158 Writing will be accepted to meet the basic skills examination requirement.

TITLE 92
CHAPTER 23

003.03 Passing Scores. PPST. Applicants will meet the basic skills competency examination requirement by taking the PPST prior to September 1, 2014. Applicants may use passing scores on the PPST as identified in Sections 003.03A through 003.03D of this chapter for program admission after September 1, 2014 with institutional approval.

003.03A One hundred seventy (170) or above on the reading portion of the PPST; and

003.03B One hundred seventy-one (171) or above on the mathematics portion of the PPST; and

003.03C One hundred seventy-two (172) or above on the writing portion of the PPST; or

003.03D A composite score of 513 on all three portions of the PPST, with no single test score being more than one point below the score required in Section 003.03A, 003.03B, or 003.03C of this chapter, and upon the recommendation of a standard institution of higher education.

003.04 Passing Scores. ACT. Applicants may meet the Basic Skills competency examination requirement by taking the American College Test (ACT). Passing scores means the scaled scores as shown on an original score report from the American Testing Service consisting of the following:

003.04A Nineteen (19) or above on the ELA (English, Reading & Writing) portion of the ACT; and

003.04B Twenty-one (21) or above of the math portion of the ACT.

003.05 Passing Scores. Combination of Tests. Applicants may meet the Basic Skills competency examination requirement by combining passing scores from each area of competency, (reading, mathematics and writing), taken from more than one examination:

003.05A For reading, a score described in Sections 003.02A or 003.03A or 003.04A; combined with,

003.05B For mathematics, a score described in Sections 003.02B or 003.03B or 003.04B; combined with,

003.05C For writing, a score described in Sections 003.02C or 003.03C or 003.04A.

003.06 Applications for Renewal and for Second Certificates. No portion of this chapter will be construed as having any application to the renewal of a Nebraska teaching or administrative certificate or to the application for a second Nebraska teaching or administrative certificate.

003.07 Score Reports. Only original score reports sent from the Educational Testing Service or the American College Test Company or score reports sent by a Nebraska standard institution of higher education and to which the applicant did not have access will be accepted by the Department for the purpose of meeting the requirements of this chapter and 92 NAC 21.

004 Basic Skills Competency Examination Requirements for Applicants for Administrative or Teaching Certificates

Except as provided in Section 007 and Section 008 of this chapter, each applicant for an entry-level administrative or teaching certificate will:

004.01 Take the basic skills competency examination at a Nebraska location designated by the institution or at any other location where the examination is given; and

004.02 Receive passing scores on the basic skills competency examination as designated by Sections 003.02, 003.03, 003.04, or 003.05 of this chapter; and

004.03 Require that his or her original score report be sent directly to the designated Nebraska standard institution of higher education or to the Department.

005 Basic Skills Competency Examination Duties of the Department

The Department will:

005.01 Provide to any person upon request current information on Nebraska dates and testing locations for the basic skills competency examination.

TITLE 92
CHAPTER 23

006 Provisions for Hearing

006.01 When a person is denied any Nebraska teaching or administrative certificate for which he or she has applied because of the provisions of this chapter, he or she is entitled to request a review and hearing pursuant to 92 NAC 21.

007 Accommodations

007.01 An individual whose primary language is sign language or for whom English is a second language is required to take the same basic skills competency examinations as other individuals. However, if they fail to obtain the minimum passing scores as specified in Sections 003.02, 003.03, 003.04, or 003.05 of this chapter, they may apply to the Commissioner for a review of their past education, employment, and standardized testing experience.

007.02 If, upon examination, the Commissioner determines that the applicant has provided evidence of the possession of basic skills competency equivalent to that designated in Sections 003.02, 003.03, 003.04, or 003.05 of this chapter, the Commissioner will issue a determination that the applicant has demonstrated satisfactory scores for purposes of this chapter and 92 NAC, Chapters 20 and 21.

008 Determination Based on Equivalency

008.01 An individual who has taught or administered for two (2) consecutive years in an approved, accredited, or otherwise legally operated school in another state meets this requirement by submitting an employment verification form (a recommended form may be found on the Department's Teacher Certification website); or

008.02 A person who has been certificated by another state following the successful completion of a basic skills competency examination with separate passing scores individually reported for math, reading and writing required by that state, meets the basic skills competency requirement. The applicant will submit an original score report pursuant to this chapter or 92 NAC 21.

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To: State Board of Education

From: Tammy Barry, Legal Counsel III

Date: February 17, 2023

Re: Summary of rulemaking hearing on proposed repeal of 92 NAC 23

On January 31, 2023, a hearing on the repeal of 92, Nebraska Administrative Code, Chapter 23, *Regulations for the Basic Skills Competency Testing of Teachers and Administrators* was held virtually over Zoom. Public notice was published in the Omaha World Herald on December 22, 2022. Juan Roman was the hearing officer. A recording of the hearing is available at: https://www.education.ne.gov/legal/rule-hearings/.

Summary of Testimony on the Proposed Repeal of 92 NAC 23

Juan Roman called the hearing to order, introduced himself, introduced the subject of the hearing, read into the record information about the legal notice of the hearing, outlined the procedures for the hearing, and introduced Brad Dirksen, Office Administrator for Accountability, Accreditation, & Program Approval.

Mr. Dirksen testified that Rule 23 was adopted pursuant to Neb. Rev. Stat. § 79-809, which sets the maximum, not the minimum, requirements the State Board may set for the issuance of an entry level teaching certificate, and that the purpose for repealing of Rule 23 is to eliminate the requirement for educators to demonstrate basic skills competency when applying for such certificate. He noted that Nebraska is experiencing an educator shortage and is looking at eliminating unnecessary and duplicative barriers while ensuring high standards. He added that research has not found certification exams to be a strong predictor a teaching effectiveness and a baccalaureate degree and completion of an approved educator preparation program is required for an initial teaching certificate. He pointed out that the repeal would not preclude an educator preparation program or school system from instituting a basic skills testing requirement, but would allow the decision to be one of local control. He concluded by stating that 33 states do not require a basic skills exam, the repeal would also allow Nebraska to be more competitive, no states that borders Nebraska require the exam, and the repeal of Rule 23 will increase the number of certificated teachers in the state. He also added that discussions are underway with the Rules and Regulations Committee of the State Board of Education to revise Rule 21 (*Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*) if the repeal is adopted.

Jackie Eagan, a retired social worker, testified in favor of the repeal speaking for a collaboration of organizations, including the NAACP, Nebraskans for Peace, and a subgroup of the Osher Lifelong Learning Institute (OLLI). The collaboration is alert to the teacher shortages and is particularly interested in increasing the number of teachers of color, particularly in response to the increasing diversity of students. She noted that there is no evidence that higher test scores produce better teachers, particularly for those with diverse backgrounds, and that concerns about unqualified candidates becoming teachers can be avoided through other evaluations. She emphasized the cost issue as a barrier and the hope for becoming more competitive for recruiting teachers and increasing the diversity of teachers.

Christian Legler, Associate Professor of Education and Chair of the Educational Foundations and Leadership Department at Wayne State College, testified in support of the repeal. He thanked the State Board for their work on the educator shortage issue and provided data and information about the shortage. He expressed concern about the cost of the exam and the length of time since students have practiced the skills assessed on the exam. He then stated that completion of an educator preparation program should demonstrate the basic skills needed to be an educator. He ended by stating that students should not be burdened with an exam that does not predict effectiveness.

Gene Russel, Superintendent of Ogallala Public Schools, testified in support of the repeal, speaking for rural districts. He provided examples of teachers who he would like to hire who have not been able to pass the Praxis. He believes this is one piece that will help relieve the teacher shortage for his rural school district by eliminating a barrier. He stated that no district looks at a Praxis score to determine who they should hire. He also mentioned that elimination of the exam is the number one thing that educators supported at a summit on the teacher shortage.

Ben Welsch, from Hastings and representing NSEA, testified in support of the repeal. He is a math educator serving as a teaching fellow who also tutors students for the math portion of the Praxis. He testified that the exam costs $90 for each portion at 80 to 105 minutes or $150 at 270 minutes for all three sections and can be taken as many times as necessary with fee being paid each time, which does not include any other preparation or tutoring costs. There may also be separate subject assessments required for endorsements with additional fees of $60 to $200. He pointed out that from 2014 to 2018 800 students achieved an acceptable composite score, but failed one or more subsection, many of whom where in minority groups. He claimed there is a need to eliminate the exam and provide an alternative demonstration of those skills. He gave examples of students who struggled on the math portion and were not going to be teaching math. He would like to see a larger pool of education professionals who have the passion and love for teaching.

Aurora Urwiler, student at University of Nebraska Lincoln from Laurel majoring in agriculture education, testified in support of the repeal. She views the Praxis as a roadblock for upcoming educators that caused havoc in her journey to being a teacher and she has friends who changed their majors because of it. She was delayed two semesters in her graduation due to taking the exam 10 times at a cost of $1,260. She struggled on the writing portion after having received an A in an English course at the Nebraska College of Technical Agriculture in Curtis. She also took time off from college and was a substitute teacher.

April Buschelman, President of the Nebraska Association Colleges of Teacher Education, testified in support of the repeal. She described the association and the decrease in teacher prep enrollment. Nebraska's enrollment has decreased by 45%, while the national average has only decreased by 35%. She went on to talk about the task force that developed out of a summit on the teacher shortage, emphasizing that the Praxis is currently the only way to demonstrate basic skills competency and that the exam has not been linked to teaching effectiveness. She also discussed the lower pass rates for students of color and the cost. She stated that removing the exam requirement would reduce a significant barrier and allow more teachers to move to the state. Safeguards are in place through institutional and other requirements. The association will continue to hold teacher education candidates to high standards.

Erin McDonnell-Jones, Associate Professor of Teacher Education at Bellevue University, testified in support of the repeal on behalf of her students. Her students are concerned about the cost of a test that does not demonstrate their ability to teach when they are already required to demonstrate competence through their coursework.

Sara Skretta, Senior Director of Accreditation, Placement, and Licensure for the College of Education & Human Sciences at the University of Nebraska – Lincoln, testified in support of the repeal. She described her program and the financial burden on students. She stated that the repeal would also level the playing field for students wanting to be teachers. Students from low performing high schools and adults returning for a second career often struggle with the exam. Current accommodations are only for students for whom English is not their first language and students who are deaf or hard of hearing. She described the exam as a barrier to diversifying the workforce. She stated that UNL believes students should be proficient in basic academic skills, but there are other skills may be even more important. UNL support the repeal as a recruitment and retention tool. In one year, the college lost 200 potential teachers with GPA's over a 2.75 due to the exams. She thanked the Board for their continued support.

John Skretta, Administrator of ESU 6 in Milford testifying on behalf of STANCE and the districts in the ESU, testified in support of the repeal for the reasons already mentioned. STANCE has been on the record supporting this change in legislative proposals. He concluded that the repeal will empower the colleges to move students into the profession.

No other oral or written testimony was reported as being received.

Date: February 24, 2023

To: State Board of Education

Fr: Mark Lenihan, President of the Nebraska Council on Teacher Education (NCTE)
Superintendent, Wayne Community Schools

RE: NCTE February 17, 2023 meeting summary

I am writing to follow up with the State Board of Education on progress of the recent Nebraska Council on Teacher Education meeting, which convened on Friday, February 17, 2023. As you are aware, the membership of NCTE is composed of teachers, administrators, private/parochial school representation and institutions of higher education. In part, our agenda items consisted of items concerning Rule 23, the content exam, and the Special Education Endorsements.

There were three key actions taken at the meeting on which the Council wishes to advise the Board:

1. NCTE voted to recommend the repeal of Rule 23: regulations for the basic skills competency testing of teachers and administrators. NCTE strongly encourages the Board to support the repeal as well.
2. NCTE voted to support the proposed language presented by NDE at the meeting regarding the content exam and Nebraska teacher candidates.
    a. NCTE supports adding 2 years of employment to serve as the equivalent to the content exam for Nebraska candidates who do not pass the Praxis Content exam for their endorsement area. This provides an equitable pathway to licensure for in-state prepared teacher candidates to that which exists for out of state candidates and removes the barrier of a singular test for licensure.
3. NCTE voted to return the Special Education endorsement revisions to the ad hoc committee for further discussion and review.

NCTE is dedicated and committed to high quality Nebraska education for our students and will continue to advise the State Board of Education from that perspective. Thank you for your dedication to Nebraska education.

Sincerely,

Mark A. Lenihan
President, NCTE

Teacher Education in Nebraska: Recommendations November 2020

Introduction

Based on a review of all teacher education programs in Nebraska, their accreditation status, admissions policies, program requirements, clinical practice requirements, competency guidelines, alternative pathways to teacher certification, and district partnerships the Johns Hopkins Institute for Education Policy ("Institute"), drawing from national best practices, makes the following recommendations.

Accreditation

Currently, all 15 of Nebraska's teacher preparation institutions are members of the Nebraska Association of Colleges of Teacher Education (NACTE) and are also represented on the Nebraska Council on Teacher Education (NCTE), an advisory body to the State Board of Education. Thirteen institutions are accredited by CAEP (NCATE). The exceptions are the College of St. Mary and Midland University, which are accredited by the Higher Learning Commission and approved for teacher education by the Nebraska Department of Education and the Nebraska State Board of Education, respectively.

- *Recommendation*: In the last few years, CAEP has undertaken a number of modifications of its models of review and their associated standards. At this point, the results have achieved a certain traction and can represent a starting point for the Department as it stands up a Nebraska-specific accreditation review. In my judgment, the CAEP standards should be the starting point – the gateway - for the Nebraska model, not the end point. Once the Department has finalized its work, their rubrics, visiting protocols and standards should be used universally in the state of Nebraska for all teacher preparation programs.

Program Admissions — GPA (Undergraduate)

Nebraska requires a minimum GPA of 2.5 for admission, and a minimum of 2.75 for admission to student teaching. Almost all schools (11 out of 15) require a minimum GPA that is higher than 2.5 for admission. The median GPA of admitted students is often much higher than 2.5, i.e., can be in the mid-3.0's.

- *Recommendation:* To reflect the standards of other high-performing states, the Institute recommends a state-wide minimum GPA of 2.75 for admission to

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undergraduate programs in teacher education.[1] There should be a 10% "set-aside" whereby any teacher preparation program can reserve 10% of its admissions for candidates with lower GPAs that show special merit in other regards.

Program Admissions — GPA (Graduate)

Seven institutions also offer graduate degrees, all of which have similar GPA requirements to one another that range from 2.5 to 3.0. Median GPAs for accepted students range from 3.2 to 4.0, and all but two require a GPA of 3.0 for completion.

- *Recommendation:* To reflect the standards of other high-performing states, the Institute recommends a state-wide minimum GPA of 2.75 for admission to graduate programs in teacher education. The same 10% "set-aside" provision should apply.

Program Admissions — Praxis CORE

A passing score on the Praxis CORE is required for formal admissions to all Nebraska teacher education programs.

- *Recommendation:* Admissions tests are controversial: (1) they are expensive to take — particularly for multiple-time test-takers; (2) basic pedagogical tests, including the Praxis CORE, have not been shown to correlate with teaching effectiveness; and (3) they reproduce the inequality of prior access to strong education, thereby disadvantaging minority applicants at disproportionate levels. The Institute recommends that the Praxis CORE **not** be used as an entrance exam, and instead require that the test be passed at any point during the program, prior to initial certification.
- If the Department wishes to propose a competency alternative to the Praxis Core, that competency has to be piloted and a passing score equated with stronger teaching outcomes during the practicum experience.

[1] Research supports the argument that stronger cognitive performance correlates with stronger teaching outcomes. "Every study that has included a valid measure of teacher verbal or cognitive ability has found that it accounts for more variance in student achievement than any other measured characteristic of teachers (e.g., Greenwald, Hedges, & Lane, 1996; Ferguson & Ladd, 1996; Kain & Singleton, 1996; Ehrenberg & Brewer, 1994).
https://www2.ed.gov/admins/tchrqual/learn/preparingteachersconference/whitehurst.html
States with at least a 2.75 GPA requirement for entry into teacher preparation programs include:
* New Jersey requires a 2.75.
* Maryland requires a 3.0.
* Pennsylvania requires a 3.0, or 2.8 with provisions.
* Connecticut requires a 2.7.

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Program Requirements — Praxis II

Some institutions require students to pass Praxis II to be admitted to student teaching; others require it for certification (Saint Mary, Doane, Hastings, Peru State, Kearney, Lincoln, Wayne State) or graduation (Nebraska Wesleyan).

- *Recommendation:* Based on the substantial body of research (recently reinforced) correlating teacher effectiveness to *content* knowledge measured by *content-specific standardized tests* (unlike the lack of correlation between basic pedagogical standardized tests and teacher effectiveness), the Institute recommends aligning all institutions to require passing the Praxis II content test to be admitted to student teaching.

Content Knowledge, Literacy, and Curriculum Literacy

- *Recommendation:* The Institute recommends strengthening the requirements for content knowledge by requiring future elementary school teachers to take courses in the core subjects they will teach.
- *Recommendation:* The Institute recommends that Nebraska create its own version of the highly successful literacy program developed in Mississippi - providing statewide, early-literacy professional development to K–3 educators through online modules and face-to-face workshops.[2] The Institute further recommends that the foundational elements of these professional development programs be seeded during teacher preparation. A major literature has been devoted to the subject of teacher preparation programs and their deficiencies in the domain of reading instruction. For example, The National Center for Teacher Quality (NCTQ) analyzed hundreds of reading courses across Schools of Education in the United States and found that on 23% used scientifically based curriculum content (NCTQ defines scientifically based reading instruction as addressing the five essential components of reading[3]: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). Efforts by SEAs across the country to require educator preparation programs to teach a certain number of credit hours devoted to certain overall subjects (such as reading) have failed to instill any consistency of information, still less the capacity to use that information effectively in the classroom, to teacher candidates

[2] In January 2014 the Mississippi Department of Education began providing the Language Essentials for Teachers of Reading and Spelling (LETRS), a statewide early literacy professional development, to K – 3 educators through online modules and face-to-face workshops and providing literacy coaches to the state's lowest performing schools based on an average of two (2) years of 3rd grade data. A recent joint publication by Florida State University and the MDE (Folsom et al., 2017) suggests that during the period when the LETRS professional development program was implemented, teacher knowledge of early literacy skills, the quality of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies improved among educators who participated in the program over and above any increases found among educators generally. See: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Literacy/diagnostic_assessment_guidance_screener_companion_guide_combinedaug16_v2.pdf

[3] https://www.nctq.org/dmsView/UE_2016_Reading_Findings

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- *Recommendation:* The Institute recommends that schools of education increase their focus on curriculum literacy: the capacity to distinguish strong from weak materials by clearly understanding the difference in one's chosen teaching domain, being able to improve a bad curriculum, and adapt a strong one for diverse populations. Specifically, the Institute recommends that Nebraska require future teachers to take courses and demonstrate competencies to enable them to (1) recognize and effectively use high-quality instructional materials; and (2) strengthen existing curriculum using standards-aligned tools, including digital resources.

Clinical Practice Requirement

Clinical practice opportunities (field experiences) currently range from 16-20 weeks, with Pre-Student Hours ranging from 100-224 hours, and Student Teaching Hours ranging from 550 to 720 hours. Doane University and Chadron State have committed to strengthening clinical practice: Doane guarantees employment to teacher education graduates through intentional collaboration with districts, and Chadron State has a full-year clinical practice requirement.

- *Recommendation:* Following the leadership in other states — particularly Maryland and Louisiana — as well as the example of Chadron State, the Institute recommends phasing in a full-year clinical residency among all programs, to strengthen student-teachers' field experiences.[4] The Department should institute a policy changes so that by the academic year 2025-2026 all teacher preparation programs have a full year of residency as a requirement of their programs (a five-year glide path: programs should be encouraged to move more rapidly to implementation if possible. There are multiple possible models of implementation: some programs are placing the full year residency as the final year of a five-year BA=MAT (Master of Arts in Teaching) degree, with seminar course work built around the residency as part of the MAT degree. Some schools of education may want to split the year of residency into two parts to be completed in consecutive years: this is a less effective model and should be allowed - under the Department's discretion - only in cases where teacher preparation programs can show that a continuous year of residency imposes an insurmountable hardship.

[4] The Institute's recommendations are based on the recommendations of the Kirwan Commission Report. Regarding clinical practice, the Kirwan Commission commits that, (1) prospective teachers will complete a full school year of practical experience prior to completing an undergraduate teacher education program no later than 5 years following implementation of the legislation; and (2) All practicum (internship) experiences will be the shared responsibility of the public-school district partners and institutions of higher education. Shared responsibility means that the school districts will share accountability for finding placements for qualified candidates and will compensate qualified "supervising" or mentor teachers (Institutions will collaborate with supervising/mentor teachers to evaluate teacher interns and ensure the interns demonstrate all necessary competencies required of teachers. (Kirwan Commission Report: Section on Teacher Preparation (Maryland, January 2021) Based on a Gap Analysis, MD vs Best in the World.)

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Clinical Practice Assessment

Over the past two years, Nebraska has focused on implementing the newly revised Clinical Practice Assessment Rubrics. Adding to these, the Institute recommends the following:

- *Recommendation:* The Institute recommends a five-year shift from course hours to a skills-competency approach, using artifacts (e.g., video samples, lesson-plans, assessment designs, curricula adaptations) from student teachers to demonstrate proficiency in standards.
- *Recommendation:* The Institute recommends that skills-competency be measured through (1) written assessments — for example in curriculum literacy and the science of learning;[5] and (2) oral- and video-based demonstrations — for example of classroom management during the practicum or, once established, during the one-year clinical residency.
- *Recommendation:* The Institute commends the Department's pioneering work in raising the caliber of practicum observations and the rubrics that were developed to support them.[6] We especially note the effort to norm the observers' judgments.[7] The next step would be to differentiate the observations to different grade levels and, where possible, use best-in-class tools that are specific to those grades. One example is the University of Virginia's CLASS — Classroom Assessment Scoring System — instrument.[8] We also believe that the Department has the foundations for the development of a professional career ladder for teachers who focus on working with student-teachers – an "Advanced Mentoring" designation that would be recognized with salary support.[9]
- *Recommendation:* The Institute recommends that Nebraska rely more strongly on video analysis to assess clinical practice, such as EdTPA[10] and PPAT Assessment

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[5] The Science of Learning focuses on cognitive principles (including cognitive development, short and long-term memory, practice and feedback, knowledge transfer, conceptual understanding, teacher beliefs, self-determination, motivation, and misconceptions), with each domain being linked explicitly to pedagogical strategies. See: Deans for Impact — The Science of Learning. Retrieved 11/21/2020 from: https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf. Similarly, for future teachers of Pre-K through grade 5, Deans for Impact have developed the Science of Learning for Early Learning. See: Deans for Impact — The Science of Early Learning. Retrieved 11/21/2020 from: https://deansforimpact.org/wp-content/uploads/2017/01/The_Science_of_Early_Learning.pdf.

[6] https://www.education.ne.gov/educatorprep/information-for-institutions/ihe-clinicalprac/

[7] https://www.education.ne.gov/educatorprep/information-for-institutions/ihe-clinicalprac/

[8] Curry School of Education and Human Development, University of Virginia (n.d.). Classroom Assessment Scoring System. Retrieved 11/21/2020 from: https://curry.virginia.edu/classroom-assessment-scoring-system

[9] See current efforts in Louisiana: Louisiana Believes (n.d.). Louisiana Mentor Teachers. Retrieved 11/21/2020 from: https://www.louisianabelieves.com/teaching/louisiana-mentor-teachers

[10] "edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom." See: http://www.edtpa.com/ Research on the correlations between high scores on edTPA and student outcomes is however not sufficiently persuasive to mandate this particular assessment: https://blogs.edweek.org/edweek/teacherbeat/2016/05/edtpa_teaching_exam_study_mixed.html

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from ETS.[11] (Depending on pending legislation/regulations, Maryland may make the EdTPA compulsory within the next five years.) The Institute recommends that Nebraska **require** an exit-competency demonstration of teaching proficiency based on video-based records of in-person teaching. Ed Schools could elect to use EdTPA, PPAT, or their own video-based assessment design and scoring methodology approved by the Nebraska Department of Education.

District Partnerships

Currently, Doane University is one of the state leaders in its focus on strategic relationships between their teacher education program and the districts their prospective teachers aim to serve. Through this intentional collaboration with districts, Doane is able to guarantee employment to each of their teacher education graduates.

- *Recommendation:* The Institute recommends that Nebraska's survey of teacher shortages be upgraded[12]. Shortages should be reported by name of school districts, but more importantly, the charts should also include the actual numbers of teachers recruited in all certification areas in the previous year and the percentages in each case of the hires of newly *certified versus* already-employed-elsewhere teachers. This would create greater clarity in the teacher recruitment pipeline while also increasing the likelihood of post-graduation hiring for teacher candidates.[13]
- *Recommendation:* The Institute recommends that the Department develop Guidelines for Teacher Preparation Program, i.e., school district agreements that offer support for the rigorous clinical supervision of candidates and their readiness to teach the instructional materials used in that district.

Certification

Nebraska currently offers Initial, Standard and Professional teaching certificates. To date, 131 Nebraska teachers have achieved National Board Certification, and there are currently 35 candidates for National Board Certification in Nebraska.[14]

- *Recommendation:* The Institute recommends that Nebraska offer professional certification through the National Board of Professional Teaching Standards, and

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[11] "The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards (PDF), demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is designed to: develop more effective teachers in the classroom; identify strengths and areas for improvement of practice; allow student teachers to continually refine their teaching practices; contribute to a development plan for professional growth." See: https://www.ets.org/ppa/test-takers/teachers/about

[12] https://cdn.education.ne.gov/wp-content/uploads/2020/01/2019-Teacher-Vacancy-Report.pdf

[13] For example, In New Orleans, Louisiana, where the city's charter schools are operated by 38 different nonprofit organizations, officials are working with the organizations to build coalitions with local universities to attract prospective teachers. See: https://www.nola.com/news/education/article_46b121e0-f1e7-11e9-bb3c-0fb577bbd602.html (retrieved 11/21/2020).

[14] National Board for Professional Teaching Standards (n.d.). In Your State. Retrieved 11/21/2020 from https://www.nbpts.org/national-board-certification/in-your-state/

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that the state supports the recognition of NBPTS certification through professional compensation steps both for first-time certification and re-certification five years afterwards. The Institute recommends that teachers be National Board Certified to become a Master Teacher.[15]

- *Currently, Nebraska requirement 005.08C states that "Within ten (10) years prior to the date of application, [candidates must]* ***have received a Master's degree*** *from an approved standard institution of higher education in Curriculum and Instruction, Educational Technology, Special Education, or in the applicant's content area;* ***or 005.08D Hold current credentials from a credentialing organization*** *approved by the Department pursuant to 92 NAC 22;* ***or 005.08E Have received a six (6) year specialist's certificate or a doctorate degree*** *from a standard institution of higher education in an area related to the applicant's content area completed at the Master's degree level [emphasis added]."* None of these requirements has any demonstrated relationship to stronger teaching performance. The Institute recommends that Nebraska replace them all with NBPTS certification within the next five years. If that is not possible, then the state should offer only the Master's degree + a demonstration of strong teaching performance or an NBPTS + a demonstration of strong teaching performance as pathways to a Professional Teaching Certificate.

Alternative Certification

There is only one alternative certification route in Nebraska, housed at Kearney, which makes up a relatively small (0.03%) portion of the labor force. The program is called the Transitional Certification Program (TCP) and requires an undergraduate cumulative GPA of 3.0 or above, or Masters degree, or passing scores on the Praxis Core tests for admission, and Praxis Core for formal admission. It includes a "minimum of 100 clock hours (approximately 25-35 hours per semester) of pre-student teaching field experience" and "a student teaching experience. Student teaching is an all-day (8 AM - 4 PM)/all-semester (16 weeks minimum) experience in a PK-12 school setting. The vast majority of student teaching placements happen between the months of August and May."[16]

- *Recommendation:* These are very strong criteria. Given evidence of teacher shortage, the Institute recommends that the state explore supporting hybrid models of teacher preparation that would involve "gradual release," whereby after an intense summer of preparation, students are given at most one course to teach in the fall (zero would be preferable) and two in the spring. This is less than the full-time load that Alternative Certification candidates currently undertake – but research shows that teaching a full load while trying to learn the craft of teaching is damaging (on average) to student learning outcomes. A reduced load is a positive

[15] See, for example, Kirwan Commission Meeting Materials (p. 10). Retrieved 11/21/2020 from: http://marylandpublicschools.org/stateboard/Documents/01232019/KirwanCommissionMeetingMaterials.pdf

[16] University of Nebraska Kearney (n.d.) Transitional Certification Program. Retrieved 11/21/2020 from https://www.unk.edu/academics/ted/transitional_certification/index.php.

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compromise and can be a gateway to the full one-year residency requirement. In that requirement, it is also possible for candidates to do some spring semester teaching.

Competency & Standards Review

There are a number of different documents that – in fact or potentially – reference what future public-school teachers in Nebraska are expected to know and/or be able to do effectively. It is not always clear which documents take precedence, nor exactly what the relationship is between them. Let's review:

First, Rule 20 (revised 2014[17]), which has regulatory and thus statutory authority, is a general blueprint for approving teacher education programs. The text lays out some broad domains, (specifically: General Education Coursework, Professional Education Coursework, Student Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration, Human Relations, Special Education, Field Experience Coursework, pp. 14-16), but Rule 20 does not lay out any specifics of content or competencies.

Most important is, "005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content, including the ability to integrate the Nebraska Content Standards (*(92 NAC 10 Appendices A-D*) into instruction." *But how is the skill of "integration" to be operationalized in teacher preparation – and how will the level of integration be assessed?*

The relationship between Rule 20 and Rule 10[18] which also carries statutory authority, is potentially important. While Rule 10 lists the regulations and procedures for the accreditation of schools, not of teacher education programs, the Rule describes what students need to know in each content area and grade level. Thus, *if* student learning outcomes were tied to explicit and concrete teacher competencies, the circle would be complete.

We might expect to find that tie-in from The Standards of Competent Professional Practice (2012[19]), which also has statutory authority. These standards lay out what "are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to competent performance and are therefore declared to be the standards of competency adopted pursuant to the provisions of Section 79-866 R.R.S." On careful review, these standards match *some, but not all* of the competencies outlined

[17] https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule20_2014.pdf
[18] https://cdn.education.ne.gov/wp-content/uploads/2017/10/CLEANRULE10_2015LD.pdf

[19] https://nppc.nebraska.gov/sites/nppc.nebraska.gov/files/doc/Standards_of_Competency_Brochure2012.pdf

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in Rule 20 and include (more) detailed descriptions of requirements in Administration and Supervision, Analysis of Individual Needs and Potential, Instructional Procedures, Management Techniques, Competence in Specialization, Evaluation of Learning and Goal Achievement, Human and Interpersonal Relationships, and Personal Requirements. But while the Standards of Competency are more detailed than Rule 20, they are still quite vague. For example, see here the language for Competence in Specialization:

> H. Competence in Specialization Each educator shall: 1. Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation; 2. Be aware of current developments in his or her field; and 3. Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization.

Where the subject of the standards aligns with Rule 20, e.g., Standards of Competence, J: Human and Interpersonal Relationships, the language of the standards does not align.

Finally, we have the Nebraska Teacher and Principal Performance Standards (2019).[20] These appear to be voluntary guidance:

> The Nebraska Teacher and Principal Performance Standards are the framework that provides a common language for what it means to be an effective teacher or effective principal in Nebraska. This common language will help guide local districts, educational service units, institutions of higher education, and state and local policymakers as they strive together to ensure Nebraska's continuing commitment to improving educational equity for all children.

First, we note that these standards make no explicit reference to Rule 20 nor to Rule 10. Second, while there is some overlap in meaning between these Teacher and Principal Professional Standards and the earlier cited Standards of Competency, the language in the two documents does not align.

These Performance standards focus chiefly on professional behaviors and dispositions, including Planning and Preparation, The Learning Environment, Instructional Strategies, Assessment, Professionalism, Vision for Learning, Continuous Improvement, Staff Support & Development, Operations and Management, Culture for Learning, and Professional Ethics & Advocacy. Even though they do not directly reference student learning standards, these performance standards would seem to offer what is missed in the other documents – namely identifying the skills and knowledge that future teachers must possess. In truth, they set up that possibility but do not "get-there." For example, student-teachers are to demonstrate that they "Create and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs." Clearly, these are important skills – but they

[20] https://cdn.education.ne.gov/wp-content/uploads/2020/06/TeacherPrincipalPerformanceStandards2020.pdf

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are also immensely broad and not defined. What constitutes markers of success – in part or in whole? In other words, where are the rubrics, or the exemplars of highly effective learning environments?

Other standards again point to, but don't specify actionable rubrics. For example: "Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high-quality instructional materials." What constitutes "creative thinking?" How is it to be identified differently than "purposeful discourse?"

A final example: "Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives."

There is one further document that, while not directly part of the regulations or advisory documentation for teacher preparation, gets closer to linking specific skills, knowledge, and performance-level rubrics. The document is the Nebraska Core Competencies for Early Childhood Professionals (2019[21]), The Core Competencies are voluntary guidelines for in-service professionals charged with the care and instruction of very young children. We reference it below.

- *Recommendation:* It would be helpful if the Department clarified the relationships between the multiple documents that pertain to teacher preparation and student learning goals. Any revisions should backward map from Rule 10 (what K-12 students in Nebraska are expected to learn) with the explicit skills and knowledge that their teachers need to possess in order that children are successful.
- *Recommendation:* The Teacher and Principal Performance Standards should be strengthened through the addition of performance rubrics with designated levels of competences in each defined skill domain. Over time, these designations should be supported with video examples of the skill demonstrated at exemplary levels. The Standards should be aligned to grade bands (elementary, middle, high-school) and separated into ELA and math and eventually, as possible, other subjects. (One earlyexample of competencies attached to rubrics comes from Louisiana where teacher preparation programs are also *required* to integrate into their curriculum, is a granular set of skills known as the Louisiana Teacher Performance Evaluation Rubric[22]. Here is an example:

[21] https://cdn.education.ne.gov/wp-content/uploads/2019/06/Core-Comps.pdf

[22] https://www.louisianabelieves.com/docs/default-source/key-compass-resources/2014-2015-compass-teacher-rubric.pdf?sfvrsn=14

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Domain 2: The Classroom Environment				
Component 2c: Managing Classroom Procedures				
	Ineffective	**Effective: Emerging**	**Effective: Proficient**	**Highly Effective**
Possible Examples	• When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. • Most students ask what they are to do or look around for clues from others.	• Some students not working with the teacher are not productively engaged in learning. • Transitions between large and small group activities are rough but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures. • The attendance or lunch count consumes more time than it would need if the procedure were more routinized.	• Students get started on an activity while the teacher takes attendance. • Students move smoothly between large and small group activities. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small group work, students have established roles, they listen to one another, summarizing different views, etc. • Clean-up at the end of a lesson is fast and efficient.	• Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table she should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.

- *Recommendation*: Because teachers who are prepared to teach in elementary school will often be charged with teaching Pre-K aged children, the Institute recommends that the Department creates a cross-walk between the Core Competencies for Early Childhood Professionals and the Teacher and Principal Performance Standards to ensure congruity and coverage of all essential skills and knowledge. The Core Competencies documents signals this need when it references institutions of high education on p.7: "Design courses to ensure that students are able to demonstrate mastery of the competencies; Coordinate content to facilitate transfer and articulation of college course work."
- *Recommendation*: Knowledge of and competency in both CRT – Culturally Relevant Teaching and SEL – Social Emotional Learning are critical for all future teachers. As part of this effort, existing language from the Nebraska Teacher and Principal Standards around data informed instruction, equity and bias should be incorporated in the state's requirements for teacher preparation programs.

Program Dashboards

For prospective students and for state and district level administrators, getting transparent usable data about Schools of education can be a difficult task. While healthy debate can take place as to which measures to include in a multi-measure dashboard, setting one up is the essential first step.

Recommendation: The Institute believes that the citizens of Nebraska have every interest in a transparent accountability system for the state's teacher preparation program that uses multiple measures to present a fair, 360 degree review of each

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program. The Institute also believes that such metrics as the percentage of graduates who go on to teach in high-needs schools, and/or in high-needs subjects, are important data points, as are the percentage of minority candidates enrolled in a given program. Having reviewed the data and research supporting the reporting of value-added measures - *by program cohort* – achieved by the graduates of each teacher preparation program (in such states as TN, NM, and LA), the Committee supports the *inclusion* of that measure in such a transparent reporting system.

Having reviewed multiple reporting schemes, the Institute recommends that the Department look most closely at the Delaware dashboard model[23]. The model is visually highly intuitive, is the most inclusive of multiple measures, and offers a balanced approach to the weighting of these measures. The Institute is **not** advocating the simple importation of DE's rubrics – some adaptions will surely be in order for Nebraska following on full discussions – but this is a very strong model.

The dashboard should be open to the public – not password protected in any way – with the link to the dashboard clearly visible on the front page of the Department's landing page.

[23] https://www.doe.k12.de.us/domain/398

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 15, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

PROPOSED AGENDA ITEM: Discuss proposed revisions to Rule 20 (92 NAC 20) *Regulations for the Approval of Teacher Education Programs*

AGENDA ITEM TYPE (contract/grant/rule/program/other): rule

RATIONALE/BACKGROUND INFORMATION: Rule 20 includes the regulations for the approval of educator preparation programs.

The current version of Rule 20 was last updated July 2, 2014. The purpose of the proposed revision to Rule 20 is to incorporate changes to educator preparation program requirements. Substantive changes contained in the draft rule revision include: (1) removal of the basic skills competency requirement for admission into an educator preparation program due to the passage of LB 1218 (2022), (2) the addition of educator preparation administrative program requirements, (3) the addition of a flexibilities section, and (4) ensure the science of reading is included in educator preparation programs.

Updates to the Rules and Regulations Committee regarding the Rule 20 revisions were made May 5, 2022, August 4, 2022, October 6, 2022, and February 2, 2023. July 26, 2022 a public hearing on Rule 20 was held. Upon review of the hearing draft, the Nebraska Attorney General's office provided input, which resulted in the Department making revisions to the hearing draft. In addition to addressing the Nebraska Attorney General's concerns, Department staff, in consultation with the Rule 20 workgroup, is working on ensuring the science of reading is included in the next proposed draft in efforts to align the revision work with the State Board of Education's Nebraska Ready: PK-12 Policy Priorities, Priority 1, regulatory and agency priorities.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: $650.00

FOR CONTRACTS AND GRANTS:

TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 02.07.2023*

NEBRASKA DEPARTMENT
OF EDUCATION

RULE 20

REGULATIONS FOR THE APPROVAL OF TEACHER EDUCATION PROGRAMS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 20

EFFECTIVE DATE
JULY 2, 2014
(REVISED)

State of Nebraska
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 20 - APPROVAL OF TEACHER EDUCATION PROGRAMS

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
General Information	79-318	001
Definition of Terms	79-318	002
Requirements for Teacher Education Program Approval	79-318	003
Professional Teacher Education Program Requirements	79-318	004
Initial Program Coursework Requirements	79-318	005
Advanced Program Field Experience	79-318	006
Program Quality Indicators	79-318	007
Provisions for Notice and Hearing	79-318	008

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 20 - APPROVAL OF TEACHER EDUCATION PROGRAMS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Advanced Program Field Experience	79-318	006
Definition of Terms	79-318	002
General Information	79-318	001
Initial Program Coursework Requirements	79-318	005
Professional Teacher Education Program Requirements	79-318	004
Program Quality Indicators	79-318	007
Provisions for Notice and Hearing	79-318	008
Requirements for Teacher Education Program Approval	79-318	003

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 20 - APPROVAL OF TEACHER EDUCATION PROGRAMS

001 General Information.

001.01 Statutory Authority. This chapter is adopted pursuant to Section 79-318 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Scope and Application. This chapter provides procedures for the approval of teacher education programs conducted in Nebraska postsecondary educational institutions designed for the purpose of certificating teachers and administrators and other professional school personnel requiring certification.

001.03 Related Regulations. Throughout this chapter reference is made to other Department of Education regulations relating to teachers and administrators. Procedures for the issuance of certificates to teach, counsel, or supervise in Nebraska schools are contained in Title 92, Nebraska Administrative Code (NAC), Chapter 21. 92 NAC 23 contains regulations concerning the basic skills competence testing of teachers. 92 NAC 24 contains regulations regarding the issuance of endorsements on teaching, administrative, or special services certificates in Nebraska. 92 NAC 27 contains regulations and standards for professional practices criteria. Copies of these regulations are available from the Department at http://www.education.ne.gov/LEGAL/index.html.

001.04 Implementation Date. The implementation date of this chapter will be August 1, 2014, or the effective date of approval, whichever is later. Institutions must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of January 19, 2008, shall remain in effect.

002 Definition of Terms. As used in this chapter:

002.01 Academic year shall mean the school year which consists of two (2) regular consecutive semesters that occur from fall through spring.

002.02 Advanced program shall mean a program at the postbaccalaureate level for (a) educators who have previously completed initial preparation or (b) the preparation of other school professionals.

002.03 Board shall mean the State Board of Education.

002.04 Candidate shall mean an individual admitted to, or enrolled in, a program for the initial or advanced preparation of educators, or educators continuing their professional development.

002.05 Certificate shall mean a teaching, administrative, or special services certificate issued by the Department pursuant to 92 NAC 21.

002.06 Clinical practice shall mean culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

002.07 Commissioner shall mean the State Commissioner of Education.

002.08 Content test shall mean a Praxis or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ.

002.09 Cooperating educator shall mean an educator employed in a setting utilized for a clinical experience who has the appropriate certification and experiences to perform responsibilities for observation, coaching, mentoring, and/or evaluation of a candidate.

002.10 Coursework shall mean experiences required to complete the preparation program and may include class instruction, field experiences, or other required activities.

002.11 Credit hour shall mean the equivalent of fifteen (15) instructional class periods of fifty (50) minutes or more.

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

002.13 Diversity shall mean differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical areas.

002.14 Educator shall mean a holder of a teaching, administrative or special services certificate.

002.15 Educator certificate shall mean a certificate issued pursuant to standards comparable and equivalent to those in 92 NAC 21.

002.16 Endorsement shall mean an area of specialization indicated on a certificate issued pursuant to 92 NAC 21 signifying that the individual has met specific content preparation requirements contained in 92 NAC 24.

002.17 Faculty shall mean all professional education faculty, including adjunct faculty and graduate students, employed by a standard institution of higher education who teach one or more courses in professional education and/or supervise field experiences.

002.18 Field experience shall mean an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

002.19 Initial program shall mean a program at the baccalaureate or postbaccalaureate level that prepares candidates for their first license to teach. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license in teaching.

002.20 Internship shall mean a clinical practice in which candidates practice and demonstrate the knowledge, skills, and professional dispositions required for advanced programs.

002.21 Practicum shall mean a field experience completed prior to a culminating supervised clinical practice.

002.22 Professional dispositions shall mean candidate attitudes, values, and beliefs demonstrated in interactions with students, families, educators, and communities consistent with ethical performance criteria contained in 92 NAC 27.

002.23 Professional Education coursework shall mean coursework, including field experience, designed to develop educator competencies including, but not limited to, student development, learning differences, learning environments, content knowledge and its application, assessment, planning for instruction, instructional strategies, collaboration, and ethical practice.

002.24 Professional teacher education program or unit shall mean the school, college, department or other administrative body within the institution that is primarily responsible for the preparation of teachers, administrators, and other school personnel.

002.25 Regional accreditation shall mean a voluntary process by which one (1) of several accrediting bodies, each serving one (1) of six (6) defined geographic areas of the country, accredits PK-12 schools, colleges, and universities. Nebraska institutions are served by the Higher Learning Commission.

002.26 School partner shall mean school systems and other education programs that collaborate with the teacher education program in designing, developing, and implementing field experiences, delivery of instruction, and research.

002.27 School system shall mean an institution that is accredited or approved by the Department to provide instruction at any level PK-Grade 12, including an educational service unit accredited by the Department.

002.28 Special authorization shall mean a process by which Department approval can be granted for a standard institution of higher education to offer a pilot endorsement program.

002.29 Standard institution of higher education or Institution shall mean any college or university whose teacher education programs are fully approved by the Board or by a comparable agency in any other state or country.

002.30 Student teaching shall mean a clinical practice in a school system which provides initial preparation candidates with a culminating supervised experience to demonstrate competence in the professional roles for which they are preparing.

002.31 Teacher education program shall mean the system of procedures, coursework and activities in a college, school, or department of an approved standard institution of higher education which result in the initial or advanced preparation of teachers, administrators, and other school professionals.

002.32 Terminal degree shall mean the highest degree available in a specific field of preparation or recognized by the profession.

003 Requirements for Teacher Education Program Approval

003.01 Original Teacher Education Program Approval

003.01A Letter of Application and Institutional Planning Report. Any Nebraska institution of higher education may apply for approval of its teacher preparation program by submitting a letter of intent to seek approval and an Institutional Planning Report (IPR) signed by the chief academic officer of the institution on behalf of the governing board of the institution. These documents must be received by the Commissioner on or before January 15 of the calendar year in which the institution seeks to begin the approval process.

003.01B Governing Board Approval. The IPR shall include documentation that the governing board of the institution has approved the plans and a time table whereby the institution will meet each of the requirements to become a standard institution of higher education within four (4) years.

003.01C Chapter 20 Compliance. The IPR shall include the procedures and time table for compliance with the requirements in Sections 004 through 007 of this chapter.

003.01D Collaboration and Support of School Systems. The IPR shall contain statements of support from school systems documenting their collaboration and assistance in planning to provide field experiences which meet the requirements of 92 NAC 20 and 92 NAC 24.

003.01E The IPR shall contain documentation that the institution is regionally accredited.

003.02 Initial Provisional Approval

003.02A The Commissioner, after receiving the institution's request to begin the process of becoming a standard institution of higher education, shall appoint a team to visit the institution and report on the institution's ability to comply with the provisions of this chapter.

003.02A1 The team shall schedule a visit to the institution within sixty (60) days after receiving the IPR.

003.02A2 The team shall file a recommendation with the Commissioner within sixty (60) days after the scheduled visit to the institution.

003.02A3 Following a review of the institutional visit report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.02A4 Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall either approve or deny the institution's implementation of the plan under provisional approval. Provisional approval permits the institution to phase in a teacher education program, excluding clinical practice, over a period of time not to exceed three (3) years.

003.03 Continuing Provisional Approval

003.03A Provisional Approval Report. By March 1 of each year during provisional approval the institution shall file the Provisional Approval Report with the Commissioner which includes:

003.03A1 Documentation that written notification has been made to all candidates taking education courses that the institution has provisional approval, but is not yet approved for recommending certification.

003.03A2 Statements of continuing participation by the school systems in which the institution is placing candidates for field experiences.

003.03A3 Documentation of the degree to which the institution is in compliance with all applicable sections of 92 NAC 20, excluding clinical practice; 92 NAC 23; and 92 NAC 24. The Provisional Approval Report shall indicate how, in each succeeding year, the institution is progressing toward total compliance, excluding clinical practice.

003.03B The Commissioner may respond each year with a scheduled visit by a team or staff, to the institution within sixty (60) days after receiving the Provisional Approval Report.

003.03C The team or staff conducting such a visit shall file a recommendation with the Commissioner within thirty (30) days after a scheduled visit.

003.03D Following a review of the report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.03E Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall either approve or deny continuation of provisional or recommend temporary approval.

003.04 Temporary Approval to Offer a Teacher Education Program. If the Commissioner recommends and the Board concurs, the institution may be granted a one (1) year temporary approval. Temporary approval allows the institution to place candidates and to recommend graduates of the program to the Department for certification. Temporary approval may be renewed on a yearly basis for a maximum of three (3) years, using the process found in Sections 003.04A through 003.04F of this chapter for each of these years.

003.04A By March 1 of each year in which the institution is operating with temporary approval, the institution shall file a Temporary Approval Report with the Commissioner. The Temporary Approval Report shall document complete compliance with all applicable sections of 92 NAC 20, 92 NAC 23, and 92 NAC 24.

003.04B The Commissioner may respond with a scheduled visit by a team or staff, to the institution within sixty (60) days after receiving the Temporary Approval Report.

003.04C The team or staff conducting such a visit shall file a recommendation with the Commissioner within thirty (30) days after the scheduled visit.

003.04D Following a review of the report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.04E Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall exercise one of the following options: (a) approve the institution as a standard institution of higher education, (b) grant it temporary approval for another year, or (c) deny the institution further status as a teacher education program.

003.04F Once the Board has approved the institution as a standard institution of higher education, the institution is subject to the provisions in Section 003.05 of this chapter.

003.05 Continuing Approval of a Teacher Education Program. Continuing approval shall be for the period of August 1 through July 31 of the next year and shall be conditional upon the institution's compliance with the requirements in Sections 003 through 007 of this chapter. The institution's failure to meet a numbered regulation shall be considered a violation and will be subject to the provisions of Section 003.05C of this chapter.

003.05A Annual Board Approval. The institution shall submit the information requested in Sections 003.05A1 through 003.05A4 of this chapter by May 15 of each year. Recommended forms may be found on the NDE Teacher Education website.

003.05A1 Endorsements Offered. A written list of endorsements to be offered for the period of approval. For each endorsement, the institution must provide the Commissioner with a current list of required courses which also specifies alignment of the courses to the requirements in 92 NAC 24.

003.05A2 Program Outcomes. Information regarding program admission, program completion, graduate follow-up, and program changes made or planned in response to candidate or graduate performance, or changes made or planned in response to the needs of school systems.

003.05A3 Assurance of Compliance. The chief academic officer or designee for the institution shall indicate compliance or noncompliance status with the numbered provisions of 92 NAC 20.

003.05A4 Correction of Areas of Noncompliance. For any area of noncompliance identified in Section 003.05A3 of this chapter, a plan for correction must be provided. In addition, the annual report shall contain documentation of resolution/status of any areas of noncompliance reported in the previous annual report to the Board.

003.05B State Program Review. At least once every seven (7) years, the Commissioner shall conduct a full review of the teacher education program to determine compliance with all applicable provisions of 92 NAC 20 and 92 NAC 24. The review includes both an offsite and an onsite component.

003.05B1 The state program review shall be conducted by a state team, appointed by the Commissioner, which includes representation from the Nebraska Council on Teacher Education (NCTE), persons with content knowledge in the endorsement areas offered by the teacher education program, and Department staff.

003.05B2 For institutions participating in a national accreditation review of education preparation programs, the state program review shall be conducted to coordinate with the national accreditation process.

003.05B3 Offsite Review

003.05B3a Institutional Report. Qualitative and quantitative information regarding compliance with the requirements of Sections 004 through 007 of this chapter shall be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Teacher Education website.

003.05B3b Endorsement Program Folios. Information regarding each endorsement program offered by the institution shall be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Teacher Education website. Folio information will include:

003.05B3b1 Documentation of compliance with the endorsement requirements in 92 NAC 24.

003.05B3b2 Quantitative and qualitative candidate assessment and performance information.

003.05B3b3 Changes made in response to data regarding candidate or graduate performance and/or in response to the needs of school systems.

003.05B4 Onsite Review. An onsite review shall be conducted to validate information submitted by the institution in response to Section 003.05B3 of this chapter or to acquire additional information to determine compliance with the provisions of 92 NAC 20 and 92 NAC 24.

003.05B5 Results of the state program review shall be reported to the Board during the annual approval meeting.

003.05C Correction of Areas of Noncompliance. The institution shall have until May 1 of the year following the Board's annual approval decision to correct areas of noncompliance identified in Section 003.05 of this chapter.

003.05C1 Approval on Probation. The Commissioner may recommend to the Board approval on probation for an institution with uncorrected areas of noncompliance on May 1 of the first year following the Board's annual approval decision.

003.05C2 Denial of Approval. The Commissioner may recommend to the Board denial of approval for an institution with uncorrected areas of noncompliance on May 1 of the year following designation of approval on probation.

003.05C3 Notification and Appeal. The Commissioner shall notify the chief academic officer of the institution of a recommendation for probation or denial of approval in writing by certified mail. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing as provided in Section 008 of this chapter.

003.06 Special Endorsement Authorization. A Nebraska standard institution of higher education may apply for approval of a special authorization to offer an endorsement program that is not included in 92 NAC 24.

003.06A Application for Approval. An application must be received by the Commissioner on or before January 15 of the calendar year in which the institution seeks to begin the new endorsement program.

003.06A1 The application must include justification of interest and need for the proposed new endorsement program, educator competencies appropriate for the proposed new endorsement program, a list of the required courses that will address the competencies and accompanying syllabi, and the timetable for candidates' completion of the proposed new endorsement program.

003.06A2 The application shall contain statements of support from school systems documenting their collaboration and assistance in planning to provide field experience placements which meet the requirements of 92 NAC 20 and 92 NAC 24.

003.06A3 Within thirty (30) days from receipt of the application, the Commissioner shall assign a team to assess the information provided in the application, which may include a visit to the institution. The team will include members representing the Nebraska Council on Teacher Education (NCTE) and persons with content knowledge in the proposed endorsement area.

003.06A4 The team shall file a recommendation with the Commissioner for denial of the application or provisional approval.

003.06A5 The Commissioner shall provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the decision to deny is upheld.

003.06B Provisional Approval of a Special Endorsement Authorization.

003.06B1 Following provisional approval by the Commissioner, the institution may phase in the new endorsement program over a period of time not to exceed three (3) years, excluding clinical practice.

003.06B2 By March 1 of each year following provisional approval, the institution shall file a written progress report on the program with the Commissioner which shall include:

003.06B2a Enrollment data and documentation of written notification to the candidates that the institution has provisional approval, including candidate recourse if the program is eliminated;

003.06B2b Statements of continuing participation from school systems for placement of candidates for field experiences; and

003.06B2c Reaffirmation or updated information regarding elements in Sections 003.06A1 and 003.06A2 of this chapter.

003.06B3 The review team identified in Section 003.06A3 of this chapter shall review the progress report which may include an onsite visit, and file a recommendation of denial, continued provisional approval, or temporary approval with the Commissioner within thirty (30) days following the review.

003.06B4 The Commissioner shall provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the subsequent decision to deny is upheld.

003.06C Temporary Approval of a Special Endorsement Authorization.

003.06C1 Following temporary approval by the Commissioner, the endorsement program may place candidates and recommend graduates of the program for certification by the Department.

003.06C2 By March 1 of each year following temporary approval, the institution shall file a written progress report on the program with the Commissioner which shall include:

003.06C2a Enrollment data and documentation of written notification to the candidates that the institution has temporary approval, including candidate recourse if the program is eliminated;

003.06C2b Statements of continuing participation from school systems for placement of candidates for field experiences; and

003.06C2c Reaffirmation or updated information regarding elements in Sections 003.06A1 and 003.06A2 of this chapter.

003.06C3 The review team identified in Section 003.06A3 of this chapter will review the progress report which may include an onsite visit, and file a recommendation with the Commissioner to (a) continue temporary approval until the endorsement is placed in 92 NAC 24, (b) return to provisional status, or (c) deny any further approval.

003.06C4 By May 1, the Commissioner shall consider the team's recommendation and provide written notification by certified mail to the chief academic officer of the institution of the decision to (a) renew temporary approval for a period not to exceed three (3) years, (b) return the endorsement to provisional status, (c) deny further approval and the reasons for the decision, or (d) recommend the special authorization be moved forward for inclusion in 92 NAC 24.

003.06C5 The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the subsequent decision to deny is upheld.

004 Professional Teacher Education Program Requirements.

004.01 General Policy Statements. The institution shall have a written policy stating its philosophy and objectives and which delineates its goals and commitment to the preparation of educators. Not all of the programs for the preparation of school personnel need to be administratively located within the unit; however all professional education programs are organized and coordinated by the unit.

004.02 Personnel Requirements.

004.02A Unit Administrator. The institution shall designate an individual to administer the professional teacher education program or unit. This individual shall hold, qualify for, or have held an educator certificate.

004.02B Certification Officer. The institution shall designate a faculty or staff member to receive correspondence regarding this chapter and to oversee the submission of certified records, transcripts, reports, and/or recommendations to the Department for the purpose of certification and/or endorsement.

004.02C Field Experience Coordinator. The institution shall designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

004.02D Cooperating Educators. The institution shall ensure that cooperating educators employed by school systems or other field-based settings shall have a minimum of three (3) years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising.

004.03 Professional Teacher Education Program Faculty Requirements.

004.03A Minimum Required Faculty

004.03A1 Undergraduate faculty. There shall be a minimum of three (3) full-time professional education faculty.

004.03A2 Graduate faculty. Each advanced degree program leading to the doctorate has at least three (3) full-time professional education faculty members who have earned the doctorate in the field of specialization for which the degree is offered.

004.03B Faculty Qualifications

004.03B1 All professional education faculty shall hold a master's degree.

004.03B2 The preparation, research, and experience of each faculty member shall be in the field in which he or she teaches.

004.03B3 All professional education faculty, hired after July 1, 1994, shall have two (2) years of PK-12 teaching experience in state approved or accredited elementary or secondary schools or similarly constituted and governed schools in a state where non-public schools are not recognized by the state.

Faculty who do not possess two (2) years of PK-12 teaching experience must meet the exceptional expertise requirement defined as documented scholarship, skill, or experience in the priorities of the teacher education program such as content specialization, diversity, assessment or technology.

004.03B4 At least one-third of the full-time undergraduate faculty shall hold a terminal degree.

004.03B5 At least one-half of full-time graduate faculty shall hold a terminal degree.

004.03B6 All faculty in programs which grant the sixth year specialist's certificate or doctorate degree shall hold the doctorate and have two (2) years of teaching or school administration experience.

004.03B7 Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area and/or level which they are supervising.

004.03C Faculty Load

004.03C1 For undergraduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed twenty-four (24) credit hours within the same academic year for a full-time equivalent undergraduate faculty member except as provided in Section 004.03C3 of this chapter.

004.03C2 For graduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed eighteen (18) credit hours within the same academic year for a full-time equivalent graduate faculty member with the exception stated in Section 004.03C3 of this chapter.

004.03C3 For faculty teaching a combination of undergraduate and graduate assignments, the load may be a proration of nine (9) and twelve (12) credit hours, with total hours assigned within the same academic year not to exceed twenty-one (21) hours.

004.03C4 Supervision of clinical experiences shall not exceed a ratio of eighteen (18) full-time equivalent candidates to one (1) full-time equivalent faculty member within one (1) semester.

004.03C5 Advising for advanced program candidates shall be assigned to advanced program faculty.

004.04 Minimum Endorsement Offering Requirements. The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.

004.05 Library Requirements. Library holdings, curriculum materials, and related technology resources shall provide adequate scope, breadth, and currency to support education candidates and faculty. The institution shall employ staff to work collaboratively with the unit to acquire relevant and current resources and to provide support services for material utilization.

004.06 Policies for Program Admission, Progression, and Completion. The institution must have on file, and systematically communicate to all candidates, specific requirements regarding candidate admission, progression, and completion of the teacher education program, including:

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04.

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial teacher education program and again prior to clinical practice.

004.06D Convictions

004.06D1 For purposes of this chapter, a felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

004.06D2 For purposes of this chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

004.06D2a	Assault (third degree) (28-310)
004.06D2b	Child Enticement (28-311)
004.06D2c	Stalking (28-311.03)
004.06D2d	Hazing (28-311.06)
004.06D2e	Unlawful Intrusion (28-311.08)
004.06D2f	Violating a Harassment Protection Order (28-311.09)
004.06D2g	False Imprisonment (28-315)
004.06D2h	Sexual Assault (third degree) (28-320)
004.06D2i	Domestic Assault (28-323)
004.06D2j	Child/Vulnerable Adult Contact with Methamphetamine (28-457)
004.06D2k	Abandonment of Spouse or Child (28-705)
004.06D2l	Child Abuse (28-707)
004.06D2m	Contributing to the Delinquency of a Child (28-709)
004.06D2n	Prostitution (28-801)
004.06D2o	Keeping a Place of Prostitution (28-804)
004.06D2p	Debauching a Minor (28-805)
004.06D2q	Public Indecency (28-806)
004.06D2r	Sale of Obscene Material to Minor (28-808)
004.06D2s	Obscene Motion Picture Show, Admitting Minor (28-809)
004.06D2t	Obscene Literature Distribution (28-813)
004.06D2u	Sexually Explicit Conduct (28-813.01)
004.06D2v	Resisting Arrest (28-904(1)(a)), when the conviction involves use or threat of physical force or violence against a police officer
004.06D2w	Indecency with an Animal (28-1010)
004.06D2x	Intimidation by Phone Call (28-1310)
004.06D2y	Violating a Protection Order (42-924(4))

004.06D3 For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parentheses)

004.06D3a	Attempt to Commit A Crime (28-201)
004.06D3b	Criminal Conspiracy (28-202)
004.06D3c	Accessory to a Felony (28-204)
004.06D3d	Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

004.06D4 Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach or participate in classroom or field experiences, or for denial of a certificate to teach, counsel, supervise, administer, or provide special services in schools. However, such convictions shall be listed by the candidate as required in Section 004.06A of this chapter.

004.06E Grade Point Average.

004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to a teacher education program.

004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent.

004.06F Basic Skills Test. Prior to admission to a teacher education program, the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.

004.06G Application. Candidates for admission to a teacher education program shall complete an application process which includes consideration of components identified in Section 004.06 of this chapter and other institution-determined criteria for selection, such as recommendations from professional educators, interviews, or essays.

004.06H Performance Assessments. The institution must identify the performance standards and assessments for successful progression and completion of the education programs offered by the unit.

005 Initial Program Coursework Requirements.

005.01 General Education Coursework. The institution shall require that all undergraduate candidates meet the institution's general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.

005.02 Professional Education Coursework. At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences.

The institution shall identify required coursework leading to candidate development and competency demonstration in the following areas:

005.02A Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

005.02B Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

005.02C Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content, including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

005.02J Leadership and Collaboration. The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

005.02K Human Relations. The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in Section 79-807(6) R.R.S.:

005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;

005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;

005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;

005.02K5 Respect for human dignity and individual rights; and

005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

005.02L Special Education. The institution will require one (1) or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities, including the areas enumerated by Section 79-807(7) R.R.S.:

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by Section 79-1118.01 R.R.S.;

005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;

005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and

005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

005.03A2d The institution shall require a clinical practice experience equivalent to:

005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;

005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be onsite and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

005.03B Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience. The institution shall ensure that a minimum of three (3) formal onsite observations by faculty shall be conducted.

006 Advanced Program Field Experience.

006.01 The institution shall have a clear statement of policies and procedures relating to field experiences which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the field experience.

006.02 Institutions shall require field experiences for advanced certification programs.

006.03 All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

006.04 The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop the skills of faculty and school-based educators to work collaboratively to enhance candidate development.

007 Program Quality Indicators. The institution shall establish a systematic process to address and document program quality indicators.

007.01 Candidate Admission and Completion. The institution utilizes information related to candidate admission, progression, completion, and graduate employment to document the institution's continuing and purposeful expectations for candidate quality.

007.02 Content Knowledge. The institution utilizes candidate performance information from content tests, as set forth in 92 NAC 24, to determine potential areas for improvement in content knowledge preparation of candidates.

007.03 Graduate follow-up. The institution utilizes a graduate follow-up process to obtain program completer input regarding satisfaction, relevance and effectiveness of their preparation for professional roles and responsibilities.

007.04 Employer follow-up. The institution utilizes a process for collecting information from employers regarding satisfaction with the program and program completers.

007.05 Graduate Support. The institution makes resources available to support its graduates who are new to the teaching profession.

007.06 Program Improvement. The institution initiates program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.

008 Provisions for Notice and Hearing.

008.01 When the Commissioner makes a recommendation to the Board for an institution to be placed on probation or for the denial of continuing approval, notice of the recommendation and of the right to request a hearing within thirty (30) days after receipt shall be given to the institution by certified mail. Copies shall be sent to the certification officer and the chief executive officer, if known. This notice shall specify the basis for the recommendation and the tentative date that the Board will consider the recommendation unless a formal hearing is requested.

008.02 If the institution files a request for a formal hearing within thirty (30) days after receipt of the recommendation, the Board shall schedule a hearing date. If no formal hearing is requested, the recommendation shall be considered by the Board and adopted or modified by order of the Board.

008.03 All hearings arising under this chapter shall be conducted in accordance with the hearing procedures of Chapter 61 of Title 92 of the Nebraska Administrative Code.

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 20 - APPROVAL OF EDUCATOR PREPARATION ~~TEACHER EDUCATION~~ PROGRAMS

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
General Information	79-318	001
Definition of Terms	79-318, 79-807	002
Requirements for Educator Preparation ~~Teacher Education~~ Program Approval	79-318	003
~~Professional~~ Educator Preparation ~~Teacher Education~~ Program Requirements	79-318, 79-814.01	004
Teacher ~~Initial~~ Preparation Academic Program ~~Coursework~~ Requirements	79-318	005
~~Advanced Program Field Experience~~ Administrator Preparation Academic Program Requirements	79-318	006
Program Quality Indicators	79-318	007
Provisions for Notice and Hearing	79-318	008
Flexibilities	79-318	009

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 20 - APPROVAL OF EDUCATOR PREPARATION ~~TEACHER EDUCATION~~ PROGRAMS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
~~Advanced Program Field Experience~~ Administrator Preparation Academic Program Requirements	79-318	006
Definition of Terms	79-318, 79-807	002
Flexibilities	79-318	009
General Information	79-318	001
Teacher ~~Initial~~ Preparation Academic Program ~~Coursework~~ Requirements	79-318	005
~~Professional~~ Educator Preparation ~~Teacher Education~~ Program Requirements	79-318, 79-814.01	004
Program Quality Indicators	79-318	007
Provisions for Notice and Hearing	79-318	008
Requirements for Educator Preparation ~~Teacher Education~~ Program Approval	79-318	003

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 20 - APPROVAL OF EDUCATOR PREPARATION ~~TEACHER EDUCATION~~ PROGRAMS

001 General Information.

001.01 Statutory Authority. This chapter is adopted pursuant to Neb. Rev. Stat. § ~~Section~~ 79-318 ~~of the Revised Statutes of Nebraska (R.R.S.)~~.

001.02 Scope and Application. This chapter provides procedures for the approval of educator preparation ~~teacher education~~ programs conducted in Nebraska standard institutions of higher education ~~colleges and universities~~ and designed for the purpose of certificating teachers and administrators and other professional school personnel requiring certification.

001.03 Related Regulations. Throughout this chapter reference is made to other Department of Education regulations relating to teachers and administrators. Procedures for the issuance of certificates to teach, counsel, or supervise in Nebraska schools are contained in Title 92, Nebraska Administrative Code (NAC), Chapter 21. ~~92 NAC 23 contains regulations concerning the basic skills competence testing of teachers.~~ 92 NAC 24 contains regulations regarding the issuance of endorsements on teaching, administrative, or special services certificates in Nebraska. 92 NAC 27 contains regulations and standards for professional practices criteria. Copies of these regulations are available from the Department at https://www.education.ne.gov/legal/current-nde-rules-regulations/ ~~https://www.education.ne.gov/LEGAL/~~.

001.04 Implementation Date. The implementation date of this chapter will be ~~August 1, 2014~~ the effective date of approval~~, whichever is later. Institutions must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of January 19, 2008, shall remain in effect.~~

002 Definition of Terms. As used in this chapter:

002.01 Academic year ~~shall~~ means a school year which consists of two (2) regular consecutive semesters that occur from fall through spring.

002.02 Accreditation means the status of public recognition that an accrediting agency grants to an educational institution and is recognized by the United States Department of Education.

002.0~~3~~2 Advanced program ~~shall~~ means a program at the postbaccalaureate level for (a) educators who have previously completed initial preparation or (b) the preparation of other school professionals.

002.0~~4~~3 Board ~~shall~~ means the State Board of Education.

002.0~~5~~4 Candidate ~~shall~~ means an individual admitted to, or enrolled in, a program for the initial or advanced preparation or the continuing professional development of educators.

002.0~~6~~5 Certificate ~~shall~~ means a teaching, administrative, or special services certificate issued by the Department pursuant to 92 NAC 21.

002.0~~7~~6 Clinical practice ~~shall~~ means a culminating, supervised experience that provides a candidate with opportunities to demonstrate competence in the professional role for which the candidate is preparing and that includes student teaching or an internship.

002.0~~8~~7 Commissioner ~~shall~~ means the State Commissioner of Education.

002.0~~9~~8 Content test ~~shall~~ means a Praxis or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ.

002.1~~0~~09 Cooperating educator ~~shall~~ means an educator employed in a setting utilized for a clinical practice who has the appropriate certification and experience to perform observation, coaching, mentoring, and/or evaluation of a candidate.

002.1~~1~~0 Coursework ~~shall~~ means the experiences required to complete the preparation program and may include class instruction, field experiences, or other required activities.

002.1~~2~~1 Credit hour ~~shall~~ means the equivalent of fifteen (15) instructional class periods of fifty (50) minutes or more.

002.1~~3~~2 Department ~~shall~~ means the State Department of Education, which is comprised of the Board and the Commissioner.

002.1~~4~~3 Diversity ~~shall~~ means differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical areas.

002.1~~5~~4 Educator ~~shall~~ means a holder of a teaching, administrative or special services certificate.

002.1~~6~~5 Educator certificate ~~shall~~ means a certificate issued pursuant to standards comparable and equivalent to those in 92 NAC 21.

002.17 Educator preparation program means the system of procedures, coursework, and activities in a college, school, or department of an approved standard institution of higher education that result in the initial or advanced preparation of teachers, administrators, and other school professionals.

002.1~~8~~6 Endorsement ~~shall~~ means an area of specialization indicated on a certificate issued pursuant to 92 NAC 21 signifying that the individual has met specific content preparation requirements contained in 92 NAC 24.

002.19 Exceptional expertise requirement means documented scholarship, skill, or experience in the priorities set by the educator preparation program, such as content specialization, diversity, assessment, or technology.

002.2~~0~~17 Faculty ~~shall~~ means all professional education faculty, including adjunct faculty and graduate students, employed by a standard institution of higher education who teach one or more courses in professional education and/or supervise field experiences.

002.2~~1~~8 Field experience ~~shall~~ means an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field

experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

002.22 Human relations requirement has the same meaning as human relations training in Neb. Rev. Stat. § 79-807 and as required by Neb. Rev. Stat. § 79-808.

002.23~~19~~ Initial program ~~shall~~ means a program at the baccalaureate or postbaccalaureate level that prepares candidates for their first ~~license to teach~~ certificate. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first ~~license in teacher~~ certificate.

002.24~~20~~ Internship ~~shall~~ means a clinical practice in which candidates practice and demonstrate the knowledge, skills, and professional dispositions required for advanced programs.

002.25~~1~~ Practicum ~~shall~~ means a field experience completed prior to a ~~culminating supervised~~ candidate's clinical practice.

002.26~~2~~ Professional dispositions ~~shall~~ means candidate attitudes, values, and beliefs demonstrated in interactions with students, families, educators, and communities consistent with ethical performance criteria contained in 92 NAC 27.

002.27~~3~~ Professional education coursework ~~shall~~ means coursework, including field experience, designed to develop educator competencies, including, but not limited to, student development, learning differences, learning environments, content knowledge and its application, assessment, planning for instruction, instructional strategies, collaboration, and ethical practice.

002.28~~4~~ Professional educator preparation program or unit ~~shall~~ means the school, college, department or other administrative body within the institution that is primarily responsible for the preparation of teachers, administrators, and other school personnel.

002.29~~5~~ Regional accreditation ~~shall~~ means a voluntary process by which one (1) of several accrediting bodies, each serving one (1) of six (6) defined geographic areas of the country, accredits PK-12 schools, colleges, and universities. Nebraska institutions are served by the Higher Learning Commission.

002.30~~26~~ School partner ~~shall~~ means school systems and other education programs that collaborate with the educator preparation ~~teacher education~~ program in designing, developing, and implementing field experiences, delivery of instruction, and research.

002.31~~27~~ School system ~~shall~~ means an institution that is accredited or approved by the Department to provide instruction at any level PK-Grade 12, including an educational service unit accredited by the Department.

002.32~~28~~ Special authorization ~~shall~~ means a process by which the Department ~~approval can be granted~~ may grant approval for a standard institution of higher education to offer a pilot endorsement program.

002.33 Special education requirement has the same meaning as special education training in Neb. Rev. Stat. § 79-807 and as required by Neb. Rev. Stat. § 79-809.

002.34~~29~~ Standard institution of higher education, or institution, ~~shall mean any college or university whose teacher education programs are fully approved by the Board or by a comparable agency in any other state or country.~~ has the same meaning as in Neb. Rev. Stat. § 79-807.

002.3~~5~~0 Student teaching ~~shall~~ means a clinical practice in a school system which provides an initial preparation candidate with ~~a culminating supervised~~ an experience to demonstrate competence in the professional role for which the candidate is preparing.

~~002.31 Teacher education program shall mean the system of procedures, coursework and activities in a college, school, or department of an approved standard institution of higher education which result in the initial or advanced preparation of teachers, adminsitrators, and other school professionals.~~

002.3~~6~~2 Terminal degree ~~shall~~ means the highest degree available in a specific field of preparation or recognized by the profession.

003 Requirements for Educator Preparation~~Teacher Education~~ Program Approval

003.01 Original Educator Preparation~~Teacher Education~~ Program Approval

003.01A Letter of Application and Institutional Planning Report. Any Nebraska institution of higher education may apply for approval of its educator ~~teacher~~ preparation program by submitting a letter of intent to seek approval and an Institutional Planning Report (IPR) signed by the chief academic officer of the institution on behalf of the governing board of the institution. These documents must be received by the Commissioner on or before January 15 of the calendar year in which the institution seeks to begin the approval process.

003.01B Governing Board Approval. The IPR must ~~shall~~ include documentation that the governing board of the institution has approved the plans and a time table whereby the institution will meet each of the requirements to become a standard institution of higher education within four (4) years.

003.01C Chapter 20 Compliance. The IPR must ~~shall~~ include the procedures and time table for compliance with the requirements in Sections 004 through 007 of this chapter.

003.01D Collaboration and Support of School Systems. The IPR must ~~shall~~ contain statements of support from school systems documenting their collaboration and assistance in planning to provide field experiences which meet the requirements of 92 NAC 20 and 92 NAC 24.

003.01E The IPR must ~~shall~~ contain documentation that the institution is ~~regionally~~ accredited.

003.02 Initial Provisional Approval

003.02A The Commissioner, after receiving the institution's request to begin the process of becoming a standard institution of higher education, must ~~shall~~ appoint a team to visit the institution and report on the institution's ability to comply with the provisions of this chapter.

003.02A1 The team must ~~shall~~ schedule a visit to the institution within sixty (60) days after receiving the IPR.

003.02A2 The team must ~~shall~~ file a recommendation with the Commissioner within sixty (60) days after the scheduled visit to the institution.

003.02A3 Following a review of the institutional visit report, the Commissioner must ~~shall~~ file a recommendation with the Board regarding the application and ~~shall~~ notify the institution of the recommendations. Notification must ~~shall~~ be sent by certified mail to the chief academic officer of the institution. The institution will ~~shall~~ have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.02A4 Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board must ~~shall~~ either approve or deny the institution's implementation of the plan under provisional approval. Provisional approval permits the institution to phase in an educator preparation program, excluding clinical practice, over a period of time not to exceed three (3) years.

003.03 Continuing Provisional Approval

003.03A Provisional Approval Report. By March 1 of each year during provisional approval, the institution must ~~shall~~ file the Provisional Approval Report with the Commissioner which includes:

003.03A1 Documentation of ~~that~~ written notification made to all candidates taking education courses that the institution has provisional approval, but is not yet approved for recommending certification;

003.03A2 Statements of continuing participation by the school systems in which the institution is placing candidates for field experiences; and

003.03A3 Documentation of the degree to which the institution is in compliance with all applicable sections of 92 NAC 20, excluding clinical practice; 92 NAC 23; and 92 NAC 24. The Provisional Approval Report must also ~~shall~~ indicate how, in each succeeding year, the institution is progressing toward total compliance, excluding clinical practice.

003.03B The Commissioner may respond each year with a scheduled visit by a team or staff, to the institution within sixty (60) days after receiving the Provisional Approval Report.

003.03C The team or staff conducting such a visit must ~~shall~~ file a recommendation with the Commissioner within thirty (30) days after a scheduled visit.

003.03D Following a review of the report, the Commissioner must ~~shall~~ file a recommendation with the Board regarding the application and ~~shall~~ notify the institution of the recommendations. Notification must ~~shall~~ be sent by certified mail to the chief academic officer of the institution. The institution will ~~shall~~ have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.03E Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board must ~~shall~~ either approve or deny continuation of provisional or recommend temporary approval.

003.04 Temporary Approval to Offer an Educator Preparation ~~a Teacher Education~~ Program. If the Commissioner recommends and the Board concurs, the institution may be granted a one (1) year temporary approval. Temporary approval allows the institution to place candidates and to recommend graduates of the program to the Department for certification. Temporary approval may be renewed on a yearly basis for a maximum of three (3) years, using the process found in Sections 003.04A through 003.04F of this chapter for each of these years.

003.04A By March 1 of each year in which the institution is operating with temporary approval, the institution must ~~shall~~ file a Temporary Approval Report with the Commissioner. The Temporary Approval Report must ~~shall~~ document complete compliance with all applicable sections of 92 NAC 20, 92 NAC 23, and 92 NAC 24.

003.04B The Commissioner may respond with a scheduled visit by a team or staff, to the institution within sixty (60) days after receiving the Temporary Approval Report.

003.04C The team or staff conducting such a visit must ~~shall~~ file a recommendation with the Commissioner within thirty (30) days after the scheduled visit.

003.04D Following a review of the report, the Commissioner must ~~shall~~ file a recommendation with the Board regarding the application and ~~shall~~ notify the institution of the recommendations. Notification must ~~shall~~ be sent by certified mail to the chief academic officer of the institution. The institution will ~~shall~~ have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.04E Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board must ~~shall~~ exercise one of the following options: (a) approve the institution as a standard institution of higher education, (b) grant it temporary approval for another year, or (c) deny the institution further status as an educator preparation ~~a teacher education~~ program.

003.04F Once the Board has approved the institution as a standard institution of higher education, the institution is subject to the provisions in Section 003.05 of this chapter.

003.05 Continuing Approval of an Educator Preparation ~~a Teacher Education~~ Program. Continuing approval will ~~shall~~ be for the period of August 1 through July 31 of the next year and will ~~shall~~ be conditional upon the institution's compliance with the requirements in Sections 003 through 007 of this chapter. ~~The~~ An institution's failure to meet a numbered regulation will ~~shall~~ be considered a violation and will be subject to the provisions of Section 003.05C of this chapter.

003.05A Annual Board Approval. The institution must ~~shall~~ submit ~~the information~~ a list of endorsements offered, program outcomes, assurance of compliance, and correction of areas of non-compliance, if applicable, ~~requested in Sections 003.05A1 through 003.05A4 of this chapter~~ by May 15 of each year. Recommended forms may be found on the NDE Educator Preparation ~~Teacher Education~~ website.

~~003.05A1 Endorsements Offered. A written list of endorsements to be offered for the period of approval. For each endorsement, the institution must provide the Commissioner with a current list of required courses which also specifies alignment of the courses to the requirements in 92 NAC 24.~~

~~003.05A2 Program Outcomes. Information regarding program admission, program completion, graduate follow-up, and program changes made or planned in response to candidate or graduate performance, or changes made or planned in response to the needs of school systems.~~

~~003.05A3 Assurance of Compliance. The chief academic officer or designee for the institution shall indicate compliance or noncompliance status with the numbered provisions of 92 NAC 20.~~

~~003.05A4 Correction of Areas of Noncompliance. For any area of noncompliance identified in Section 003.05A3 of this chapter, a plan for correction must be provided. In addition, the annual report shall contain documentation of resolution/status of any areas of noncompliance reported in the previous annual report to the Board.~~

003.05B State Program Review. At least once every seven (7) years, the Commissioner must ~~shall~~ conduct a full review of the educator preparation ~~teacher education~~ program ~~to determine compliance~~, including both an offsite and an onsite component, to determine compliance with all applicable provisions of 92 NAC 20 and 92 NAC 24. ~~The review includes both an offsite and an onsite component.~~

003.05B1 The state program review must ~~shall~~ be conducted by a state team, appointed by the Commissioner, which includes representation from the Nebraska Council on Teacher Education (NCTE), persons with content knowledge in the endorsement areas offered by the educator preparation ~~teacher education~~ program, and Department staff.

003.05B2 For institutions participating in a national accreditation review of educator ~~education~~ preparation programs, the state program review must ~~shall~~ be conducted to coordinate with the national accreditation process.

003.05B3 Offsite Review

003.05B3a Institutional Report. Qualitative and quantitative information regarding compliance with the requirements of Sections 004 through 007 of this chapter must ~~shall~~ be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Educator Preparation ~~Teacher Education~~ website.

003.05B3b Endorsement Program Folios. Information regarding each endorsement program offered by the institution must ~~shall~~ be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Educator Preparation ~~Teacher Education~~ website. Folio information ~~will~~ must include:

003.05B3b1 Documentation of compliance with the endorsement requirements in 92 NAC 24;
003.05B3b2 Quantitative and qualitative candidate assessment and performance information; and

003.05B3b3 Changes made in response to data regarding candidate or graduate performance and/or in response to the needs of school systems.

003.05B4 Onsite Review. An onsite review must ~~shall~~ be conducted to validate information submitted by the institution in response to Section 003.05B3 of this chapter or to acquire additional information to determine compliance with the provisions of 92 NAC 20 and 92 NAC 24.

003.05B5 Results of the state program review must ~~shall~~ be reported to the Board during the annual approval meeting.

003.05C Correction of Areas of Noncompliance. The institution will ~~shall~~ have until May 1 of the year following the Board's annual approval decision to correct areas of noncompliance identified in Section 003.05 of this chapter.

003.05C1 Approval on Probation. The Commissioner may recommend to the Board approval on probation for an institution with uncorrected areas of noncompliance as of May 1 of the first year following the Board's annual approval decision.

003.05C2 Denial of Approval. The Commissioner may recommend to the Board denial of approval for an institution with uncorrected areas of noncompliance as of May 1 of the year following designation of approval on probation.

003.05C3 Notification and Appeal. The Commissioner must ~~shall~~ notify the chief academic officer of the institution of a recommendation for probation or denial of approval in writing by certified mail. The institution will ~~shall~~ have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing as provided in Section 008 of this chapter.

003.06 Special Endorsement Authorization. A Nebraska standard institution of higher education may apply for approval of a special authorization to offer an endorsement program ~~that is~~ not included in 92 NAC 24.

003.06A Application for Approval. An application must be received by the Commissioner on or before January 15 of the calendar year in which the institution seeks to begin the new endorsement program.

003.06A1 The application must include justification of interest and need for the proposed new endorsement program, educator competencies appropriate for the proposed new endorsement program, a list of the required courses that will address the competencies and accompanying syllabi, and the timetable for candidates' completion of the proposed new endorsement program.

003.06A2 The application must ~~shall~~ contain statements of support from school systems documenting the school systems' collaboration and assistance in planning to provide field experience placements which meet the requirements of 92 NAC 20 and 92 NAC 24.

003.06A3 Within thirty (30) days from receipt of the application, the Commissioner must ~~shall~~ assign a team to assess the information provided in the application, which may include a visit to the institution. The team must include members representing the Nebraska Council on Teacher Education (NCTE) and persons with content knowledge in the proposed endorsement area.

003.06A4 The team must ~~shall~~ file a recommendation with the Commissioner for denial of the application or provisional approval.

003.06A5 The Commissioner must ~~shall~~ provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution will ~~shall~~ have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner must ~~shall~~ inform the institution in writing if the decision to deny is upheld.

003.06B Provisional Approval of a Special Endorsement Authorization.

003.06B1 Following provisional approval by the Commissioner, the institution may phase in the new endorsement program, excluding clinical practice, over a period of time not to exceed three (3) years~~, excluding clinical practice~~.

003.06B2 By March 1 of each year following provisional approval, the institution must ~~shall~~ file a written progress report on the program with the Commissioner which must ~~shall~~ include:

003.06B2a Enrollment data and documentation of written notification to the candidates stating that the institution has provisional approval~~, including candidate recourse if the program is eliminated~~ and describing candidate recourse if the program is eliminated;

003.06B2b Statements of continuing participation from school systems for placement of candidates for field experiences; and

003.06B2c Reaffirmation or updated information regarding elements in Sections 003.06A1 and 003.06A2 of this chapter.

003.06B3 The review team identified in Section 003.06A3 of this chapter must ~~shall~~ review the progress report, which may include an onsite visit, and file a recommendation of denial, continued provisional approval, or temporary approval with the Commissioner within thirty (30) days following the review.

003.06B4 The Commissioner must ~~shall~~ provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution will ~~shall~~ have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner must ~~shall~~ inform the institution in writing if the subsequent decision to deny is upheld.

003.06C Temporary Approval of a Special Endorsement Authorization.

003.06C1 Following temporary approval by the Commissioner, the endorsement program may place candidates and recommend completers ~~graduates~~ of the program for certification by the Department.

003.06C2 By March 1 of each year following temporary approval, the institution must ~~shall~~ file a written progress report on the program with the Commissioner. ~~which shall include:~~ The progress report must include:

003.06C2a Enrollment data and documentation of written notification to the candidates stating that ~~that~~ the institution has temporary approval and describing candidate recourse if the program is eliminated;

003.06C2b Statements of continuing participation from school systems for placement of candidates for field experiences; and

003.06C2c Reaffirmation or updated information regarding elements in Sections 003.06A1 and 003.06A2 of this chapter.

003.06C3 The review team identified in Section 003.06A3 of this chapter must ~~will~~ review the progress report, which may include an onsite visit, and file a recommendation with the Commissioner to (a) continue temporary approval until the endorsement is placed in 92 NAC 24, (b) return to provisional status, or (c) deny any further approval.

003.06C4 By May 1, the Commissioner must ~~shall~~ consider the team's recommendation and provide written notification by certified mail to the chief academic officer of the institution of the decision to (a) renew temporary approval for a period not to exceed three (3) years, (b) return the endorsement to provisional status, (c) deny further approval and the reasons for the decision, or (d) recommend the special authorization be moved forward for inclusion in 92 NAC 24.

003.06C5 The institution will ~~shall~~ have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner must ~~shall~~ inform the institution in writing if the ~~subsequent~~ decision to deny is upheld.

004 Educator Preparation ~~Professional Teacher Education~~ Program Requirements.

004.01 General Policy Statements. The institution must ~~shall~~ have a written policy stating its ~~philosophy and~~ objectives which delineates its goals and commitment to the preparation of educators. Not all of the programs for the preparation of school personnel need to be administratively located within the unit; however all professional education programs are organized and coordinated by the unit.

004.02 Personnel Requirements.

004.02A Unit Administrator. The institution must ~~shall~~ designate an individual to administer the professional ~~teacher education~~ educator preparation program or unit. This individual is required to ~~shall~~ hold, qualify for, or have held an educator certificate.

004.02B Certification Officer. The institution must ~~shall~~ designate a faculty or staff member to receive correspondence regarding this chapter and to oversee the submission of certified records, transcripts, reports, and/or recommendations to the Department for the purpose of certification and/or endorsement.

004.02C Field Experience Coordinator. The institution must ~~shall~~ designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

004.02D Cooperating Educators. The institution must ~~shall~~ ensure that cooperating educators employed by school systems or other field-based settings ~~shall~~ have a minimum of three (3) years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising.

004.03 Educator Preparation ~~Professional Teacher Education~~ Program Faculty Requirements.

004.03A Minimum Required Faculty

004.03A1 Undergraduate faculty. There must ~~shall~~ be a minimum of three (3) full-time professional education faculty.

004.03A2 Graduate faculty. Each advanced degree program leading to the doctorate must have at least three (3) full-time professional education faculty members who have earned the doctorate in the field of specialization for which the degree is offered.

004.03B Faculty Qualifications

004.03B1 All professional education faculty must ~~shall~~ hold a ~~master's~~ graduate degree or a professional degree from a college or university accredited by an accrediting organization recognized by the United States Department of Education.

004.03B2 The preparation, research, and experience of each faculty member must ~~shall~~ be in the field in which ~~he or she~~ the faculty member teaches.

004.03B3 All professional education faculty, hired after July 1, 1994, must ~~shall~~ have two (2) years of PK-12 teaching experience in ~~state approved or accredited~~ elementary or secondary schools approved or accredited by a state or in similarly constituted and governed schools in a state where non-public schools are not recognized by the state.

Faculty who do not possess two (2) years of PK-12 teaching experience must meet the exceptional expertise requirement. ~~defined as documented scholarship, skill, or experience in the priorities of the teacher education program such as content specialization, diversity, assessment or technology.~~

004.03B4 At least one-third of the full-time undergraduate faculty must ~~shall~~ hold a terminal degree.

004.03B5 At least one-half of full-time graduate faculty must ~~shall~~ hold a terminal degree.

004.03B6 All faculty in programs which grant the sixth year specialist's certificate or doctorate degree must ~~shall~~ hold the doctorate and have two (2) years of teaching or school administration experience.

004.03B7 Faculty who do not possess a terminal degree must meet the exceptional expertise requirement.

004.03B8~~7~~ Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area ~~and/~~or level which they are supervising.

004.03C Faculty Load

004.03C1 For undergraduate faculty, assignments for teaching, supervision of clinical experience, and administration must ~~shall~~ not exceed twenty-four (24) credit hours within the same academic year for a full-time equivalent undergraduate faculty member except as provided in Section 004.03C3 of this chapter.

004.03C2 For graduate faculty, assignments for teaching, supervision of clinical experience, and administration must ~~shall~~ not exceed eighteen (18) credit hours within the same academic year for a full-time equivalent graduate faculty member with the exception stated in Section 004.03C3 of this chapter.

004.03C3 For faculty teaching a combination of undergraduate and graduate assignments, the load may be a proration of nine (9) undergraduate and twelve (12) graduate credit hours, with total hours assigned within the same academic year not to exceed twenty-one (21) hours.

004.03C4 Supervision of clinical experiences must ~~shall~~ not exceed a ratio of eighteen (18) full-time equivalent candidates to one (1) full-time equivalent faculty member within one (1) semester.

~~004.03C5 Advising for advanced program candidates shall be assigned to advanced program faculty.~~

004.04 Minimum Endorsement Offering Requirements. The institution must ~~shall~~ offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study ~~which~~ document~~s~~ing that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.

004.05 Library Requirements. Library holdings, curriculum materials, and related technology resources must ~~shall~~ provide adequate scope, breadth, and currency to support education candidates and faculty. The institution must ~~shall~~ employ staff to work collaboratively with the unit to acquire relevant and current resources and to provide support services for material utilization.

004.06 Policies for Program Admission, Progression, and Completion. The institution must have on file, and systematically communicate to all candidates, specific requirements regarding candidate admission, progression, and completion of the educator preparation ~~teacher education~~ program, including:

004.06A Disclosure. The institution must ~~shall~~ require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution must ~~shall~~ inform all persons who apply for admission to its program that persons who have felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as ~~defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department.~~ outlined in 92 NAC 21, Section 003.12, may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a felony conviction ~~as defined in Section 004.06D of this chapter may request approval~~or a misdemeanor conviction involving abuse, neglect, or sexual misconduct may request the approval of the Department using the procedures set forth in 92 NAC 21, Sections 009.02 through 009.04.

004.06C Criminal Background Check. The institution must ~~shall~~ conduct or verify an official criminal background check on candidates prior to admission to an initial teacher educator preparation ~~teacher education~~ program. ~~and again prior to clinical practice.~~

004.06D Convictions (as referenced in 92 NAC 21, Sections 003.11 through 003.14).

~~004.06D1 For purposes of this chapter, a felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.~~

~~004.06D2 For purposes of this chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parentheses):~~

~~004.06D2a Assault (third degree) (28-310)~~
~~004.06D2b Child Enticement (28-311)~~
~~004.06D2c Stalking (28-311.03)~~
~~004.06D2d Hazing (28-311.06)~~
~~004.06D2e Unlawful Intrusion (28-311.08)~~
~~004.06D2f Violating a Harassment Protection Order (28-311.09)~~
~~004.06D2g False Imprisonment (28-315)~~
~~004.06D2h Sexual Assault (third degree) (28-320)~~
~~004.06D2i Domestic Assault (28-323)~~
~~004.06D2j Child/Vulnerable Adult Contact with Methamphetamine (28-457)~~
~~004.06D2k Abandonment of Spouse or Child (28-705)~~
~~004.06D2l Child Abuse (28-707)~~
~~004.06D2m Contributing to the Delinquency of a Child (28-709)~~
~~004.06D2n Prostitution (28-801)~~
~~004.06D2o Keeping a Place of Prostitution (28-804)~~
~~004.06D2p Debauching a Minor (28-805)~~
~~004.06D2q Public Indecency (28-806)~~
~~004.06D2r Sale of Obscene Material to Minor (28-808)~~
~~004.06D2s Obscene Motion Picture Show, Admitting Minor (28-809)~~
~~004.06D2t Obscene Literature Distribution (28-813)~~
~~004.06D2u Sexually Explicit Conduct (28-813.01)~~
~~004.06D2v Resisting Arrest (28-904(1)(a)), when the conviction involves use or threat of physical force or violence against a police officer~~
~~004.06D2w Indecency with an Animal (28-1010)~~
~~004.06D2x Intimidation by Phone Call (28-1310)~~
~~004.06D2y Violating a Protection Order (42-924(4))~~

~~004.06D3 For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parentheses)~~

~~004.06D3a Attempt to Commit A Crime (28-201)~~
~~004.06D3b Criminal Conspiracy (28-202)~~
~~004.06D3c Accessory to a Felony (28-204)~~
~~004.06D3d Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)~~

~~004.06D4 Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach or participate in classroom or field experiences, or for denial of a certificate to teach, counsel, supervise, administer, or provide special~~

~~services in schools. However, such convictions shall be listed by the candidate as required in Section 004.06A of this chapter.~~

004.06~~D~~ Grade Point Average.

004.06~~DE~~1 Candidates must hold a cumulative GPA, as measured by the institution, of 2.5 on a 4.0 scale or its equivalent for admission to an educator preparation ~~a teacher education~~ program.

004.06~~DE~~2 Candidates for admission to clinical practice must hold a cumulative GPA, as measured by the institution, of at least 2.75 on a 4.0 scale or its equivalent.

~~004.06F Basic Skills Test. Prior to admission to a teacher education program, the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.~~

004.06F~~G~~ Application. Candidates for admission to an educator preparation ~~a teacher education~~ program must ~~shall~~ complete an application process which includes consideration of components identified in Section 004.06 of this chapter and other institution-determined criteria for selection, such as recommendations from professional educators, interviews, or essays.

004.06G~~H~~ Performance Assessments. The institution must identify the performance standards and assessments for successful progression and completion of the education programs offered by the unit.

005 Teacher ~~Initial~~ Preparation Academic Program ~~Coursework~~ Requirements.

005.01 General Education Requirements. ~~Coursework.~~ The institution must ~~shall~~ require ~~that~~ all ~~undergraduate~~ candidates meet the institution's general education ~~course~~ requirements. ~~These courses~~ which may also be used to meet endorsement requirements. ~~General education course requirements are established by the institution for all students.~~

005.02 Professional Education Requirements. ~~Coursework. At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences.~~

The Educator Preparation Program must ~~The institution shall~~ identify required coursework and/or competency leading to candidate ~~development and competency~~ demonstration of the following:

005.02A Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences;~~.~~

005.02B Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards;~~.~~

005.02C Learning Environments. The candidate works with others to create environments ~~that~~ supporting individual and collaborative learning, and encouraging ~~that encourage~~ positive social interaction, active engagement in learning, and self-motivation;~~.~~

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content, including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction;

005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;~~.~~

005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making;~~.~~

005.02G Planning for Instruction. The candidate plans instruction supporting ~~that supports~~ every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context;~~.~~

005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills through the application of the science of reading, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication;~~.~~

005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student;~~.~~

005.02J Leadership and Collaboration. The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession;~~.~~

005.02K Human Relations. The ~~institution shall~~ candidate has met the human relations requirement ~~offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills79-807(6) R.R.S.:~~; and

~~005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;~~

~~005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;~~

~~005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;~~

~~005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;~~

~~005.02K5 Respect for human dignity and individual rights; and~~

~~005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.~~

005.02L Special Education. The candidate has met the special education requirement. ~~The institution will require one (1) or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities, including the areas enumerated by Section 79-807(7) R.R.S.:~~

~~005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by Section 79-1118.01 R.R.S.;~~

~~005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;~~

~~005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;~~

~~005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and~~

~~005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.~~

005.03 Field Experience. ~~Coursework.~~ The educator preparation program ~~institution~~ must ~~shall~~ require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. ~~When viewed as a whole,~~ Field ~~field~~ experiences are central to candidate preparation and must ~~shall~~ provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language. These experiences range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

~~005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.~~

005.03A~~1~~ Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

005.03B~~A2~~ Clinical Practice. The educator preparation program ~~institution~~ must ~~shall~~ require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

005.03B1~~A2a~~ The educator preparation program must ~~institution shall~~ have a clear statement of policies and procedures relating to clinical practice ~~which shall be made~~ available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

005.03B2~~A2b~~ All clinical practice must ~~shall~~ be conducted in a Nebraska school system, or in an approved, accredited, or otherwise legally operated school in another state or ~~an English-speaking school in another~~ country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

005.03B3~~A2c~~ The educator preparation program must ~~institution shall~~ engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

005.03B3a~~A2c1~~ The educator preparation program must ~~institution shall~~ negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

005.03B4~~A2d~~ The educator preparation program must ~~institution shall~~ require a clinical practice experience equivalent to:

005.03B4a~~A2d1~~ A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

005.03B4b~~A2d2~~ A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level; and

005.03B4c~~A2d3~~ A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section ~~005.03A2d1~~ 005.03B4a or Section ~~005.03A2d2~~ 005.03B4b of this chapter.

005.03B5~~A2e~~ The educator preparation program must ~~institution shall~~ ensure that a minimum of five (5) formal observations by faculty ~~shall be~~ are conducted during clinical practice for candidates preparing for initial level teaching certification. Two (2) ~~Three (3)~~ observations must be onsite and three (3) ~~two (2)~~ of the observations may be conducted utilizing technology which allows for visual contact between the parties.

005.03C~~B~~ Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience. The educator preparation program must ~~institution shall~~ ensure that a minimum of three (3) formal onsite observations by faculty are conducted.

006 Administrator Program Academic Requirements.

006.01 Education Preparation Administrative Academic Program Requirements. The Educator Preparation Program must identify required coursework and/or competency leading to candidate demonstration of the following:

006.01A Mission, Vision and Core Values. The candidate develops, advocates, and enacts the shared mission, vision, and core values of high-quality education, academic success, and the well-being of each student.

006.01B Ethics and Professional Norms. The candidate acts ethically and according to professional norms to promote each student's academic success and well-being.

006.01C Equity and Cultural Responsiveness. The candidate strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

006.01D Curriculum, Instruction, and Assessment. The candidate develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

006.01E Community of Care and Support for Students. The candidate develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

006.01F Professional Capacity of School Personnel. The candidate develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.

006.01G Professional Community for Teachers and Staff. The candidate fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.

006.01H Meaningful Engagement of Family and Community. The candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

006.01I Operations and Management. The candidate manages school operations and resources to promote each student's academic success and well-being.

006.01J School Improvement. The candidate acts as an agent of continuous improvement to promote each student's academic success and well-being.

006.02 Advanced Program Field Experience.

006.02A~~1~~ The educator preparation program must ~~institution shall~~ have a clear statement of policies and procedures relating to field experiences which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the field experience.

006.02B The educator preparation program must ~~Institutions shall~~ require field experiences for advanced certification programs.

006.02C~~3~~ All clinical practice must ~~shall~~ be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

006.02D~~4~~ The educator preparation program ~~institution shall~~ must engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop the skills of faculty and school-based educators to work collaboratively to enhance candidate development.

007 Program Quality Indicators. The educator preparation program must ~~institution shall~~ establish a systematic process to address and document the following program quality indicators:~~.~~

007.01 Candidate Admission and Completion. The educator preparation program ~~institution~~ utilizes information related to candidate admission, progression, completion, and graduate employment to document the institution's continuing and purposeful expectations for candidate quality:~~.~~

007.02 Content Knowledge. The educator preparation program ~~institution~~ utilizes candidate performance information from content tests, as set forth in 92 NAC 24, to determine potential areas for improvement in content knowledge preparation of candidates;~~.~~

007.03 Program Completer Follow-up. ~~Graduate follow-up.~~ The educator preparation program ~~institution~~ utilizes a graduate follow-up process to obtain program completer input regarding satisfaction, relevance and effectiveness of their preparation for professional roles and responsibilities~~;~~.

007.04 Employer F~~f~~ollow-up. The educator preparation program ~~institution~~ utilizes a process for collecting information from employers regarding satisfaction with the program and program completers;~~.~~

007.05 Program Completer ~~Graduate~~ Support. The educator preparation program ~~institution~~ makes resources available to support its completers ~~graduates~~ who are within ~~new to~~ the education ~~teaching~~ profession; and~~.~~

007.06 Continuous Program Improvement. The educator preparation program ~~institution~~ initiates continuous program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.

008 Provisions for Notice and Hearing.

008.01 When the Commissioner makes a recommendation to the Board for an institution to be placed on probation or for the denial of continuing approval, notice of the recommendation and of the right to request a hearing within thirty (30) days after receipt must ~~shall~~ be given to the institution by certified mail. Copies must ~~shall~~ be sent to the certification officer and the chief executive officer, if known. This notice must ~~shall~~ specify the basis for the recommendation and the tentative date ~~that~~ the Board will consider the recommendation unless a formal hearing is requested.

008.02 If the institution files a request for a formal hearing within thirty (30) days after receipt of the recommendation, the Board must ~~shall~~ schedule a hearing date. If no formal hearing is requested, the recommendation must ~~shall~~ be considered by the Board and adopted or modified by order of the Board.

008.03 All hearings arising under this chapter must ~~shall~~ be conducted in accordance with the hearing procedures of Chapter 61 of Title 92 of the Nebraska Administrative Code.

009 Flexibilities. Educator preparation programs within institutions of higher education, to better meet local goals, may submit a request for a short-term flexibility of one or more regulations found in Sections 004.01 to 004.05, 004.06E to 004.06H, 005, and 006 of this chapter. A request for flexibility may also be made in response to extenuating circumstances causing an educator preparation program to be unable to meet the requirements of any section of this chapter or if an educator preparation program creates an innovative solution to an unmet need. The request for flexibility must include at least the following:

009.01 An explanation of the unique circumstances leading to the request;

009.02 A description of the program or process to be substituted for the existing regulation;

009.03 An explanation indicating how the program or process will provide equivalent or improved opportunities for candidates;

009.04 If appropriate, how resources would be reallocated or used differently to provide programs or services;

009.05 The length of time for the requested flexibility, not to exceed three (3) years; and

009.06 Procedures for providing an annual progress report to the Board.

009.07 The Board may approve the requested flexibility, for up three (3) years, if the components of the plan substituted for the provisions will promote quality learning, equity, and/or accountability. The Board shall reject the flexibility if the plan and requested flexibilities would not promote quality learning, equity, and/or accountability.

009.08 At the end of the established time period of the flexibility, the educator preparation program may request, and be granted, Board approval of the same flexibility for a period of up to three (3) additional years if it can be demonstrated that the system is meeting the objectives for which the flexibility was granted.

TEL 402.471.2295
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PROPOSED AGENDA ITEM RATIONALE

DATE: February 15, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

PROPOSED AGENDA ITEM: Discuss proposed revisions to Rule 21 (92 NAC 21) *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*

AGENDA ITEM TYPE (contract/grant/rule/program/other): rule

RATIONALE/BACKGROUND INFORMATION: Rule 21 includes the regulations for the issuance of educator certificates and permits.

The current version of Rule 21 was last updated October 20, 2020. The purpose of the proposed revision to Rule 21 is to incorporate state statute changes from LB 389 (2021) and LB 1218 (2022) and include revisions in line with the Nebraska State Board of Educations 2022 regulatory priorities 1) Alternative and non-traditional certification paths for educators consistent with Nebraska's high expectations for effective educators, 2) Consideration of reciprocity with and between states that remove barriers for educators entering the State of Nebraska to teach with minimal additional requirements, and 3) Eliminating barriers for individuals entering the education profession that represent racial, cultural, economic, and social diversity consistent with Nebraska's high expectations for effective educators. Proposed revisions include changes to the military permit, alternative program teaching permit, conditional permit, local substitute permit, creation of the Nebraska entry permit, provide clarity to existing language, technical edits, and other changes to be described within a presentation to the Rules and Regulations committee. Stakeholder input was gathered in developing the proposed revisions in effort to address educator shortage issues while maintaining high standards for educators.

Updates to the Rules and Regulations Committee regarding the Rule 21 revisions were made April 7, 2022, October 6, 2022, and February 2, 2023.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: $650.00

FOR CONTRACTS AND GRANTS:

TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 02.07.2023*

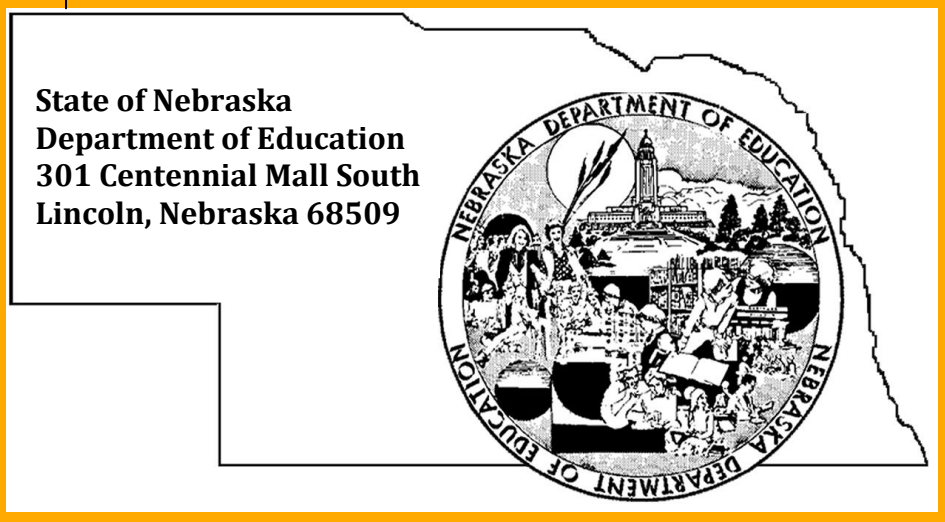
NEBRASKA DEPARTMENT
OF EDUCATION

RULE 21

REGULATIONS FOR THE ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 21

EFFECTIVE DATE
OCTOBER 20, 2020
(REVISED)



TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 21 - ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Administrative Certificates and Permits	79-318, 79-808	004
Appeals Procedure	79-318, 84-913	009
Conditional Permits	79-808, 79-814.02	008
Definitions	79-318, 79-807 79-808	002
General Provisions	79-318, 79-808	003
Scope and Authority	79-318, 79-808	001
Special Services Certificates and Permits	79-318, 79-808	007
Teaching Certificates and Permits	79-318, 79-808	005
Temporary Certificates	79-318, 79-808	006

APPENDICES:

Appendix A – *Application for a Nebraska Educator Certificate or Permit*
Appendix B – *Criminal Charges Self-Reporting Form*
Appendix C – *United States Citizenship Attestation Form*
Appendix D – *Courses Required for Completion of an Approved Program (CRC)*
Appendix E – *Alternative Program Teaching Permit*

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 21 - ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Scope and Authority	79-318, 79-808	001
Definitions	79-318, 79-807 79-808	002
General Provisions	79-318, 79-808	003
Administrative Certificates and Permits	79-318, 79-808	004
Teaching Certificates and Permits	79-318, 79-808	005
Temporary Certificates	79-318, 79-808	006
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TITLE 92
CHAPTER 21

001 Scope and Authority

001.01 Statutory Authority. This chapter is adopted pursuant to Sections 79-318, and 79-806 through 79-815 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Scope and Application. This chapter provides procedures for the issuance of Teaching, Administrative, and Special Services certificates and permits for use in accredited or approved Nebraska school systems.

001.03 Related Chapters. Throughout this chapter, reference is made to other Nebraska Department of Education regulations that relate to certification. Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20), contains regulations for teacher education program approval. Title 92, Nebraska Administrative Code, Chapter 22 (92 NAC 22), contains regulations for the approval of credentialing organizations for teachers. Title 92, Nebraska Administrative Code, Chapter 23 (92 NAC 23), contains regulations relating to basic skills competency testing. Title 92, Nebraska Administrative Code, Chapter 24 (92 NAC 24), contains regulations relating to endorsements.

002 Definitions. As used in this chapter:

002.01 Administer means to manage or direct one or more of the offices, departments, or services of a Nebraska school system, or a comparable school system in another state.

002.02 Application means the *Application for a Nebraska Educator Certificate or Permit* Form, found in Appendix A, which is properly signed by the applicant, all professional conduct and professional fitness questions are completed with answers that allow the issuance of a Nebraska certificate or permit under this chapter, is accompanied by the payment of the certification fee, and is filed and recorded by the Department.

002.03 Approved program means a teacher education or educator preparation program approved pursuant to 92 NAC 20, approved in another state or country pursuant to standards which are comparable and equivalent to 92 NAC 20, or a program capable of meeting such standards.

002.04 Basic skills competency means either (a) proficiency in (i) the written use of the English language, (ii) reading, comprehending, and interpreting professional writing and other written materials, and (iii) working with fundamental mathematical computations as demonstrated by successful completion of an examination designated by the Board in 92 NAC 23 or (b) successful employment experiences of two (2) or more consecutive years in an approved, accredited or otherwise legally operated school in another state (i) while holding or qualifying to hold a regular Initial, Standard, or Professional certificate or a comparable certificate based on the completion of an approved program, or (ii) holding current credentials from a credentialing organization approved pursuant to 92 NAC 22 (master teacher Program) as referenced in this chapter.

002.05 Board means the Nebraska State Board of Education.

002.06 Certificate means authorization issued by the Commissioner to an individual who meets the qualifications to engage in teaching, administration, or providing of special services as required by law.

002.07 Certification Officer means an employee designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved program to receive correspondence regarding this chapter from the Department and to provide certified records, transcripts, reports, and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement.

002.08 Commissioner means the Nebraska State Commissioner of Education.

002.09 Comparable and equivalent certificate means a certificate issued by another state, by the U. S. Department of Defense, or by a foreign country pursuant to standards comparable and equivalent to those in 92 NAC 21. The certificate, for the purpose of supporting or justifying the initial issuance of a Nebraska certificate or permit, will be given the same consideration as if it were a Nebraska certificate.

002.10 Content area means college coursework taken by an individual for the purpose of gaining a college recommended endorsement on their Administrative, Teaching or Special Services certificate or permit.

002.11 Department means the Nebraska State Department of Education, which is comprised of the Board and the Commissioner.

002.12 Education-related coursework means any education preparation course from a standard institution of higher education, or coursework in an applicant's content area.

002.13 Employment experiences means work by an individual as an employee (a) in an approved, accredited, or otherwise legally operated school while holding or qualifying to hold a regular certificate issued by another state, by the U. S. Department of Defense, or by a foreign country based upon the successful completion of an approved program (b) in postsecondary education; or (c) in a community organization or agency that provides services to students.

002.14 Endorsement means an area of specialization indicated on a certificate issued pursuant to this chapter signifying that the individual has met specific requirements contained in 92 NAC 24.

002.15 Entry Level Certificate means the first regular certificate acquired in Nebraska by an applicant.

002.16 Faculty member means a person who is employed half-time or more to teach professional education courses in an approved program.

002.17 Governing body means the school board of a public school district, a board elected or appointed to provide direction to a nonpublic school, or an individual or corporate owner of a nonpublic school.

002.18 Human relations training means coursework or employment experiences that lead to (a) an awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society; (b) the ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations; (c) the ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students; (d) the ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials; (e) respect for human dignity and individual rights; and (f) the ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

002.19 Local Substitute Teaching Consortium means a group of school systems that have an agreement for the purpose of managing the placement of a group of Local Substitute Teaching Certificate or permit holders. A list of the school systems included in the consortium shall be provided to the Teacher Certification office when applications for Local Substitute Teaching certificates or permits are submitted for use in the consortium.

002.20 Nebraska school system means an institution that is accredited or approved by the Department to provide instruction at any grade level prekindergarten through grade twelve (12), an educational service unit accredited by the Department, or a special education service agency approved by the Department.

002.21 Permit means restricted authorization issued by the Commissioner to an individual who does not yet meet the qualifications for a regular certificate to engage in teaching, administration, or providing of special services as required by this chapter.

002.22 Postsecondary educational entity means a community college, a state college or university, or a regionally accredited nonprofit private postsecondary educational institution.

002.23 Regular certificate means an Initial, Standard, or Professional Nebraska certificate, or a comparable and equivalent certificate from another state.

002.24 Resident means an individual who has established a home where the individual is habitually present and to which having departed there from, intends to return.

002.25 Special education training means coursework or employment experiences that provide an individual with the knowledge of (a) the exceptional needs of the disabilities defined under the Special Education Act; (b) the major characteristics of each disability in order to recognize its existence in children; (c) the various alternatives for providing the least restrictive environment for children with disabilities; (d) methods of teaching children with disabilities in the regular classroom; and (e) pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

002.26 Standard institution of higher education means any college or university whose educator preparation program is fully approved by the Board, or by a comparable agency in any other state or country.

002.27 Teaching means, but is not limited to, the following responsibilities: (a) The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; (b) the assessment and diagnosis of the individual educational needs of the pupils; (c) the planning, selecting, organizing, prescribing, and directing of the learning experiences of pupils; (d) the planning of teaching strategies and the selection of available materials and equipment to be used; and (e) the evaluation and reporting of student progress.

002.28 Teach or Administer full-time day means any day during which more than three (3) hours is spent teaching or in administration.

002.29 Teach or Administer half-time day means any day during which three (3) hours or less is spent teaching or in administration. For computation under this chapter, two (2) half-time days equal one (1) full-time day.

003 General Provisions

003.01 Transcripts. All transcripts submitted pursuant to certification or renewal requirements must be sufficiently legible so that microfilm copies of them are readable.

003.02 Armed Forces Extension. Upon application, the Commissioner may extend the term of any certificate or permit of any person who has served in the armed forces of the United States and whose certificate or permit was in force on the day of induction or the spouse of such person. This extension shall be equal in length of time to the total number of months which intervene between the date of entrance into military service and the date of discharge there from. Each person applying for an extension of the term of a certificate or shall furnish the Commissioner with proper evidence of service in the armed forces and of sound physical and mental health at the time the person applies for such extension.

003.03 False Information. Failure by an applicant to submit accurate information in support of an application for certification or renewal is cause for denial or revocation of such certificate or permit.

003.04 Conversion of Certificates. Any person holding a certificate or permit valid only in Nebraska nonpublic school systems may convert such certificate or permit to one valid in all Nebraska school systems, both public and nonpublic, upon request and payment of a fifty-five (55) dollar fee to the Department. Alternately, a certificate or permit valid in both public and nonpublic Nebraska school systems may be converted to a certificate or permit valid only in Nebraska nonpublic school systems upon request and payment of a forty (40) dollar fee to the Department. In either case, the expiration date of the converted certificate or permit is the same as that of the original certificate or permit.

003.05 Fees. Applicants for a certificate or permit valid only in nonpublic schools must pay a forty (40) dollar fee. Applicants for a certificate or permit valid in all schools, public and nonpublic, must pay a fifty-five (55) dollar fee. Applicants requesting to add an endorsement to a valid certificate or permit shall pay a forty (40) dollar fee. Applicants requesting a duplicate of their certificate or permit pay a thirty (30) dollar fee. Changes to a certificate or permit that are the result of errors by the Department, and written requests by an applicant to change a name or address on a certificate or permit are made at no charge to an applicant.

003.06 Statement Signed by Certification Officer. A statement signed by a certification officer on forms provided by the Department may be accepted as evidence of completion of the academic requirements for issuance of a certificate or permit pursuant to 92 NAC 21 or of an endorsement pursuant to 92 NAC 24. A recommended form (*Institutional Verification*) is available on the Teacher Certification website.

003.07 Certificates Issued on The Basis of Equivalency. The Commissioner may issue any certificate or permit provided for herein to an applicant who files with the office of the Commissioner evidence of possession of the required qualifications or of education and experience equivalent to the required qualifications.

003.08 Life or Permanent Certificates. For purposes of Nebraska certification, Life or Permanent certificates issued in another state will be considered to have expired five (5) years after the date of the applicant's last regular employment as a teacher or administrator under that certificate. The holder of a Life or Permanent certificate issued by the Department that submits an application seeking additional endorsement(s) shall have the Life or Permanent certificate converted to a Professional certificate with an expiration date of August 31 in the tenth year following the issuance of the converted certificate.

003.09 Master of Arts in Teaching. The Master of Arts in Teaching (MAT) will be accorded equivalence with a baccalaureate degree when used for initial certification purposes in this chapter.

003.10 Mental Fitness. All applicants must not have an emotional or mental incapacity to practice the profession as evidenced by a legal adjudication or determination thereof by other lawful means. Such evidence shall be any of the following:

003.10A Such person is, at the time of the consideration of the person's fitness to hold a certificate or permit, a mentally ill dangerous person under Section 83-1009 R.R.S. as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B Such person is, at the time of the consideration of the person's fitness to hold a certificate or permit, a mentally ill individual as defined in Section 20-164 R.R.S., ("an individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals."), or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C Such person has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Sections 29-1822 or 29-1823 R.R.S., or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D Such person has been acquitted of a criminal charge on the basis of a finding of insanity under Section 29-2203 R.R.S. or similar laws of another state, unless a court, subsequent to such an acquittal, has found that such person is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Sections 29-3702 and 29-3703 R.R.S., or similar laws of another state.

003.10E A court has found such person to be an incapacitated person in need of a court appointed guardian pursuant to Sections 30-2601 and 30-2620 R.R.S., or similar laws of another state, and no court order has been entered that such person's incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) due to a court's finding that such person is unable to manage his or her property and property affairs effectively for reasons which include any of the following: (i) mental illness; (ii) mental deficiency; (iii) chronic use of drugs; and (iv) chronic intoxication, pursuant to Section 30-2630 R.R.S. or similar laws of another state, and no court order has been entered that the disability of the person has ceased.

003.11 Felony Convictions. For purposes of this chapter, felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

003.12 Misdemeanor Convictions. For purposes of this chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

003.12A Abandonment; cruel neglect; harassment of a police animal (28-1009)
003.12B Abandonment of Spouse or Child (28-705)
003.12C Assault (third degree) (28-310)
003.12D Child Abuse (28-707)
003.12E Child Enticement (28-311)
003.12F Child/Vulnerable Adult Contact with Methamphetamine (28-457)
003.12G Contributing to the Delinquency of a Child (28-709)
003.12H Debauching a Minor (28-805)
003.12I Domestic Assault (28-323)
003.12J False Imprisonment (28-315)
003.12K Hazing (28-311.06)
003.12L Indecency with an Animal (28-1010)
003.12M Intimidation by Phone Call (28-1310)
003.12N Keeping a Place of Prostitution (28-804)
003.12O Obscene Literature Distribution (28-813)
003.12P Obscene Motion Picture Show, Admitting Minor (28-809)
003.12Q Pandering (28-802)
003.12R Prostitution (28-801)
003.12S Public Indecency (28-806)
003.12T Resisting Arrest (28-904), when the conviction involves use or threat of physical force or violence against a police officer
003.12U Sale of Obscene Material to Minor (28-808)
003.12V Sexual Assault (third degree) (28-320)
003.12W Sexually Explicit Conduct (28-813.01)
003.12X Solicitation of Prostitution (28-801.01)
003.12Y Stalking (28-311.03)
003.12Z Unlawful Intrusion (28-311.08)
003.12AA Violating a Harassment Protection Order (28-311.09)
003.12BB Violating a Protection Order (42-924)
003.12CC Violence on a Service Animal (28-1009.01)

003.13 Other Convictions. For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct will also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parentheses)

003.13A Accessory to a Felony (28-204)
003.13B Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)
003.13C Attempt to Commit A Crime (28-201)
003.13D Criminal Conspiracy (28-202)

003.14 Pardons or Convictions Set Aside. Convictions which have been set aside, nullified, expunged, or pardoned are not to be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate or permit to teach, administer, or provide special services in schools. However, the applicant must report such convictions on the *Criminal Charges Self-Reporting Form*, found in Appendix B, as part of his or her application filed with the Department.

003.15 Withdrawal of Application. An applicant may request in writing that his or her application for a certificate or permit be withdrawn without refund of any fees submitted. The Department must notify the applicant in writing if the request will be granted. Any request granted by the Department ends consideration of that application, and will not be subject to appeal pursuant to this chapter.

003.16 Expiration Dates. The expiration date on a valid certificate or permit that was issued by the Department prior to the effective date of this chapter remains in effect, unless otherwise suspended or revoked as provided by law, or converted as provided in Section 003.08 of this chapter.

004 Administrative Certificates and Permits

004.01 Administrative Certificates and Permits, Types, General Requirements. The Department may issue Standard or Professional Administrative certificates, and a Provisional Administrative permit. Each applicant for any such Administrative certificate or permit may be required to:

004.01A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form*, found in Appendix C;

004.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of 92 NAC 21;

004.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

004.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

004.01E Qualify for or hold a Nebraska Standard or Professional teaching certificate or a comparable and equivalent certificate;

004.01F Be of good moral character;

004.01G Not have an emotional or mental incapacity to practice the profession as defined in Section 003.10 of this chapter;

004.01H Submit verified evidence of two (2) years of teaching experience or employment as an administrator, school counselor or school psychologist in an approved or accredited or otherwise legally operated prekindergarten through grade twelve (12) school;

004.01I Submit evidence of human relations training as defined by this chapter;

004.01J Submit evidence of basic skills competency if applying for a Nebraska Administrative certificate or permit after July 31, 1989;

004.01K Submit evidence of special education training as defined in this chapter if applying for an entry level Nebraska Administrative certificate or permit after September 1, 1992;

004.01L Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application; and

004.01M Qualify for or be eligible to have placed on a Provisional Administrative permit or on a regular Administrative certificate, one or more endorsements pursuant to 92 NAC 24.

004.02 Standard Administrative Certificate. The Standard Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Standard Administrative certificate expires August 31 in the fifth year following the year of issuance or renewal.

004.03 Standard Administrative Certificate Requirements. Each applicant for a first Nebraska Standard Administrative certificate must:

004.03A Fulfill the requirements in Section 004.01 of this chapter;

004.03B Have received a Master's degree in Educational Administration or Educational Leadership, or received a subject area Master's degree with completion of additional coursework in an approved program in the area(s) of endorsement sought by the applicant; and

004.03C Within five (5) years prior to the date of application, have received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; however, if the applicant has never held a regular Administrative certificate in any state and applies more than five (5) years after completion of an approved program, then the applicant meets this requirement with fifteen (15) semester hours of graduate credit as described in this chapter; or

004.03D Within five (5) years prior to the date of application, have administered half-time or more for two (2) consecutive school years in the same accredited, approved, or otherwise legally operated school or educational service unit in another state wherein the applicant qualified for or held a Standard Administrative certificate or its equivalent.

004.04 Professional Administrative Certificate. The Professional Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If so requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Professional Administrative certificate expires August 31 in the tenth year following the year of issuance or renewal.

004.05 Professional Administrative Certificate Requirements. Each applicant for a Professional Administrative certificate must:

004.05A Fulfill the requirements in Section 004.01 of this chapter;

004.05B Hold a Master's Degree;

004.05C Qualify for or hold a Standard Nebraska Teaching Certificate;

004.05D Qualify for or hold a Standard Nebraska Administrative Certificate;

004.05E Complete:

004.05E1 a minimum of sixty (60) graduate hours in an approved Educational Administration or Educational Leadership program; or

004.05E2 an Educational Specialist or doctorate program; or

004.05E3 a state approved program for the preparation of a Superintendent; and

004.05F Within five (5) years prior to the date of application, have received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; or

004.05G Within five (5) years prior to the date of application, have for two (2) consecutive school years:

004.05G1 administered half-time or more in the same accredited, approved, or otherwise legally operated school system or educational service unit; or

004.05G2 been employed as a faculty member in the educator preparation program of a standard institution of higher education as stated in Section 002.16 with employment verified by a written statement from the administrator of the teacher education preparation program; or

004.05G3 been employed in the Department.

004.06 Standard and Professional Administrative Certificates. Renewal Prior to Expiration or Less Than Five (5) Years After Expiration. Requirements. Each applicant for renewal of a Standard or Professional Administrative certificate prior to or less than five (5) years after the date of expiration of such certificate must:

004.06A Fulfill the requirements in subsections 004.01A through 004.01G, of this chapter;

004.06B Hold or have held a Nebraska Standard or Professional Administrative certificate which has not expired or which expired less than five (5) years prior to the date of application; and

004.06C Within five (5) years prior to the date of application, have administered half-time or more for one (1) school year:

004.06C1 in a Nebraska school system;

004.06C2 in a pre-kindergarten early childhood program which is required by law to employ certificated teachers;

004.06C3 in an accredited, approved, or otherwise legally operated school in another state; or

004.06C4 in a U.S. Department of Defense school system; or

004.06D Within five (5) years prior to the date of application, have been employed as a faculty member in the educator preparation program of a standard institution of higher education as stated in Section 002.16 with employment verified by a written statement from the administrator of the teacher education preparation program; or

004.06E Within five (5) years prior to the date of application, have been employed in the Department; or

004.06F Within five (5) years prior to the date of application, have received six (6) semester hours of graduate credit in areas related to Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate degree.

004.07 Standard and Professional Administrative Certificates. Renewal Five (5) or More Years After Expiration. Requirements. Each applicant for renewal of a Standard or Professional Administrative certificate five (5) or more years after the date of expiration of such certificate must:

004.07A Fulfill the requirements in subsections 004.01A through 004.01G, of this chapter;

004.07B Have qualified for or held a Standard or Professional Administrative certificate which has expired five (5) or more years prior to the date of application; and

004.07C Hold a current Administrative certificate from another state and have administered one (1) year within the past five (5) years; or

004.07D Within five (5) years prior to the date of application, received fifteen (15) semester hours of graduate coursework in areas related to Educational Administration or Educational Leadership.

004.08 Provisional Administrative Permit. The Provisional Administrative permit is valid for administration only in the Nebraska school system requesting the issuance of such permit and only in the area of administrative endorsement for which qualifications are described in 92 NAC 24. The Provisional Administrative permit expires August 31 in the second year following the year of issuance. The Provisional Administrative permit may not be renewed.

004.09 Provisional Administrative Permit Requirements. Each applicant for a Provisional Administrative permit must:

004.09A Fulfill the requirements in Section 004.01A through 004.01L of this chapter;

004.09B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the Nebraska school system in which the applicant intends to administer;

004.09C Have completed at least fifty (50) percent of the credit hours required for completion of an approved program for the endorsement of curriculum supervisor or principal, or seventy five (75) percent of an approved program for an endorsement as superintendent sought by the applicant; and

004.09D Submit a signed and dated *Courses Required for Completion of an Approved Teacher or Administrator Program (CRC)* Form, found in Appendix D, to fulfill the remaining requirements needed for issuance of a regular certificate.

005 Teaching Certificates and Permits

005.01 Teaching Certificates and Permits. Types. General Requirements. The Department may issue Initial, Standard and Professional teaching certificates. The Department may also issue Alternative Program, Postsecondary, Provisional, Career Education, State Substitute, Local Substitute, Military, and Transitional teaching permits. Each applicant for any such teaching certificate or permit may be required to:

005.01A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C;

005.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of 92 NAC 21;

005.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

005.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

005.01E Be of good moral character;

005.01F Not have an emotional or mental incapacity to practice the profession as defined in Section 003.10 of this chapter;

005.01G Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application;

005.01H Submit evidence of human relations training as defined by this chapter;

005.01I Submit evidence of basic skills competency if applying for an entry-level Nebraska teaching certificate or permit after July 31, 1989;

005.01J Submit evidence of special education training if applying for an entry-level teaching certificate or permit after September 1, 1992; and

005.01K Submit evidence of qualifying for or be eligible to have placed on a certificate or permit one (1) or more endorsements pursuant to 92 NAC 24.

005.02 Initial Teaching Certificate. The Initial teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Initial teaching certificate expires August 31 in the fifth year following the year of issuance or renewal.

005.03 Initial Teaching Certificate Requirements. Each applicant for an Initial teaching certificate shall:

005.03A Fulfill the requirements in Section 005.01 of this chapter;

005.03B Have received a baccalaureate degree;

005.03C Have completed the academic program requirements of an approved program; and

005.03D Within five (5) years prior to the date of application, have:

005.03D1 Taught for one (1) school year in an accredited, approved, or otherwise legally operated school in any state; or

005.03D2 Received six (6) semester hours of college credit in education-related coursework; or

005.03D3 Received fifteen (15) semester hours of college credit as set forth in Section 005.10D of this chapter if the applicant, more than five (5) years after completion of an approved program, has never held a regular teaching certificate and verified employment in another state; or

005.03E Be a person participating in an approved teacher exchange program.

005.04 Initial Teaching Certificate. Renewal Prior to Expiration or Less than Five (5) Years after Expiration. Requirements. Each applicant for renewal of an Initial teaching certificate prior to the date of expiration or less than five (5) years after the date of expiration of such certificate must:

005.04A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.04B Hold or have held a Nebraska Initial teaching certificate which has not expired or expired less than five (5) years prior to the date of application; and

005.04C Have taught or held a position requiring a certificate half time or more for one (1) school year in an accredited, approved, or otherwise legally operated school during the past five (5) years; or as a faculty member in a postsecondary educational entity; or

005.04D Within five (5) years prior to the date of application, have received six (6) semester hours of credit from a standard institution of higher education in education-related coursework.

005.05 Standard Teaching Certificate. The Standard teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Standard teaching certificate expires August 31 in the fifth year following the year of issuance.

005.06 Standard Teaching Certificate Requirements. Each applicant for a Standard teaching certificate must:

005.06A Fulfill the requirements in Section 005.01 of this chapter;

005.06B Qualify for or hold a Nebraska Initial teaching certificate or a comparable and equivalent certificate; and

005.06C Within five (5) years prior to the date of application, have taught half-time or more for two (2) consecutive school years while holding a regular certificate:

005.06C1 In a Nebraska school system;

005.06C2 In an accredited, approved, or otherwise legally operated school in another state;

005.06C3 In a U.S. Department of Defense school system;

005.06C4 As a faculty member in a postsecondary educational entity;

005.06C5 In a pre-kindergarten early childhood program which is required by law to employ certificated teachers or which requires its teachers to hold a certificate; or

005.06C6 As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system, pursuant to Section 79-1201 (1) and (2) R.R.S.; or

005.06D Within five (5) years prior to the date of application, have taught half-time or more for two (2) consecutive school years in a nonpublic school in a state that does not require certification of nonpublic school teachers; or

005.06E Within five (5) years prior to the date of application, have been employed by the Department.

005.07 Professional Teaching Certificate. The Professional teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Professional teaching certificate expires August 31 in the tenth year following the year of issuance or renewal, except that Professional teaching certificates issued prior to July 11, 1977, are valid for the life of the holder unless otherwise converted as provided in Section 003.08 of this chapter.

005.08 Professional Teaching Certificates Requirements. Each applicant for a Professional teaching certificate must:

005.08A Fulfill the requirements in Section 005.01 of this chapter;

005.08B Qualify for or hold a Nebraska Standard teaching certificate, or a comparable and equivalent certificate, or verify having taught half-time or more for two (2) consecutive years during the period of validity of a regular certificate; and

005.08C Within ten (10) years prior to the date of application, have received a Master's degree from an approved standard institution of higher education in Curriculum and Instruction, Educational Technology, Special Education, or in the applicant's content area; or

005.08D Hold current credentials from a credentialing organization approved by the Department pursuant to 92 NAC 22; or

005.08E Have received a six (6) year specialist's certificate or a doctorate degree from a standard institution of higher education in an area related to the applicant's content area completed at the Master's degree level.

005.09 Standard and Professional Teaching Certificates. Renewal Prior to Expiration or Less than Five (5) Years after Expiration. Requirements. Each applicant for renewal of a Standard or Professional teaching certificate prior to or less than five (5) years after the date of expiration must:

005.09A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.09B Hold or have held a Nebraska Standard or Professional teaching certificate or a comparable and equivalent certificate which shall not have expired or which expired less than five (5) years prior to date of application; and

005.09C Within five (5) years prior to the date of application, have been employed to teach or administer half-time or more for one (1) school year:

005.09C1 In a Nebraska school system;

005.09C2 In an accredited, approved, or otherwise legally operated school in another state;

005.09C3 In a nonpublic school in a state that does not require certification of nonpublic school teachers;

005.09C4 In a U.S. Department of Defense school system;

005.09C5 As a faculty member in the educator preparation program of a standard institution of higher education with employment verified by a written statement from the administrator of the teacher preparation program;

005.09C6 In a pre-kindergarten early childhood program which is by law required to employ certificated teachers or which requires its teachers to hold a certificate; or

005.09C7 As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system, pursuant to Section 79-1201 (1) and (2) R.R.S.; or

005.09D Within five (5) years prior to the date of application, have been employed by the Department; or

005.09E Within five (5) years prior to the date of application, have received six (6) semester hours of credit in education-related coursework from a standard institution of higher education.

005.10 Initial, Standard, and Professional Teaching Certificate. Renewal Five (5) or More Years After Expiration. Requirements. Each applicant for renewal of an Initial, Standard, or Professional certificate five (5) or more years after the date of expiration of such certificate must:

005.10A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.10B Have held a Nebraska Initial, Standard, or Professional teaching certificate which expired five (5) or more years prior to the date of application; and

005.10C Hold a current regular Teaching certificate from another state and have taught for one (1) year out of the past five (5) years in an accredited, approved or otherwise legally operated school in another state; or

005.10D Within the five (5) years prior to the date of application, have received fifteen (15) semester hours of education-related coursework taken after completion of the baccalaureate degree which includes (a) a course in instructional techniques; (b) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties; (c) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law; and (d) the remaining course work be directly related to the applicant's content area on the expired certificate.

005.11 Alternative Program Teaching Permit. The Alternative Program teaching permit is issued to applicants who do not meet all requirements for a regular certificate and is valid for teaching only in the Nebraska school system requesting the issuance of such permit. The Alternative Program teaching permit expires August 31 in the second year following the year of issuance. The Alternative Program teaching permit may not be renewed.

005.12 Alternative Program Teaching Permit Requirements. Each applicant for an Alternative Program teaching permit must:

005.12A Fulfill the requirements in subsections 005.01A through 005.01H of this chapter;

005.12B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to teach;

005.12C Have received a baccalaureate degree;

005.12D Submit a signed and dated *Alternative Program Teaching Permit* Form, found in Appendix E, to fulfill the remaining requirements needed for issuance of a regular certificate; and

005.12E Have completed at least one-half of the pre-student teaching requirements, including a course in teaching methods, of an approved program; and

005.12E1 Have fulfilled at least three-fourths of the requirements for at least one subject or field endorsement pursuant to 92 NAC 24; or

005.12F Have completed a state approved alternative program for teaching, which includes some education related coursework;

005.12F1 Hold a current regular teaching certificate in another state; and

005.12F2 Submit evidence of employment of at least one year of teaching experience in the last five years in an approved, accredited or otherwise legally operated school in another state. A recommended form (*Verification of Employment Experience*) is available on the Teacher Certification website.

005.13 Provisional Teaching Permit. The Provisional teaching permit may be issued to applicants who do not meet all the recent college credit or employment experience requirements for a regular certificate. A Provisional teaching permit is valid in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. The Provisional teaching permit expires August 31 in the second year following the year of issuance. The Provisional teaching permit may not be renewed.

005.14 Provisional Teaching Permit Requirements. Each applicant for a Provisional teaching permit must:

005.14A Fulfill the requirements in subsections 005.01A through 005.01H and 005.01K of this chapter;

005.14B Have received a baccalaureate degree;

005.14C Have completed an approved program at a standard institution of higher education; and

005.14D Submit a signed and dated *CRC* Form, found in Appendix D, to fulfill the requirements for issuance of a regular certificate.

005.15 Career Education Teaching Permit. The Career Education teaching permit may be issued to applicants who do not meet the Nebraska requirements for a regular certificate and shall be valid in the Nebraska school system requesting the issuance of such permit and only in the career education endorsement areas described in 92 NAC 24. The Career Education teaching permit expires August 31 in the third year following the year of issuance.

005.16 Career Education Teaching Permit Requirements. Each applicant for a Career Education teaching permit must:

005.16A Fulfill the requirements in subsections 005.01A through 005.01H and 005.01K of this chapter; and,

005.16B Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended form (*Career Education Permit Verification*) is available on the Teacher Certification website.

005.17 Career Education Teaching Permit Renewal Requirements. Each applicant for renewal of a Career Education teaching permit must:

005.17A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.17B Submit verification for the renewal of such permit from the Superintendent of Schools or the governing body of the school system in which the applicant intends to teach. A recommended form (*Career Education Permit Verification*) is available on the Teacher Certification website; and

005.17C Hold or have held a Nebraska Career Education teaching certificate or permit.

005.18 Postsecondary Teaching Permit. The Postsecondary teaching permit is valid only for teaching courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses and only in the applicant's postsecondary subject area. The Postsecondary teaching permit expires August 31 in the third year following the year of issuance.

005.19 Postsecondary Teaching Permit Requirements. Each applicant for a Postsecondary teaching permit must:

005.19A Fulfill the requirements in subsections 005.01A through 005.01H of this chapter; and

005.19B Be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (*Postsecondary Permit Verification*) is available on the Teacher Certification website.

005.20 Postsecondary Teaching Permit Renewal Requirements. Each applicant for renewal of a Postsecondary teaching permit must:

005.20A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.20B Hold or have held a Postsecondary teaching permit;

005.20C Continue to be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (*Postsecondary Employment Verification*) is available on the Teacher Certification website; and

005.20C1 Within three (3) years prior to the date of application, have taught one (1) or more courses that generate college credit and have been approved for high school credit in Nebraska school systems requesting the delivery of such; or

005.20C2 Within three (3) years prior to the date of application, have received three (3) semester hours of graduate credit in the applicant's postsecondary content area.

005.21 State Substitute Teaching Permit. The State Substitute teaching permit is valid for teaching in all teaching endorsement areas in all Nebraska school systems. The State Substitute permit holder may be employed to teach by a school system only on a non-contractual basis. If requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. The State Substitute teaching permit expires August 31 in the fifth year following the year of issuance.

005.22 State Substitute Teaching Permit Requirements. Each applicant for a State Substitute teaching permit must:

005.22A Fulfill the requirements in subsections 005.01A through 005.01H of this chapter; and

005.22B Have held a Nebraska regular teaching certificate or a comparable and equivalent certificate in another state that has expired, or qualify for or hold a comparable and equivalent certificate.

005.23 State Substitute Teaching Permit Renewal Requirements. Each applicant for renewal of a State Substitute teaching permit must:

005.23A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter; and

005.23B Within five (5) years prior to the date of application, have taught in one (1) or more school systems for at least fifty (50) full-time days; or

005.23C Within five (5) years prior to the date of application, have received three (3) semester hours of education related coursework.

005.24 Local Substitute Teaching Permit. The Local Substitute teaching permit is valid for teaching ninety (90) full-time days per school year only in the Nebraska school system or Local Substitute Teacher Consortium requesting the issuance of such permit. The permit holder may substitute teach no more than ninety (90) full-time days in the same school system regardless of the number of Local Substitute permits held. Additional days may be authorized by the Commissioner upon written request from the Nebraska school system that demonstrates a need for additional days. The permit expires August 31 in the third year following the year of issuance of the permit.

005.25 Local Substitute Teaching Permit Requirements. Each applicant for a Local Substitute teaching permit must:

005.25A Fulfill the requirements in subsections 005.01A through 005.01H of this chapter;

005.25B Have at least sixty (60) semester hours of college credit with credit in education-related coursework; and

005.25C Submit a written request for the issuance of such permit from the superintendent or the governing body of the school system or Local Substitute Teacher Consortium in which the applicant intends to substitute teach.

005.26 Local Substitute Teaching Permit Renewal Requirements. The Local Substitute teaching permit can be renewed upon meeting the requirements in Section 005.25 of this chapter.

005.27 Transitional Teaching Permit. The Transitional teaching permit is valid for teaching only in the Nebraska school system requesting the issuance of such permit. The Transitional teaching permit expires August 31 of the year following issuance.

005.28 Transitional Teaching Permit Requirements. Each applicant for a Transitional teaching permit must:

005.28A Fulfill the requirements in subsections 005.01A through 005.01H of this chapter;

005.28B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to teach;

005.28C Have a baccalaureate degree which includes at least three-fourths of the course requirements for preparation in the endorsement area, pursuant to 92 NAC 24, that addresses the teaching position to be filled by the applicant;

005.28D Have an assessment of his/her transcripts completed by a certification officer in a standard institution of higher education and submit a signed and dated *CRC* Form, found in Appendix D, outlining a plan developed for completion of an approved Initial teacher certification program;

005.28E Submit a written plan from the school system for mentoring and supervision of the applicant;

005.28F Complete a pre-teaching seminar offered by an educational service unit or standard institution of higher education that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies prior to assuming responsibility for the classroom; and

005.28G Submit a written agreement with an educator preparation program from a Nebraska standard institution of higher education to complete the program for an Initial teaching certificate which includes a commitment by the standard institution to provide at least one (1) supervisory visit each semester to the school system and classroom of the applicant.

005.29 Transitional Teaching Permit Renewal Requirements. Each applicant for renewal of a Transitional teaching permit must fulfill the requirements in subsections 005.01A through 005.01F of this chapter and submit a transcript documenting completion of at least six (6) semester hours annually towards completion of the plan identified in subsection 005.28G of this chapter. A Transitional teaching permit may be renewed for a maximum of four (4) years provided the applicant makes sufficient progress as provided by this section.

005.30 Military Teaching Permit. The Military Teaching Permit is valid for teaching in the Nebraska School system requesting the issuance of such permit and expires August 31 of the third year following the year of issuance. The Military Teaching Permit cannot be renewed.

005.31 Military Teaching Permit Requirements. Each applicant for a Military Teaching Permit must:

005.31A Fulfill the requirements in subsection 005.01A through 005.01H of this chapter.

005.31B Hold or have held a teaching certificate or permit in another state;

005.31C Submit evidence of employment of at least two years teaching experience in an approved, accredited or otherwise legally operated school in another state, by the U.S. Department of Defense or by a foreign country pursuant to standards comparable and equivalent to those in 92 NAC 21;

005.31D Submit verification of employment from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach in Nebraska. The recommended form (Military Teaching Permit Verification Form) is available on the Teacher Certification website and;

005.31E Submit evidence of current service in the armed forces of the United States, or evidence of having retired from such service within five (5) years of the date of application. If the applicant for a Military Teaching Permit is the spouse of active or retired military personnel, the applicant must present the same evidence pertaining to his or her spouse.

006 Temporary Certificates

006.01 Temporary Teaching, Special Services, or Administrative Certificates Validity Restrictions. The Department may issue a Temporary certificate to allow the applicant time to complete the Human Relations requirement. This certificate is valid in all Nebraska school systems. The Temporary certificate expires one-hundred eighty (180) days after the date of issuance. The Temporary certificate is not renewable.

006.02 Temporary Teaching, Special Services, or Administrative Certificate Requirements. Each applicant for a temporary certificate must:

006.02A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C; and

006.02B Meet all the requirements for an Administrative, Special Services, or teaching certificate or permit pursuant to this chapter, except the requirement for human relations training as specified in this chapter.

007 Special Services Certificates and Permits

007.01 Special Services Certificates and Permits, Types, General Requirements. The Department may issue Standard Special Services certificates, Special Services permits and Provisional Special Services permits. Each applicant for any such Special Services certificate or permit is required to:

007.01A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C;

007.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of 92 NAC 21;

007.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

007.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

007.01E Be of good moral character;

007.01F Not have an emotional or mental incapacity to practice the profession as defined by Section 003.10 of this chapter;

007.01G Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application; and

007.01H Submit evidence of human relations training as defined by this chapter.

007.02 Standard Special Services Certificate. The Standard Special Services certificate is valid for working in all Nebraska school systems only in the area of Special Services Endorsements for Audiologist and School Nurse described in 92 NAC 24. If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Standard Special Services certificate expires August 31 in the fifth year following the year of issuance or renewal.

007.03 Standard Special Services Certificate Requirements. Each applicant for a Standard Special Services certificate shall:

007.03A Fulfill the requirements in Section 007.01; and

007.03B Have completed the program requirements for an Audiologist or School Nurse endorsement in 92 NAC 24.

007.04 Standard Special Services Certificates Renewal Requirements. Each applicant for the renewal of a Standard Special Services certificate must:

007.04A Fulfill the requirements in subsection 007.01A through 007.01F of this chapter.

007.05 Special Services Permit. The Special Services permit is valid for coaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. The Special Services permit expires August 31 in the fifth year following the year of issuance.

007.06 Special Services Permit Requirements. Each applicant for a Special Services permit must:

007.06A Fulfill the requirements in Section 007.01; and

007.06B Submit evidence of meeting the requirements for a Special Services Coaching endorsement in 92 NAC 24.

007.07 Special Services Permit Renewal Requirements. Each applicant for the renewal of a Special Services permit must:

007.07A Fulfill the requirements in Section 007.01 of this chapter;

007.07B Hold or have held a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; and

007.07C Within five (5) years prior to the date of application have been employed as a coach for one (1) year in the past five (5) years in a Nebraska school system while holding a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; or

007.07D Within two (2) years prior to the application for renewal, have completed coursework in first aid, health and safety for coaches, and fundamentals of coaching as set forth in the Special Services Coaching endorsement in 92 NAC 24.

007.08 Provisional Special Services Permit. The Provisional Special Services permit is valid for working only in the Nebraska school system requesting the issuance of such permit and only in the area of the Speech Language Technician endorsement described in 92 NAC 24. The Provisional Special Services permit expires August 31 of the year following issuance. The Provisional Special Services permit may be renewed twice for an individual for a total of three (3) years.

007.09 Provisional Special Services Permit Requirements. Each applicant for a Provisional Special Services permit must:

007.09A Fulfill the requirements in Section 007.01 of this chapter;

007.09B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to work;

007.09C Have a bachelor's degree in Speech Communication Disorders or Speech Language Pathology; and

007.09D Submit a signed and dated statement of intent to pursue admission into a Master's Speech Language pathology program during the period in which such permit is valid.

007.10 Provisional Special Services Permit Renewal Requirements. Each applicant for renewal of a Provisional Special Services certificate must:

007.10A First Renewal. Each applicant for renewal of a Provisional Special Services permit shall:

007.10A1 Fulfill the requirements in Section 007.01 of this chapter;

007.10A2 Hold or have held a Nebraska Provisional Special Services certificate or permit; and

007.10A3 Submit a signed and dated statement from the institution verifying that the applicant has been admitted into an approved Master's Speech Language Pathology program.

007.10B Second and subsequent renewal. Each applicant for renewal of a Provisional Special Services permit must:

007.10B1 Fulfill the requirements in Section 007.01 of this chapter;

007.10B2 Hold or have held a Nebraska Provisional Special Services certificate or permit; and

007.10B3 Submit a signed and dated statement from the institution of the remaining requirements leading to the issuance of a regular endorsement and a transcript documenting six (6) hours completed in the past year in a Master's Speech Language Pathology program.

008 Conditional Permits

008.01 Conditional Permits. A conditional permit is a temporary authorization to teach, provide special services, or administer. A conditional permit is valid for up to one (1) year from the date of issuance unless otherwise voided as provided by Section 008.04 of this chapter.

008.02 Conditional Permit Issuance Requirements. A conditional permit may be issued while the application for a certificate or permit is being processed by the Department if the Nebraska school system requests, and the Commissioner determines that the documents and information submitted by the applicant would allow for the issuance of a certificate or permit sought by the applicant pending receipt of any additional documentation.

008.03 Conditional Permits Issuance Requirements When a Criminal History Check is Required and All Other Certification Requirements Have Been Met. An applicant for a certificate or permit who is required to submit a complete, legible set of fingerprints is issued a conditional permit prior to receipt, by the Commissioner, of the criminal history record information check if:

008.03A The *Criminal Charges Self-Reporting Form,* found in Appendix B, identifies all crimes of which the applicant has been convicted; and

008.03B The Commissioner determines the applicant has good moral character and meets all other requirements for certification.

008.04 Voiding of Conditional Permits. The applicant's conditional permit is void upon the issuance of a certificate or permit to the applicant or upon a final determination that the applicant does not meet the requirements for issuance of a certificate or permit. For purposes of this chapter, a determination is final upon expiration of the time for which the applicant may appeal a denial as provided in Section 009 of this chapter or upon issuance of a final order by the Board regarding an appeal by an applicant.

009 Appeals Procedure

009.01 Notice. The Department notifies in writing an applicant for a certificate, permit or endorsement if the Department intends to deny an application and provide the reason(s) for the denial.

009.02 Request for Review. The applicant may request in writing a review by the Commissioner within twenty calendar (20) days after receipt of the written notice provided for in Section 009.01 of this chapter. Failure of an applicant to request a review by the Commissioner within twenty (20) calendar days after receipt of the notice shall be a waiver of any further appeal by the applicant and results in a denial of the certificate, permit or endorsement. The Commissioner must:

009.02A Notify the applicant that the Department will issue the certificate, permit or endorsement being sought;

009.02B Notify the applicant that the application for a certificate, permit or endorsement is denied; or

009.02C Notify the applicant that the application for a certificate, permit or endorsement is denied for the reason(s) set forth in the notice and that, as a result of the applicant's failure to request a review pursuant to Section 009.02 of this chapter, the applicant has waived any further appeal to the Board regarding the current application.

009.03 Hearings. Within twenty (20) calendar days of receipt of the notice of the Commissioner's denial of the certificate, permit or endorsement pursuant to subsection 009.02B of this chapter, the applicant may appeal the Commissioner's decision pursuant to 92 NAC 61. If the Board finds that the requirements in this or related chapters have been improperly applied to the applicant or in the case of an applicant who the Commissioner has rejected due to criminal convictions, that the applicant has good moral character and possesses the moral fitness for teaching, then the Board may direct the Commissioner to issue a certificate or permit to the applicant.

009.04 Guidelines for Review. In considering whether to deny, not issue, or not renew a certificate or permit of an applicant based upon criminal convictions, the Commissioner and Board shall take into account the following factors in determining moral character and moral fitness to teach:

009.04A The nature of the crime, the facts and circumstances surrounding the applicant's conviction including whether the conduct of the applicant would constitute a crime in Nebraska, the sentence received, and whether the sentence was commuted, set aside, or pardoned;

009.04B The applicant's age at the time of the conduct;

009.04C The recency of the conduct;

009.04D The applicant's positive social contributions since the conduct; and

009.04E The reliability of the information concerning the conduct.

APPENDIX A

NEBRASKA
DEPARTMENT OF EDUCATION

APPLICATION FOR A NEBRASKA EDUCATOR CERTIFICATE OR PERMIT

NDE20-003 Revised 12-2016

Teacher Certification ▪ Nebraska Department of Education ▪ 301 Centennial Mall South ▪ P.O. Box 94987 Lincoln, NE 68509-4987▪
Phone: (402) 471-0739 ▪ Fax: (402) 742-2359 ▪ www.education.ne.gov/tcert ▪ nde.tcertweb@nebraska.gov ▪ Twitter: @nde_tcert

PERSONAL INFORMATION

Social Security Number*: _____ Birth Date: _____
M M – D D – Y Y Y Y

Name: _____
Last First Middle Former Name(s)

Address: _____
Street or Box Number City State Zip Code (9 Digit)

Daytime Phone: ___(___)_____ Home Phone: __(___)_____

Email Address: _____ Fax Number: __(___)_____

Gender: ☐ Male ☐ Female ☐ Undeclared

FIRST TIME APPLICANT (Mark one in each column below)

OR ↓

☐ Teaching
☐ Administrative
☐ Special Services

☐ Certificate with no deficiencies
☐ Provisional Permit (deficiencies)
☐ Transitional Permit
☐ State Substitute Permit

RENEWAL (Mark one in each column below)

OR ↓

☐ Teaching
☐ Administrative
☐ Special Services

☐ Certificate with no deficiencies
☐ Transitional Permit
☐ State Substitute Permit

OTHER (Mark one below)

☐ Alternative Program Teaching Permit
☐ Local Substitute Permit
☐ Special Services Coaching Permit
☐ Postsecondary Permit
☐ Career Education Permit
☐ Duplicate
☐ Added Endorsement
☐ Name Change **(No charge)**

ACADEMIC RECORD

List Colleges/Universities attended. Submit "Official Transcripts" of all college credit not currently on file at NDE.
If additional space is needed, please use a separate piece of paper indicating colleges attended.

College/University	Month/Year	Semester Hours Completed	Degree Earned

ENDORSEMENTS

Areas completed for a teacher, administrator or special services program: (Example: Math 7-12)

_____ _____ _____
_____ _____ _____

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

Name: _____ Social Security Number*: _____

FINGERPRINTING REQUIREMENT

☑ CHECK ONLY ONE

A. ☐ I am exempt from the criminal record history check because I now hold, or at some time in the past did hold, a Nebraska educator certificate or permit. (If you checked this box proceed to Personal and Professional Fitness Section.)

B. ☐ I have not held a Nebraska certificate or permit so I am submitting a record of my residences during the past five years on the Record of Residence Form in the forms section of the Applicant Manual or on a separate sheet of paper signed and dated. I have included the dates of residence (from month/year to month/year) with each address. Since the record demonstrates that I have been a continuous "resident" of Nebraska for five (5) or more years from the filing date of my application form with the Nebraska Department of Education, I am exempt from the criminal record history check.

"Resident" shall mean an individual who has established a home where the individual is habitually present and to which having departed therefrom, intends to return. 92 NAC 21 S002.18

C. ☐ I have not lived in Nebraska continuously for the five (5) years immediately prior to filing this application with the Nebraska Department of Education; therefore, I am submitting two (2) complete and legible sets of my fingerprints on two (2) fingerprint cards provided by the Nebraska Department of Education. I am also submitting the fingerprint processing fee in addition to any certification processing fee.

PERSONAL AND PROFESSIONAL FITNESS

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this occurred.
2. Are you currently the subject of any inquiry or investigation by any law enforcement agency, prosecutor's office, governmental body, or licensing agency? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.
3. Is any action currently pending against you by any law enforcement agency, prosecutor's office, governmental body, or licensing agency? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.
4. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court? Minor traffic infractions and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported. ☐ Yes ☐ No
   If yes, complete Criminal Charges Self-Reporting Form. This form can be found on the supporting forms page of the Teacher Certification website at www.education.ne.gov/TCERT/
5. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication? ☐ Yes ☐ No
   If yes, attach a copy of the order and a written statement that fully explains the facts and where this occurred.
6. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional? ☐ Yes ☐ No
   If yes, please attach a written statement that fully explains the facts and where this is occurring.
7. Are you a U.S. Citizen? ☐ Yes ☐ No

DECLARATION, AUTHORIZATION AND SIGNATURE

I declare that the information furnished herein is true, correct, and complete to the best of my knowledge. I hereby grant the permission and authorize the Nebraska Department of Education to verify all responses with any mental health facility or governmental agency and to obtain and review all records maintained by any criminal justice agency, including a criminal history record information check, regarding any of my criminal charges or convictions, and to contact previous employers for information regarding the term of my employment. I hereby release, discharge, and exonerate the Nebraska Department of Education, its employees, and any person so furnishing information from any and all liability to every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of the State of Nebraska. I understand that any material submitted in connection with this application will become the property of the State of Nebraska, will be considered a public record and will not be returned. I understand that inaccurate information submitted in support of an application shall be cause for denial or revocation of such certificate or permit.

_____, 20___ _____

Date Signature of Applicant

Name: _____ Social Security Number*: _____

EXPERIENCE AS AN EDUCATION PROFESSIONAL DURING THE PAST FIVE YEARS
Send copies of ALL out-of-state certificates

School Years – From/To	School System Name and Location	Job Description

NON-REFUNDABLE FEES
√ CHECK ONLY ONE

All School Certificate or Permit (valid in public and nonpublic schools)	☐	$55.00	All School Certificate or Permit plus Fingerprint Fee (valid in public and nonpublic schools)	☐	$105.00
Nonpublic School Certificate or Permit (valid in nonpublic schools ONLY)	☐	$40.00	Nonpublic School Certificate or Permit plus Fingerprint Fee (valid in nonpublic schools ONLY)	☐	$ 90.00
Added Endorsement	☐	$40.00			
Added Endorsement plus Renewal for All School Certificate	☐	$55.00			
Added Endorsement plus Renewal for Nonpublic School	☐	$40.00	Duplicate **NAME CHANGE DOES NOT REQUIRE A FEE**	☐	$30.00

The Nebraska Department of Education prefers that applicants complete the application and pay all fees on-line. Issuance of the certificate or permit will generally take six to eight weeks. Payment on-line will expedite the application process.

If a check or money order is mailed, please send to:

NEBRASKA DEPARTMENT OF EDUCATION
TEACHER CERTIFICATION
P O BOX 94987
LINCOLN NE 68509-4987

DISCLAIMER

The Nebraska Teacher Certification Office does not communicate with applicants after receiving individual pieces of the required application materials; however, you may be contacted if all material have not been received in a timely manner. It is the applicant's responsibility to check with educational agencies to guarantee that transcripts, institutional verifications, Praxis scores, agreement statements and other necessary materials have been sent to the Teacher Certification Office. It is the applicant's responsibility to submit two sets of legible fingerprint cards or complete the Record of Residence form. Any fingerprints submitted by an applicant will be used to check the criminal history records of the Federal Bureau of Investigations (FBI). Applicants wanting to obtain a change, correction, or updating of an FBI identification record may follow the procedures as set forth in 28 CFR 16.34. All Nebraska educational certified personnel in public or non-public schools must have a valid certificate or permit by September 1st of the current school year. Failure to complete the process is not a valid reason for maintaining your employment after September 1st.

CANDIDATE APPLICATION STATUS

Applicants can check the status of their application by going on-line at www.education.ne.gov/tcert and clicking "Current Application Status." If it no longer appears, click "Current Certificates and HR Training Lookup" on the TC website to see your new certificate.

Please read and understand your application before submitting, as application fees are non-refundable.

NDE 20-014
Revised 12-16

CRIMINAL CHARGES SELF-REPORTING FORM

THIS FORM MUST BE COMPLETED IF YOU ANSWERED "YES" TO QUESTION 4
UNDER THE PERSONAL AND PROFESSIONAL FITNESS SECTION OF THE APPLICATION FORM

COMPLETE A SEPARATE FORM FOR EACH CHARGE. YOU MAY PHOTOCOPY THIS FORM

SIGN AT THE BOTTOM OF THS FORM.

Please print
Name_____ Social Security Number*: _____

Criminal Charge: _____

Date of Offense: _____

Name of arresting party (Police or Sheriff's Office): _____

Court of Jurisdiction: _____

Plea and conditions of probation, if any: _____

_____

_____

Details of the incident: _____

_____

_____

_____

_____

You may attach any further explanation of the incident.

**YOU MUST ATTACH A COPY OF YOUR COURT RECORDS(S) RELATED TO THIS CHARGE.
IF COURT RECORDS ARE NO LONGER AVAILABLE, CONTACT THE OFFICE OF GENERAL COUNSEL AT THE NEBRASKA DEPARTMENT OF EDUCATION FOR FURTHER INSTRUCTIONS.**

I declare under penalty of perjury that the forgoing, including any attachment is true and correct. I hereby authorize the above-listed courts and law enforcement agencies to release any information concerning me to the Nebraska Department of Education.

Signature _____ Date _____

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

301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509 Phone: 402-471-0739, Fax: 402-742-2359
Website: www.education.ne.gov/tcert, Email: nde.tcertweb@nebraska.gov Twitter: @nde_tcert

TITLE 92
CHAPTER 21

APPENDIX C

Website: www.education.ne.gov/tcert
Email: nde.tcertweb@nebraska.gov
Twitter: @nde_tcert
Phone: 402-471-0739 Fax: (402) 742-2359

Teacher Certification
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987
NDE 20-022
Revised 10-16

UNITED STATES CITIZENSHIP ATTESTATION FORM

_____ _____

Printed Name of Applicant **Social Security Number***

For the purpose of complying with Neb. Rev. Stat. §§4- 108 through 4-114, I attest as follows:

☐ I am a citizen of the United States

OR

☐ I am a qualified alien under the federal Immigration and Nationality Act, my immigration status, alien number and card expiration date are as follows:

_____

_____

and I am providing a legible copy of my United States Citizenship and Immigration Services documentation as part of this application.

DECLARATION, AUTHORIZATION AND SIGNATURE

I hereby attest that my response and the information provided on this form and any related application for public benefits are true, complete and accurate and I understand that this information may be used to verify my lawful presence in the United States.

Dated this _____ day of _____, 20 _____

_____

Signature of Applicant

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

COURSES REQUIRED FOR COMPLETION OF AN APPROVED TEACHER OR ADMINISTRATIVE PROGRAM (CRC) FOR A NEBRASKA PERMIT

NDE 20-007
Revised 10-16

Name: _____ Social Security Number* _____

To the Applicant: If you are applying for the **Provisional Teaching or Administrative Permit:** Contact the Certification Officer to complete this form AND an Institutional Verification Form for the Provisional Administrative Permit.

To the Applicant: If you are applying for the **Transitional Teaching Permit:** Contact the certification officer at the University of Nebraska-Kearney.

To the Certification Officer for the **Provisional Teaching or Administrative Permit:** If the above named applicant has set up an approved program at your institution, complete this form AND the Institutional Verification Form. The approved program area is _____ and at the _____ grade level.

To the Certification Officer for the **Transitional Teaching Permit:** Complete the list of courses the applicant is required to complete for the Transitional Plan leading to the regular teaching certificate. The approved program area is _____ and at the _____ grade level.

Submit this form, the District Agreement Statement, a completed application form, appropriate application fee, official transcripts, fingerprint cards and fee, if required, to the Nebraska Department of Education.

Department	Course Number	Title of Courses	Semester Hours

Signature of Authorized Certification Officer _____ Date _____

Institution Name and Address _____

_____

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

NDE 20-070
Revised 10-16

ALTERNATIVE PROGRAM TEACHING PERMIT

Name _____ Social Security Number* _____

Endorsement Area Requested

Employing District: _____ _____

School District Contact: _____

To the NE Certification Officer: After reviewing the applicant's submitted documents, please recommend coursework that would lead this person to gain a regular Nebraska certificate once that work is completed. Recommendations will be used by NDE to format an applicant's deficiency plan.

This applicant also has the following Nebraska requirements to complete before they may apply for their regular teaching certificate. Check all that apply.

Human Relations ☐ **CORE** ☐ **SPED** ☐ **Content Test** ☐

Department	Course Number	Title of Course	Semester Hours

Total number of Semester Hours listed _____ **Endorsement Recommended:** _____

_____
Nebraska Authorized Certification Officer Completing for NDE Consideration

_____
Date

Institution Name and Address: _____

_____

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

301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509 Phone: 402-471-0739, Fax: 402-742-2359
Website: www.education.ne.gov/tcert, Email: nde.tcertweb@nebraska.gov Twitter: @nde_tcert

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 21 - ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Administrative Certificates and Permits	79-318, 79-808	004
Appeals Procedure	79-318, 84-913	009
Conditional Permits	79-808, 79-814.02	007 ~~008~~
Definitions	79-318, 79-807 79-808	002
General Provisions	79-318, 79-808	003
Military Permits	79-318, 79-808, 79-813	008
Scope and Authority	79-318, 79-808	001
Special Services Certificates and Permits	79-318, 79-808	006 ~~007~~
Teaching Certificates and Permits	79-318, 79-808	005
~~Temporary Certificates~~	~~79-318, 79-808~~	~~006~~

APPENDICES:

Appendix A – *Application for a Nebraska Educator Certificate or Permit*
Appendix B – *Criminal Charges Self-Reporting Form*
Appendix C – *United States Citizenship Attestation Form*
~~Appendix D – Courses Required for Completion of an Approved Program (CRC)~~
Appendix D ~~E~~ – *Alternative Program* ~~Teaching~~ *Permit*

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 21 - ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

NUMERICAL TABLE OF CONTENTS

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Scope and Authority	79-318, 79-808	001
Definitions	79-318, 79-807 79-808	002
General Provisions	79-318, 79-808	003
Administrative Certificates and Permits	79-318, 79-808	004
Teaching Certificates and Permits	79-318, 79-808	005
~~Temporary Certificates~~	~~79-318, 79-808~~	~~006~~
Special Services Certificates and Permits	79-318, 79-808	006 ~~007~~
Conditional Permits	79-808, 79-814.02	007 ~~008~~
Military Permits	79-318, 79-808, 79-813	008
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APPENDICES:

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~~Appendix D – Courses Required for Completion of an Approved Program (CRC)~~
Appendix D ~~E~~ – *Alternative Program* ~~Teaching~~ *Permit*

TITLE 92
CHAPTER 21

001 Scope and Authority

001.01 Statutory Authority. This chapter is adopted pursuant to Neb. Rev. Stat. §§ 79-318, and 79-806 through 79-815 ~~Sections 79-318, and 79-806 through 79-815 of the Revised Statutes of Nebraska (R.R.S.)~~.

001.02 Scope and Application. This chapter provides procedures for the issuance of Teaching, Administrative, and Special Services certificates and permits for use in accredited or approved Nebraska school systems.

001.03 Related Chapters. Throughout this chapter, reference is made to other Nebraska Department of Education regulations that relate to certification~~.~~ Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20), contains regulations for teacher education program approval~~.~~ Title 92, Nebraska Administrative Code, Chapter 22 (92 NAC 22), contains regulations for the approval of credentialing organizations for teachers~~.~~ Title 92, Nebraska Administrative Code, Chapter 23 (92 NAC 23), contains regulations relating to basic skills competency testing; and~~.~~ Title 92, Nebraska Administrative Code, Chapter 24 (92 NAC 24), contains regulations relating to endorsements.

002 Definitions. As used in this chapter:

002.01 Administer means to manage or direct one or more of the offices, departments, or services of a Nebraska school system, or a comparable school system in another state~~.~~

002.02 Application means the *Application for a Nebraska Educator Certificate or Permit* Form, found in Appendix A of this chapter, which is properly signed by the applicant, all professional conduct and professional fitness questions are completed with answers that allow the issuance of a Nebraska certificate or permit under this chapter, is accompanied by the payment of the certification fee, and is filed and recorded by the Department~~.~~

002.03 Approved program means a teacher education or educator preparation program approved pursuant to 92 NAC 20, approved in another state or country pursuant to standards which are comparable and equivalent to 92 NAC 20, or a program capable of meeting such standards~~.~~

~~002.04 Basic skills competency means either (a) proficiency in (i) the written use of the English language, (ii) reading, comprehending, and interpreting professional writing and other written materials, and (iii) working with fundamental mathematical computations as demonstrated by successful completion of an examination designated by the Board in 92 NAC 23 or (b) successful employment experiences of two (2) or more consecutive years in an approved, accredited or otherwise legally operated school in another state (i) while holding or qualifying to hold a regular Initial, Standard, or Professional certificate or a comparable certificate based on the completion of an approved program, or (ii) holding current credentials from a credentialing organization approved pursuant to 92 NAC 22 (master teacher Program) as referenced in this chapter~~.

002.04 ~~002.05~~ Board means the Nebraska State Board of Education~~.~~

002.05 ~~002.06~~ Certificate means authorization issued by the Commissioner to an individual who meets the qualifications to engage in teaching, administration, or providing of special services as required by law~~.~~

002.06 ~~002.07~~ Certification Officer means an employee designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved program to receive

correspondence regarding this chapter from the Department and to provide certified records, transcripts, reports, and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement;~~,~~

002.07 ~~002.08~~ Commissioner means the Nebraska State Commissioner of Education;~~,~~

002.08 ~~002.09~~ Comparable and equivalent certificate means a certificate issued by another state, by the U. S. Department of Defense, or by a foreign country pursuant to standards comparable and equivalent to those in this chapter ~~92 NAC 21~~. The certificate, for the purpose of supporting or justifying the initial issuance of a Nebraska certificate or permit, will be given the same consideration as if it were a Nebraska certificate;~~,~~

002.09 ~~002.10~~ Content area means college coursework taken by an individual for the purpose of gaining a college recommended endorsement on their Administrative, Teaching or Special Services certificate or permit;~~,~~

002.10 ~~002.11~~ Department means the Nebraska State Department of Education, which is comprised of the Board and the Commissioner;~~,~~

002.11 ~~002.12~~ Education-related coursework means any education preparation course from a standard institution of higher education, ~~or~~ coursework in an applicant's content area, or human relations training;~~,~~

002.12 ~~002.13~~ Employment experiences means work by an individual as an employee (a) in an approved, accredited, or otherwise legally operated school while holding or qualifying to hold a regular certificate issued by another state, by the U. S. Department of Defense, or by a foreign country based upon the successful completion of an approved program; (b) in postsecondary education; or (c) in a community organization or agency that provides services to students;~~,~~

002.13 ~~002.14~~ Endorsement means an area of specialization indicated on a certificate issued pursuant to this chapter signifying that the individual has met specific requirements contained in 92 NAC 24;~~,~~

002.14 ~~002.15~~ Entry Level Certificate means the first regular certificate acquired in Nebraska by an applicant;~~,~~

002.15 ~~002.16~~ Faculty member means a person who is employed half-time or more to teach professional education courses in an approved program;~~,~~

002.16 ~~002.17~~ Governing body means the school board of a public school district, a board elected or appointed to provide direction to a nonpublic school, or an individual or corporate owner of a nonpublic school;~~,~~

002.17 ~~002.18~~ Human relations training has the same meaning as in Neb. Rev. Sat. § 79-807; ~~means coursework or employment experiences that lead to (a) an awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society; (b) the ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations; (c) the ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students; (d) the ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials; (e) respect for human dignity and individual rights; and (f) the ability to relate effectively to other individuals and to groups in a pluralistic society other than the~~

~~applicant's own.~~

002.18 ~~002.19~~ Local Substitute Teaching Consortium means a group of school systems that have an agreement for the purpose of managing the placement of a group of Local Substitute Teaching Certificate or permit holders. A list of the school systems included in the consortium shall be provided to the Teacher Certification office when applications for Local Substitute Teaching certificates or permits are submitted for use in the consortium;~~.~~

002.19 ~~002.20~~ Nebraska school system means an institution that is accredited or approved by the Department to provide instruction at any grade level prekindergarten through grade twelve (12), an educational service unit accredited by the Department, or a special education service agency approved by the Department;~~.~~

002.20 ~~002.21~~ Permit means restricted authorization issued by the Commissioner to an individual who does not yet meet the qualifications for a regular certificate to engage in teaching, administration, or providing of special services as required by this chapter;~~.~~

002.21 ~~002.22~~ Postsecondary educational entity means a community college, a state college or university, or a regionally accredited nonprofit private postsecondary educational institution;~~.~~

002.22 ~~002.23~~ Regular certificate means an Initial, Standard, or Professional Nebraska certificate, or a comparable and equivalent certificate from another state;~~.~~

002.23 ~~002.24~~ Resident means an individual who has established a home where the individual is habitually present and to which having departed therefrom ~~there from~~, intends to return;~~.~~

002.24 Service provider means an individual or service agency, excluding a school district or approved cooperative, provisionally approved by the Nebraska Department of Education or similar entity in another state;

002.25 ~~002.25~~ Special education training has the same meaning as in Neb. Rev. Stat. § 79-807; ~~means coursework or employment experiences that provide an individual with the knowledge of (a) the exceptional needs of the disabilities defined under the Special Education Act; (b) the major characteristics of each disability in order to recognize its existence in children; (c) the various alternatives for providing the least restrictive environment for children with disabilities; (d) methods of teaching children with disabilities in the regular classroom; and (e) pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.~~

002.26 Standard institution of higher education means any college or university whose educator preparation program is fully approved by the Board, or by a comparable agency in any other state or country;~~.~~

002.27 Teaching means, but is not limited to, the following responsibilities: (a) The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; (b) the assessment and diagnosis of the individual educational needs of the pupils; (c) the planning, selecting, organizing, prescribing, and directing of the learning experiences of pupils; (d) the planning of teaching strategies and the selection of available materials and equipment to be used; and (e) the evaluation and reporting of student progress;~~.~~

002.28 Teach or Administer full-time day means any day during which more than three (3) hours is

spent teaching or in administration; and.

002.29 Teach or Administer half-time day means any day during which three (3) hours or less is spent teaching or in administration. For computation under this chapter, two (2) half-time days equal one (1) full-time day.

003 General Provisions

003.01 Transcripts. All transcripts submitted pursuant to certification or renewal requirements must be sufficiently legible so that microfilm copies of them are readable.

003.02 Armed Forces Extension. Upon application, the Commissioner may extend the term of any certificate or permit of any person who has served in the armed forces of the United States and whose certificate or permit was in force on the day of induction of that person or of or the spouse of such person. This extension shall be equal in length of time to the total number of months which intervene between the date of entrance into military service and the date of discharge therefrom there from. Each person applying for an extension of the term of a certificate or permit shall furnish the Commissioner with proper evidence of service in the armed forces and of sound physical and mental health at the time the person applies for such extension.

003.03 False Information. Failure by an applicant to submit accurate information in support of an application for certification or renewal is cause for denial or revocation of such certificate or permit.

003.04 Conversion of Certificates. Any person holding a certificate or permit valid only in Nebraska nonpublic school systems may convert such certificate or permit to one valid in all Nebraska school systems, both public and nonpublic, upon request and payment of a fifty-five (55) dollar fee to the Department. Alternatively Alternately, a certificate or permit valid in both public and nonpublic Nebraska school systems may be converted to a certificate or permit valid only in Nebraska nonpublic school systems upon request and payment of a forty (40) dollar fee to the Department. In either case, the expiration date of the converted certificate or permit is the same as that of the original certificate or permit.

003.05 Fees. Applicants requesting the issuance of a certificate or permit to the applicant, a duplicate of the applicant's certificate or permit, conversion of the applicant's certificate or permit, the addition of an endorsement to the applicant's certificate or permit, or the transfer of the applicant's certificate or permit must pay the appropriate fee set by the Commissioner Applicants for a certificate or permit valid only in nonpublic schools must pay a forty (40) dollar fee. Applicants for a certificate or permit valid in all schools, public and nonpublic, must pay a fifty-five (55) dollar fee. Applicants requesting to add an endorsement to a valid certificate or permit shall pay a forty (40) dollar fee. Applicants requesting a duplicate of their certificate or permit pay a thirty (30) dollar fee. Changes to a certificate or permit that are the result of errors by the Department, and written requests by an applicant to change a name or address on a certificate or permit are made at no charge to an applicant.

003.06 Statement Signed by Certification Officer. A statement signed by a certification officer on forms provided by the Department may be accepted as evidence of completion of the academic requirements for issuance of a certificate or permit pursuant to this chapter 92 NAC 21 or of an endorsement pursuant to 92 NAC 24. A recommended form (Institutional Verification) is available on the Educator Certification Teacher Certification website.

003.07 Certificates Issued on The Basis of Equivalency. The Commissioner may issue any certificate or permit provided for herein to an applicant who files with the office of the Commissioner evidence of possession of the required qualifications or of education and experience equivalent to the required

qualifications.

003.08 Life or Permanent Certificates. For purposes of Nebraska certification, Life or Permanent certificates issued in another state will be considered to have expired five (5) years after the date of the applicant's last regular employment as a teacher or administrator under that certificate. The holder of a Life or Permanent certificate issued by the Department that submits an application seeking additional endorsement(s) shall have the Life or Permanent certificate converted to a Professional certificate with an expiration date of August 31 in the tenth year following the issuance of the converted certificate.

003.09 Master of Arts in Teaching. The Master of Arts in Teaching (MAT) will be accorded equivalence with a baccalaureate degree when used for initial certification purposes in this chapter.

003.10 Mental Fitness. To be issued a certificate or permit, an applicant ~~All applicants~~ must not have an emotional or mental incapacity to practice the profession as evidenced by a legal adjudication or determination thereof by other lawful means. Such evidence shall be any of the following:

003.10A The applicant ~~Such person~~ is, at the time of the consideration of the applicant's ~~person's~~ fitness to hold a certificate or permit, a mentally ill and dangerous person under Neb. Rev. Stat. § 71-908 ~~Section 83-1009 R.R.S.~~ as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B The applicant ~~Such person~~ is, at the time of the consideration of the applicant's ~~person's~~ fitness to hold a certificate or permit, a mentally ill individual as defined in Neb. Rev. Stat. § 20-162 ~~Section 20-164 R.R.S., ("an individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals.")~~, or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C The applicant ~~Such person~~ has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Neb. Rev. Stat. §§ ~~Sections~~ 29-1822 or 29-1823 ~~R.R.S.~~, or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D The applicant ~~Such person~~ has been acquitted of a criminal charge on the basis of a finding of insanity under Neb. Rev. Stat. § ~~Section~~ 29-2203 ~~R.R.S.~~ or similar laws of another state, unless a court, subsequent to such an acquittal, has found that the applicant ~~such person~~ is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Neb. Rev. Stat. §§ ~~Sections~~ 29-3702 and 29-3703 ~~R.R.S.~~, or similar laws of another state.

003.10E A court has found the applicant ~~such person~~ to be an incapacitated person in need of a court appointed guardian pursuant to Neb. Rev. Stat. §§ ~~Sections~~ 30-2601 and 30-2620 ~~R.R.S.~~, or similar laws of another state, and no court order has been entered that the applicant's ~~such person's~~ incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) in relation to the estate and property affairs of the applicant ~~due to a court's finding that such person is unable to manage his or her property and property affairs effectively for reasons which include any of the following: (i) mental illness; (ii) mental deficiency; (iii) chronic use of drugs; and (iv) chronic~~

~~intoxication,~~ pursuant to Neb. Rev. Stat. § ~~Section~~ 30-2630 ~~R.R.S.~~ or similar laws of another state, and no court order has been entered that the disability of the applicant ~~person~~ has ceased.

003.11 Felony Convictions. For purposes of this chapter, felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

003.12 Misdemeanor Convictions. For purposes of this chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

003.12A Abandonment; cruel neglect; harassment of a police animal (28-1009);
003.12B Abandonment of Spouse, ~~or~~ Child, or Dependent Stepchild (28-705);
003.12C Assault (third degree) (28-310);
003.12D Child Abuse (28-707);
~~003.12E Child Enticement (28-311)~~
003.12E ~~003.12F~~ Child/Vulnerable Adult Contact with Methamphetamine (28-457);
003.12F ~~003.12G~~ Contributing to the Delinquency of a Child (28-709);
003.12G ~~003.12H~~ Debauching a Minor (28-805);
003.12H ~~003.12I~~ Domestic Assault (28-323);
003.12I Failure to Report Child Abuse/Neglect (28-717);
003.12J False Imprisonment (28-315);
003.12K Hazing (28-311.06);
003.12L Indecency with an Animal (28-1010);
003.12M Intimidation by Phone Call (28-1310);
~~003.12N Keeping a Place of Prostitution (28-804)~~
003.12N ~~003.12O~~ Obscene Literature Distribution (28-813);
003.12O ~~003.12P~~ Obscene Motion Picture Show, Admitting Minor (28-809);
~~003.12Q Pandering (28-802)~~
003.12P ~~003.12R~~ Prostitution (28-801);
003.12Q ~~003.12S~~ Public Indecency (28-806);
003.12R ~~003.12T~~ Resisting Arrest (28-904), when the conviction involves use or threat of physical force or violence against a police officer;
003.12S ~~003.12U~~ Sale of Obscene Material to Minor (28-808);
003.12T ~~003.12V~~ Sexual Assault (third degree) (28-320);
003.12U ~~003.12W~~ Sexually Explicit Conduct (28-813.01);
003.12V ~~003.12X~~ Solicitation of Prostitution (28-801.01);
003.12W ~~003.12Y~~ Stalking (28-311.03);
003.12X ~~003.12Z~~ Unlawful Intrusion (28-311.08);
003.12Y ~~003.12AA~~ Violating a Harassment Protection Order (28-311.09);
003.12Z ~~003.12BB~~ Violating a Protection Order (42-924); and
003.12AA ~~003.12CC~~ Violence on a Service Animal (28-1009.01).

003.13 Other Convictions. For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct will also include convictions related to such crimes, including~~:~~ (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

003.13A Accessory to a Felony (28-204);
003.13B Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206);

003.13C Attempt to Commit a ~~A~~ Crime (28-201); and
003.13D Criminal Conspiracy (28-202).

003.14 Pardons or Convictions Set Aside. Convictions which have been set aside, nullified, expunged, or pardoned are not to be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate or permit to teach, administer, or provide special services in schools. However, the applicant must report such convictions on the *Criminal Charges Self-Reporting Form*, found in Appendix B of this chapter, as part of his or her application filed with the Department.

003.15 Withdrawal of Application. An applicant may request in writing that his or her application for a certificate or permit be withdrawn without refund of any fees submitted. The Department must notify the applicant in writing if the request will be granted. Any request granted by the Department ends consideration of that application, and will not be subject to appeal pursuant to this chapter.

003.16 Expiration Dates. The expiration date on a valid certificate or permit that was issued by the Department prior to the original effective date of this chapter remains in effect, unless otherwise suspended or revoked as provided by law, or converted as provided in Section 003.08 of this chapter.

004 Administrative Certificates and Permits

004.01 Administrative Certificates and Permits, Types, General Requirements. The Department may issue Standard or Professional Administrative certificates, and Alternative Program or Nebraska Entry Administrative permits ~~a Provisional Administrative permit~~. Each applicant for any such Administrative certificate or permit may, depending on the type of certificate or permit, be required to:

004.01A Complete the application, found in Appendix A of this chapter, and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ ~~Sections~~ 4-108 through 4-114 ~~4-112 R.R.S.~~ including completion of the *United States Citizenship Attestation Form*, found in Appendix C of this chapter;

004.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of this chapter ~~92 NAC 21~~;

004.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

004.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

004.01E Qualify for or hold a Nebraska Standard or Professional teaching certificate or a comparable and equivalent certificate;

004.01F Be of good moral character;

004.01G Not have an emotional or mental incapacity to practice the profession as defined in Section 003.10 of this chapter;

004.01H Submit verified evidence of two (2) years of teaching experience or employment as an administrator, school counselor or school psychologist in an approved, ~~or~~ accredited, or otherwise

legally operated prekindergarten through grade twelve (12) school;

004.01I Submit evidence of human relations training as defined by this chapter;

~~004.01J Submit evidence of basic skills competency if applying for a Nebraska Administrative certificate or permit after July 31, 1989;~~

004.01J ~~004.01K~~ Submit evidence of special education training as defined in this chapter ~~if applying for an entry level Nebraska Administrative certificate or permit after September 1, 1992~~;

004.01K ~~004.01L~~ Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application; and

004.01L ~~004.01M~~ Qualify for or be eligible to have placed on a Nebraska Entry Administrative Permit, an Alternative Program ~~a Provisional~~ Administrative permit or on a regular Administrative certificate, one or more endorsements pursuant to 92 NAC 24.

004.02 Standard Administrative Certificate. A ~~The~~ Standard Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each ~~The~~ Standard Administrative certificate expires August 31 in the fifth year following the year of issuance or renewal.

004.03 Standard Administrative Certificate Requirements. Each applicant for a first Nebraska Standard Administrative certificate must:

004.03A Fulfill the requirements in Section 004.01 of this chapter;

004.03B Have received a Master's degree in Educational Administration or Educational Leadership, or received a subject area Master's degree with completion of additional coursework in an approved program in the area(s) of endorsement sought by the applicant; and

004.03C Within five (5) years prior to the date of application:~~,~~

004.03C1 Have ~~have~~ received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; however, if the applicant has never held a regular Administrative certificate in any state and applies more than five (5) years after completion of an approved program, then the applicant meets this requirement with fifteen (15) semester hours of graduate credit as described in this chapter; or

004.03C2 ~~004.03D~~ Have ~~Within five (5) years prior to the date of application, have~~ administered half-time or more for two (2) consecutive school years in the same accredited, approved, or otherwise legally operated school or educational service unit in another state wherein the applicant qualified for or held a Standard Administrative certificate or its equivalent.

004.04 Professional Administrative Certificate. A ~~The~~ Professional Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If so requested by the applicant at the time

of application, such certificate is valid only in Nebraska nonpublic school systems. Each ~~The~~ Professional Administrative certificate expires August 31 in the tenth year following the year of issuance or renewal.

004.05 Professional Administrative Certificate Requirements. Each applicant for a Professional Administrative certificate must:

004.05A Fulfill the requirements in Section 004.01 of this chapter;

004.05B Hold a Master's Degree;

004.05C Qualify for or hold a Standard Nebraska Teaching Certificate;

004.05D Qualify for or hold a Standard Nebraska Administrative Certificate;

004.05E Complete:

004.05E1 A ~~a~~ minimum of sixty (60) graduate hours in an approved Educational Administration or Educational Leadership program; ~~or~~

004.05E2 An ~~an~~ Educational Specialist or doctorate program; or

004.05E3 A ~~a~~ state approved program for the preparation of a Superintendent; and

004.05F Within five (5) years prior to the date of application:~~,~~

004.05F1 Have ~~have~~ received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; or

004.05F2 ~~004.05G~~ Have ~~Within five (5) years prior to the date of application, have~~ for two (2) consecutive school years:

004.05F2a ~~004.05G1~~ Administered ~~administered~~ half-time or more in the same accredited, approved, or otherwise legally operated school system or educational service unit; ~~or~~

004.05F2b ~~004.05G2~~ Been ~~been~~ employed as a faculty member in the educator preparation program of a standard institution of higher education as defined ~~stated~~ in Section 002 of this chapter ~~002.16~~ with employment verified by a written statement from the administrator of the teacher education preparation program; or

004.05F2c ~~004.05G3~~ Been ~~been~~ employed in the Department.

004.06 Standard and Professional Administrative Certificates. Renewal Prior to Expiration or Less Than Five (5) Years After Expiration. Requirements. Each applicant for renewal of a Standard or Professional Administrative certificate prior to or less than five (5) years after the date of expiration of such certificate must:

004.06A Fulfill the requirements in subsections 004.01A through 004.01G, of this chapter;

004.06B Hold or have held a Nebraska Standard or Professional Administrative certificate which

has not expired or which expired less than five (5) years prior to the date of application; and

004.06C Within five (5) years prior to the date of application:~~,~~

004.06C1 Have ~~have~~ administered half-time or more for one (1) school year:

004.06C1a ~~004.06C1~~ In ~~in~~ a Nebraska school system;

004.06C1b ~~004.06C2~~ In ~~in~~ a pre-kindergarten early childhood program which is required by law to employ certificated teachers;

004.06C1c ~~004.06C3~~ In ~~in~~ an accredited, approved, or otherwise legally operated school in another state; or

004.06C1d ~~004.06C4~~ In ~~in~~ a U.S. Department of Defense school system; ~~or~~

004.06C2 ~~004.06D Within five (5) years prior to the date of application,~~ have been employed as a faculty member in the educator preparation program of a standard institution of higher education as defined ~~stated~~ in Section 002 of this chapter ~~002.16~~ with employment verified by a written statement from the administrator of the teacher education preparation program; ~~or~~

004.06C3 ~~004.06E Within five (5) years prior to the date of application,~~ have been employed in the Department; or

004.06C4 ~~004.06F Within five (5) years prior to the date of application,~~ have received six (6) semester hours of graduate credit in areas related to Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate degree.

004.07 Standard and Professional Administrative Certificates. Renewal Five (5) or More Years After Expiration. Requirements. Each applicant for renewal of a Standard or Professional Administrative certificate five (5) or more years after the date of expiration of such certificate must:

004.07A Fulfill the requirements in subsections 004.01A through 004.01G, of this chapter;

004.07B Have qualified for or held a Standard or Professional Administrative certificate which has expired five (5) or more years prior to the date of application; and

004.07C Either:

004.07C1 Hold a current Administrative certificate from another state and have administered one (1) year within the past five (5) years; or

004.07C2 ~~004.07D~~ Within five (5) years prior to the date of application, received fifteen (15) semester hours of graduate coursework in areas related to Educational Administration or Educational Leadership.

004.08 Alternative Program ~~Provisional~~ Administrative Permit. An Alternative Program ~~The Provisional~~ Administrative permit is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic

school systems. Each Alternative Program ~~administration only in the Nebraska school system requesting the issuance of such permit and only in the area of administrative endorsement for which qualifications are described in 92 NAC 24. The~~ Provisional Administrative permit expires August 31 in the second year following the year of issuance. An Alternative Program ~~The Provisional~~ Administrative permit may not be renewed.

004.09 Alternative Program ~~Provisional~~ Administrative Permit Requirements. Each applicant for an Alternative Program ~~a Provisional~~ Administrative permit must:

004.09A Fulfill the requirements in subsections ~~Section~~ 004.01A through 004.01K ~~004.01L~~ of this chapter;

004.09B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the Nebraska school system in which the applicant intends to administer;

004.09C ~~004.09D~~ Submit a signed and dated *Alternative Program Permit Form* ~~*Courses Required for Completion of an Approved Teacher or Administrator Program (CRC)*~~ Form, found in Appendix D of this chapter, to fulfill the remaining requirements needed for issuance of a regular certificate.

004.09D Fulfill the requirements of one of the following pathways:

004.09D1 For pathway one, the applicant must have:

004.09D1a~~004.09C~~ Completed at least fifty (50) percent of the credit hours required for Completion of an approved program for the endorsement of curriculum supervisor or principal, or seventy five (75) percent of an approved program for an endorsement as superintendent sought by the applicant; or

004.09D2 For pathway two, the applicant must have:

004.09D2a Completed an approved program at a standard institution of higher education; and

004.09D2b Held a regular administrative certificate that has not been expired more than five (5) years; and

004.09D2c Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of six (6) semester hours of graduate coursework in the areas of Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection 004.06C4; or

004.09D3 For pathway three, the applicant must have:

004.09D3a Completed an approved program at a standard institution of higher education; and

004.09D3b Held a regular administrative certificate that has been expired more than five (5) years; and

004.09D3c Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of fifteen (15) semester hours of graduate coursework in the areas of Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection 004.07C2.

004.10 Nebraska Entry Administrative Permits. A Nebraska Entry Administrative Permit is valid for administration in the school system, public or private, that requests the issuance of the permit. Each Nebraska Entry Administrative Permit expires on August 31 in the third year following the year of issuance and may not be renewed. No individual may hold a Nebraska Entry Administrative Permit for a cumulative total of more than three school years. A Nebraska Entry Administrative Permit may be transferred to a different school system pursuant to Sections 004.13 and 004.14 of this chapter.

004.11 Nebraska Entry administrative Permit Requirements. Each applicant for a Nebraska Entry Administrative Permit must:

004.11A Fulfill the requirements in subsections 004.01A through 004.01H and 004.01L of this chapter;

004.11B Have received a Master's degree in Educational Administration or Educational Leadership, or received a subject matter Master's degree with completion of additional coursework in an approve program in the area(s) of endorsement sought by the applicant;

004.11C Hold a valid certificate or permit to administer that:

004.11C1 Is currently in force in another state; and

004.11C2 Has been held by the applicant for at least one (1) year;

004.11D Not have any pending investigations or complaints against any certificate or permit to teach or administer held by the applicant;

004.11E Submit a statement signed by a certification officer, or the equivalent in another state, as evidence of completion of the academic requirements for issuance of the applicant's certificate or permit to administer in another state. A recommended form (Institutional Verification) is available on the Educator Certification website; and

004.11F Submit a written request for the issuance of a Nebraska Entry Administrative Permit to the applicant from the superintendent of schools or the governing body of the school system in which the applicant intends to administer.

004.12 Nebraska Entry Administrative Permit Holder Requirements to Qualify for a Regular Certificate. To qualify for a regular (Standard, or Professional) administrative certificate at the expiration of a Nebraska Entry Administrative Permit, a permit holder must:

004.12A Fulfill the requirements in subsections 004.01A through 004.01G of this chapter;

004.12B If the permit holder had two or more years of verified administrative experience prior to the issuance of the Nebraska Entry Administrative Permit, submit evidence of:

004.12B1 The verified administrative experience that occurred prior to the issuance of the permit; and

004.12B2 Either:

004.12B2a Half-time or more employment as an administrator for three (3) consecutive years while holding a Nebraska Entry Administrative Permit in the school system that requested the issuance of the permit; or

004.12B2a Completion of fifteen (15) semester hours of graduate level coursework in the areas related to Educational Administration or Educational Leadership while holding the Nebraska Entry Administrative Permit;

004.12C If the permit holder did not have two or more years of verified administrative experience prior to the issuance of the Nebraska Entry Administrative Permit, submit evidence of:

004.12C1 Fulfillment of the requirements in subsection 004.01L of this chapter; and

004.12C2 Completion of fifteen (15) semester hours of graduate level coursework in the areas related to Educational Administration or Educational Leadership while holding the Nebraska Entry Administrative Permit.

004.13 Nebraska Entry Administrative Permit Holder Transfer to Another School System. A Nebraska Entry Administrative Permit holder may apply to transfer the permit to another school system. The transfer of a Nebraska Entry Administrative Permit does not change the permit's expiration date or any requirements for a permit holder to subsequently qualify for a standard certificate.

004.14 Nebraska Entry Administrative Permit Holder Transfer to Another School System Requirements. Each Nebraska Entry Administrative Permit holder applying to transfer the permit to another school system must:

004.14A Fulfill the requirements in subsections 004.01A through 004.01G of this chapter;

004.14B Submit a statement of assurance signed by the permit holder that the permit holder will not abrogate any contract with the original school system if the transfer of the permit is granted; and

004.14C Submit a written request for the transfer of the applicant's Nebraska Entry Administrative Permit from the superintendent of schools or the governing body of the school system to which the permit would be transferred and in which the applicant intends to administer.

005 Teaching Certificates and Permits

005.01 Teaching Certificates and Permits. Types. General Requirements. The Department may issue Initial, Standard, and Professional teaching certificates. The Department may also issue Alternative Program, ~~Postsecondary, Provisional,~~ Career Education, Postsecondary, State Substitute, Local Substitute, Military, and Nebraska Entry ~~Transitional~~ teaching permits. Each applicant for any such teaching certificate or permit may, depending on the type of certificate or permit, be required to:

005.01A Complete the application, found in Appendix A of this chapter, and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ ~~Sections~~ 4-108 through 4-114 ~~4-112 R.R.S.~~ including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C of this chapter;

005.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of this chapter ~~92 NAC 21~~;

005.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

005.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

005.01E Be of good moral character;

005.01F Not have an emotional or mental incapacity to practice the profession as defined in Section 003.10 of this chapter;

005.01G Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application;

005.01H Submit evidence of human relations training as defined by this chapter;

~~005.01I Submit evidence of basic skills competency if applying for an entry-level Nebraska teaching certificate or permit after July 31, 1989;~~

005.01I ~~005.01J~~ Submit evidence of special education training ~~if applying for an entry-level teaching certificate or permit after September 1, 1992~~; and

005.01J ~~005.01K~~ Submit evidence of qualifying for or be eligible to have placed on a certificate or permit one (1) or more endorsements pursuant to 92 NAC 24.

005.02 Initial Teaching Certificate. An ~~The~~ Initial teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each ~~The~~ Initial teaching certificate expires August 31 in the fifth year following the year of issuance or renewal.

005.03 Initial Teaching Certificate Requirements. Each applicant for an Initial teaching certificate shall:

005.03A Fulfill the requirements in Section 005.01 of this chapter;

005.03B Have received a baccalaureate degree;

005.03C Have completed the academic program requirements of an approved program; and

005.03D Either:

005.03D1 Within five (5) years prior to the date of application, have:

005.03D1a ~~005.03D1~~ Taught for one (1) school year in an accredited, approved, or otherwise legally operated school or service provider in any state; ~~or~~

005.03D1b ~~005.03D2~~ Received six (6) semester hours of college credit in education-related coursework; or

005.03D1c ~~005.03D3~~ Received fifteen (15) semester hours of college credit as set forth in subsection 005.10C3 ~~Section 005.10D~~ of this chapter if the applicant, more than five (5) years after completion of an approved program, has never held a regular teaching certificate and verified employment in another state; or

005.03D2 ~~005.03E~~ Be a person participating in an approved teacher exchange program.

005.04 Initial Teaching Certificate. Renewal Prior to Expiration or Less than Five (5) Years after Expiration. Requirements. Each applicant for renewal of an Initial teaching certificate prior to the date of expiration or less than five (5) years after the date of expiration of such certificate must:

005.04A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.04B Hold or have held a Nebraska Initial teaching certificate which has not expired or expired less than five (5) years prior to the date of application; and

005.04C Either:

005.04C1 Have taught or held a position requiring a certificate half time or more for one (1) school year in an accredited, approved, or otherwise legally operated school or service provider during the past five (5) years; or as a faculty member in a postsecondary educational entity; or

005.04C2 ~~005.04D~~ Within five (5) years prior to the date of application, have received six (6) semester hours of credit from a standard institution of higher education in education-related coursework.

005.05 Standard Teaching Certificate. A ~~The~~ Standard teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each ~~The~~ Standard teaching certificate expires August 31 in the fifth year following the year of issuance.

005.06 Standard Teaching Certificate Requirements. Each applicant for a Standard teaching certificate must:

005.06A Fulfill the requirements in Section 005.01 of this chapter;

005.06B Qualify for or hold a Nebraska Initial teaching certificate or a comparable and equivalent certificate; and

005.06C Within five (5) years prior to the date of application, have:~~,~~

005.06C1 Taught ~~have taught~~ half-time or more for two (2) consecutive school years while holding a regular certificate:

005.06C1a ~~005.06C1~~ In a Nebraska school system or service provider;

005.06C1b ~~005.06C2~~ In an accredited, approved, or otherwise legally operated school or service provider in another state;

005.06C1c ~~005.06C3~~ In a U.S. Department of Defense school system;

005.06C1d ~~005.06C4~~ As a faculty member in a postsecondary educational entity;

005.06C1e ~~005.06C5~~ In a pre-kindergarten early childhood program which is required by law to employ certificated teachers or which requires its teachers to hold a certificate; or

005.06C1f ~~005.06C6~~ As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system as defined in Neb. Rev. Stat. § 79-1201.01~~, pursuant to Section 79-1201 (1) and (2) R.R.S.~~; ~~or~~

005.06C2 ~~005.06D~~ Taught ~~Within five (5) years prior to the date of application, have taught~~ half-time or more for two (2) consecutive school years in a nonpublic school in a state that does not require certification of nonpublic school teachers; or

005.06C3 ~~005.06E~~ Been ~~Within five (5) years prior to the date of application, have been~~ employed by the Department.

005.07 Professional Teaching Certificate. A ~~The~~ Professional teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each ~~The~~ Professional teaching certificate expires August 31 in the tenth year following the year of issuance or renewal, except that Professional teaching certificates issued prior to July 11, 1977, are valid for the life of the holder unless otherwise converted as provided in Section 003.08 of this chapter.

005.08 Professional Teaching Certificates Requirements. Each applicant for a Professional teaching certificate must:

005.08A Fulfill the requirements in Section 005.01 of this chapter;

005.08B Qualify for or hold a Nebraska Standard teaching certificate, or a comparable and equivalent certificate, or verify having taught half-time or more for two (2) consecutive years during the period of validity of a regular certificate; and

005.08C Either:

005.08C1 Within ten (10) years prior to the date of application, have received a Master's degree from an approved standard institution of higher education in Curriculum and Instruction, Educational Technology, Special Education, or in the applicant's content area; ~~or~~

005.08C2 ~~005.08D~~ Hold current credentials from a credentialing organization approved by the Department pursuant to 92 NAC 22; or

005.08C3 ~~005.08E~~ Have received a six (6) year specialist's certificate or a doctorate degree from a standard institution of higher education in an area related to the applicant's content area

completed at the Master's degree level.

005.09 Standard and Professional Teaching Certificates. Renewal Prior to Expiration or Less than Five (5) Years after Expiration. Requirements. Each applicant for renewal of a Standard or Professional teaching certificate prior to or less than five (5) years after the date of expiration must:

005.09A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.09B Hold or have held a Nebraska Standard or Professional teaching certificate or a comparable and equivalent certificate which shall not have expired or which expired less than five (5) years prior to date of application; and

005.09C Within five (5) years prior to the date of application, have:

005.09C1 Been ~~been~~ employed to teach or administer half-time or more for one (1) school year:

005.09C1a ~~005.09C1~~ In a Nebraska school system or service provider;

005.09C1b ~~005.09C2~~ In an accredited, approved, or otherwise legally operated school or service provider in another state;

005.09C1c ~~005.09C3~~ In a nonpublic school in a state that does not require certification of nonpublic school teachers;

005.09C1d ~~005.09C4~~ In a U.S. Department of Defense school system;

005.09C1e ~~005.09C5~~ As a faculty member in the educator preparation program of a standard institution of higher education with employment verified by a written statement from the administrator of the teacher preparation program;

005.09C1f ~~005.09C6~~ In a pre-kindergarten early childhood program which is by law required to employ certificated teachers or which requires its teachers to hold a certificate; ~~or~~

005.09C1g ~~005.09C7~~ As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system as defined in Neb. Rev. Stat. § 79-1201.01~~, pursuant to Section 79-1201 (1) and (2) R.R.S.~~; or

005.09C1h As a Nebraska certified teacher employed by a service provider;

005.09C2 ~~005.09D~~ Been ~~Within five (5) years prior to the date of application, have been~~ employed or contracted by the Department; or

005.09C3 ~~005.09E~~ Received ~~Within five (5) years prior to the date of application, have received~~ six (6) semester hours of credit in education-related coursework from a standard institution of higher education.

005.10 Initial, Standard, and Professional Teaching Certificate. Renewal Five (5) or More Years After Expiration. Requirements. Each applicant for renewal of an Initial, Standard, or Professional certificate five (5) or more years after the date of expiration of such certificate must:

005.10A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.10B Have held a Nebraska Initial, Standard, or Professional teaching certificate which expired five (5) or more years prior to the date of application; and

005.10C Either:

005.10C1 Hold a current regular ~~Teaching~~ certificate from another state and have taught for one (1) year out of the past five (5) years: ~~in an accredited, approved or otherwise legally operated school in another state; or~~

005.10C1a In an accredited, approved, or otherwise legally operated school or service provider in another state;

005.10C1b In a U.S. Department of Defense school system; or

005.10C1c In a prekindergarten early childhood program which is, by law, required to employ certificated teachers or which requires its teachers to hold a certificate;

005.10C2 Within five (5) years prior to the date of application, have been employed to teach or administer half-time or more for one (1) school year as a faculty member in the educator preparation program of a standard institution of higher education with employment verified by a written statement from the administrator of the teacher preparation program; or

005.10C3 ~~005.10D~~ Within the five (5) years prior to the date of application, have received fifteen (15) semester hours of education-related coursework taken after completion of the baccalaureate degree which includes (a) a course in instructional techniques; (b) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties; (c) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law; and (d) the remaining course work be directly related to the applicant's content area on the expired certificate.

005.11 Alternative Program Teaching Permit. An ~~The~~ Alternative Program teaching permit is issued to applicants who do not meet all requirements for a regular certificate and is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. Each ~~only in the Nebraska school system requesting the issuance of such permit. The~~ Alternative Program teaching permit expires August 31 in the second year following the year of issuance. ~~The Alternative Program teaching permit may not be renewed.~~

005.12 Alternative Program Teaching Permit Requirements. Each applicant for an Alternative Program teaching permit must:

005.12A Fulfill the requirements in subsections 005.01A through 005.01G ~~005.01H~~ of this chapter;

005.12B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to teach;

005.12C Have received a baccalaureate degree;

005.12D Submit a signed and dated *Alternative Program Teaching Permit* Form, found in Appendix D ~~E~~ of this chapter, to fulfill the remaining requirements needed for issuance of a regular certificate; and

005.12E Fulfill the requirements of one of the following pathways:

005.12E1 For pathway one, the applicant must have:

005.12E1a ~~005.12E~~ Completed ~~Have completed~~ at least one half ~~one half~~ of the pre student ~~pre student~~ teaching requirements, including a course in teaching methods, of an approved program; and

005.12E1b ~~005.12E1~~ Fulfilled ~~Have fulfilled~~ at least three fourths ~~three fourths~~ of the requirements for at least one subject or field endorsement pursuant to 92 NAC 24; ~~or~~

005.12E2 For pathway two, the applicant must have:

005.12E2a ~~005.12F~~ Completed ~~Have completed~~ a state approved alternative program for teaching, which includes some education related coursework;

005.12E2b ~~005.12F1~~ Hold a current regular teaching certificate in another state; and

005.12E2c ~~005.12F2~~ Submit evidence of employment of at least one year of teaching experience in the last five years in an approved, accredited or otherwise legally operated school in another state. A recommended form (*Verification of Employment Experience*) is available on the Teacher Certification website;~~.~~

005.12E3 For pathway three, the applicant must have:

005.12E3a Completed a teacher education program at a standard institution of higher education; and

005.12E3b Currently possess a certificate to teach in good standing from another state;

005.12E4 For pathway four, the applicant must have:

005.12E4a Earned and been awarded a baccalaureate degree, graduate degree, or professional degree from a college or university accredited by an accrediting organization recognized by the U. S. Department of Education; and

005.12E4b Passed any appropriate subject area examination as designated by the Board;

005.12E5 For pathway five, the applicant must have:

005.12E5a A baccalaureate degree which includes at least three fourths of the course requirements for preparation in the endorsement area, pursuant to 92 NAC 24, that addresses the teacher position to be filled by the applicant; and

005.12E5b Submitted a written plan from the school system for mentoring and supervision of the applicant;

005.12E5c Completed a pre-teaching seminar offered by an educational service unit or standard institution of higher education that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies; and

005.12E5d Submitted a written agreement with an educator preparation program from a Nebraska standard institution of higher education to complete the program for an Initial teaching certificate which includes a commitment by the standard institution of higher education to provide at least one (1) supervisory visit each semester to the school system and classroom of the applicant; or

005.12E6 For pathway six, the applicant must have:

005.12E6a Completed an approved program at a standard institution of higher education; and

005.12E6b Held a regular teaching or administrative certificate that has not been expired for more than five (5) years; and

005.12E6c Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of six (6) semester hours of education-related coursework from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection 005.09C3; or

005.12E7 For pathway seven, the applicant must have:

005.12E7a Completed an approved program at a standard institution of higher education; and

005.12E7b Held a regular teaching or administrative certificate that has been expired for more than five (5) years; and

00512E7c Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of fifteen (15) semester hours of education-related coursework from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection 005.10C3.

~~005.13 Provisional Teaching Permit. The Provisional teaching permit may be issued to applicants who do not meet all the recent college credit or employment experience requirements for a regular certificate. A Provisional teaching permit is valid in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. The Provisional teaching permit expires August 31 in the second year following the year of issuance. The Provisional teaching permit may not be renewed.~~

005.13 Alternative Program Teacher Permit Renewal Requirements. Each applicant for renewal of an Alternative Program teacher permit must:

005.13A Fulfill the requirements in Section 005.12 of this chapter;

005.13B Submit a transcript documenting completion of at least fifteen (15) semester hours towards completion of a program outlined in subsection 005.12D of this chapter for the current Alternative Program teacher permit; and

005.13C Submit evidence of human relations training as required in section 005.01H of this chapter.

~~005.14 Provisional Teaching Permit Requirements. Each applicant for a Provisional teaching permit must:~~

~~005.14A Fulfill the requirements in subsections 005.01A through 005.01H and 005.01K of this chapter;~~

~~005.14B Have received a baccalaureate degree;~~

~~005.14C Have completed an approved program at a standard institution of higher education; and~~

~~005.14D Submit a signed and dated CRC Form, found in Appendix D of this chapter, to fulfill the requirements for issuance of a regular certificate.~~

005.14 ~~005.15~~ Career Education Teaching Permit. A ~~The~~ Career Education teaching permit may be issued ~~be issued~~ to an applicant ~~applicants~~ who does ~~do~~ not meet the Nebraska requirements for a regular certificate and shall be valid only in the Nebraska school system requesting the issuance of such permit and only in the career education endorsement areas described in 92 NAC 24. Each ~~The~~ Career Education teaching permit expires August 31 in the third year following the year of issuance.

005.15 ~~005.16~~ Career Education Teaching Permit Requirements. Each applicant for a Career Education teaching permit must:

005.15A ~~005.16A~~ Fulfill the requirements in subsections 005.01A through 005.01H and 005.01J ~~005.01K~~ of this chapter; and~~,~~

005.15B ~~005.16B~~ Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended form (*Career Education Permit Verification*) is available on the Teacher Certification website.

005.16 ~~005.17~~ Career Education Teaching Permit Renewal Requirements. Each applicant for renewal of a Career Education teaching permit must:

005.16A ~~005.17A~~ Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.16B ~~005.17B~~ Submit verification for the renewal of such permit from the Superintendent of Schools or the governing body of the school system in which the applicant intends to teach. A recommended form (*Career Education Permit Verification*) is available on the Teacher Certification website; and

005.16C ~~005.17C~~ Hold or have held a Nebraska Career Education teaching certificate or permit.

005.17 ~~005.18~~ Postsecondary Teaching Permit. A ~~The~~ Postsecondary teaching permit is valid only for teaching courses for college credit offered by a Nebraska postsecondary educational entity that have

also been approved for high school credit in Nebraska school systems requesting the delivery of such courses and only in the applicant's postsecondary subject area. Each ~~The~~ Postsecondary teaching permit expires August 31 in the third year following the year of issuance.

005.18 ~~005.19~~ Postsecondary Teaching Permit Requirements. Each applicant for a Postsecondary teaching permit must:

005.18A ~~005.19A~~ Fulfill the requirements in subsections 005.01A through 005.01H of this chapter; and

005.18B ~~005.19B~~ Be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (Employment Verification for a Postsecondary Permit ~~Verification~~) is available on the Teacher Certification website.

005.19 ~~005.20~~ Postsecondary Teaching Permit Renewal Requirements. Each applicant for renewal of a Postsecondary teaching permit must:

005.19A ~~005.20A~~ Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.19B ~~005.20B~~ Hold or have held a Postsecondary teaching permit;

005.19C ~~005.20C~~ Continue to be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (Employment Verification for a Postsecondary Permit ~~Employment Verification~~) is available on the Teacher Certification website; and

005.19D ~~005.20C1~~ Within three (3) years prior to the date of application, have:

005.19D1 Taught ~~taught~~ one (1) or more courses that generate college credit and have been approved for high school credit in Nebraska school systems requesting the delivery of such; or

005.19D2 ~~005.20C2~~ Received ~~Within three (3) years prior to the date of application, have received~~ three (3) semester hours of graduate credit in the applicant's postsecondary content area.

005.20 ~~005.21~~ State Substitute Teaching Permit. A ~~The~~ State Substitute teaching permit is valid for teaching in all teaching endorsement areas in all Nebraska school systems. A ~~The~~ State Substitute permit holder may be employed to teach by a school system only on a non-contractual basis. If requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. Each ~~The~~ State Substitute teaching permit expires August 31 in the fifth year following the year of issuance.

005.21 ~~005.22~~ State Substitute Teaching Permit Requirements. Each applicant for a State Substitute teaching permit must:

005.21A ~~005.22A~~ Fulfill the requirements in subsections 005.01A through 005.01H of this chapter;

and

005.21B ~~005.22B~~ Have held a Nebraska regular teaching certificate or a comparable and equivalent certificate in another state that has expired, or qualify for or hold a comparable and equivalent certificate.

005.22 ~~005.23~~ State Substitute Teaching Permit Renewal Requirements. Each applicant for renewal of a State Substitute teaching permit must:

005.22A ~~005.23A~~ Fulfill the requirements in subsections 005.01A through 005.01F of this chapter; and

005.22B ~~005.23B~~ Within five (5) years prior to the date of application, have taught in one (1) or more school systems for at least fifty (50) full-time days; or

005.22C ~~005.23C~~ Within five (5) years prior to the date of application, have received three (3) semester hours of education related coursework.

005.23 ~~005.24~~ Local Substitute Teaching Permit. The Local Substitute teaching permit is valid for substitute teaching in all Nebraska school systems. ~~ninety (90) full-time days per school year only in the Nebraska school system or Local Substitute Teacher Consortium requesting the issuance of such permit.~~ The permit holder may substitute teach no more than ninety (90) full-time days in the same school system ~~regardless of the number of Local Substitute permits held~~. Additional days may be authorized by the Commissioner upon written request from the Nebraska school system that demonstrates a need for additional days. The permit expires August 31 in the fifth ~~third~~ year following the year of issuance of the permit.

005.24 ~~005.25~~ Local Substitute Teaching Permit Requirements. Each applicant for a Local Substitute teaching permit must:

005.24A ~~005.25A~~ Fulfill the requirements in subsections 005.01A through 005.01H of this chapter; and

005.24B ~~005.25B~~ Have at least sixty (60) semester hours of college credit with credit in education-related coursework.~~; and~~

005.24C ~~005.25C Submit a written request for the issuance of such permit from the superintendent or the governing body of the school system or Local Substitute Teacher Consortium in which the applicant intends to substitute teach.~~

005.25 ~~005.26~~ Local Substitute Teaching Permit Renewal Requirements. The Local Substitute teaching permit can be renewed upon meeting the requirements in Section 005.24 ~~005.25~~ of this chapter.

~~005.27 Transitional Teaching Permit. The Transitional teaching permit is valid for teaching only in the Nebraska school system requesting the issuance of such permit. The Transitional teaching permit expires August 31 of the year following issuance.~~

~~005.28 Transitional Teaching Permit Requirements. Each applicant for a Transitional teaching permit must:~~

005.28A Fulfill the requirements in subsections 005.01A through 005.01H of this chapter;

005.28B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to teach;

005.28C Have a baccalaureate degree which includes at least three-fourths of the course requirements for preparation in the endorsement area, pursuant to 92 NAC 24, that addresses the teaching position to be filled by the applicant;

005.28D Have an assessment of his/her transcripts completed by a certification officer in a standard institution of higher education and submit a signed and dated CRC Form, found in Appendix D of this chapter, outlining a plan developed for completion of an approved Initial teacher certification program;

005.28E Submit a written plan from the school system for mentoring and supervision of the applicant;

005.28F Complete a pre-teaching seminar offered by an educational service unit or standard institution of higher education that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies prior to assuming responsibility for the classroom; and

005.28G Submit a written agreement with an educator preparation program from a Nebraska standard institution of higher education to complete the program for an Initial teaching certificate which includes a commitment by the standard institution to provide at least one (1) supervisory visit each semester to the school system and classroom of the applicant.

005.29 Transitional Teaching Permit Renewal Requirements. Each applicant for renewal of a Transitional teaching permit must fulfill the requirements in subsections 005.01A through 005.01F of this chapter and submit a transcript documenting completion of at least six (6) semester hours annually towards completion of the plan identified in subsection 005.28G of this chapter. A Transitional teaching permit may be renewed for a maximum of four (4) years provided the applicant makes sufficient progress as provided by this section.

005.30 Military Teaching Permit. The Military Teaching Permit is valid for teaching in the Nebraska School system requesting the issuance of such permit and expires August 31 of the third year following the year of issuance. The Military Teaching Permit cannot be renewed.

005.31 Military Teaching Permit Requirements. Each applicant for a Military Teaching Permit must:

005.31A Fulfill the requirements in subsection 005.01A through 005.01H of this chapter.

005.31B Hold or have held a teaching certificate or permit in another state;

005.31C Submit evidence of employment of at least two years teaching experience in an approved, accredited or otherwise legally operated school in another state, by the U.S. Department of Defense or by a foreign country pursuant to standards comparable and equivalent to those in 92 NAC 21;

005.31D Submit verification of employment from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach in Nebraska. The recommended form (Military Teaching Permit Verification Form) is available on the Teacher Certification website

~~and;~~

~~005.31E Submit evidence of current service in the armed forces of the United States, or evidence of having retired from such service within five (5) years of the date of application. If the applicant for a Military Teaching Permit is the spouse of active or retired military personnel, the applicant must present the same evidence pertaining to his or her spouse.~~

005.26 Nebraska Entry Teaching Permit. A Nebraska Entry Teaching Permit is valid for teaching in the school system, public or private, that requests the issuance of the permit. Each Nebraska Entry Teaching Permit expires on August 31 in the third year following the year of issuance and may not be renewed. No individual may hold a Nebraska Entry Teaching Permit for a cumulative total of more than three school years. A Nebraska Entry Teaching Permit may be transferred to a different school system pursuant to Sections 005.29 and 005.30 of this chapter.

005.27 Nebraska Entry Teaching Permit Requirements. Each applicant for a Nebraska Entry Teaching Permit must:

005.27A Fulfill the requirements in subsections 005.01A through 005.01G and 005.01J of this chapter;

005.27B Have received a baccalaureate degree;

005.27C Hold a valid certificate or permit to teach or administer that:

005.27C1 Is currently in force in another state; and

005.27C2 Has been held by the applicant for at least one (1) year;

005.27D Not have any pending investigations or complaints against any certificate or permit to teach or administer held by the applicant;

005.27E Submit a statement signed by a certification officer, or the equivalent in another state, as evidence of completion of the academic requirements for issuance of the applicant's certificate or permit to teach in another state. A recommended form (Institutional Verification) is available on the Educator Certification website; and

005.27F Submit a written request for the issuance of a Nebraska Entry Teaching Permit to the applicant from the superintendent of schools or the governing body of the school system in which the applicant intends to teach.

005.28 Nebraska Entry Teaching Permit Holder Requirements to Qualify for a Regular Certificate. To qualify for a regular (Initial, Standard, or Professional) teaching certificate at the expiration of a Nebraska Entry Teaching Permit, a permit holder must:

005.28A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.28B If the permit holder had two or more years of verified teaching experience prior to the issuance of the Nebraska Entry Teaching Permit, submit evidence of:

005.28B1 The verified teaching experience that occurred prior to the issuance of the permit; and

005.28B2 Either:

005.28B2a Half-time or more employment as a teacher for three (3) consecutive years while holding a Nebraska Entry Teaching Permit in the school system that requested the issuance of the permit; or

005.28B2b While holding the permit, completion of fifteen (15) semester hours of education-related coursework taken after the completion of the baccalaureate degree that includes (i) a course in instructional techniques; (ii) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which must consist of performing instructional duties; and (iii) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law, with the remaining coursework directly related to the applicant's content area on the permit;

005.28C If the permit holder did not have two or more years of verified teaching experience prior to the issuance of the Nebraska Entry Teaching Permit, submit evidence of:

005.28C1 Fulfillment of the requirements in subsection 005.01J of this chapter; and

005.28C While holding the permit, completion of fifteen (15) semester hours of education-related coursework taken after the completion of the baccalaureate degree that includes (i) a course in instructional techniques; (ii) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which must consist of performing instructional duties; and (iii) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law, with the remaining coursework directly related to the applicant's content area on the permit.

005.29 Nebraska Entry Teaching Permit Holder Transfer to Another School System. A Nebraska Entry Teaching Permit holder may apply to transfer the permit to another school system. The transfer of a Nebraska Entry Teaching Permit does not change the permit's expiration date or any requirements for a permit holder to subsequently qualify for a regular certificate.

005.30 Nebraska Entry Teaching Permit Holder Transfer to Another School System Requirements. Each Nebraska Entry Teaching Permit holder applying to transfer the permit to another school system must:

005.30A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.30B Submit a statement of assurance signed by the permit holder that the permit holder will not abrogate any contract with the original school system if the transfer of the permit is granted; and

005.30C Submit a written request for the transfer of the applicant's Nebraska Entry Permit from the superintendent of schools or the governing body of the school system to which the permit would be transferred and in which the applicant intends to teach.

~~006 Temporary Certificates~~

~~006.01 Temporary Teaching, Special Services, or Administrative Certificates Validity Restrictions. The Department may issue a Temporary certificate to allow the applicant time to complete the Human Relations requirement. This certificate is valid in all Nebraska school systems. The Temporary certificate expires one-hundred eighty (180) days after the date of issuance. The Temporary certificate is not renewable.~~

~~006.02 Temporary Teaching, Special Services, or Administrative Certificate Requirements. Each applicant for a temporary certificate must:~~

~~006.02A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the United States Citizenship Attestation Form if necessary, found in Appendix C; and~~

~~006.02B Meet all the requirements for an Administrative, Special Services, or teaching certificate or permit pursuant to this chapter, except the requirement for human relations training as specified in this chapter.~~

006 ~~007~~ Special Services Certificates and Permits

006.01 ~~007.01~~ Special Services Certificates and Permits, Types, General Requirements. The Department may issue Standard Special Services certificates, Special Services permits and Provisional Special Services permits. Each applicant for any such Special Services certificate or permit must ~~is required to~~:

006.01A ~~007.01A~~ Complete the application, found in Appendix A of this chapter, and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ ~~Sections~~ 4-108 through 4-114 ~~4-112 R.R.S.~~ including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C of this chapter;

006.01B ~~007.01B~~ Submit an official transcript of all college credit earned in fulfillment of the requirements of this chapter ~~92 NAC 21~~;

006.01C ~~007.01C~~ Pay the prescribed fee as provided in Section 003.05 of this chapter;

006.01D ~~007.01D~~ Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

006.01E ~~007.01E~~ Be of good moral character;

006.01F ~~007.01F~~ Not have an emotional or mental incapacity to practice the profession as defined by Section 003.10 of this chapter;

006.01G ~~007.01G~~ Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application; and

006.01H ~~007.01H~~ Submit evidence of human relations training as defined by this chapter.

006.02 ~~007.02~~ Standard Special Services Certificate. A ~~The~~ Standard Special Services certificate is valid for working in all Nebraska school systems only in the area of Special Services Endorsements for Audiologist and School Nurse described in 92 NAC 24. If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each ~~The~~ Standard Special Services certificate expires August 31 in the fifth year following the year of issuance or renewal.

006.03 ~~007.03~~ Standard Special Services Certificate Requirements. Each applicant for a Standard Special Services certificate shall:

006.03A ~~007.03A~~ Fulfill the requirements in Section 006.01 of this chapter ~~007.01~~; and

006.03B ~~007.03B~~ Have completed the program requirements for an Audiologist or School Nurse endorsement in 92 NAC 24.

006.04 ~~007.04~~ Standard Special Services Certificates Renewal Requirements. Each applicant for the renewal of a Standard Special Services certificate must:

006.04A ~~007.04A~~ Fulfill the requirements in subsections 006.01A ~~subsection~~ ~~007.01A~~ through 006.01F ~~007.01F~~ of this chapter.

006.05 ~~007.05~~ Special Services Permit. A ~~The~~ Special Services permit is valid for coaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. Each ~~The~~ Special Services permit expires August 31 in the fifth year following the year of issuance.

006.06 ~~007.06~~ Special Services Permit Requirements. Each applicant for a Special Services permit must:

006.06A ~~007.06A~~ Fulfill the requirements in Section 006.01 of this chapter ~~007.01~~; and

006.06B ~~007.06B~~ Submit evidence of meeting the requirements for a Special Services Coaching endorsement in 92 NAC 24.

006.07 ~~007.07~~ Special Services Permit Renewal Requirements. Each applicant for the renewal of a Special Services permit must:

006.07A ~~007.07A~~ Fulfill the requirements in Section 006.01 ~~007.01~~ of this chapter;

006.07B ~~007.07B~~ Hold or have held a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; and

006.07C Either:

006.07C1 ~~007.07C~~ Within five (5) years prior to the date of application for renewal, have been employed as a coach for at least one (1) year ~~in the past five (5) years~~ in a Nebraska school system while holding a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; or

006.07C2 ~~007.07D~~ Within two (2) years prior to the application for renewal, have completed coursework in first aid, health and safety for coaches, and fundamentals of coaching as set forth in the Special Services Coaching endorsement in 92 NAC 24.

006.08 ~~007.08~~ Provisional Special Services Permit. A ~~The~~ Provisional Special Services permit is valid for working only in the Nebraska school system requesting the issuance of such permit and only in the area of the Speech Language Technician endorsement described in 92 NAC 24. Each ~~The~~ Provisional Special Services permit expires August 31 of the year following issuance. A ~~The~~ Provisional Special Services permit may be renewed twice for an individual for a total of three (3) years.

006.09 ~~007.09~~ Provisional Special Services Permit Requirements. Each applicant for a Provisional Special Services permit must:

006.09A ~~007.09A~~ Fulfill the requirements in Section 006.01 ~~007.01~~ of this chapter;

006.09B ~~007.09B~~ Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to work;

006.09C ~~007.09C~~ Have a bachelor's degree in Speech Communication Disorders or Speech Language Pathology; and

006.09D ~~007.09D~~ Submit a signed and dated statement of intent to pursue admission into a Master's Speech Language pathology program during the period in which such permit is valid.

006.10 ~~007.10~~ Provisional Special Services Permit Renewal Requirements. Each applicant for renewal of a Provisional Special Services certificate must:

006.10A ~~007.10A~~ First Renewal. Each applicant for a first renewal of a Provisional Special Services permit must ~~shall~~:

006.10A1 ~~007.10A1~~ Fulfill the requirements in Section 006.01 ~~007.01~~ of this chapter;

006.10A2 ~~007.10A2~~ Hold or have held a Nebraska Provisional Special Services certificate or permit; and

006.10A3 ~~007.10A3~~ Submit a signed and dated statement from the institution verifying that the applicant has been admitted into an approved Master's Speech Language Pathology program.

006.10B ~~007.10B~~ Second and subsequent renewal. Each applicant for a second or subsequent renewal of a Provisional Special Services permit must:

006.10B1 ~~007.10B1~~ Fulfill the requirements in Section 006.01 ~~007.01~~ of this chapter;

006.10B2 ~~007.10B2~~ Hold or have held a Nebraska Provisional Special Services certificate or permit; and

006.10B3 ~~007.10B3~~ Submit a signed and dated statement from the institution of the remaining requirements leading to the issuance of a regular endorsement and a transcript documenting six (6) hours completed in the past year in a Master's Speech Language Pathology program.

007 ~~008~~ Conditional Permits

007.01 ~~008.01~~ Conditional Permits. A conditional permit is a temporary authorization to teach, provide special services, or administer. A conditional permit is valid for up to one (1) year from the date of issuance unless otherwise voided as provided by Section 007.04 ~~008.04~~ of this chapter.

007.02 ~~008.02~~ Conditional Permit Issuance Requirements. A conditional permit may be issued while the application for a certificate or permit is being processed by the Department if the Nebraska school system requests, and the Commissioner determines that the documents and information submitted by the applicant would allow for the issuance of a certificate or permit sought by the applicant pending receipt of any additional documentation or to allow the applicant time to complete the human relations training requirement.

007.03 ~~008.03~~ Conditional Permits Issuance Requirements When a Criminal History Check is Required and All Other Certification Requirements Have Been Met. An applicant for a certificate or permit who is required to submit a complete, legible set of fingerprints is issued a conditional permit prior to receipt, by the Commissioner, of the criminal history record information check if:

007.03A ~~008.03A~~ The *Criminal Charges Self-Reporting Form,* found in Appendix B of this chapter, identifies all crimes of which the applicant has been convicted; and

007.03B ~~008.03B~~ The Commissioner determines the applicant has good moral character and meets all other requirements for certification.

007.04 ~~008.04~~ Voiding of Conditional Permits. The applicant's conditional permit is void upon the issuance of a certificate or permit to the applicant or upon a final determination that the applicant does not meet the requirements for issuance of a certificate or permit. For purposes of this chapter, a determination is final upon expiration of the time for which the applicant may appeal a denial as provided in Section 009 of this chapter or upon issuance of a final order by the Board regarding an appeal by an applicant.

008 Military Permit

008.01 Military Permit. A Military Permit is valid for either teaching, administering, or providing special services in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit will be valid only for Nebraska nonpublic school systems. Each Military Permit expires August 31 of the third year following the year of issuance.

008.02 Military Permit Requirements. Each applicant for a Military Permit must:

008.02A Fulfill the requirements in subsections 005.01A through 005.01G of this chapter;

008.02B Hold a valid certificate or permit to teach, administer, or provide special services, depending on the type of military permit being sought, that:

008.02B1 Is currently in force in another state; and

008.02B2 Has been held by the applicant for at least one (1) year;

008.02C Not have any pending investigations or complaints against any certificate or permit to teach, administer, or provide special services held by the applicant;

008.02D Submit evidence of current service in the armed forces of the United States, or evidence of having retired from such service within five (5) years of the date of application. If the applicant for a Military Permit is the spouse of active or retired military personnel, the applicant must present the same evidence pertaining to his or her spouse; and

008.02E Submit a U.S. Department of Defense Dependent Identification and Privilege Card establishing the applicant's status as a spouse of a person who is serving on active duty if the applicant is not a current service member in the armed forces of the United States or retired from such service within five (5) years of the date of application.

009 Appeals Procedure

009.01 Notice. The Department notifies in writing an applicant for a certificate, permit or endorsement if the Department intends to deny an application and provide the reason(s) for the denial.

009.02 Request for Review. The applicant may request in writing a review by the Commissioner within twenty calendar (20) days after receipt of the written notice provided for in Section 009.01 of this chapter. Failure of an applicant to request a review by the Commissioner within twenty (20) calendar days after receipt of the notice will ~~shall~~ be a waiver of any further appeal by the applicant and results in a denial of the certificate, permit or endorsement. After receipt of the request for review, the ~~The~~ Commissioner must:

009.02A Notify the applicant that the Department will issue the certificate, permit or endorsement being sought;

009.02B Notify the applicant that the application for a certificate, permit or endorsement is denied; or

009.02C Notify the applicant that the application for a certificate, permit or endorsement is denied for the reason(s) set forth in the notice and that, as a result of the applicant's failure to request a review pursuant to Section 009.02 of this chapter, the applicant has waived any further appeal to the Board regarding the current application.

009.03 Hearings. Within twenty (20) calendar days of receipt of the notice of the Commissioner's denial of the certificate, permit or endorsement pursuant to subsection 009.02B of this chapter, the applicant may appeal the Commissioner's decision pursuant to 92 NAC 61. If the Board finds that the requirements in this or related chapters have been improperly applied to the applicant or in the case of an applicant whom ~~who~~ the Commissioner has rejected due to criminal convictions, that the applicant has good moral character and possesses the moral fitness for teaching, then the Board may direct the Commissioner to issue a certificate or permit to the applicant.

009.04 Guidelines for Review. In considering whether to deny, not issue, or not renew a certificate or permit of an applicant based upon criminal convictions, the Commissioner and the Board shall take into account the following factors in determining moral character and moral fitness to teach:

009.04A The nature of the crime, the facts and circumstances surrounding the applicant's conviction including whether the conduct of the applicant would constitute a crime in Nebraska, the sentence received, and whether the sentence was commuted, set aside, or pardoned;

009.04B The applicant's age at the time of the conduct;

009.04C The recency of the conduct;

009.04D The applicant's positive social contributions since the conduct; and

009.04E The reliability of the information concerning the conduct.

009.05 Applicants who have failed to request a review pursuant to Section 009.02 of this chapter are prohibited from re-applying for any certificate or permit for one year from the date the Commissioner denied the application.

009.06 Applicants who have appealed a denial pursuant to Section 009.03 of this chapter and the denial was affirmed by the State Board are prohibited from re-applying for any certificate or permit for one year from the State Board's order.

APPLICATION FOR A NEBRASKA EDUCATOR CERTIFICATE OR PERMIT

NDE20-003 Revised 01/2023 ~~12-2016~~

Educator ~~Teacher~~ Certification ▪ Nebraska Department of Education ▪ 500 South 84th Street ~~301 Centennial Mall South~~ ▪ P.O. Box 94987 Lincoln, NE 68509-4987▪
Phone: (402) 471-0739 ▪ Fax: (402) 471-0117 ~~742-2359~~ ▪ www.education.ne.gov/tcert ▪ nde.tcertweb@nebraska.gov ▪ Twitter: @nde_tcert

PERSONAL INFORMATION

Social Security Number*: _____ Birth Date: _____
M M – D D – Y Y Y Y

Name: _____
Last First Middle Former Name(s)

Address: _____
Street or Box Number City State Zip Code (9 Digit)

Daytime Phone: ___(____)_____ Home Phone: __(____)_____

Email Address: _____ Fax Number: __(____)_____

Gender: ☐ Male ☐ Female ☐ Undeclared

FIRST TIME APPLICANT (Mark one in each column below)

OR

☐ Teaching
☐ Administrative
☐ Special Services

☐ Certificate with no deficiencies
☐ Alternative Program ~~Provisional~~ Permit ~~(deficiencies)~~
☐ Nebraska Entry ~~Transitional Permit~~
☐ ~~State~~ Substitute Permit

RENEWAL (Mark one in each column below)
OR

☐ Teaching
☐ Administrative
☐ Special Services

☐ Certificate with no deficiencies
☐ Alternative Program ~~Transitional~~ Permit
☐ ~~State~~ Substitute Permit

OTHER (Mark one below)

☐ ~~Alternative Program Teaching Permit~~
☐ ~~Local Substitute Permit~~
☐ Special Services Coaching Permit
☐ Postsecondary Permit
☐ Career Education Permit
☐ Duplicate (no charge)
☐ Added Endorsement
☐ Name Change (no charge)

ACADEMIC RECORD

List Colleges/Universities attended. Submit "Official Transcripts" of all college credit not currently on file at NDE.
If additional space is needed, please use a separate piece of paper indicating colleges attended.

College/University	Month/Year	Semester Hours Completed	Degree Earned

ENDORSEMENTS

Areas completed for a teacher, administrator or special services program: (Example: Math ~~6~~7-12)

_____ _____ _____
_____ _____ _____

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

Name: _____ Social Security Number*: _____

FINGERPRINTING REQUIREMENT

☑ CHECK ONLY ONE

A. ☐ I am exempt from the criminal record history check because I now hold, or at some time in the past did hold, a Nebraska educator certificate or permit. (If you checked this box proceed to Personal and Professional Fitness Section.)

B. ☐ I have not held a Nebraska certificate or permit so I am submitting a record of my residences during the past five years on the Record of Residence Form in the forms section of the Applicant Manual or on a separate sheet of paper signed and dated. I have included the dates of residence (from month/year to month/year) with each address. Since the record demonstrates that I have been a continuous "resident" of Nebraska for five (5) or more years from the filing date of my application form with the Nebraska Department of Education, I am exempt from the criminal record history check.

"Resident" shall mean an individual who has established a home where the individual is habitually present and to which having departed therefrom, intends to return. 92 NAC 21 S002.24 ~~18~~

C. ☐ I have not lived in Nebraska continuously for the five (5) years immediately prior to filing this application with the Nebraska Department of Education; therefore, I am submitting two (2) complete and legible sets of my fingerprints on two (2) fingerprint cards provided by the Nebraska Department of Education. I am also submitting the fingerprint processing fee in addition to any certification processing fee.

PERSONAL AND PROFESSIONAL FITNESS

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this occurred.
2. Are you currently the subject of any inquiry or investigation by any law enforcement agency, prosecutor's office, governmental body, or licensing agency? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.
3. Is any action currently pending against you by any law enforcement agency, prosecutor's office, governmental body, or licensing agency? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.
4. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court? Minor traffic infractions and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported. ☐ Yes ☐ No
   If yes, complete Criminal Charges Self-Reporting Form. This form can be found on the supporting forms page of the Teacher Certification website at www.education.ne.gov/TCERT/
5. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication? ☐ Yes ☐ No
   If yes, attach a copy of the order and a written statement that fully explains the facts and where this occurred.
6. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional? ☐ Yes ☐ No
   If yes, please attach a written statement that fully explains the facts and where this is occurring.
7. Are you a U.S. Citizen? ☐ Yes ☐ No

DECLARATION, AUTHORIZATION AND SIGNATURE

I declare that the information furnished herein is true, correct, and complete to the best of my knowledge. I hereby grant the permission and authorize the release of any information that would otherwise be confidential to the Nebraska Department of Education to verify all responses contained herein, including but not limited to verification with any mental health facility, hospital or other facility that provides psychiatric or professional mental health services, including records from any commitment by any board of mental health or other agency authorized by law to order mental health commitment, or governmental agency ~~to obtain and review all~~ and records maintained by any criminal justice agency, including a criminal history record information check, regarding any of my criminal charges or convictions, and to contact previous employers for information regarding the term of my employment. I hereby release, discharge, and exonerate the Nebraska Department of Education, its employees, and any person so furnishing information from any and all liability to every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of the State of Nebraska, will be considered a public record and will not be returned. I further understand that application status information, including application denial and underlying reason for a denial may be provided to personnel of any school district where I have applied for, being considered for employment or are currently employed by. I understand that inaccurate information submitted in support of an application shall be cause for denial or revocation of such certificate or permit.

_____, 20___ _____
Date Signature of Applicant

Name: _____ Social Security Number*: _____

EXPERIENCE AS AN EDUCATION PROFESSIONAL DURING THE PAST FIVE YEARS
Send copies of ALL out-of-state certificates

School Years – From/To	School System Name and Location	Job Description
_____	_____	_____
_____	_____	_____
_____	_____	_____

NON-REFUNDABLE FEES
√ CHECK ONLY ONE

All School Certificate or Permit (valid in public and nonpublic schools)	☐ $75~~55~~.00	All School Certificate or Permit plus Fingerprint Fee (valid in public and nonpublic schools)	☐ $125~~90~~.00
Nonpublic School Certificate or Permit (valid in nonpublic schools ONLY)	☐ $55~~40~~.00	Nonpublic School Certificate or Permit plus Fingerprint Fee (valid in nonpublic schools ONLY)	☐ $105~~75~~.00
Added Endorsement	☐ $55~~40~~.00		
Added Endorsement plus Renewal for All School Certificate	☐ $75~~55~~.00		
Added Endorsement plus Renewal for Nonpublic School	☐ $55~~40~~.00	Duplicate or Name Change **~~NAME CHANGE DOES NOT REQUIRE A FEE~~**	☐ NO CHARGE~~$30.00~~

The Nebraska Department of Education prefers that applicants complete the application and pay all fees on-line. ~~Issuance of the certificate or permit will generally take six to eight weeks.~~ Payment on-line will expedite the application process.

If a check or money order is mailed, please send to:

NEBRASKA DEPARTMENT OF EDUCATION
EDUCATOR ~~TEACHER~~ CERTIFICATION
P O BOX 94987
LINCOLN NE 68509-4987

DISCLAIMER

The Nebraska Teacher Certification Office does not communicate with applicants after receiving individual pieces of the required application materials; however, you may be contacted if all material have not been received in a timely manner. It is the applicant's responsibility to check with educational agencies to guarantee that transcripts, institutional verifications, Praxis scores, agreement statements and other necessary materials have been sent to the Teacher Certification Office. It is the applicant's responsibility to submit two sets of legible fingerprint cards or complete the Record of Residence form. Any fingerprints submitted by an applicant will be used to check the criminal history records of the Federal Bureau of Investigations (FBI). Applicants wanting to obtain a change, correction, or updating of an FBI identification record may follow the procedures as set forth in 28 CFR 16.34. All Nebraska educational certified personnel in public or non-public schools must have a valid certificate or permit by September 1st of the current school year. Failure to complete the process is not a valid reason for maintaining your employment after September 1st.

CANDIDATE APPLICATION STATUS

Applicants can check the status of their application by logging on to their TEACH dashboard at https://teach.education.ne.gov. ~~going on-line at www.education.ne.gov/tcert and clicking "Current Application Status." If it no longer appears, click "Current Certificates and HR Training Lookup" on the TC website to see your new certificate.~~

Please read and understand your application before submitting, as application fees are non-refundable.

NDE 20-014 Revised 01-2023 ~~12-16~~

CRIMINAL CHARGES SELF-REPORTING FORM

THIS FORM MUST BE COMPLETED IF YOU ANSWERED "YES" TO QUESTION 4
UNDER THE PERSONAL AND PROFESSIONAL FITNESS SECTION OF THE APPLICATION FORM

COMPLETE A SEPARATE FORM FOR EACH CHARGE. YOU MAY PHOTOCOPY THIS FORM

SIGN AT THE BOTTOM OF THS FORM.

Please print
Name_____ Social Security Number*: _____

Criminal Charge: _____

Date of Offense:
_____

Name of arresting party (Police or Sheriff's Office):
_____

Court of Jurisdiction: _____

Plea and conditions of probation, if any: _____

_____

_____

Details of the incident: _____

_____

_____

_____

You may attach any further explanation of the incident.

**YOU MUST ATTACH A COPY OF YOUR COURT RECORDS(S) RELATED TO THIS CHARGE.
IF COURT RECORDS ARE NO LONGER AVAILABLE, CONTACT THE OFFICE OF GENERAL COUNSEL AT THE NEBRASKA DEPARTMENT OF EDUCATION FOR FURTHER INSTRUCTIONS.**

I declare under penalty of perjury that the forgoing, including any attachment is true and correct. I hereby authorize the above-listed courts and law enforcement agencies to release any information concerning me to the Nebraska Department of Education.

Signature _____ Date _____

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

500 South 84th Street, 2nd Floor ~~301 Centennial Mall South~~, PO Box 94987, Lincoln, NE 68509 Phone: 402-471-0739, Fax: 402-471-0117 ~~742-2359~~
Website: www.education.ne.gov/tcert, Email: nde.tcertweb@nebraska.gov ~~Twitter: @nde_tcert~~

~~Website: www.education.ne.gov/tcert~~
~~Email: nde.tcertweb@nebraska.gov~~
~~Twitter: @nde_tcert~~
~~Phone: 402-471-0739 Fax: (402) 742-2359~~

~~Teacher Certification~~
~~301 Centennial Mall South~~
~~PO Box 94987~~
~~Lincoln, NE 68509-4987~~

NDE 20-022 Revised 01-2023 ~~10-16~~

UNITED STATES CITIZENSHIP ATTESTATION FORM

_____ _____

Printed Name of Applicant **Social Security Number***

For the purpose of complying with Neb. Rev. Stat. §§4- 108 through 4-114, I attest as follows:

☐ I am a citizen of the United States

OR

☐ I am a qualified alien under the federal Immigration and Nationality Act, my immigration status, alien number and card expiration date are as follows:

_____

_____

and I am providing a legible copy of my United States Citizenship and Immigration Services documentation as part of this application.

DECLARATION, AUTHORIZATION AND SIGNATURE

I hereby attest that my response and the information provided on this form and any related application for public benefits are true, complete and accurate and I understand that this information may be used to verify my lawful presence in the United States.

Dated this _____ day of _____, 20 _____

_____

Signature of Applicant

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

COURSES REQUIRED FOR COMPLETION OF AN APPROVED TEACHER OR ADMINISTRATIVE PROGRAM (CRC) FOR A NEBRASKA PERMIT

NDE 20-007
Revised 10-16

Name: _____ Social Security Number* _____

To the Applicant: If you are applying for the **Provisional Teaching or Administrative Permit:** Contact the college Certification Officer to complete this form AND an Institutional Verification Form for the Provisional Administrative Permit.

To the Applicant: If you are applying for the **Transitional Teaching Permit:** Contact the certification officer at the University of Nebraska-Kearney.

To the Certification Officer for the **Provisional Teaching or Administrative Permit:** If the above named applicant has set up an approved program at your institution, complete this form AND the Institutional Verification Form. The approved program area is _____ and at the _____ grade level.

To the Certification Officer for the **Transitional Teaching Permit:** Complete the list of courses the applicant is required to complete for the Transitional Plan leading to the regular teaching certificate. The approved program area is _____ and at the _____ grade level.

Submit this form, the District Agreement Statement, a completed application form, appropriate application fee, official transcripts, fingerprint cards and fee, if required, to the Nebraska Department of Education.

Department	Course Number	Title of Courses	Semester Hours

Signature of Authorized Certification Officer _____ Date

Institution Name and Address _____

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

301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509 Phone: 402-471-0739, Fax: 402-742-2359
Website: www.education.ne.gov/tcert, Email: nde.tcertweb@nebraska.gov Twitter: @nde_tcert

NDE 20-070
Revised 01-2023 ~~10-16~~

ALTERNATIVE PROGRAM ~~TEACHING~~ PERMIT

_____ _____
Name Social Security Number*

~~Endorsement Area Requested~~

Employing District: _____ _____

School District Contact: _____

To the ~~NE~~ Certification Officer: After reviewing the applicant's submitted documents, please recommend coursework that would lead this person to gain a regular Nebraska certificate once that work is completed. Recommendations will be used by the Nebraska Department of Education ~~NDE~~ to format an applicant's deficiency plan. The approved program area is _____ and at the _____ grade level.

This applicant also has the following Nebraska requirements to complete before they may apply for their regular teaching certificate. Check all that apply.

Human Relations Training ☐	**Basic Skills ~~CORE~~** ☐	**Special Education Training ~~SPED~~** ☐	**Content Test** ☐
~~Department~~	Course Number	Title of Course	Semester Hours
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total number of Semester Hours listed _____

~~Endorsement Recommended: _____~~

_____ _____
~~Nebraska Authorized~~ Signature of Certification Officer~~ Completing for NDE Consideration~~ Date

Institution Name and Address: _____

_____

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

500 South 84th Street, 2nd Floor ~~301 Centennial Mall South~~, PO Box 94987, Lincoln, NE 68509 Phone: 402-471-0739, Fax: 402-471-0117 ~~742-2359~~
Website: www.education.ne.gov/tcert, Email: nde.tcertweb@nebraska.gov ~~Twitter: @nde_tcert~~

TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

PROPOSED AGENDA ITEM RATIONALE

DATE: February 15, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

PROPOSED AGENDA ITEM: Discuss proposed revisions to Rule 24 (92 NAC 24) *Regulations for Certification Endorsements*

AGENDA ITEM TYPE (contract/grant/rule/program/other): rule

RATIONALE/BACKGROUND INFORMATION: Rule 24 includes the regulations for certificate endorsements.

The current version of Rule 24 was last updated November 9, 2020. Chapter 24 is adopted pursuant to 79-808 and 79-809 of the Nebraska Revised Statutes (R.R.S.). The purpose of the proposed revisions to Rule 24 is to incorporate changes to certificate endorsement requirements. Proposed revisions related to endorsements contained in the Rule include: (1) changes to the Elementary Education endorsement to remove redundancies with 92 NAC 20 (Rule 20) and for clarification of language, (2) revisions were made to the Social Studies endorsement to remove Anthropology from the endorsement as Nebraska has had zero Anthropology candidates in the last several years, (3) the World Languages endorsement was modified to add additional options to demonstrate proficiency, in addition to the Praxis content test. Additionally, upon demonstration of proficiency in the language of study, institutions may waive up to 30 of the required hours of language study, (4) changes were made to the English Language Arts and Secondary English endorsements to reflect current best practices in addressing foundational reading skills, (5) minor changes were made to the Principal, Provisional Special Education, and School Librarian endorsements for clarification of language and/or to use the most current terminology, (6) allowance for an alternative method to demonstrate content knowledge other than a singular high stakes examination, and (6) Appendix C was updated to include changes in Praxis test numbers and cut scores for Middle Level Science, Middle Level Mathematics, Mathematics, Superintendent, Special Education Supervisor and Principal, as well as to remove retired Praxis exam information from the Appendix, and to include hyperlinks to information relating to Educational Testing Services.

Endorsements are reviewed through the Nebraska Council on Teacher Education (NCTE) ad-hoc process as outlined in the NCTE organizational policies and recommended for approval by the full council.

A revised Rule 24 draft was approved by the State Board of Education on August 5, 2021 The Governor received the revised copy of Rule 24 on December 10, 2021 after review by the Nebraska Attorney General. The Governor returned Rule 24 to the Department with a letter dated June 24, 2022 providing reasons for not approving the regulation. The Nebraska Department Education Rules and Regulations Committee was

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Lincoln, NE 68509-4987
education.ne.gov

provided an update regarding Rule 24 on August 4, 2022, October 6, 2022, and February 2, 2023. A hearing was scheduled for December 15, 2022; however, it was cancelled due to notification paperwork not being received by the Secretary of State.

PROPOSED BOARD MEETING (MONTH/YEAR): Mach 2023

ESTIMATED COST: $650.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 02.07.2023*

NEBRASKA DEPARTMENT
OF EDUCATION

RULE 24

REGULATIONS FOR CERTIFICATE ENDORSEMENTS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 24

EFFECTIVE DATE
NOVEMBER 9, 2020
(REVISED)

State of Nebraska
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

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

NUMERICAL TABLE OF CONTENTS

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

Appendix A: Status of Endorsements No Longer in Chapter 24

Appendix B: Affirmation of Eligibility Form

Appendix C: Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

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

ALPHABETICAL TABLE OF CONTENTS

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

Appendix A: Status of Endorsements no longer in Chapter 24

Appendix B: Affirmation of Eligibility Form

Appendix C: Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

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

001 Alphabetical List of Endorsements Contained in this Chapter

ADMINISTRATIVE ENDORSEMENTS
Curriculum Supervisor (Issued prior to August 1, 2020)
Principal
Special Education Supervisor
Superintendent

TEACHING ENDORSEMENTS
Adapted Physical Education
Agricultural Education
American Sign Language (Subject)
American Sign Language (Supplemental)
Anthropology
Art
Assessment Leadership (Issued prior to August 1, 2020)
Basic Business (Issued prior to August 1, 2019)
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 Occupational
Geography
Health Education
Health and Physical Education
Health Sciences Education (Field)
Health Sciences Education (Supplemental)
High Ability Education
History
Information Technology
Instructional Technology Leadership
Journalism and Media Education
Mathematics
Middle Level Education
Music
Orientation and Mobility (O & M) Specialist
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 Sciences Education
Skilled and Technical Sciences Education – Skilled Specific
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
Special Program
Speech
Speech-Language Pathologist
Theatre
Vocal Music
Vocational Special Needs (Issued prior to August 1, 2018)
Work-Based Learning
World Language

SPECIAL SERVICES ENDORSEMENTS

Audiologist
School Nurse
Speech Language Technician
Special Services Coaching

Appendix A: Status of Endorsements no longer in Chapter 24
Appendix B: Affirmation of Eligibility Form
Appendix C: Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

002 General Information

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

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

002.03 Related Regulations. Throughout this chapter, reference is made to other Department regulations relating to teachers, administrators, and special services providers. Regulations for the issuance of certificates or permits to teach, administer, and provide special services in Nebraska schools are contained in Title 92, Nebraska Administrative Code, Chapter 21 (92 NAC 21). Title 92, Nebraska Administrative Code, Chapter 23 (92 NAC 23) contains regulations concerning the basic skills competency testing of teacher education candidates. Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20) contains the rules for the approval of professional education programs in Nebraska. Copies of these rules are available from the Department. Content standards can be found at www.education.ne.gov/contentareastandards

002.04 Implementation Date. Regardless of the effective date of the approval of this chapter, the implementation date will be August 1, 2020. Colleges and persons seeking endorsements must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of July 15, 2018 will remain in effect.

003 Definition of Terms. As used in this chapter:

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

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

003.03 Board means the Nebraska State Board of Education.

003.04 Certification Officer means a faculty or staff member designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved educator preparation program to receive correspondence regarding this chapter from the Department and to provide certified records, transcripts, reports and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement.

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

003.06 Clinical practice means culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

003.07 Commissioner means the Nebraska State Commissioner of Education.

003.08 Content Test means a Praxis Subject Assessment or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ for which a passing score requirement has been established by the Department.

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

003.10 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

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

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

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

003.14 Field experience means an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

003.15 Internship means an experience supervised by a qualified professional who holds a certificate or permit or has qualifications comparable to that of a certificate or permit holder. The internship provides opportunities to practice and demonstrate the knowledge and skills of the specialization area in a setting that is similar to the setting in which the candidate intends to work. Internship differs from student teaching in that it is only applicable to graduate level and supplemental endorsements.

003.16 Passing Score means a scaled score on a Praxis Subject Assessment Series or School Leadership Series subject content test as established by the Department.

003.17 Practicum means a field experience completed prior to a culminating supervised clinical practice.

003.18 Prekindergarten means the preschool years for children beginning at age 3 prior to entering kindergarten.

003.19 Regular Certificate means an initial, standard or professional certificate as defined in 92 NAC 21.

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

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

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

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

003.24 Supplemental (used as a descriptor of an endorsement) means an endorsement obtained by meeting the requirements of this chapter and which may be added to a certificate in the presence of other endorsements which may or may not be specified.

003.25 Teaching experience means employment as a certified employee for the instruction of students in an approved or accredited school.

004 Application Procedures

004.01 Initial Endorsement. When an applicant applies for his or her teaching, administrative, or special services certificate or permit pursuant to 92 NAC 21, he or she will be required to file documentation, signed by a certification officer of a standard institution of higher education, indicating that he or she has met the requirements of this chapter for one or more endorsements (depending upon the requirements of 92 NAC 21 for the type of certificate or permit and the type of endorsements), to file an application and pay the fee provided for in 92 NAC 21. A recommended form (Institutional Verification) is available on the Teacher Certification website.

004.02 Additional Endorsements. Additional endorsements may be added to a certificate or permit at any time upon the payment of the fee provided for in 92 NAC 21 and documentation signed by a certification officer of a standard institution of higher education, that clearly show that the endorsement requirements and student teaching experience requirements, if applicable, of this chapter have been met in approved endorsement programs.

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

004.03 Provisional Endorsements. Individuals holding a regular Nebraska certificate may apply to add one provisional endorsement as follows:

004.03A Completing an application and payment of the statutory fee as required under 92 NAC 21; and

004.03B Submitting a document signed and dated by the certification officer of a Nebraska standard institution of higher education which verifies that the applicant has completed 50 percent of the endorsement credit hour requirement in an approved endorsement program and lists the remaining courses to be completed. A recommended form (Added Provisional Endorsement) is available on the Teacher Certification website.

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

004.04 Provisional Special Education Endorsement. Individuals holding a regular Nebraska certificate may apply to add a provisional special education endorsement. The provisional special education endorsement will expire August 31 in the year following the year of issuance and may be renewed two (2) times.

004.04A Each applicant for a provisional special education endorsement will:

004.04A1 Complete an application and pay the statutory fee as required under 92 NAC 21;

004.04A2 Submit the Affirmation of Eligibility form, a copy of which is attached as Appendix B and available on the Teacher Certification website, requesting the issuance of the provisional special education endorsement;

004.04A3 Submit an official transcript from a standard institution of higher education that demonstrates at least six (6) semester hours of coursework has already been completed for the provisional special education endorsement; and

004.04A4 Submit a document that is signed and dated by the certification officer from a Nebraska standard institution of higher education which verifies that the applicant has established a plan for completion of course work leading to a Special Education Generalist endorsement. A recommended form, Added Provisional Endorsement, is available on the Teacher Certification website.

004.04B Each applicant for renewal of a provisional special education endorsement will:

004.04B1 Complete an application and pay the statutory fee as required under 92 NAC 21; and

004.04B2 Submit an official transcript verifying completion of at least nine (9) semester hours of course work from the established plan for completion of course work leading to a Special Education Generalist endorsement.

004.05 Duration of Endorsements

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

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

004.05C Provisional special education endorsements must be renewed annually.

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

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

004.05D2 If an endorsement that was formerly designated as a subject or field endorsement is reclassified as a supplemental endorsement, the endorsement will continue to be placed on a certificate or permit as a subject or field endorsement if the subject or field endorsement appeared on a certificate or permit prior to the implementation date of the reclassification, or if the individual seeking the endorsement completes a program for which a standard institution of higher education makes recommendation for a subject or field endorsement within one year of the implementation date of the reclassification.

004.05D3 If no comparable endorsement is listed in Appendix A, the endorsement will be considered non-existent for purposes of Department regulations.

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

004.06A Revocation of the certificate or permit.

004.06B Fraud, misrepresentation, or error.

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

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

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

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

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

005 Administrative Endorsements

005.01 Curriculum Supervisor

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

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

005.01D 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, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

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 requires 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 must have two (2) years of teaching experience in an approved/accredited elementary, middle, and/or secondary schools; and

005.02D2 Internship/Field Experiences: This endorsement requires 250 clock hours of internship/field 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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: This endorsement requires a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and includes 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 and completion of an educational specialist, doctoral program, or other state-approved program for the preparation of a school superintendent with a minimum of 60 graduate hours in educational leadership or education administration, 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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 may 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.

006 Teaching Endorsements

006.01 Adapted Physical Education

006.01A Grade Level: PK-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 requires a minimum of 24 semester hours of course work. Applicants may apply up to 12 semester hours of course work completed as part of a subject or field endorsement in Physical Education or Special Education toward requirements of this endorsement. The hours will include the following:

006.01D1 Course work in special education – six (6) semester hours; and

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

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

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

006.02 Agricultural Education

006.02A Grade Levels: 6-12

006.02B Endorsement Type: Field

006.02C Persons with this endorsement may teach and manage an Agricultural Education program and will be eligible for the Work-Based Learning endorsement.

006.02D Certification Endorsement Requirements: This endorsement requires 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 pedagogical content knowledge and principles of career and technical education and including a minimum of three (3) semester hours of coordination and supervision of work-based learning; and

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

006.02D2a Three (3) semester hours – Agribusiness Systems
006.02D2b Three (3) semester hours – Animal Systems
006.02D2c Three (3) semester hours – Food Products and Processing Systems
006.02D2d Three (3) semester hours – Natural Resources and Environmental Service Systems
006.02D2e Three (3) semester hours – Plant Systems
006.02D2f Nine (9) semester hours – Power, Structural, and Technical systems, and

006.02E Work Experience: The endorsement is available only to those persons who have either (A) 1000 verified hours of paid work-based experience relative to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field, under the direction of the college or university recommending the endorsement.

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

006.02G 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.

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 course work.

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

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

006.04 American Sign Language (Supplemental)

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

006.04B Endorsement Type: Supplemental

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 requires a minimum of 18 semester hours of coursework in ASL content.

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

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

006.05 Anthropology

006.05A Grade Levels: 7-12

006.05B Endorsement Type: Subject

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

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

006.05E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

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: This endorsement requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 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, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

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 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, 2019. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2019.

006.09 Bilingual Education

006.09A Grade Levels: PK-12, PK-6, 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 requires a minimum of 12 semester hours of course work related to methodology, content instruction, and content literacy in bilingual education programs which includes nine (9) credit hours of course work 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.10 Biology

006.10A Grade Levels: 7-12

006.10B Endorsement Type: Subject

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

006.10D Certification Endorsement Requirements: This endorsement requires 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 will 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 Business, Marketing, and Information Technology education courses and will be eligible for the Work-Based Learning endorsement.

006.11D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including:

006.11D1 24 semester hours in business administration; and

006.11D2 Nine (9) semester hours in marketing content knowledge; and

006.11D3 12 semester hours in information technology systems content knowledge; and

006.11D4 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.11D5 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.11E Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of paid work-based experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.11G 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.

006.12 Career Education

006.12A Grade Levels: 7-12

006.12B Endorsement Type: Subject

006.12C The endorsement is valid only on a career education teaching 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 requires:

006.12D1 Completion of postsecondary degree or certificate in a prescribed course of study in the career education area; 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 career area industry; or

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

006.13 Chemistry

006.13A Grade Levels: 7-12

006.13B Endorsement Type: Subject

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

006.13D Certification Endorsement Requirements: This endorsement requires 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 will 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 will be used to fulfill any remaining coaching semester hours.

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

006.15 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: This 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.

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

006.16 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: This endorsement requires a minimum of 18 semester hours of coursework specific to early childhood education that address preschool and kindergarten levels and includes the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

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

006.16E Endorsement Program Requirements: Standard institutions of higher education 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.

006.17 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: This endorsement requires 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. Course work must include the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

006.17E Endorsement Program Requirements: Standard institutions of higher education 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.

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 requires 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 will 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards 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.

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 requires 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 will include the following:

006.20D1a Child growth and development; and

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

006.20D1c Instructional strategies that are adapted for diverse students; and

006.20D1d Organization and management of the classroom; and

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. Course work in the four core areas includes:

006.20D2a Communication, including literature, composition and speech, and reading instruction to include identification of deficiencies and effective instructional and intervention strategies; and

006.20D2b Mathematics, including identification of deficiencies and effective instructional and intervention strategies; and

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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 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. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

006.22 English As A Second Language

006.22A Grade Levels: PK-12, PK-6, 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 requires a minimum of 15 semester hours of course work 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.23 English 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 requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

006.24 Family and Consumer Sciences Occupational

006.24A Grade Levels: 6-12

006.24B Endorsement Type: Field

006.24C Persons with this endorsement may teach Family and Consumer Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.24D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours, including 42 semester hours of Family and Consumer Sciences content with the following minimums:

006.24D1 Three (3) semester hours – Methods in Family and Consumer Sciences; and

006.24D2 Three (3) semester hours – Careers, Community and Family Connections; and

006.24D3 Nine (9) semester hours – Consumer Economics and Family Resources; and

006.24D4 Nine (9) semester hours – Family and Human Development; and

006.24D5 Nine (9) semester hours – Nutrition, Food Science and Food Production; and

006.24D6 Three (3) semester hours – Design, Textiles, Apparel, or Interiors; and

006.24D7 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.24D8 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.24E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.24G 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.

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: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards 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.

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: This endorsement 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 grade12.

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; curriculum planning and implementation; instructional delivery and classroom management; adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.27D2 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

006.28 Health Sciences Education

006.28A Grade Levels: 6-12

006.28B Endorsement Type: Field

006.28C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.28D Certification Endorsement Requirements: This field endorsement requires a minimum of fifty (50) semester hours with the following minimums:

006.28D1 A minimum of three (3) semester hours in human growth and development; and

006.28D2 A minimum of three (3) semester hours in human anatomy and a minimum of three (3) semester hours in human physiology; and

006.28D3 A minimum of fifteen (15) semester hours in one or more additional Health Sciences areas: medical terminology, nutrition, public/community health, behavioral health, and health care in society; and

006.28D4 A minimum of six (6) semester hours in exercise physiology and kinesiology; and

006.28D5 A minimum of two (2) semester hours in CPR/First Aid certification; and

006.28D6 A minimum of three (3) semester hours in medical law and ethics; and

006.28D7 A minimum of twelve (12) semester hours of professional education course work that includes pedagogical content knowledge and principles of career and technical education; and

006.28D8 A minimum of three (3) semester hours of coursework in the coordination and supervision of work-based learning; and

006.28E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.29 Health Sciences Education Supplemental

006.29A Grade Levels: 6-12

006.29B 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 Sciences Occupational.

006.29C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.29D Certification Endorsement Requirements: This supplemental endorsement requires a minimum of fifteen (15) semester hours with the following minimums:

006.29D1 A minimum of nine (9) semester hours which must include:

006.29D1a A minimum of three (3) semester hours in human anatomy and/or human physiology; and

006.29D1b A minimum of six (6) semester hours in one or more additional Health Sciences areas: medical terminology, exercise physiology, kinesiology, and public/community health; and

006.29D2 A minimum of three (3) semester hours of professional education course work to include pedagogical content knowledge and principles of career and technical education; and

006.29D3 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.29E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.30 High Ability Education

006.30A Grade Levels: K-12

006.30B Endorsement Type: Supplemental

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

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

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

006.31 History

006.31A Grade Levels: 7-12

006.31B Endorsement Type: Subject

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

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

006.31E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.31F 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.

006.32 Information Technology

006.32A Grade Levels: PK-12

006.32B Endorsement Type: Supplemental

006.32C Persons with this endorsement may teach information technology courses.

006.32D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses.

006.32E Endorsement Program Requirements: Standard institutions of higher education 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.

006.33 Instructional Technology Leadership

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 assist in or facilitate the development of technology programs for students in prekindergarten through grade 12.

006.33D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours which includes the following:

006.33D1 The study of school and district level technology integration into curriculum areas for instructional improvement; and

006.33D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.33D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

006.33E Endorsement Program Requirements: Standard institutions of higher education 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.

006.34 Journalism and Media Education

006.34A Grade Levels: 7-12

006.34B Endorsement Type: Supplemental

006.34C 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.

006.34D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in journalism and digital literacies, including an approved field experience.

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

006.35 Mathematics

006.35A Grade Levels: 6-12

006.35B Endorsement Type: Field

006.35C Persons with this endorsement may teach mathematics in grades 6 through 12.

006.35D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of mathematics.

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

006.35F 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.

006.36 Middle Level Education

006.36A Grade Levels: 5-9

006.36B Endorsement Type: Subject

006.36C Persons with this endorsement may teach grades 5 through 9 in the area(s) of the endorsement.

006.36D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of which 12 semester hours will 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 006.36D1.

006.36D1 Core Academic Areas include the following:

006.36D1a English Language Arts
006.36D1b Mathematics
006.36D1c Science
006.36D1d Social Science

006.36D2 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:

006.36D2a Agriculture Education;
006.36D2b Business, Marketing and Information Technology Education;
006.36D2c Family and Consumer Sciences;
006.36D2d Health and Physical Education;
006.36D2e Industrial Technology Education;
006.36D2f World Language.

006.36E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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, 2018, 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.

006.37 Music

006.37A Grade Levels: PK-12

006.37B Endorsement Type: Field

006.37C Persons with this endorsement may teach music in prekindergarten through grade 12.

006.37D Certification Endorsement Requirements: This endorsement requires 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.

006.37E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.37F 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.

006.38 Orientation and Mobility Specialist (O & M)

006.38A Grade Levels: Birth through age 21

006.38B Endorsement Type: Special Services

006.38C Persons with this endorsement may provide orientation and mobility services to students with visual impairments from birth through age 21. "Visual Impairment" includes blindness, low vision (legal blindness and partial sight) and vision loss associated with other disabilities.

006.38D Endorsement Requirements: This endorsement program requires a minimum of 36 graduate semester hours in special education coursework including:

006.38D1 Nine (9) graduate semester hours in general special education; and

006.38D2 Twelve (12) graduate semester hours in the education of students with visual impairment; and

006.38D3 Twelve (12) graduate semester hours in orientation and mobility; and

006.38D4 Three (3) graduate semester hours in orientation and mobility internship.

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

006.39 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 requires 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 requires 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 course work 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 requires 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 course work 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 course work as prescribed above for elementary and secondary school physical education programs.

006.39E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 requires 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 will 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards 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.

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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.44 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 will have a regular teaching certificate and two (2) years of teaching experience.

006.44E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.46 Reserve Officer Training Corps (ROTC)

006.46A Grade Levels: 9-12

006.46B Endorsement Type: Subject and supplemental

006.46C The endorsement will be valid only in the area of ROTC and may appear only on a career education teaching permit as a subject endorsement, or on an initial or standard or professional certificate as a supplemental endorsement.

006.46C1 Five (5) years of full time or salaried employment in the military.

006.46D A letter of recommendation from a military supervisor.

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 requires:

006.47D1 A Master's Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours; and

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

006.47D4a 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 grade 12.

006.48D Certificate Endorsement Requirements: This endorsement requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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: Standard institutions of higher education 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.

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 requires a minimum of 48 semester hours of laboratory-based courses with a minimum of two (2) laboratory-based courses in each of the four disciplines in the sciences (biology, chemistry, Earth and space, and physics.) A laboratory-based course provides activity-based, hands-on experiences for all students. Laboratory activities will 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: Standard institutions of higher education 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.

006.50F 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.

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 requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

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 requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.53 Skilled and Technical Sciences Education

006.53A Grade Levels: 6-12

006.53B Endorsement Type: Field

006.53C Persons with this endorsement may teach Skilled and Technical Sciences Education and will be eligible for the Work-Based Learning endorsement.

006.53D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of course work in skilled and technical sciences education and professional education, including:

006.53D1 A minimum of six (6) semester hours of professional education course work to include content area methods, assessment, and facility design and management; and

006.53D2 A minimum of six (6) semester hours in each of the following career fields: Architecture and Construction; Energy and Engineering; Manufacturing; and Transportation, Distribution and Logistics. The career field courses will include career information, first aid, and occupational and environmental safety; and

006.53D3 A minimum of three (3) semester hours in the pedagogical content knowledge and principles of career and technical education; and

006.53D4 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.53E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of paid work experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.54 Skilled and Technical Sciences Education – Skilled Specific

006.54A Grade Levels: 9-12

006.54B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an endorsement in Agricultural Education or Skilled and Technical Sciences Education and be eligible for the Work-Based Learning endorsement.

006.54C Persons with this endorsement may teach Skilled and Technical Sciences Education – Skilled Specific in grades 9 through 12.

006.54D Certification Endorsement Requirements: This endorsement requires the following:

006.54D1 A minimum of 12 semester hours in one of the specific career fields listed below:

006.54D1a Architecture and Construction Career Field:

006.54D1a(1) Architectural Design or
006.54D1a(2) Construction

006.54D1b Energy and Engineering Career Field:

006.54D1b(1) Energy or
006.54D1b(2) Engineering or
006.54D1b(3) Project Lead The Way

006.54D1c Manufacturing Career Field:

006.54D1c(1) Manufacturing or
006.54D1c(2) Welding

006.54D1d Transportation, Distribution and Logistics Career Field:

006.54D1d(1) Transportation, Distribution, and Logistics Technician or
006.54D1d(2) Transportation, Distribution, and Logistics Supply Chain

006.54D2 A minimum of one (1) semester hour of course work in the organization and management of SkillsUSA which includes chapter development, leadership development, individual skill development, and community service development.

006.54E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.54F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.55 Social Science

006.55A Grade Levels: 7-12

006.55B Endorsement Type: Field

006.55C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.55D Certification Endorsement Requirements: This endorsement requires a minimum of 60 semester hours of course work 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).

006.55E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards 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.

006.56 Sociology

006.56A Grade Levels: 7-12

006.56B Endorsement Type: Subject

006.56C Persons with this endorsement may teach sociology in grades 7 through 12.

006.56D 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).

006.56E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.56F 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.

006.57 Special Education Generalist

006.57A Grade Levels: K-6, 7-12; K-12

006.57B Endorsement Type: K-6 or 7-12 - Subject
K-12 - Field

006.57C 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.

006.57D Certification Endorsement Requirements: This endorsement requires:

006.57D1 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

006.57D2 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.

006.57E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.57F 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.

006.58 Special Education Behavior Intervention Specialist

006.58A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.58B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained a special education endorsement.

006.58C 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.

006.58D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours in behavior intervention strategies and closely related topics.

006.58D1 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.

006.58E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.59 Special Education Deaf or Hard of Hearing Education

006.59A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.59B Endorsement Type: Subject

006.59C 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.

006.59D Certification Endorsement Requirements: This endorsement requires 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.

006.59E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

006.60 Special Education Early Childhood Special Education

006.60A Grade Levels: Birth through Kindergarten

006.60B Endorsement Type: Subject

006.60C 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.

006.60D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours including a minimum of 12 graduate semester hours of course work in Early Childhood Education and a minimum of 18 graduate semester hours of course work in Early Childhood Special Education; and 100 clock hours of related field experiences.

006.60D1 Field experiences will 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.

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

006.60F 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.

006.61 Special Education Early Intervention Specialist

006.61A Grade Levels: Birth through Prekindergarten

006.61B 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.

006.61C 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.

006.61D Certification Endorsement Requirements: This endorsement requires a minimum of 21 semester hours, which must 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

006.61D1 A minimum of 160 clock hours of field experiences. Field experiences must 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.

006.61E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.62 Special Education Functional Academic Skills and Independent Living Specialist

006.62A Grade Levels: Birth through Grade 12

006.62B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement.

006.62C 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.

006.62D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in special education course work related to functional academic skills and independent living.

006.62E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.63 Special Education Inclusion and Collaboration Specialist

006.63A Grade Levels: PK-Grade 12

006.63B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained the Special Education Generalist endorsement.

006.63C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.

006.63D Certification Endorsement Requirements: This endorsement requires a minimum of 15 graduate semester hours in inclusion and collaboration.

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

006.64 Special Education Visual Impairment

006.64A Grade Levels: Birth through Grade 12

006.64B Endorsement Type: Subject

006.64C 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.

006.64D Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement and complete a minimum of 36 additional semester hours in special education course work 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.

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

006.64F 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.

006.65 Special Program

006.65A Grade Levels: 9-12

006.65B Endorsement Type: Subject and Supplemental

006.65C The endorsement will be valid for teaching special program curriculum courses only. The endorsement is invalid for any core curriculum courses as defined by 92 NAC 10, Section 002.05. The endorsement may appear on a career education teaching permit as a subject endorsement, or an initial or standard or professional certificate as a supplemental endorsement.

006.65C1 To obtain this endorsement, the candidate must:

006.65C1a Hold a bachelor’s degree; and

006.65C1b Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended Special Program Verification form is available on the Teacher Certification website.

006.66 Speech

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 speech activities in grades 7 through 12.

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

006.66E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.67 Speech-Language Pathologist

006.67A Grade Levels: Birth through age 21

006.67B Endorsement Type: Field

006.67C 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.

006.67D 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.

006.67E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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.

006.68 Theatre

006.68A Grade Levels: 7-12

006.68B Endorsement Type: Supplemental

006.68C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and cocurricular activities in theatre in grades 7 through 12.

006.68D Certification Endorsement Requirements: This endorsement requires 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.

006.68E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.69 Vocal Music

006.69A Grade Levels: PK-12

006.69B Endorsement Type: Subject

006.69C Persons with this endorsement may teach vocal music in prekindergarten through Grade 12.

006.69D Certification Endorsement Requirements: This endorsement requires a minimum of 45 semester hours in vocal music education. Vocal music course work will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.69E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.69F 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.

006.70 Vocational Special Needs

006.70A Grade Levels: 7-12

006.70B Endorsement Type: Supplemental

006.70C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.70D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement prior to August 1, 2018. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate as of August 1, 2018.

006.71 Work-Based Learning

006.71A Grade Levels: 9-12

006.71B Endorsement Type: Supplemental

006.71C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.71D Certification Endorsement Requirements: This endorsement requires a minimum of three (3) semester hours in the coordination and supervision of work-based learning.

006.71E 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.

006.71F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

006.72A Grade Levels: K-8, 7-12, or K-12

006.72B Endorsement Type: Subject

006.72C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.72D 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 course work and clinical experiences which address elementary and secondary levels.

006.72D1 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 standard institutions of higher education may waive up to 15 hours of the 30 hours required in the world language.

006.72E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.72F 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.

007 Special Services Endorsements

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 requires a current Nebraska license as a Registered Audiologist from the Nebraska Department of Health and Human Services.

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 requires 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.

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.

007.04 Special Services Coaching

007.04A Grade Levels: 7-12

007.04B Endorsement Type: Special Services

007.04C The endorsement is valid only in the area of coaching extracurricular activities and may appear only on a special services permit.

007.04D The endorsement is valid only in the Nebraska school system requesting the issuance of such permit and requires:

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.

APPENDIX A
STATUS OF ENDORSEMENTS NO LONGER IN CHAPTER 24

ENDORSEMENT NO LONGER CONTAINED IN THIS CHAPTER	COMPARABLE REPLACEMENT TO ENDORSEMENT	REVOKED ENDORSEMENT
Business Education	Business, Marketing, and Information Technology (BMIT)	
Computer Science	Information Technology	
Cooperative Education-Diversified Occupations	Work-Based Learning	
Curriculum	Curriculum Supervisor	
Early Childhood Education (subject)	Early Childhood Education (supplemental)	
Early Childhood Education Unified	Early Childhood Inclusive	
Educational Audiologist	Audiologist	
Family and Consumer Sciences	Family and Consumer Sciences Occupational	
General Art	Art	
Horticulture Education		Horticulture Education
Industrial Technology Education	Skilled and Technical Sciences Education	
Health Occupations	Health Sciences Education	
Instrumental Music	Music	
Journalism and Mass Communications	Journalism and Media Education	
Middle Grades Education	Middle Level Education	
Middle Grades – Natural Sciences	Middle Level Education – Science	
Natural Science	Science	
Physical Science (field)	Chemistry, Earth and Space Science, and Physics (subjects)	
Pre-School Disabilities	Early Childhood Inclusive	
Pre-School Handicapped	Early Childhood Inclusive	
Reading	Reading and Writing	
School Transition Specialist	Secondary Transition Specialist	
Skilled and Technical Science Education	Skilled and Technical Sciences Education – Skilled Specific	
Special Education	Special Education Generalist	
Special Education Behaviorally Disordered	Special Education Behavior Intervention Specialist	

Special Education Deaf or Hard of Hearing/Field	Special Education Deaf or Hard of Hearing	
Special Education Learning Disabilities	Special Education Inclusion and Collaboration Specialist	
Special Education - Mild/ Moderate Disabilities	Special Education Generalist	
Special Education Severe/Multiple Disabilities	Special Education Functional Academic Skills and Independent Living Specialist	
Speech and Theatre (field)	Speech, Theatre (subjects)	

APPENDIX B

Teacher Certification
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: (402) 471-0739
Fax: (402) 742-2359

NDE 20-020
Revised 10-14

AFFIRMATION OF ELIGIBILITY

PROVISIONAL SPECIAL EDUCATION ENDORSEMENT

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

_____ _____
Printed Name of Applicant Social Security Number*

To be completed by the Superintendent:

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

_____ _____
Signature of Superintendent Date

To be completed by Applicant:

I affirm by my signature that:

- I have completed at least six (6) semester hours in special education at a state approved teacher education institution (name of institution) _____ _____. The title of the courses completed are _____ _____ and is verified by the **attached** transcript.
- I have established an approved program at a state approved teacher education institution (name of institution) _____ that will lead to the following special education endorsement (name of endorsement) _____ at the _____ grade level.
- I have requested the Certification Officer at the approved teacher education institution to submit the appropriate form to the Nebraska Department of Education Teacher Certification Office, verifying the establishment of the approved program in special education.
- **I agree to complete at least nine (9) semester hours of approved coursework before the August 31st deadline for which this endorsement is valid. I understand that my Provisional Special Education Endorsement shall not be renewed if I fail to complete this requirement.**

_____ _____
Signature of Applicant** Date

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

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

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 Subject Assessment/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* 5411 Educational Leadership Administration and Supervision (ELAS) *(Effective 9/1/18)*	145
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
Biology	*Praxis* 5235 Biology: Content Knowledge	148
Business, Marketing, Information Technology (BMIT) and Basic Business	*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 also accepted.)	153 159
English Language Arts	*Praxis* 5039 English Language Arts: Content and Analysis	168
Family and Consumer Sciences Occupational or Family and Consumer Sciences (field)	*Praxis* 5122 Family and Consumer Sciences	153
Geography	*Praxis* 0921/5921 Geography	157
Health 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

Middle Level Education *(Effective 9/1/18)*	*Praxis* 5047 Middle School: English Language Arts (or) *Praxis* 5169 Middle School: Mathematics (or) *Praxis* 5440 Middle School: Science (or) *Praxis* 5089 Middle School: Social Studies	164 157 150 155
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* 5023 Interdisciplinary Early Childhood Education	166
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

Date: February 24, 2023

To: State Board of Education

Fr: Mark Lenihan, President of the Nebraska Council on Teacher Education (NCTE)
Superintendent, Wayne Community Schools

RE: NCTE February 17, 2023 meeting summary

I am writing to follow up with the State Board of Education on progress of the recent Nebraska Council on Teacher Education meeting, which convened on Friday, February 17, 2023. As you are aware, the membership of NCTE is composed of teachers, administrators, private/parochial school representation and institutions of higher education. In part, our agenda items consisted of items concerning Rule 23, the content exam, and the Special Education Endorsements.

There were three key actions taken at the meeting on which the Council wishes to advise the Board:

1. NCTE voted to recommend the repeal of Rule 23: regulations for the basic skills competency testing of teachers and administrators. NCTE strongly encourages the Board to support the repeal as well.
2. NCTE voted to support the proposed language presented by NDE at the meeting regarding the content exam and Nebraska teacher candidates.
    a. NCTE supports adding 2 years of employment to serve as the equivalent to the content exam for Nebraska candidates who do not pass the Praxis Content exam for their endorsement area. This provides an equitable pathway to licensure for in-state prepared teacher candidates to that which exists for out of state candidates and removes the barrier of a singular test for licensure.
3. NCTE voted to return the Special Education endorsement revisions to the ad hoc committee for further discussion and review.

NCTE is dedicated and committed to high quality Nebraska education for our students and will continue to advise the State Board of Education from that perspective. Thank you for your dedication to Nebraska education.

Sincerely,

Mark A. Lenihan
President, NCTE

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

NUMERICAL TABLE OF CONTENTS

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

Appendix A: Status of Endorsements No Longer in Chapter 24

Appendix B: Affirmation of Eligibility Form

~~Appendix C: Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores~~

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

ALPHABETICAL TABLE OF CONTENTS

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

001 Alphabetical List of Endorsements Contained in this Chapter

ADMINISTRATIVE ENDORSEMENTS
Curriculum Supervisor (Issued prior to August 1, 2020)
Principal
Special Education Supervisor
Superintendent

TEACHING ENDORSEMENTS
Adapted Physical Education
Agricultural Education
American Sign Language (Subject)
American Sign Language (Supplemental)
Anthropology (Issued prior to August 1, 2023)
Art
Assessment Leadership (Issued prior to August 1, 2020)
Basic Business (Issued prior to August 1, 2019)
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 Occupational
Geography
Health Education
Health and Physical Education
Health Sciences Education (Field)
Health Sciences Education (Supplemental)
High Ability Education
History
Information Technology
Instructional Technology Leadership
Journalism and Media Education
Mathematics
Middle Level Education
Music
Orientation and Mobility (O & M) Specialist
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 Sciences Education
Skilled and Technical Sciences Education – Skilled Specific
Social Studies ~~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
Special Program
Speech
Speech-Language Pathologist
Theatre
Vocal Music
Vocational Special Needs (Issued prior to August 1, 2018)
Work-Based Learning
World Language

SPECIAL SERVICES ENDORSEMENTS

Audiologist
School Nurse
Speech Language Technician
Special Services Coaching

Appendix A: Status of Endorsements no longer in Chapter 24
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002 General Information

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

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

002.03 Related Regulations. Throughout this chapter, reference is made to other Department regulations relating to teachers, administrators, and special services providers. Regulations for the issuance of certificates or permits to teach, administer, and provide special services in Nebraska schools are contained in Title 92, Nebraska Administrative Code, Chapter 21 (92 NAC 21). ~~Title 92, Nebraska Administrative Code, Chapter 23 (92 NAC 23) contains regulations concerning the basic skills competency testing of teacher education candidates.~~ Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20) contains the rules for the approval of professional education programs in Nebraska. Copies of these rules are available from the Department. Content standards can be found at www.education.ne.gov/contentareastandards.

002.04 Implementation Date. Regardless of the effective date of the approval of this chapter, the implementation date will be August 1, 2023 ~~2020~~. Colleges and persons seeking endorsements must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of November 9, 2020 ~~July 15, 2018~~ will remain in effect.

003 Definition of Terms. As used in this chapter:

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

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

003.03 Board means the Nebraska State Board of Education.

003.04 Certification Officer means a faculty or staff member designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved educator preparation program to receive correspondence regarding this chapter from the Department and to provide certified records, transcripts, reports and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement.

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

003.06 Clinical practice means culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

003.07 Commissioner means the Nebraska State Commissioner of Education.

003.08 Content Test means a Praxis Subject Assessment or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ for which a passing score requirement has been established by the Department.

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

003.10 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

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

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

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

003.~~14~~ Field experience means an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

003.15 Internship means an experience supervised by a qualified professional who holds a certificate or permit or has qualifications comparable to that of a certificate or permit holder. The internship provides opportunities to practice and demonstrate the knowledge and skills of the specialization area in a setting that is similar to the setting in which the candidate intends to work. Internship differs from student teaching in that it is only applicable to graduate level and supplemental endorsements.

003.16 Passing Score means a scaled score on a Praxis Subject Assessment Series or School Leadership Series subject content test as established by the Department.

003.17 Practicum means a field experience completed prior to a culminating supervised clinical practice.

003.18 Prekindergarten means the preschool years for children beginning at age 3 prior to entering kindergarten.

003.19 Regular Certificate means an initial, standard or professional certificate as defined in 92 NAC 21.

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

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

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

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

003.24 Supplemental (used as a descriptor of an endorsement) means an endorsement obtained by meeting the requirements of this chapter and which may be added to a certificate in the presence of other endorsements which may or may not be specified.

003.25 Teaching experience means employment as a certified employee for the instruction of students in an approved or accredited school.

004 Application Procedures

004.01 Eligibility Criteria. Each applicant for an Initial, Standard, Professional, Alternative Program, Postsecondary, Career Education, State Substitute, Local Substitute, or Military teaching certificate or permit may be required to:

004.01A Submit evidence of qualifying for or be eligible to have placed on a certificate or permit one (1) or more endorsements pursuant to this Chapter, except that a content test will not be required for applicants who otherwise qualify for an endorsement in Nebraska and taught in the earned endorsed area for two years or more in another state while holding a comparable and equivalent certificate; or

004.01B Submit evidence that the applicant has completed two years of teaching experience in a Nebraska school system in the earned endorsement area after the completion of a Nebraska approved educator preparation program, and evidence that the individual has attempted the content test for the earned endorsed area unsuccessfully at least once.

004.02 ~~004.01~~ Initial Endorsement. When an applicant applies for his or her teaching, administrative, or special services certificate or permit pursuant to 92 NAC 21, he or she will be required to file documentation, signed by a certification officer of a standard institution of higher education, indicating that he or she has met the requirements of this chapter for one or more endorsements (depending upon the requirements of 92 NAC 21 for the type of certificate or permit and the type of endorsements), to file an application and pay the fee provided for in 92 NAC 21. A recommended form (Institutional Verification) is available on the Teacher Certification website.

004.03 ~~004.02~~ Additional Endorsements. Additional endorsements may be added to a certificate or permit at any time upon the payment of the fee provided for in 92 NAC 21 and documentation signed by a certification officer of a standard institution of higher education, that clearly show that the endorsement requirements and student teaching experience requirements, if applicable, of this chapter have been met in approved endorsement programs.

004.03A ~~004.02A~~ Applicants applying for additional subject or field endorsements have no additional student teaching requirement if the endorsement is for the same grade level as endorsement(s) already held on the certificate. If it is for a different level, the applicant must meet half of the 14 week student teaching requirement through student teaching or internship.

004.04 ~~004.03~~ Provisional Endorsements. Individuals holding a regular Nebraska certificate may apply to add one provisional endorsement as follows:

004.04A ~~004.03A~~ Completing an application and payment of the statutory fee as required under 92 NAC 21; and

004.04B ~~004.03B~~ Submitting a document signed and dated by the certification officer of a Nebraska standard institution of higher education which verifies that the applicant has completed 50 percent of the endorsement credit hour requirement in an approved endorsement program and lists the remaining courses to be completed. A recommended form (Added Provisional Endorsement) is available on the Teacher Certification website.

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

004.05 ~~004.04~~ Interim ~~Provisional~~ Special Education Endorsement. Individuals holding a regular Nebraska certificate may apply to add an interim ~~a provisional~~ special education endorsement. The interim ~~provisional~~ special education endorsement will expire August 31 in the year following the year of issuance and may be renewed two (2) times.

004.05A ~~004.04A~~ Each applicant for an interim ~~a provisional~~ special education endorsement will:

004.05A1 ~~004.04A1~~ Complete an application and pay the statutory fee as required under 92 NAC 21;

004.05A2 ~~004.04A2~~ Submit the Affirmation of Eligibility form, a copy of which is attached as Appendix B and available on the Teacher Certification website, requesting the issuance of the interim ~~provisional~~ special education endorsement;

004.05A3 ~~004.04A3~~ Submit an official transcript from a standard institution of higher education that demonstrates at least six (6) semester hours of coursework has already been completed for the interim ~~provisional~~ special education endorsement; and

004.05A4 ~~004.04A4~~ Submit a document that is signed and dated by the certification officer from a Nebraska standard institution of higher education which verifies that the applicant has established a plan for completion of course work leading to a Special Education Generalist endorsement. A recommended form, Added Provisional Endorsement, is available on the Teacher Certification website.

004.05B ~~004.04B~~ Each applicant for renewal of an interim ~~a provisional~~ special education endorsement will:

004.05B1 ~~004.04B1~~ Complete an application and pay the statutory fee as required under 92 NAC 21; and

004.05B2 ~~004.04B2~~ Submit an official transcript verifying completion of at least nine (9) semester hours of course work from the established plan for completion of course work leading to a Special Education Generalist endorsement.

004.06 ~~004.05~~ Duration of Endorsements

004.06A ~~004.05A~~ Endorsements, once granted, continue in effect so long as the holder maintains a certificate or permit in force, or until revoked or amended pursuant to state law or regulation.

004.06B ~~004.05B~~ Provisional endorsements continue for three (3) years.

004.06C ~~004.05C~~ Interim ~~Provisional~~ special education endorsements must be renewed annually.

004.06D ~~004.05D~~ If an endorsement is amended through changes to this chapter but the title remains the same, current holders of that endorsement will continue to have that endorsement in effect for their current and future certificates or permits. If an endorsement is no longer contained in this chapter because it has been repealed or the title and requirements have changed, the following provisions apply:

004.06D1 ~~004.05D1~~ If a comparable existing endorsement is listed for such former endorsement in Appendix A of this chapter, the certificate or permit holder will be considered to hold such comparable endorsement for purposes of determining school or school district compliance with approval or accreditation requirements under Chapters 10 or 14 of this Title, and for purposes of the requirements of any other chapter of this Title. At the time of future renewals, the new certificate or permit will carry the comparable endorsement.

004.06D2 ~~004.05D2~~ If an endorsement that was formerly designated as a subject or field endorsement is reclassified as a supplemental endorsement, the endorsement will continue to be placed on a certificate or permit as a subject or field endorsement if the subject or field endorsement appeared on a certificate or permit prior to the implementation date of the reclassification, or if the individual seeking the endorsement completes a program for which a standard institution of higher education makes recommendation for a subject or field endorsement within one year of the implementation date of the reclassification.

004.06D3 ~~004.05D3~~ If no comparable endorsement is listed in Appendix A, the endorsement will be considered non-existent for purposes of Department regulations.

004.07 ~~004.06~~ Revocation of Endorsements. Endorsements will be revoked for any of the following reasons:

004.07A ~~004.06A~~ Revocation of the certificate or permit.

004.07B ~~004.06B~~ Fraud, misrepresentation, or error.

004.07C ~~004.06C~~ Written request by the endorsed person to the Commissioner and the Commissioner determines that the person has no employment experience and no college credit in the endorsed area within ten (10) years prior to the written request.

004.07D ~~004.06D~~ Elimination of the endorsement by the Board as shown in Appendix A.

004.07E ~~004.06E~~ Replacement of the endorsement by the Board with another endorsement as shown in Appendix A.

004.08 ~~004.07~~ Hearings and Appeals. All actions taken by the Department under the provisions of this chapter may be subject to appeal under the appeals procedure contained in 92 NAC 21.

004.09 ~~004.08~~ Certification of Completion of Endorsement Requirements. Certification officers will be required, as a condition of institution approval pursuant to 92 NAC 20, to certify for the Department the completion of endorsement requirements as specified in this chapter as part of endorsement applications.

005 Administrative Endorsements

005.01 Curriculum Supervisor

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

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

005.01D 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, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

005.02 Principal

005.02A Grade Levels: PK-12, PK-8, or 6-12 ~~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 requires 36 ~~or 45~~ graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required for a principal endorsement when completing a PK-8 or 6-12 endorsement. ~~if the principal endorsement is at the same level as the teaching endorsement.~~ Those seeking a PK-12 principal endorsement ~~principal endorsement at a level different from their teaching endorsement~~ must complete a minimum of nine (9) additional credit hours or a total of forty-five (45) graduate semester hours. The focus of the additional nine (9) credit hours must be specific to the new level.

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

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

005.02E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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: This endorsement requires a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and includes 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 and completion of an educational specialist,

doctoral program, or other state-approved program for the preparation of a school superintendent with a minimum of 60 graduate hours in educational leadership or education administration, 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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 may 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006 Teaching Endorsements

006.01 Adapted Physical Education

006.01A Grade Level: PK-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 requires a minimum of 24 semester hours of course work. Applicants may apply up to 12 semester hours of course work completed as part of a subject or field endorsement in Physical Education or Special Education toward requirements of this endorsement. The hours will include the following:

006.01D1 Course work in special education – six (6) semester hours; and

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

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

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

006.02 Agricultural Education

006.02A Grade Levels: 6-12

006.02B Endorsement Type: Field

006.02C Persons with this endorsement may teach and manage an Agricultural Education program and will be eligible for the Work-Based Learning endorsement.

006.02D Certification Endorsement Requirements: This endorsement requires 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 pedagogical content knowledge and principles of career and technical education and including a minimum of three (3) semester hours of coordination and supervision of work-based learning; and

006.02D2 A minimum of 36 semester hours from the areas of: Agribusiness Systems, Animal Systems, Food Products and Processing Systems, Natural Resources and Environmental Service Systems, Plant Systems, and Power, Structural, and Technical

Systems, including leadership, research, applied technology, and policy within the aforementioned systems:

006.02D2a Three (3) semester hours – Agribusiness Systems
006.02D2b Three (3) semester hours – Animal Systems
006.02D2c Three (3) semester hours – Food Products and Processing Systems
006.02D2d Three (3) semester hours – Natural Resources and Environmental Service Systems
006.02D2e Three (3) semester hours – Plant Systems
006.02D2f Nine (9) semester hours – Power, Structural, and Technical systems, and

006.02E Work Experience: The endorsement is available only to those persons who have either (A) 1000 verified hours of paid work-based experience relative to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field, under the direction of the college or university recommending the endorsement.

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

006.02G ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 course work.

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

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

006.04 American Sign Language (Supplemental)

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

006.04B Endorsement Type: Supplemental

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 requires a minimum of 18 semester hours of coursework in ASL content.

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

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

006.05 Anthropology

006.05A Grade Levels: 7-12

006.05B Endorsement Type: Subject

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

006.05D 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, 2023. Nebraska institutions will not be able to recommend this endorsement for placement on a certificate after August 1, 2023.

~~006.05D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in anthropology and six (6) semester hours in one or more of the other social~~

~~sciences areas (Economics, Geography, History, Political Science, Psychology, and/or Sociology).~~

~~006.05E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.~~

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: This endorsement requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 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, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

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 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, 2019. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2019.

006.09 Bilingual Education

006.09A Grade Levels: PK-12, PK-6, 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 requires a minimum of 12 semester hours of course work related to methodology, content instruction, and content literacy in bilingual education programs which includes nine (9) credit hours of course work 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.10 Biology

006.10A Grade Levels: 7-12

006.10B Endorsement Type: Subject

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

006.10D Certification Endorsement Requirements: This endorsement requires 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 will 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 Business, Marketing, and Information Technology education courses and will be eligible for the Work-Based Learning endorsement.

006.11D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including:

006.11D1 24 semester hours in business administration; and

006.11D2 Nine (9) semester hours in marketing content knowledge; and

006.11D3 12 semester hours in information technology systems content knowledge; and

006.11D4 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.11D5 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.11E Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of paid work-based experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.11G ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.12 Career Education

006.12A Grade Levels: 7-12

006.12B Endorsement Type: Subject

006.12C The endorsement is valid only on a career education teaching 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 requires:

006.12D1 Completion of postsecondary degree or certificate in a prescribed course of study in the career education area; 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 career area industry; or
006.12D5 Current employment by a community college as an instructor to teach the career education area.

006.13 Chemistry

006.13A Grade Levels: 7-12

006.13B Endorsement Type: Subject

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

006.13D Certification Endorsement Requirements: This endorsement requires 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 will 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the

Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 will be used to fulfill any remaining coaching semester hours.

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

006.15 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: This 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.

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

006.16 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: This endorsement requires a minimum of 18 semester hours of coursework specific to early childhood education that address preschool and kindergarten levels and includes the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

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

006.16E Endorsement Program Requirements: Standard institutions of higher education 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.

006.17 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: This endorsement requires 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. Course work must include the

identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

006.17E Endorsement Program Requirements: Standard institutions of higher education 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 requires 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 will 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

006.19 Economics

006.19A Grade Levels: 6-12 ~~7-12~~

006.19B Endorsement Type: Subject

006.19C Persons with this endorsement may teach economics in grades 6 ~~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 studies ~~sciences~~ areas (Geography, History, Political Science, Psychology, and~~/or either Anthropology or~~ Sociology).

006.19E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.19F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 requires 40 hours of professional education coursework related to teaching children from kindergarten through grade eight and 30 hours of academic coursework in all areas of the elementary curriculum.

006.20D1 A minimum of 40 semester hours of professional education coursework ~~will include the following:~~ related specifically to elementary education.

~~006.20D1a Child growth and development; and~~

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

~~006.20D1c Instructional strategies that are adapted for diverse students; and~~

~~006.20D1d Organization and management of the classroom; and~~

~~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 that specifically addresses the content area standards for each of the four areas must include. ~~Coursework in the four core areas includes:~~

006.20D2a English Language Arts; and ~~Communication, including literature, composition and speech, and reading instruction to include identification of deficiencies and effective instructional and intervention strategies; and~~

006.20D2b Mathematics; and ~~including identification of deficiencies and effective instructional and intervention strategies; and~~

006.20D2c ~~Natural~~ Science ~~sciences~~; and

006.20D2d Social Studies. ~~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 ~~arts and humanities,~~ and;

006.20D3b Health and Wellness ~~wellness~~.

006.20E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 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. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

006.22 English As A Second Language

006.22A Grade Levels: PK-12, PK-6, 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 requires a minimum of 15 semester hours of course work 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.23 English Language Arts

006.23A Grade Levels: ~~7-12~~ 6-12

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.~~ 6 through 12.

006.23D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of content and pedagogical content coursework in ~~literature, writing, language, communications, and reading/literacy skills and strategies.~~ foundational reading, language and literacy development, supporting readers at all levels, writing, literature, and communications.

006.23E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.24 Family and Consumer Sciences Occupational

006.24A Grade Levels: 6-12

006.24B Endorsement Type: Field

006.24C Persons with this endorsement may teach Family and Consumer Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.24D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours, including 42 semester hours of Family and Consumer Sciences content with the following minimums:

006.24D1 Three (3) semester hours – Methods in Family and Consumer Sciences; and

006.24D2 Three (3) semester hours – Careers, Community and Family Connections; and

006.24D3 Nine (9) semester hours – Consumer Economics and Family Resources; and

006.24D4 Nine (9) semester hours – Family and Human Development; and

006.24D5 Nine (9) semester hours – Nutrition, Food Science and Food Production; and

006.24D6 Three (3) semester hours – Design, Textiles, Apparel, or Interiors; and

006.24D7 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.24D8 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.24E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.24G ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.25 Geography

006.25A Grade Levels: 6-12 ~~7-12~~

006.25B Endorsement Type: Subject

006.25C Persons with this endorsement may teach geography in grades 6 ~~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 studies ~~sciences~~ areas (Economics, History, Political Science, Psychology, and~~/or either Anthropology or~~ Sociology).

006.25E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.25F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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: This endorsement 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 grade12.

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; curriculum planning and implementation; instructional delivery and classroom management; adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.27D2 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.28 Health Sciences Education

006.28A Grade Levels: 6-12

006.28B Endorsement Type: Field

006.28C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.28D Certification Endorsement Requirements: This field endorsement requires a minimum of fifty (50) semester hours with the following minimums:

006.28D1 A minimum of three (3) semester hours in human growth and development; and

006.28D2 A minimum of three (3) semester hours in human anatomy and a minimum of three (3) semester hours in human physiology; and

006.28D3 A minimum of fifteen (15) semester hours in one or more additional Health Sciences areas: medical terminology, nutrition, public/community health, behavioral health, and health care in society; and

006.28D4 A minimum of six (6) semester hours in exercise physiology and kinesiology; and

006.28D5 A minimum of two (2) semester hours in CPR/First Aid certification; and

006.28D6 A minimum of three (3) semester hours in medical law and ethics; and

006.28D7 A minimum of twelve (12) semester hours of professional education course work that includes pedagogical content knowledge and principles of career and technical education; and

006.28D8 A minimum of three (3) semester hours of coursework in the coordination and supervision of work-based learning; and

006.28E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.29 Health Sciences Education Supplemental

006.29A Grade Levels: 6-12

006.29B 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 Sciences Occupational.

006.29C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.29D Certification Endorsement Requirements: This supplemental endorsement requires a minimum of fifteen (15) semester hours with the following minimums:

006.29D1 A minimum of nine (9) semester hours which must include:

006.29D1a A minimum of three (3) semester hours in human anatomy and/or human physiology; and

006.29D1b A minimum of six (6) semester hours in one or more additional Health Sciences areas: medical terminology,

exercise physiology, kinesiology, and public/community health; and

006.29D2 A minimum of three (3) semester hours of professional education course work to include pedagogical content knowledge and principles of career and technical education; and

006.29D3 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.29E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.30 High Ability Education

006.30A Grade Levels: K-12

006.30B Endorsement Type: Supplemental

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

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

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

006.31 History

006.31A Grade Levels: 6 ~~7-12~~

006.31B Endorsement Type: Subject

006.31C Persons with this endorsement may teach history in grades 6 ~~7~~ through 12.

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

006.31E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.31F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.32 Information Technology

006.32A Grade Levels: PK-12

006.32B Endorsement Type: Supplemental

006.32C Persons with this endorsement may teach information technology courses.

006.32D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses.

006.32E Endorsement Program Requirements: Standard institutions of higher education 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.

006.33 Instructional Technology Leadership

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 assist in or facilitate the development of technology programs for students in prekindergarten through grade 12.

006.33D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours which includes the following:

006.33D1 The study of school and district level technology integration into curriculum areas for instructional improvement; and

006.33D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.33D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

006.33E Endorsement Program Requirements: Standard institutions of higher education 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.

006.34 Journalism and Media Education

006.34A Grade Levels: 7-12

006.34B Endorsement Type: Supplemental

006.34C 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.

006.34D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in journalism and digital literacies, including an approved field experience.

006.34E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion

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

006.35 Mathematics

006.35A Grade Levels: 6-12

006.35B Endorsement Type: Field

006.35C Persons with this endorsement may teach mathematics in grades 6 through 12.

006.35D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of mathematics.

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

006.35F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.36 Middle Level Education

006.36A Grade Levels: 5-9

006.36B Endorsement Type: Subject

006.36C Persons with this endorsement may teach grades 5 through 9 in the area(s) of the endorsement.

006.36D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of which 12 semester hours will 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 006.36D1.

006.36D1 Core Academic Areas include the following:

006.36D1a English Language Arts
006.36D1b Mathematics
006.36D1c Science

006.36D1d Social Studies ~~Science~~

006.36D2 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:

006.36D2a Agriculture Education;
006.36D2b Business, Marketing and Information Technology Education;
006.36D2c Family and Consumer Sciences;
006.36D2d Health and Physical Education;
006.36D2e Industrial Technology Education;
006.36D2f World Language.

006.36E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.37 Music

006.37A Grade Levels: PK-12

006.37B Endorsement Type: Field

006.37C Persons with this endorsement may teach music in prekindergarten through grade 12.

006.37D Certification Endorsement Requirements: This endorsement requires 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.

006.37E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.37F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.38 Orientation and Mobility Specialist (O & M)

006.38A Grade Levels: Birth through age 21

006.38B Endorsement Type: Special Services

006.38C Persons with this endorsement may provide orientation and mobility services to students with visual impairments from birth through age 21. "Visual Impairment" includes blindness, low vision (legal blindness and partial sight) and vision loss associated with other disabilities.

006.38D Endorsement Requirements: This endorsement program requires a minimum of 36 graduate semester hours in special education coursework including:

006.38D1 Nine (9) graduate semester hours in general special education; and

006.38D2 Twelve (12) graduate semester hours in the education of students with visual impairment; and

006.38D3 Twelve (12) graduate semester hours in orientation and mobility; and

006.38D4 Three (3) graduate semester hours in orientation and mobility internship.

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

006.39 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 requires 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 requires 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 course work 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 requires 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 course work 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 course work as prescribed above for elementary and secondary school physical education programs.

006.39E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 requires 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 will 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: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.41 Political Science

006.41A Grade Levels: 6-12 ~~7-12~~

006.41B Endorsement Type: Subject

006.41C Persons with this endorsement may teach political science in grades 6 ~~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 studies ~~sciences~~ areas (Economics, Geography, History, Psychology, and~~/or either Anthropology or~~ Sociology).

006.41E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.41F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.42 Psychology

006.42A Grade Levels: 6-12 ~~7-12~~

006.42B Endorsement Type: Subject

006.42C Persons with this endorsement may teach psychology in grades 6 ~~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 studies ~~sciences~~ areas (Economics, Geography, History, Political Science, and~~/or Anthropology or~~ Sociology).

006.42E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.44 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 will have a regular teaching certificate and two (2) years of teaching experience.

006.44E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.46 Reserve Officer Training Corps (ROTC)

006.46A Grade Levels: 9-12

006.46B Endorsement Type: Subject and supplemental

006.46C The endorsement will be valid only in the area of ROTC and may appear only on a career education teaching permit as a subject endorsement, or on an initial or standard or professional certificate as a supplemental endorsement.

006.46C1 Five (5) years of full time or salaried employment in the military.

006.46D A letter of recommendation from a military supervisor.

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 requires:

006.47D1 A Master's Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours; and

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 this Chapter ~~92 NAC 24~~; or

006.47D4a If the candidate has not previously earned a teaching certificate with an endorsement contained in this Chapter ~~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: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.48 School Librarian

006.48A Grade Levels: PK-12

006.48B Endorsement Type: Field

006.48C Persons with this endorsement serve as a leader, instructional partner, informational authority, teacher, and oversee the library program ~~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 grade 12.

006.48D Certificate Endorsement Requirements: This endorsement requires the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in school library coursework ~~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~~ Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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: Standard institutions of higher education 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 requires a minimum of 48 semester hours of laboratory-based courses with a minimum of two (2) laboratory-based courses in each of the four disciplines in the sciences (biology, chemistry, Earth and space, and physics.) A laboratory-based course provides activity-based, hands-on experiences for all students. Laboratory activities will 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: Standard institutions of higher education 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.

006.50F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.51 Secondary English

006.51A Grade Levels: ~~7-12~~ 6-12

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 6 ~~7~~ through 12.

006.51D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of content and pedagogical

content coursework in ~~reading/literacy skills and strategies, writing, language, and literature.~~ foundational reading, language and literacy development, supporting readers at all levels, writing, literature, and communications.

006.51E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

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 requires 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: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.53 Skilled and Technical Sciences Education

006.53A Grade Levels: 6-12

006.53B Endorsement Type: Field

006.53C Persons with this endorsement may teach Skilled and Technical Sciences Education and will be eligible for the Work-Based Learning endorsement.

006.53D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of course work in skilled and technical sciences education and professional education, including:

006.53D1 A minimum of six (6) semester hours of professional education course work to include content area methods, assessment, and facility design and management; and

006.53D2 A minimum of six (6) semester hours in each of the following career fields: Architecture and Construction; Energy and Engineering; Manufacturing; and Transportation, Distribution and Logistics. The career field courses will include career information, first aid, and occupational and environmental safety; and

006.53D3 A minimum of three (3) semester hours in the pedagogical content knowledge and principles of career and technical education; and

006.53D4 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.53E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of paid work experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

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

006.54 Skilled and Technical Sciences Education – Skilled Specific

006.54A Grade Levels: 9-12

006.54B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an endorsement in Agricultural Education or Skilled and Technical Sciences Education and be eligible for the Work-Based Learning endorsement.

006.54C Persons with this endorsement may teach Skilled and Technical Sciences Education – Skilled Specific in grades 9 through 12.

006.54D Certification Endorsement Requirements: This endorsement requires the following:

006.54D1 A minimum of 12 semester hours in one of the specific career fields listed below:

006.54D1a Architecture and Construction Career Field:

006.54D1a(1) Architectural Design or
006.54D1a(2) Construction

006.54D1b Energy and Engineering Career Field:

006.54D1b(1) Energy or
006.54D1b(2) Engineering or
006.54D1b(3) Project Lead The Way

006.54D1c Manufacturing Career Field:

006.54D1c(1) Manufacturing or
006.54D1c(2) Welding

006.54D1d Transportation, Distribution and Logistics Career Field:

006.54D1d(1) Transportation, Distribution, and Logistics Technician or
006.54D1d(2) Transportation, Distribution, and Logistics Supply Chain

006.54D2 A minimum of one (1) semester hour of course work in the organization and management of SkillsUSA which includes chapter development, leadership development, individual skill development, and community service development.

006.54E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.54F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.55 Social Studies ~~Science~~

006.55A Grade Levels: 6-12 ~~7-12~~

006.55B Endorsement Type: Field

006.55C Persons with this endorsement may teach any social studies ~~sciences~~ course in grades 6 ~~7~~ through 12.

006.55D Certification Endorsement Requirements: This endorsement requires a minimum of 60 semester hours of course work in the social studies ~~sciences~~ (Economics, Geography, History, Political Science, Psychology, and ~~either Anthropology or~~ Sociology).

This endorsement requires:

006.55D1 Twelve (12) hours in American History; and

006.55D2 Twelve (12) hours in World History; and

006.55D3 Nine (9) hours in Political Science/Government/Civics; and

006.55D4 Nine (9) hours in Behavioral Sciences, including six (6) hours of Psychology and three (3) hours of Sociology; and

006.55D5 Nine (9) hours of Geography, including three (3) hours of Human Geography, and six (6) hours of Geography electives; and

006.55D6 Nine (9) hours of Economics, including three (3) hours of microeconomics, three (3) hours of macroeconomics, and three (3) hours of Economics electives; and

006.55D7 Three (3) hours of the required social studies course work must be directly related to the study of topics specific to the state/region of Nebraska.

~~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).~~

006.55E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social

studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.55F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.56 Sociology

006.56A Grade Levels: 6-12 ~~7-12~~

006.56B Endorsement Type: Subject

006.56C Persons with this endorsement may teach sociology in grades 6 ~~7~~ through 12.

006.56D 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 studies ~~sciences~~ areas (Economics, Geography, History, Political Science, and Psychology~~, and/or Anthropology~~).

006.56E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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 will incorporate the Nebraska social studies/history content standards into the curriculum as applicable to the grade level endorsement.

006.56F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.57 Special Education Generalist

006.57A Grade Levels: K-6, 7-12; K-12

006.57B Endorsement Type: K-6 or 7-12 - Subject
K-12 - Field

006.57C 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.

006.57D Certification Endorsement Requirements: This endorsement requires:

006.57D1 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

006.57D2 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.

006.57E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.57F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.58 Special Education Behavior Intervention Specialist

006.58A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.58B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained a special education endorsement.

006.58C 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.

006.58D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours in behavior intervention strategies and closely related topics.

006.58D1 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.

006.58E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion

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

006.59 Special Education Deaf or Hard of Hearing Education

006.59A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.59B Endorsement Type: Subject

006.59C 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.

006.59D Certification Endorsement Requirements: This endorsement requires 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.

006.59E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.60 Special Education Early Childhood Special Education

006.60A Grade Levels: Birth through Kindergarten

006.60B Endorsement Type: Subject

006.60C 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.

006.60D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours including a minimum of

12 graduate semester hours of course work in Early Childhood Education and a minimum of 18 graduate semester hours of course work in Early Childhood Special Education; and 100 clock hours of related field experiences.

006.60D1 Field experiences will 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.

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

006.60F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.61 Special Education Early Intervention Specialist

006.61A Grade Levels: Birth through Prekindergarten

006.61B 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.

006.61C 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.

006.61D Certification Endorsement Requirements: This endorsement requires a minimum of 21 semester hours, which must 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

006.61D1 A minimum of 160 clock hours of field experiences. Field experiences must 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.

006.61E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.62 Special Education Functional Academic Skills and Independent Living Specialist

006.62A Grade Levels: Birth through Grade 12

006.62B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement.

006.62C 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.

006.62D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in special education course work related to functional academic skills and independent living.

006.62E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.63 Special Education Inclusion and Collaboration Specialist

006.63A Grade Levels: PK-Grade 12

006.63B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained the Special Education Generalist endorsement.

006.63C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.

006.63D Certification Endorsement Requirements: This endorsement requires a minimum of 15 graduate semester hours in inclusion and collaboration.

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

006.64 Special Education Visual Impairment

006.64A Grade Levels: Birth through Grade 12

006.64B Endorsement Type: Subject

006.64C 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.

006.64D Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement and complete a minimum of 36 additional semester hours in special education course work 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.

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

006.64F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.65 Special Program

006.65A Grade Levels: 9-12

006.65B Endorsement Type: Subject and Supplemental

006.65C The endorsement will be valid for teaching special program curriculum courses only. The endorsement is invalid for any core curriculum courses as defined by 92 NAC 10, Section 002.05. The endorsement may appear on a career education teaching permit as a subject endorsement, or an initial or standard or professional certificate as a supplemental endorsement.

006.65C1 To obtain this endorsement, the candidate must:

006.65C1a Hold a bachelor's degree; and

006.65C1b Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended Special Program Verification form is available on the Teacher Certification website.

006.66 Speech

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 speech activities in grades 7 through 12.

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

006.66E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.67 Speech-Language Pathologist

006.67A Grade Levels: Birth through age 21

006.67B Endorsement Type: Field

006.67C 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.

006.67D 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.

006.67E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the 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~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.68 Theatre

006.68A Grade Levels: 7-12

006.68B Endorsement Type: Supplemental

006.68C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and cocurricular activities in theatre in grades 7 through 12.

006.68D Certification Endorsement Requirements: This endorsement requires 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.

006.68E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.69 Vocal Music

006.69A Grade Levels: PK-12

006.69B Endorsement Type: Subject

006.69C Persons with this endorsement may teach vocal music in prekindergarten through Grade 12.

006.69D Certification Endorsement Requirements: This endorsement requires a minimum of 45 semester hours in vocal music education. Vocal music course work will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.69E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.69F ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~.

006.70 Vocational Special Needs

006.70A Grade Levels: 7-12

006.70B Endorsement Type: Supplemental

006.70C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.70D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement prior to August 1, 2018. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate as of August 1, 2018.

006.71 Work-Based Learning

006.71A Grade Levels: 9-12

006.71B Endorsement Type: Supplemental

006.71C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.71D Certification Endorsement Requirements: This endorsement requires a minimum of three (3) semester hours in the coordination and supervision of work-based learning.

006.71E 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.

006.71F Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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

006.72A Grade Levels: K-8, 67-12, or K-12

006.72B Endorsement Type: Subject

006.72C Persons with this endorsement may teach a language other than English at the grade levels ~~and the world language(s)~~ for which they have been prepared. Those candidates seeking a K-12 endorsement must complete course work and clinical experiences which address elementary and secondary levels.

006.72D Certification Endorsement Requirements: Candidates must complete training in second language pedagogy methods. ~~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 course work and clinical experiences which address elementary and secondary levels.~~

006.72E: Candidates must demonstrate proficiency in the language of study according to the guidelines as set forth by the Board. In addition, this endorsement requires a minimum of 30 semester hours in the language of study.

006.72E1: Upon demonstration of proficiency in the language of study through one of the assessments as set forth by the Board, a standard institution of higher education may waive up to 30 of the required hours of language study.

~~006.72D1 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.~~

006.72F ~~006.72E~~ Endorsement Program Requirements: ~~Nebraska Teacher Education Institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.72G ~~006.72F~~ ~~Effective September 1, 2015, an~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board ~~in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit~~. If an applicable content test for a specific language is not identified by the Board, a standard institution of higher education may recommend this endorsement with written documentation as to how the institution validated the student's proficiency.

007 Special Services Endorsements

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 requires a current Nebraska license as a Registered Audiologist from the Nebraska Department of Health and Human Services.

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 requires 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.

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.

007.04 Special Services Coaching

007.04A Grade Levels: 7-12

007.04B Endorsement Type: Special Services

007.04C The endorsement is valid only in the area of coaching extracurricular activities and may appear only on a special services permit.

007.04D The endorsement is valid only in the Nebraska school system requesting the issuance of such permit and requires:

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.

APPENDIX A
STATUS OF ENDORSEMENTS NO LONGER IN CHAPTER 24

ENDORSEMENT NO LONGER CONTAINED IN THIS CHAPTER	COMPARABLE REPLACEMENT TO ENDORSEMENT	REVOKED ENDORSEMENT
Business Education	Business, Marketing, and Information Technology (BMIT)	
Computer Science	Information Technology	
Cooperative Education-Diversified Occupations	Work-Based Learning	
Curriculum	Curriculum Supervisor	
Early Childhood Education (subject)	Early Childhood Education (supplemental)	
Early Childhood Education Unified	Early Childhood Inclusive	
Educational Audiologist	Audiologist	
Family and Consumer Sciences	Family and Consumer Sciences Occupational	
General Art	Art	
Horticulture Education		Horticulture Education
Industrial Technology Education	Skilled and Technical Sciences Education	
Health Occupations	Health Sciences Education	
Instrumental Music	Music	
Journalism and Mass Communications	Journalism and Media Education	
Middle Grades Education	Middle Level Education	
Middle Grades – Natural Sciences	Middle Level Education – Science	
Natural Science	Science	
Physical Science (field)	Chemistry, Earth and Space Science, and Physics (subjects)	
Pre-School Disabilities	Early Childhood Inclusive	
Pre-School Handicapped	Early Childhood Inclusive	
Reading	Reading and Writing	
School Transition Specialist	Secondary Transition Specialist	
Skilled and Technical Science Education	Skilled and Technical Sciences Education – Skilled Specific	
Social Science	Social Studies	
Special Education	Special Education Generalist	
Special Education Behaviorally Disordered	Special Education Behavior Intervention Specialist	

Special Education Deaf or Hard of Hearing/Field	Special Education Deaf or Hard of Hearing	
Special Education Learning Disabilities	Special Education Inclusion and Collaboration Specialist	
Special Education - Mild/ Moderate Disabilities	Special Education Generalist	
Special Education Severe/Multiple Disabilities	Special Education Functional Academic Skills and Independent Living Specialist	
Speech and Theatre (field)	Speech, Theatre (subjects)	

APPENDIX B

Teacher Certification
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: (402) 471-0739
Fax: (402) 742-2359

NDE 20-020
Revised 10-14

AFFIRMATION OF ELIGIBILITY
PROVISIONAL SPECIAL EDUCATION ENDORSEMENT

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

_____ _____
Printed Name of Applicant Social Security Number*

To be completed by the Superintendent:

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

_____ _____
Signature of Superintendent Date

To be completed by Applicant:

I affirm by my signature that:

- I have completed at least six (6) semester hours in special education at a state approved teacher education institution (name of institution) _____ _____. The title of the courses completed are _____ _____ and is verified by the **attached** transcript.
- I have established an approved program at a state approved teacher education institution (name of institution) _____ that will lead to the following special education endorsement (name of endorsement) _____ at the _____ grade level.
- I have requested the Certification Officer at the approved teacher education institution to submit the appropriate form to the Nebraska Department of Education Teacher Certification Office, verifying the establishment of the approved program in special education.
- **I agree to complete at least nine (9) semester hours of approved coursework before the August 31st deadline for which this endorsement is valid. I understand that my Provisional Special Education Endorsement shall not be renewed if I fail to complete this requirement.**

_____ _____
Signature of Applicant** Date

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

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

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 Subject Assessment/Content Test (from Educational Testing Service/ETS, Princeton, NJ)	Passing Score
ADMINISTRATIVE ENDORSEMENTS		
Principal	*Praxis* 5412 Educational Leadership Administration and Supervision (ELAS)	146
Special Education Supervisor	*Praxis* 5412 Educational Leadership Administration and Supervision (ELAS)	146
Superintendent	*Praxis* 6991 School Superintendent Assessment (SSA) - *Praxis* 6021 (SSA) accepted through Aug. 21, 2021	162 152
TEACHING ENDORSEMENTS		
Agricultural Education	*Praxis* 0701/5701 Agriculture	147
Art	*Praxis* 0134/5134 Art: Content Knowledge	158
Biology	*Praxis* 5235 Biology: Content Knowledge	148
Business, Marketing, Information Technology (BMIT); also Basic Business	*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 also accepted.)	153 159
English Language Arts	*Praxis* 5039 English Language Arts: Content and Analysis	168
Family and Consumer Sciences Occupational	*Praxis* 5122 Family and Consumer Sciences	153
Geography	*Praxis* 0921/5921 Geography	157
Health 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* 5165 Mathematics - ***(New Test Available Sept. 2021)* *Praxis* 5161 Mathematics: Content Knowledge - ***(Available through August 2022)*	160 146

Middle Level English Language Arts	*Praxis* 5047 Middle School: English Language Arts (or)	164
Middle Level Mathematics	*Praxis 5164* Middle School Mathematics **(New Test Available Sept. 2021) (or) *Praxis* 5169 Middle School: Mathematics **(Available through August 2022)	165 157
Middle Level Science	*Praxis* 5442 Middle School: Science	152
Middle Level Social Studies	*Praxis* 5089 Middle School: Social Studies	155
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* 5302 Reading Specialist	165
School Counselor	*Praxis* 0421/5421 Professional School Counselor	156
School Librarian	*Praxis* 0311/5311 Library Media Specialist	151
School Psychologist	*Praxis* 5402 School Psychologist	147
Science	*Praxis* 0435/5435 General Science: Content Knowledge	148
Secondary English	*Praxis* 5039 English Language Arts: Content and Analysis	168
Social Studies	*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* 5023 Interdisciplinary Early Childhood Education	166
Special Education: Visual Impairment	*Praxis* 0282/5282 Special Education: Teaching Students with Visual Impairments	163
Speech-Language Pathologist	*Praxis* 5331 Speech Language Pathology	162
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

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STATE BOARD OF EDUCATION
Ad Hoc Search Committee Report

Date: Friday, March 03, 2023

The Ad Hoc Search Committee reports for its Wednesday, February 22, 2023 meeting with McPherson and Jacobson consultants Steve Joel and Randy Gilson. Committee members present were Chair Patti Gubbels, Jacquelyn Morrison, and Patsy Koch-Johns.

The search firm consultant reviewed the executive summary of the draft stakeholder survey results with the committee.

Approximately 80 NDE staff participated in the stakeholder engagement process with 27 of those volunteering to serve on the commissioner staff interview panel. Eight to ten members from that group will be selected to interview the Commissioner candidates. Additionally, an external interview panel comprised of education policy partners will interview finalists for the commissioner position.

The committee will meet during the week of March 6-10 to discuss the commissioner candidate interview schedule and consider details related to the interview process.

The Ad Hoc Search Committee will meet on Tuesday, March 14th to review applications, view introductory videos submitted by candidates, and identify finalists to be interviewed. It is anticipated that finalists will be interviewed the last week in March.

Report submitted by
Patti Gubbels, Chair

TO: Deborah A. Frison, Ed.D, Deputy Commissioner

FROM: Bryce Wilson, Denise Thege

DATE: March 3, 2023

SUBJECT: MONTHLY LIST OF CONTRACTS $10,000 TO $50,000

RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between $10,000 and $50,000.

1. Contractor(s): Brittany Jennett
   Contract Amount: $19,000
   Funding Source: Federal
   Scope of Services: Observing/training services.
   Date of Contract: 2/15/23-2/14/24
   Contact Person: Melody Hobson

2. Contractor(s): Lrene Jo Smith
   Contract Amount: $10,000
   Funding Source: Federal
   Scope of Services: Coaching/training services.
   Date of Contract: 3/1/23-2/29/24
   Contact Person: Melody Hobson

3. Contractor(s): HHS
   Contract Amount: $49,999
   Funding Source: Federal
   Scope of Services: Support NE SHARP work.
   Date of Contract: 2/1/23-1/31/24
   Contact Person: Zainab Rida

4. Contractor(s): Todd Schmeeckle
   Contract Amount: $10,000
   Funding Source: Federal
   Scope of Services: NE CAFÉ Leadership role.
   Date of Contract: 4/1/23-3/31/24
   Contact Person: Amy Rhone

5. Contractor(s): Tasha Jedlicka
   Contract Amount: $13,000
   Funding Source: Federal/General
   Scope of Services: Perform rating reviews.
   Date of Contract: 3/1/23-2/29/24
   Contact Person: Melody Hobson

6. Contractor(s): Teresa Marie Champion
   Contract Amount: $46,000
   Funding Source: Federal
   Scope of Services: Medical consultant services.
   Date of Contract: 2/7/23-6/30/23
   Contact Person: Krysti Michl

7. Contractor(s): Eric Knoll
   Contract Amount: $14,000
   Funding Source: Federal
   Scope of Services: Plan and conduct summer professional development technical skills workshops.
   Date of Contract: 2/24/23-7/31/23
   Contact Person: Katie Graham

8. Contractor(s): Brent Wilson
   Contract Amount: $35,000
   Funding Source: Federal
   Scope of Services: Assist School Safety & Security Director.
   Date of Contract: 2/14/23-9/29/23
   Contact Person: Zainab Rida

9. Contractor(s): CASA of South Central NE
   Contract Amount: $48,995.76
   Funding Source: Federal
   Scope of Services: Provide summer transition program for youth age 14-21.
   Date of Contract: 4/1/23-7/31/23
   Contact Person: Lindy Foley

10. Contractor(s): EasterSeals NE
    Contract Amount: $48,253.45
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth age 14-21.
    Date of Contract: 4/1/23-7/31/23
    Contact Person: Lindy Foley

11. Contractor(s): Angel Guardians
    Contract Amount: $48,712.76
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth age 14-21.
    Date of Contract: 4/1/23-7/31/23
    Contact Person: Lindy Foley

12. Contractor(s): Goodwill Industries
    Contract Amount: $36,180.66
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth age 14-21.
    Date of Contract: 4/1/23-7/31/23
    Contact Person: Lindy Foley

13. Contractor(s): Mentor Nebraska
    Contract Amount: $49,999
    Funding Source: Federal
    Scope of Services: Provide trainings and presentations.
    Date of Contract: 2/17/23-2/16/24
    Contact Person: Zainab Rida

14. Contractor(s): Sarah Meyer
    Contract Amount: $26,500
    Funding Source: Federal
    Scope of Services: Provide support for USDA wellness policy assessment, Nebraska Native Youth Conference, and the successful implementation of the Team Nutrition project.
    Date of Contract: 2/13/23-2/12/24
    Contact Person: Zainab Rida

15. Contractor(s): ESU 13
    Contract Amount: $11,677.95
    Funding Source: Federal
    Scope of Services: Provide summer transition program for youth age 14-21.
    Date of Contract: 4/1/23-7/31/23
    Contact Person: Lindy Foley

16. Contractor(s): Mark Hald dba Therapeutic Play
    Contract Amount: $12,000
    Funding Source: Federal
    Scope of Services: Provide six PD/TA sessions on the topic of infant, toddler social emotional development.
    Date of Contract: 3/1/23-2/29/24
    Contact Person: Amy Rhone

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 15, 2023

TO: Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

FROM: Marisol Birth, Ph. D, and Brad Dirksen

PROPOSED AGENDA ITEM: Notification of vacancies on the Nebraska Private Postsecondary Career Schools Advisory Council.

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION: The vacancies are due to term expiration, school change of ownership, and/or school closure. Dr. Karim Gharzai, Ph.D., Nebraska Institute of Technology, term expired on September 5, 2022. Jarrod Peters, New Horizons, school closed. Jackie Hornig, Xenon International Academy, school change of ownership. Mark Wehner, Reesults Coaching School of Real Estate, term expired on September 5, 2022. Larry March, JTL Truck Driver Training, school change of ownership.

The board will be requested to appoint new members to fill the vacancies on the Advisory Council at the April 2023 Board meeting.

The council was established under the provisions of Nebraska Revised Statute 85-1607. Members of the council shall include representatives from a business school, a trade or technical school, a better business bureau, and three other distinct areas of education.

Functions of the council are:

1. To advise the department in its administration of the Private Postsecondary Career School Act; and
2. To review the rules and regulations adopted or proposed for adoption by the department and recommendations with respect thereto.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2023

ESTIMATED COST: None

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FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 02.07.2023*

APPLICATION FOR MEMBERSHIP ON

THE NEBRASKA PRIVATE POSTSECONDARY CAREER SCHOOLS ADVISORY COUNCIL

The purpose of this form is to obtain general information for use in appointing members of committees, councils, and consortiums approved by the Nebraska State Board of Education. If you have recently prepared a biography or resume, please attach it to this form.

PERSONAL INFORMATION

NAME	(first)	(middle initial)	(last)	
RESIDENCE	(street)	(city)	(zip)	(county)
WORK ADDRESS	(street)	(city)	(zip)	
TELEPHONE	(residence)		(work)	
OCCUPATION				

In which Nebraska State Board of Education district do you live? _____

Please provide the following information, check all categories which you represent, and complete pages 2 and 3 of this form. Information provided in this section will assist our staff and the State Board in making selections.

Check category(ies) which you represent:

- ☐ Cosmetology/Barbering
- ☐ Better Business Bureau
- ☐ Business
- ☐ Massage Therapy
- ☐ Nail Technology
- ☐ Real Estate
- ☐ Trade or Technical
- ☐ Truck Driving
- ☐ Other Sector of Private Postsecondary Career School

ADDITIONAL INFORMATION

Please provide additional supportive information about yourself and your experiences. Include membership of organizations related to this position, membership of any board, commission, council, or committee you have served in the past, honors or awards received, and other volunteer activities.

Please explain your interest in serving on the Nebraska Private Postsecondary Career Schools Advisory Council:

EMPLOYMENT

List employment history, beginning with current experience; include volunteer activities. A resume or additional information is optional.

EDUCATION

List schools attended (including high school), location, dates, major field of study or degree received.

REFERENCES

List names, addresses, and telephone numbers of at least three persons who may be contacted for references.

Name	Address	Phone Number
Name	Address	Phone Number
Name	Address	Phone Number

Signature of applicant _____ Date _____

Please return completed form to:

Marisol Birth, Ph.D, Program Director
Private Postsecondary Career Schools
and Veterans Education
Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509-4987 **OR E-MAIL TO: marisol.birth@nebraska.gov**

Questions concerning this form should be directed to Marisol Birth at 402-326-4519.

STATE STAFF USE ONLY

STATE BOARD OF EDUCATION REPRESENTATIVE AND DISTRICT

RECOMMENDING STAFF PERSON

Appointment *approved* at _____ State Board of Education meeting.
meeting

Appointment *not approved* at _____ State Board of Education meeting.
meeting

NEBRASKA
DEPARTMENT OF EDUCATION

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NEBRASKA PRIVATE POSTSECONDARY CAREER SCHOOLS ADVISORY COUNCIL
September 2021

Tami Barrett
Cornhusker Better Business Bureau, Inc.
Lincoln Branch Manager
(Better Business Bureau representative)

Dr. Karim Gharzai, Ph.D.
Nebraska Institute of Technology
(Trade/Technical school representative)
3-year term beginning September 6, 2019 and ending September 5, 2022

Mr. Jarrod Peters
New Horizons Computer Learning Center
(Business school representative)
3-year term beginning October 6, 2021 and ending October 5, 2024

Ms. Jackie Hornig
Xenon International Academy
(Trade/Technical school representative)
3-year term beginning September 6, 2019 and ending September 5, 2022

Mr. Mark Wehner
Reesults Coaching School of Real Estate
(Real Estate school)
3-year term beginning September 6, 2019 and ending September 5, 2022

Mr. Larry Marsh
JTL Truck Driver Training
(School Licensed by Other State Agency representative)
3-year term beginning September 7, 2020 and ending September 6, 2023