

**Elementary Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 05/07/12 –
Updates adopted 2/2/18)**

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 shall include the following:

006.20D1a Child growth and development;

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

006.20D1c Instructional strategies that are adapted for diverse students;

006.20D1d Organization and management of the classroom;

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

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

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

006.20D2a Communication, including literature, composition, and speech, **and reading instruction to include identification of deficiencies and effective instructional and intervention strategies;**

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006.20D2b Mathematics, including identification of deficiencies and effective instructional and intervention strategies;

006.20D2c Natural sciences; and

006.20D2d Social sciences.

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

006.20D3a Fine arts and humanities, and;

006.20D3b Health and wellness.

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

006.20F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

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

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

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of reading and writing, mathematics, science, and social studies in the content standards through grade eight as defined by the Nebraska State Board of Education.
- B. Demonstrate academic background knowledge in all areas of the elementary curriculum and be able to utilize the knowledge, skills, and processes of:
 1. communication, including literature, composition, and speech;
 2. health and wellness;
 3. mathematics;
 4. natural sciences;
 5. social sciences; and
 6. fine arts.
- C. Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that

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support individual students' development, acquisition of knowledge, and motivation.

D. Demonstrate competence in the following curricular areas:

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

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

1. **Integrating and applying knowledge for instruction** – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
2. **Adaptation to diverse students** – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

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3. **Development of critical thinking and problem solving** – Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;
 4. **Active engagement in learning** – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments;
 5. **Communication to foster collaboration** – Candidates use their knowledge and understanding of effective verbal, nonverbal, and digital communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
 6. **Integration of media and technology** - Candidates know how to use a variety of media communication tools, including audio-visual aids and computer-based technologies, to enrich learning opportunities for all students.
- F. Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
1. Skills in preparing, interpreting, and utilizing multiple teacher-made assessments for the purpose of planning instruction, implementing interventions, and increasing student achievement;
 2. Standardized, criterion referenced, formative, summative, classroom, and curriculum-based assessment tools for the purpose of improving student learning;
- G. Demonstrate professionalism, with an emphasis in the following areas:
1. **Professional growth, reflection, and evaluation** – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
 2. **Collaboration with families, colleagues, and community agencies** – Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
 3. **Diversity** - Candidates demonstrate an understanding of and are able to apply methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, socio-economic, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples.
- H. Demonstrate an understanding of historical, philosophical, and contemporary backgrounds in elementary education.

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- I. Participate in clinical experiences. Prospective teachers should be engaged in clinical experiences interpreting the knowledge and skills in standards C through H and which include interactions with:
 1. students in primary (K-3) and intermediate grades; and
 2. children and young adolescents representing diverse populations.