

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 related specifically to 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 specifically addresses the content area standards for each of the four areas. Coursework in the four core areas includes:

006.20D2a English language arts; and

006.20D2b Mathematics; and

006.20D2c Science; and

006.20D2d Social studies.

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

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.

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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 Nebraska Teacher and Principal Performance Standards the program should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of English language arts, mathematics, science, and social studies, fine arts and health and wellness in the content standards through grade eight as defined by the Nebraska State Board of Education.
- B. Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- C. Demonstrate competence in the following curricular areas:

1. English Language Arts

Candidates know, understand, and use fundamental concepts of English language arts including the following components:

- a. Oral language development; and
- b. Concepts of print and alphabetic principles; and
- c. Phonological and phonemic awareness; and
- d. Phonics and word analysis; and
- e. Fluency; and
- f. Vocabulary development; and
- g. Writing for a variety of tasks, disciplines, purposes, and audiences; and
- h. Comprehension; and
- i. Motivation and engagement; and
- j. Characteristics of dyslexia and the science of dyslexia; and evidence-based structured literacy interventions, classroom accommodations, and assistive technology for individuals with dyslexia.

2. Science

- a. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences including disciplinary core ideas and crosscutting concepts, science and engineering practices, and the nature of science; and
- b. 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; and
- c. Candidates can engage learners in authentic and relevant learning experiences that cultivate a sense of wonder and curiosity, make sense of phenomena and identify creative solutions to local and global problems.

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3. Mathematics

- a. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability; and
- b. Candidates know and demonstrate a high level of competence in conceptual understanding, procedural fluency, and problem solving using multiple representations while communicating reasoning; and
- c. Candidates can engage learners in problem solving, reasoning and proof, communication, connections, and representation.

4. Social Studies

- a. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of economics, civics, history, geography and the social sciences, civil discourse practices, and informed decision making; and
- b. Candidates can engage learners to promote the learner's ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

5. Fine Arts

- a. Candidates know, understand, and use the content, functions, and achievements of the fine arts including media, visual, dance, music, theater as primary tools for communication, inquiry, and engagement among learners; and
- b. Candidates can engage learners in connecting to and/or expressing the human experience through the arts.

6. Health Education

Candidates know, understand, and use the major concepts in the subject matter of health education and wellness to create opportunities for student development and practice of skills that contribute to health literacy.

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 an active, healthy lifestyle and enhanced quality of life for elementary students.

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

1. Planning and Preparation

The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

- a. Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum; and
- b. Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations

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and enable each student to achieve district and state content standards, learning goals, and instructional objectives; and

- c. Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences; and
- d. Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction; and
- e. Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning; and
- f. Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups.

2. The Learning Environment

The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.

- a. Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support; and
- b. Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success; and
- c. Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs; and
- d. Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students; and
- e. Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress.

3. Instructional Strategies

The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.

- a. Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives; and
- b. Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences; and
- c. Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences; and
- d. Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs; and

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- e. 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; and
- f. Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization.

4. Assessment

The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

- a. Utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives; and
- b. Uses a variety of district-supported classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding; and
- c. Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student; and
- d. Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction; and
- e. Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals; and
- f. Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders.

5. Professionalism

The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self-learning, and contributes to the profession.

- a. Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district; and
- b. Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families, and the larger community in an effort to support and enhance each student's academic success and well-being; and
- c. Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community; and
- d. Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness; and

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- e. Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community; and
 - f. Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement; and
 - g. Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community.
- E. Demonstrate an understanding of historical, philosophical, and contemporary backgrounds in elementary education.
- F. Participate in clinical experiences. Candidates should be engaged in clinical experiences interpreting the knowledge and skills in these guidelines and which include interactions with:
- 1. Students in primary (K-3) and intermediate grades; and
 - 2. Children and young adolescents representing diverse populations.